

## Academic Health Center Shared

### 2-565 Moos Tower

#### AHS 1101 Orientation to Health Careers

**OPT No Aud, 1 credit(s); Credit will not be granted if credit has been received for: AHS 1102;**

**Instructor:** Rosand, Jennifer A

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

#### AHS 1101 Orientation to Health Careers

**OPT No Aud, 1 credit(s); Credit will not be granted if credit has been received for: AHS 1102;**

**Instructor:** Simpson, Scott W

**Description:** This one credit course is designed for students interested in exploring the many career paths available in health care. Students will have the opportunity to reflect on their own values, skills and interests. You will also hear first-hand from an extensive line-up of guest speakers and learn more about the academic and experiential requirements for health professional schools at the University. Activities will include interest inventories, discussion, journaling, developing an action plan, and other reflective assignments. This course will help you decide if a career in the health professions is a good fit for you.

#### AHS 1102 Orientation to Health Careers

**OPT No Aud, 1 credit(s); Credit will not be granted if credit has been received for: AHS 1101;**

**Instructor:** Kachgal PhD, Mera

**Description:** This Web-based, one credit course is for undergraduate students who are exploring health majors and professions. Students will have the opportunity to reflect on their own values, skills and interests. You will learn more about the academic and experiential requirements for health professional schools at the University. Activities will include interest inventories, discussion, journaling, developing an action plan, and other reflective assignments. This course will help you decide if a career in the health professions is a good fit for you.

**Style:** 100% Web Based.

**Grading:** 33% quizzes, 33% reflection paper, 33% other evaluation.

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

#### AHS 1102 Orientation to Health Careers

**OPT No Aud, 1 credit(s); Credit will not be granted if credit has been received for: AHS 1101;**

**Instructor:** Simpson, Scott W

**Description:** This Web-based, one credit course is for undergraduate students who are exploring health majors and professions. Students will have the opportunity to reflect on their own values, skills and interests. You will learn more about the academic and experiential requirements for health professional schools at the University. Activities will include interest inventories, discussion, journaling, developing an action plan, and other reflective assignments. This course will help you decide if a career in the health professions is a good fit for you.

**Style:** 100% Web Based.

**Grading:** 33% quizzes, 33% reflection paper, 33% other evaluation.

#### AHS 1104 Experiences in Health

**2 credit(s); prereq AHS 1101 or AHS 1102 or AHS 1600;**

**Instructor:** Rosand, Jennifer A

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

#### AHS 1601 The Future Physician II

**1 credit(s); prereq Permission number; 1600 recommended;**

**Instructor:** Todd, Tricia

**Description:** Explore the field of medicine by hearing from and interacting with guest physician speakers from the U of M Medical School and the community. Think critically about the

challenges and opportunities of a career in medicine through reflective exercises. Learn about the knowledge and skills needed to be an effective physician, along with the challenges and rewards gained when caring for patients and explore your own fit with a career in medicine.

**Style:** 20% Discussion, 80% Guest Speakers.

**Grading:** 15% attendance, 85% reflection paper.

#### AHS 1602 The Future Physician III: Experiences in Health

**2 credit(s); prereq [1600 or 1601], instr consent , permission number;**

**Instructor:** Todd, Tricia

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

#### AHS 2707 Global Health Challenges for Future Health Professionals

**A-F only, 2 credit(s), max credits 4;**

**Instructor:** Todd, Tricia

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

#### AHS 4300 Directed Study

**1-3 credit(s), max credits 6; prereq instr consent ;**

**Instructor:** Todd, Tricia

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

## Accounting

### 3-122 Carlson School of Management

#### ACCT 2050 Introduction to Financial Reporting

**A-F only, 4 credit(s); prereq Soph; Credit will not be granted if credit has been received for: APEC 1251;**

**Instructor:** Biondich, Nick E

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In this course, you will learn: --the nature of financial transactions; --the Generally Accepted Accounting Principles (GAAP) that businesses and nonprofit organizations in the U.S. must follow in reporting these transactions; --the vocabulary of financial accounting, sometimes described as the language of business; and --the representations made by financial statements. As you learn the fundamentals of accounting, you will gradually discern many areas that will affect you throughout your life. Whenever your corporate employer describes its financial goals, whenever you observe the stock market reacting to a corporation's earnings, whenever you learn about how a financially troubled company is taking steps to increase its profitability, accounting information is involved. This course will help you increase your understanding of events that take place daily in the financial community.

**Style:** Online with handwritten exams

**Grading:** 30% mid exam, 35% final exam, 35% written homework.

**Exam Format:** Supervised, in-person (not online) exams

#### ACCT 2050 Introduction to Financial Reporting

**A-F only, 4 credit(s); prereq Soph; Credit will not be granted if credit has been received for: APEC 1251;**

**Instructor:** Deng, Mingcherng

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

#### ACCT 2050 Introduction to Financial Reporting

**A-F only, 4 credit(s); prereq Soph; Credit will not be granted if credit has been received for: APEC 1251;**

**Instructor:** Gao, Yu

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

**ACCT 2050H Honors: Introduction to Financial Reporting****A-F only, 4 credit(s);****Instructor:** Caliendo, Charles Michael**Description:** Student may contact the instructor or department for information.**ACCT 3001 Introduction to Management Accounting****A-F only, 3 credit(s); prereq 2050;****Instructor:** White, Paul Andrew**Description:** This course introduces the topic of management accounting. The purpose of management accounting is to provide information to management for costing products, as well as for planning, controlling, and evaluating business activities. The purpose of this class is to introduce managerial accounting, which directly relates to managerial decision-making. The course will introduce the design and use of costing systems with specific emphasis on activity based costing systems. The role of managerial accounting in operational and strategic decisions of business firms will also be emphasized.**Style:** 40% Lecture, 30% Small Group Activities, 30% Demonstration.**Grading:** 30% mid exam, 32% final exam, 25% quizzes, 13% class participation.**ACCT 3001 Introduction to Management Accounting****A-F only, 3 credit(s); prereq 2050;****Instructor:** Batina, Tom**Description:** Student may contact the instructor or department for information.**ACCT 3199 Internship in Public Accounting****S-N only, 2 credit(s); prereq 5125, instr consent;****Instructor:** Biondich, Nick E**Description:** Students interested in earning academic credit for work involving an accounting internship should contact nick biondich at 612-624-7055.**ACCT 3201 Intermediate Management Accounting****A-F only, 2 credit(s); prereq 3001, acct or finance major;****Instructor:** White, Paul Andrew**Description:** This course continues the topic of management accounting in greater depth. The purpose of management accounting is to provide information to management for costing products, as well as for planning, controlling, and evaluating business activities. The purpose of this class is to expand and build on the topics introduced in ACCT3001. The course will hone and refine the tools and techniques learned in introductory management accounting classes as well as improve your decision-making skills. We will also explore several topics not covered in the introductory class as well as consider how management accounting supports overall business strategy.**Style:** 10% Lecture, 45% Discussion, 45% Student Presentation.**Grading:** 33% final exam, 27% written homework, 20% in-class presentation, 20% class participation.**ACCT 3299 Internship in Management Accounting****S-N only, 2 credit(s); prereq Acct 3201, instr consent;****Instructor:** Biondich, Nick E**Description:** Students interested in earning academic credit for work involving an accounting internship should contact Nick Biondich at 612-624-7055.**ACCT 5101 Intermediate Accounting I****A-F only, 4 credit(s); prereq Grade of at least B- in 2050,****[mgmt major or mgmt grad student];****Instructor:** Biondich, Nick E**Description:** Student may contact the instructor or department for information.**ACCT 5101 Intermediate Accounting I****A-F only, 4 credit(s); prereq Grade of at least B- in 2050,****[mgmt major or mgmt grad student];****Instructor:** Vyas, Dushyantkumar Maheshkumar**Description:** Student may contact the instructor or department for information.**ACCT 5102W Intermediate Accounting II****A-F only, 4 credit(s); prereq 5101[ mgmt or grad mgmt****student]; Meets CLE req of Writing Intensive;****Instructor:** Tranter, Terry L**Description:** Students in class are juniors, seniors, and master's students. While most students are accounting majors, the course is also valuable for students in finance. The class covers the valuation of liabilities and owners' equity accounts, as well as cashflow statements and earnings per share calculations. Students need a thorough background in financial accounting and present value calculations to do well in Acct 5102.**Style:** 100% Lecture.**Grading:** 47% mid exam, 25% final exam, 19% reports/papers, 9% other evaluation.**Exam Format:** Open-ended questions 85+%; essays 10-15%; 4-6 questions per exam; exams are long and run the full class period**ACCT 5125 Auditing Principles and Procedures****A-F only, 4 credit(s); prereq [3101 or 5101 or 5100 or 6100],****[acct major or grad mgmt student];****Instructor:** Beil, Frank J**Description:** Student may contact the instructor or department for information.**ACCT 5135 Fundamentals of Federal Income Tax****A-F only, 4 credit(s); prereq [2050 or MBA 6030], [mgmt or grad mgmt student];****Instructor:** Naples, Tammy**Description:** Student may contact the instructor or department for information.**ACCT 5160 Financial Statement Analysis****A-F only, 2 credit(s); prereq [5100/6100 or 3101/5101],****[accounting or finance major];****Instructor:** Caliendo, Charles Michael**Description:** Student may contact the instructor or department for information.**ACCT 5160 Financial Statement Analysis****A-F only, 2 credit(s); prereq [5100/6100 or 3101/5101],****[accounting or finance major];****Instructor:** Beil, Frank J**Description:** Student may contact the instructor or department for information.**ACCT 5180 Consolidations and Advanced Reporting****A-F only, 2 credit(s); prereq [5102, mgmt or grad mgmt student];****Instructor:** Biondich, Nick E**Description:** Student may contact the instructor or department for information.**ACCT 5236 Introduction to Taxation of Business****A-F only, 2 credit(s); prereq 5135, acct major;****Instructor:** Gutterman, Paul Gerard**Description:** Also known as "Tax 2," this course is a continuation and building upon the fundamental tax principles learned in Acct 5135. Whereas the first tax course focused on individual taxation, this course is intended as a broad overview of entity taxation. Specifically it is a survey to the income tax laws governing the taxation of corporations, partnerships, limited liability companies, limited liability partnerships, and S corporations. The course will also build upon and increase the student's knowledge and skills relating to tax research by requiring the writing of two research memorandums.**Style:** 60% Lecture, 15% Discussion, Problems**Grading:** 40% mid exam, 40% final exam, 20% other evaluation. research memoranda**Exam Format:** multiple choice + short essay**ACCT 5310 International Accounting****A-F only, 2 credit(s); prereq 5101; [5102 or Concurrent****registration is required (or allowed) in 5102] recommended;****Instructor:** Rayburn, Judy Ann**Description:** Student may contact the instructor or department

for information.

#### ACCT 6100 Financial Statement Analysis

**A-F only, 4 credit(s); prereq MBA 6030, MBA student;**

**Instructor:** Gu,Zhaoyang

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

#### ACCT 8006 Advanced Audit

**A-F only, 4 credit(s); prereq MAcc student;**

**Instructor:** Beil, Frank J

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

#### ACCT 8802 Emerging Issues in Accounting

**4 credit(s), max credits 8; prereq Business admin PhD student or instr consent;**

**Instructor:** Gu,Zhaoyang

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

#### ACCT 8832 Theory of Contracts II: Renegotiation and Incomplete Contracting

**2 credit(s);**

**Instructor:** Gigler, Frank

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

## Addiction Studies

### Credit Certificate Prog/College of Continuing Edu

#### ADDS 4001 Professional Practice of Addictions Counseling

**A-F only, 3 credit(s); prereq Adds student, instr consent ;**

**Instructor:** Van Cleve, Michael

**Description:** Core addictions counseling functions including clinical assessment, case management, documentation treatment planning, and ethical issues. Students begin process of securing internship.

#### ADDS 4001 Professional Practice of Addictions Counseling

**A-F only, 3 credit(s); prereq Adds student, instr consent ;**

**Instructor:** Frenz, David Arthur

**Description:** Core addictions counseling functions including clinical assessment, case management, documentation treatment planning, and ethical issues. Students begin process of securing internship.

#### ADDS 4002 Internship in Substance Abuse Counseling I

**S-N only, 2-8 credit(s), max credits 8, 4 completions allowed; prereq Adds 4001, Adds student, instr consent ;**

**Instructor:** Rohovit PhD, Julie Lynn

**Description:**

#### ADDS 5001 Foundations of Addiction Studies

**A-F only, 2 credit(s);**

**Instructor:** Van Cleve, Michael

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Theoretical perspectives/concepts related to etiology of alcohol/drug dependency/abuse. Emphasizes bio-psycho-social models of addiction/disease: psychodynamics, social learning, contingency, family systems. Connection of theory to empirical research.

**Style:** Online

**Grading:** -4 ungraded self-quizzes -6 reflection journal entries (24 pts.) -7 discussion forums (28 pts.) -1 term paper (48 pts.) -2 exams (100 pts.)

#### ADDS 5002 Models, Methods, and Intervention Skills for

#### Substance Abuse Counselors

**A-F only, 2 credit(s);**

**Instructor:** Van Cleve, Michael

**Description:** Knowing the difference between Rogers and Ellis? counseling models is important. Not so much because current practitioner?s practice exclusively under one model but because it deepens the counselor?s capacity to understand that theory guides thinking and decision making in the clinical environment. This course surveys the major concepts and practices of several therapeutic models including existential therapy, person centered therapy, behavior therapy, cognitive therapy and post modern models such as solution focused and narrative. The second section of the course will focus on the popular contemporary change model: motivational interviewing. Students will be exposed to several concepts such as ambivalence, confidence, motivation, resistance and commitment to change. Considerable in-class time will be dedicated to practicing MI interventions with peers. Students will finish the course fully prepared at an introductory level. Information will be provided on how students can continue their training. Instructional objectives are designed to help you: ? Understand the key concepts , the therapeutic process and the application of techniques and procedures for several different clinical models ? Discuss strengths and limitations of those approaches ? Understand the MI model of change including all of its primary concepts ? Practice increasing proficiency on using model in a practice environment ? Discuss strengths and limitations of MI model

#### ADDS 5004 Co-Occurring Addictive and Mental Health

**Disorders**

**A-F only, 2 credit(s); prereq Cannot be taken for cr by MSW students;**

**Instructor:** Van Cleve, Michael

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid information. The purpose of this course is to familiarize clinical practitioners with the relationship between mental disorders and substance abuse, the characteristics of the most common mental disorders, and the methods used to treat individuals who have co-occurring conditions. The course will describe how mental health disorders interact with substance abuse disorders, the medications that are used to treat these conditions, and the community resources that can be helpful for these clients. It will also discuss approaches to assessment and counseling, including the use of the DSM-IV-TR. The goal of this course is to improve your ability to work with this population by broadening your knowledge and skills in the areas of assessment, treatment planning, and evidence-based treatment interventions.

**Style:** 100% Web Based.

**Grading:** --self-introduction: 1% --5 discussions: 9% --12 quizzes: 30% --2 exams: 60%

#### ADDS 5005 Group Therapy: Theory and Practice

**3 credit(s);**

**Instructor:** Rohovit PhD, Julie Lynn

**Description:** Group Therapy: Theory And Practice is a graduate level course designed to introduce you to the many professional and practical issues involved with designing and facilitating ethical and effective therapy groups. The basic intra and inter-personal dynamics, practical issues, theoretical components, leadership qualities and skills, developmental aspects and ethical issues of designing and facilitating therapy groups will be discussed. Applying group skills to the therapy of chemically addicted individuals is emphasized. This course combines the use of lectures, discussion, experiential exercises, small group participation and readings to advance your cognitive, interpersonal and practical skills.

#### ADDS 5009 Multicultural Aspects of Addiction

**2 credit(s);**

**Instructor:** Wamsley, Debra S

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

## Adult Education

### 330 Wulling Hall

#### ADED 3001 Adult Education Overview

**A-F only, 1 credit(s);**

**Instructor:** Hanes Goodlander, Lisa Ann

**Description:** This online course represents an overview of the theory and practice of adult learning and adult development, which, together, comprise the field of adult education (AdEd). This course is intended for undergraduates, primarily those who are in the undergraduate HRD degree program and want an AdEd Certificate, as these two programs are integrated. Other undergrads who would like the AdEd Certificate may also use this course to complete the requirements.

#### ADED 3101 Introduction to Strategies for Teaching Adults

**A-F only, 3 credit(s);**

**Instructor:** Digby PhD, Cynthia LB

**Description:**

#### ADED 3101 Introduction to Strategies for Teaching Adults

**A-F only, 3 credit(s);**

**Instructor:** Woldeab, Daniel

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

#### ADED 5101 Strategies for Teaching Adults

**A-F only, 3 credit(s); prereq Grad student only;**

**Instructor:** Park, Rosemarie J

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

#### ADED 5103 Designing the Adult Education Program

**A-F only, 3 credit(s);**

**Instructor:** Twohig, Catherine Carol

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

#### ADED 5196 Field Experience in Adult Education

**S-N only, 3-6 credit(s), max credits 6, 1 completion allowed;**

**Instructor:** Twohig, Catherine Carol

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

#### ADED 5211 Introduction to the Undereducated Adult

**A-F only, 1 credit(s); prereq credit will not be granted if credit received for: ADED 5202;**

**Instructor:** Digby PhD, Cynthia LB

**Description:**

**Style:** 100% Web Based.

#### ADED 5224 Formal Assessment of Adult Literacy

**A-F only, 1 credit(s); prereq 5211 credit will not be granted if credit received for: ADED 5202;**

**Instructor:** Schlukebier, Jennifer Ann

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

#### ADED 5225 Informal Assessment of Adult Literacy

**A-F only, 1 credit(s); prereq 5211 credit will not be granted if credit received for: ADED 5202;**

**Instructor:** Conroy, Anne

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

#### ADED 5226 Advanced Assessment of Adult Literacy

**A-F only, 1 credit(s); prereq 5211, 5224, 5225 credit will not be granted if credit received for: ADED 5202;**

**Instructor:** Wenda, Skip T

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

#### ADED 5233 Methods of Teaching Beginning Adult Literacy

**A-F only, 1 credit(s); prereq 5211 credit will not be granted if credit received for: ADED 5203;**

**Instructor:** Bredemus, Claudia Therese

**Description:** Teaching beginning literacy skills to adults: initial methods of teaching reading, writing, and communication skills. Theories of learning and curriculum design. Technology as a teaching tool: teaching students with disabilities or with different cultural and linguistic backgrounds.

**Style:** 5% Field Trips, 95% Web Based.

#### ADED 5234 Methods of Teaching Intermediate Adult Literacy

**A-F only, 1 credit(s); prereq 5211, 5233 credit will not be granted if credit received for: ADED 5203;**

**Instructor:** Bredemus, Claudia Therese

**Description:** Methods of teaching reading, writing, and communications skills to adults at an intermediate level. Emphasizes communication/comprehension in oral/written English. English reading and oral communication skills for workplace. Evaluating commercial materials/software.

#### ADED 5235 Methods of Teaching Advanced Adult Literacy

**A-F only, 1 credit(s); prereq 5211, 5234 credit will not be granted if credit received for: ADED 5203;**

**Instructor:** El-radi, Reem D

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

## Aerospace Engineering and Mechanics

107 Akerman Hall

#### AEM 1905 Freshman Seminar: Aircraft and Spacecraft:

**Freshman Seminar: Build and Fly a Model Aircraft**

**OPT No Aud, 2 credit(s); prereq Fr;**

**Instructor:** Murch, Austin Matthew

**Description:** Wright Brothers Redux: Build and Fly a Model Aircraft Brief description: One of the first questions asked by newcomers to aviation is "How do airplanes fly"? In this hands-on course we will explore this question by designing, building, and flying small radio controlled model airplanes. The aircraft will be electric powered and weigh under 2 pounds. Students will learn the fundamentals of flight and have the opportunity to pilot their aircraft. Flight testing will be a required class activity primarily during normal class periods. Additional elements of the course will be data analysis from the flight tests to validate the design decisions, lectures, discussions, and activities associated with manned and unmanned aircraft, including the engineering challenges of past, current, and future aircraft.

#### AEM 2011 Statics

**A-F only, 3 credit(s); prereq PHYS 1301W, [Concurrent registration is required (or allowed) in Math 2374 or equiv], CSE;**

**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

**A-F only, 3 credit(s); prereq 2011, [Concurrent registration is required (or allowed) in Math 2373 or equiv], CSE student;**

**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 2301 Mechanics of Flight**

A-F only, 3 credit(s); prereq PHYS 1301W, [Concurrent registration is required (or allowed) in MATH 2373 or equiv], CSE;

Instructor: STAFF

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

**AEM 4202 Aerodynamics**

A-F only, 4 credit(s); prereq upper div CSE or grad, 4201;

Instructor: STAFF

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

**AEM 4203 Aerospace Propulsion**

A-F only, 4 credit(s); prereq 4202, [CSE upper div or grad student];

Instructor: STAFF

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

**AEM 4295 Problems in Fluid Mechanics**

1-3 credit(s), max credits 6, 6 completions allowed; prereq dept consent;

Instructor: STAFF

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

**AEM 4303W Flight Dynamics and Control**

A-F only, 4 credit(s); prereq [2012, 2301, [ENGC 1011 or equiv], [CSE upper div or grad student]] or instr consent ; Meets CLE req of Writing Intensive;

Instructor: STAFF

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

**AEM 4305 Spacecraft Attitude Dynamics and Control**

A-F only, 3 credit(s); prereq [4301, [4303W or ME 3281], CSE upper div] or grad student;

Instructor: STAFF

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

**AEM 4391 Independent Design Project**

A-F only, 3 credit(s); prereq 4331, dept consent ;

Instructor: Garrard,William L

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

**AEM 4495 Problems in Dynamics and Control**

1-3 credit(s), max credits 6, 6 completions allowed; prereq dept consent;

Instructor: STAFF

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

**AEM 4501 Aerospace Structures**

A-F only, 3 credit(s); prereq CSE upper div or grad, 3031 or equiv;

Instructor: STAFF

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

**AEM 4511 Mechanics of Composite Materials**

3 credit(s); prereq 3031, [CSE upper div or grad student];

Instructor: STAFF

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

**AEM 4595 Problems in Mechanics and Materials**

1-3 credit(s), max credits 6, 6 completions allowed; prereq dept consent;

Instructor: STAFF

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

**AEM 4601 Instrumentation Laboratory**

A-F only, 3 credit(s); prereq CSci 1113, EE 3005, EE 3006, [upper div CSE or grad student];

Instructor: STAFF

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

**AEM 4796 Professional Experience**

A-F only, 3 credit(s); prereq CSE upper div, AEM major, dept consent;

Instructor: STAFF

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

**AEM 4894H Senior Honors Thesis**

A-F only, 3 credit(s); prereq Honors student, permission of University Honors Program, AEM major;

Instructor: Shield,Thomas William

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

**AEM 5431 Trajectory Optimization**

A-F only, 3 credit(s); prereq 4321 or EE 4231 or ME 5281 or equiv;

Instructor: STAFF

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

**AEM 5495 Topics in Aerospace Systems**

A-F only, 1-4 credit(s), max credits 4, 4 completions allowed; prereq dept consent ;

Instructor: STAFF

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

**AEM 5503 Theory of Elasticity**

A-F only, 3 credit(s); prereq 4501 or equiv, Math 2263 or equiv or instr consent;

Instructor: STAFF

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

**AEM 5651 Aeroelasticity**

A-F only, 3 credit(s); prereq 4202, 4301, [grad student or CSE upper div];

Instructor: STAFF

Description: Static aeroelastic phenomena, torsional divergence of a lifting surface, control surface reversal; aeroelastic flutter, unsteady aerodynamics; problems of gust response, buffeting. Design project required. Student may contact instructor for additional information.

**AEM 8202 Fluid Mechanics II**

3 credit(s); prereq 8201;

Instructor: STAFF

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

**AEM 8251 Finite-Volume Methods in Computational Fluid Dynamics**

3 credit(s); prereq 4201 or 8201 or equiv, CSci 1107 or equiv;

Instructor: STAFF

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

**AEM 8295 Selected Topics in Fluid Mechanics**

1-4 credit(s), max credits 8, 8 completions allowed; prereq dept consent ;

Instructor: Schwartzentruber,Thomas E

Description: Physical Gas Dynamics and Molecular Simulation

**AEM 8400 Seminar: Aerospace Systems**

S-N only, 1 credit(s), max credits 4, 4 completions allowed; prereq Aerosp Eng grad student;

Instructor: Balas,Gary John

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

**AEM 8421 Robust Multivariable Control Design**

**3 credit(s); prereq 5321 or equiv;**

**Instructor:** salapaka,murti v

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

**AEM 8495 Advanced Topics in Aerospace Systems**

**A-F only, 1-4 credit(s), max credits 8, 8 completions allowed; prereq dept consent ;**

**Instructor:** STAFF

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

**AEM 8551 Multiscale Methods for Bridging Length and Time Scales**

**A-F only, 3 credit(s); prereq Basic knowledge of [continuum mechanics, atomic forces], familiarity with partial differential equations, grad student in [engineering or mathematics or physics];**

**Instructor:** Tadmor,Ellad B

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

**AEM 8595 Selected Topics in Mechanics and Materials**

**1-4 credit(s), max credits 8, 8 completions allowed; prereq dept consent ;**

**Instructor:** STAFF

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

## Aerospace Studies

3 Armory

**AIR 1000 Leadership Laboratory**

**S-N only, 1 credit(s);**

**Instructor:** Worley,John E

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

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

**A-F only, 1 credit(s);**

**Instructor:** Cooper,Tracy Lynn

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

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

**A-F only, 1 credit(s);**

**Instructor:** Cooper,Tracy Lynn

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

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

**A-F only, 1 credit(s);**

**Instructor:** Cooper,Tracy Lynn

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

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

**A-F only, 3 credit(s); prereq 3301 recommended;**

**Instructor:** Worley,John E

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

**AIR 3402 Preparation for Active Duty**

**A-F only, 3 credit(s);**

**Instructor:** Fortenberry,Joel Robert

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

## African American and African Studies

808 Social Sciences Tower

**AFRO 1012 Black Worlds in Global Perspective: Challenges and Changes**

**3 credit(s); Meets CLE req of Global Perspectives;**

**Instructor:** Onishi,Yuichiro

**Description:** This course explores the dynamic processes of the dispersal of Africans and their descendants throughout the world to develop strategies to engage with "the practice of diaspora." Our approach is historical, examining why and how this phenomenon of dispersion occurred and changed over a long period of time. Such a sweeping historical perspective allows us to: (1) assess the relationship between Africa and the world at large both before and after the "transatlantic moment" of the fifteenth century; (2) explore Africa's place in the modern world and how it continues to play a critical role in it; (3) examine the transformation of identities and struggles for Africanity and pan-Africanism in the New World. In addition, this course is interested in exploring the possibilities of the African diaspora, as well as challenges facing the communities of the African diaspora in such places as the United States and other parts of the Americas in the contemporary world. Throughout the semester, we will searchingly look for ways to reconnect with Africa and myriad communities of the African diaspora in new ways. Our methods of inquiry include personal reflection, group work, written assignments, and class discussion. Students who are interested in international Black history, Black radicalism, pan-Africanism, and questions of identity and politics are encouraged to take this course.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 60% reports/papers, 5% attendance, 10% reflection paper, 15% in-class presentation, 10% class participation.

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

**3 credit(s);**

**Instructor:** Coifman,Victoria Bomba

**Description:** This course, which is deeply and firmly rooted in the African past, is also very current and relevant for Africa of today and tomorrow. It provides the historical information for understanding and evaluating the recent wars in Liberia and Sierra Leone and the current period of reconstruction in both countries. It helps too, in evaluating the current tensions in Ivory Coast. Students planning travel, course work, or internships in West Africa and students with African backgrounds, will find valuable and timely information about the places they know or will visit. This can contribute to providing the building blocks of development and future planning which meets people "where they are" and therefore increases the chances for success. This information can also help understanding and planning for other parts of the continent. Themes of this course include the study of continuities with the pre-nineteenth century African past, and the profound, even revolutionary changes of the nineteenth century. The impact of increasing contact with the Atlantic World, the continued spread of Islam, the European and American Industrial Revolution, the impact of colonial rule and the

drastic changes in political and economic organization in West Africa in the last two hundred years, have led to a very difficult post-colonial period in the last forty-five years. There are signs today, of hope, of difficult lessons learned, signs of concrete roads to take towards a healthy, fruitful West African future.

**Style:** We use written works and oral traditions and oral history as sources of our information, along with videos.

**AFRO 3112 In the Heart of the Beat: the Poetry of Rap**

**A-F only, 3 credit(s);**

**Instructor:** Pate, Alexs D.

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

**AFRO 3205 History of South Africa from 1910**

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

**Instructor:** Atkins, Keletso E

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

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

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

**Exam Format:** Essay.

**AFRO 3251W Sociological Perspectives on Race, Class, and Gender**

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

**Instructor:** Brewer, Rose Marie

**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

**Grading:** 40% special projects, 10% class participation, 30% other evaluation. For Three Exams; 20% For Three short reflective papers

**AFRO 3301 The Music of Black Americans**

**3 credit(s);**

**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.

**Style:** 60% Lecture, 20% Discussion. audio\_visual presentations

**Grading:** 20% mid exam, 20% final exam, 20% reports/papers, 10% class participation, 30% other evaluation. Written assignments: Live Performance Experiences, Blues composition, Listening Assignments, etc.

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

**AFRO 3432 Modern Africa in a Changing World**

**4 credit(s); Credit will not be granted if credit has been received for: HIST 3432;**

**Instructor:** Pohlandt-McCormick, Helena

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

**AFRO 3433 General Survey of Development in Africa**

**3 credit(s); prereq APEC 1101 or ECON 1101; Credit will not be granted if credit has been received for: APEC 3061;**

**Instructor:** Okediji, Tade O

**Description:** Socioeconomic, political, and cultural development in Sub-Saharan Africa post-independence.

**AFRO 3598W Introduction to African American Literature and Culture II**

**4 credit(s); Meets CLE req of Literature; meets CLE req of Writing Intensive;**

**Instructor:** Wright, John S

**Description:** In AFRO/ENGL 3597W & 3598W, the new two-semester Writing Intensive introduction to African American literature, a cornucopia of literary texts, oral traditions, audiovisual materials, and internet resources bring black literary traditions out of the shadows and under an extended exploratory gaze. The Harlem Renaissance divides the first course (3597W) from this companion course (3598W). AFRO/ENGL 3598W focuses exclusively on the 20th century and opens with the Depression Era 1930s literary insurgency led by Richard Wright and then moves forward through the Civil Rights era and Black Power revolts of SNCC, CORE, and the Black Panthers that helped sponsor the 1960s and '70s "second black renaissance," or Black Arts Movement, of the "New Breed" generation: an urban black popular culture explosion analogous to the earlier "New Negro" era: Broadway and off-Broadway black theatre; African-inspired visual art; music-driven performance poetry and "rapping"; avant-garde Afro-Asian jazz; independent and Hollywood-based "badassed" black cinema; politico-religious sects and charismatic orators like Malcolm X and Stokely Carmichael; "soul music" performers like Ray Charles, James Brown, & Aretha Franklin; and the "young, gifted and Black" writers who celebrated and critiqued it all from the vantage point of the newly articulated, Third World-conscious "black aesthetic" which culminated in the achievements of novelists like Toni Morrison and playwrights like August Wilson.

**Style:** 40% Lecture, 40% Discussion, 5% Laboratory. CourseLib website on Lumina interface, plus a Course Handbook on Electronic Reserve.

**Grading:** 73% reports/papers, 17% quizzes, 10% laboratory evaluation.

**Exam Format:** multiple choice and short answer

**AFRO 3625W Black Women Writers in the Diaspora**

**3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Literature; meets CLE req of Writing Intensive;**

**Instructor:** Pate, SooJin

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

**AFRO 3626 Literature of African American Men: Sex, Family, and Relationships**

**A-F only, 3 credit(s);**

**Instructor:** Pate, Alexs D.

**Description:** The primary goal of this course is to explore a sampling of fictional text, written by African American men which

focus on family, sex and relationships. Our purpose: to identify and articulate the notion of manhood and masculinity as considered by these writers. And perhaps to juxtapose these notions with what we learn through the popular media.

#### **AFRO 3655 African American Cinema**

**3 credit(s); Credit will not be granted if credit has been received for: AFRO 4655; Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US;**  
**Instructor:** Wright, John S

**Description:** This course, co-taught by John Wright from the Department of African American & African Studies, and Robert Silberman, Department of Art History, examines film representations of the African American experience. It features films by both African American directors (Oscar Micheaux, Gordon Parks, Julie Dash, Spike Lee, Haile Gerima, etc.) and directors who are not African American (Dudley Murphy, Otto Preminger, Michael Roemer, etc.). Among the films to be viewed are *Within Our Gates*, *The Emperor Jones*, *Nothing But a Man*, *The Learning Tree*, *Sankofa*, *Superfly*, *Daughters of the Dust*, and *Malcolm X*. The course follows a lecture-discussion format. Films will be screened in class each week; but students will be required to view additional films outside of class on DVD. Short papers and film responses will be assigned throughout the class. There will be a term paper (6-8 pages) and take-home mid-term and final exams

#### **AFRO 3655 African American Cinema**

**3 credit(s); Credit will not be granted if credit has been received for: AFRO 4655; Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US;**  
**Instructor:** Silberman, Robert B

**Description:** This course, co-taught by John Wright from the Department of African American & African Studies, and Robert Silberman, Department of Art History, examines film representations of the African American experience. It features films by both African American directors (Oscar Micheaux, Gordon Parks, Julie Dash, Spike Lee, Haile Gerima, etc.) and directors who are not African American (Dudley Murphy, Otto Preminger, Michael Roemer, etc.). Among the films to be viewed are *Within Our Gates*, *The Emperor Jones*, *Nothing But a Man*, *The Learning Tree*, *Sankofa*, *Superfly*, *Daughters of the Dust*, and *Malcolm X*. The course follows a lecture-discussion format. Films will be screened in class each week; but students will be required to view additional films outside of class on DVD. Short papers and film responses will be assigned throughout the class. There will be a term paper (6-8 pages) and take-home mid-term and final exams

#### **AFRO 3865 African American History: 1865 to the Present**

**4 credit(s); Credit will not be granted if credit has been received for: HIST 3865;**  
**Instructor:** Mathieu, Saje M

**Description:** This course explores African American history from Emancipation to the present. It analyzes the social, political, legal, and cultural dimensions of the African American experience in the United States throughout critical historical moments such as Reconstruction, industrialization, segregation, suffrage, the Great Migrations, World War One, the Great Depression, the New Deal, World War II, the Civil Rights Movement, the black power movement, and contemporary racial politics. In addition to historical texts, students will work closely with various primary sources produced by African Americans, including speeches, newspapers, memoirs, photographs, art, and film.

**Style:** 70% Lecture, 15% Film/Video, 15% Discussion.

**Grading:** 25% mid exam, 25% final exam, 30% reports/papers, 20% class participation.

#### **AFRO 3910 Topics in the African Diaspora.**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Jacobs, Walt

**Description:** Storytelling is a tool for preserving memory, writing history, learning, entertaining, organizing, and healing. Digital stories are short, first person video-narratives created by combining recorded voice, still and moving images, and music or

other sounds. Digital storytellers are those who have a desire to document life experience, ideas, or feelings through the use of story and digital media. In this course we will learn how to make digital stories and become digital storytellers. Our specific focus will be to construct stories about "sociological ghosts," the strong but usually invisible and unexamined forces in our lives that limit our thoughts and actions. We will create projects to engage our sociological ghosts in order to remix identities, construct new meanings, and expand connections with others and the world. Students will learn to produce creative work and gain technical proficiency in Mac-based editing. Students will produce digital stories that will be shared on the course blog. No technical expertise is necessary!

#### **AFRO 4557 History of the Field: Development of African American, African, and African Diasporic Studies**

**A-F only, 3 credit(s);**

**Instructor:** Okediji, Tade O

**Description:** How Black studies evolved to become Africana studies in the 1960s and an academic field at major universities. How Africana Studies became a discipline that encompassed Africa and Africans in the Diaspora (African American Studies). Challenges of an interdisciplinary field.

#### **AFRO 4910 Topics in African American and African Studies**

**1-3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Isoke, Zenzele

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

#### **AFRO 5182 Contemporary Black Theatre: 1960-Present**

**3 credit(s); Credit will not be granted if credit has been received for: TH 5182;**

**Instructor:** Taylor, Dominic A

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

#### **AFRO 5191 Seminar: The African American Experience in South Africa**

**3 credit(s); Credit will not be granted if credit has been received for: HIST 5438;**

**Instructor:** Atkins, Keletso E

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

#### **AFRO 5551 Methods: Use of Oral Traditions as Resources for History**

**3 credit(s);**

**Instructor:** Coifman, Victoria Bomba

**Description:** Use of spoken information through time as a source for writing history. Use of canons of history to analyze and critique oral traditions and integrate them into written history.

#### **AFRO 8202 Seminar: Intellectual History of Race**

**3 credit(s);**

**Instructor:** Brewer, Rose Marie

**Description:** ?Race? has little reality in the biological sense, yet its power to influence our lives and our self-understanding is enormous. This course explores the shifting and contested meanings of race, from the European 'Age of Conquest' onward. The course also contains a significant sociological analysis of the 'racial' notion. Starting from the proposition that race is not a stable or fixed category of social thought and being, our primary task will be to ascertain how Western ideas and sociological practice about race have changed, and why these changes have occurred. We will explore the large social processes and discourses developing and shaping the concept of race, particularly how various groups, e.g., native peoples of the Americas, Africans, and Europeans became racialized via enslavement, trade, colonialism and capitalism. We will explore, as well, the various justifications (religious, legal, philosophical, 'scientific') for notions of racial inferiority and racial superiority. While we will spend some time analyzing how what it means to be 'white' has been historically contingent on being non-Black or Indian, we will also explore the subjectivities of racialized and oppressed peoples, especially their critiques of racism and



domination.

**Style:** 20% Lecture, 10% Film/Video, 40% Discussion, 10% Small Group Activities, 20% Student Presentation.

**Grading:** 30% reports/papers, 10% attendance, 30% reflection paper, 20% in-class presentation, 10% class participation. final research paper

## Agricultural Industries and Marketing

### 235 Soils

#### AIM 4011 Student Project/Field Investigation

3 credit(s);

**Instructor:** Nefstead, Ward Elliot

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

## Agricultural, Food, and Environmental Education

### 146 Ruttan Hall

#### AFEE 1002 Principles of Career Planning for Agricultural Professionals

1 credit(s); Credit will not be granted if credit has been received for: AGUM 1111;

**Instructor:** Leising, James G

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

#### AFEE 2096 Professional Practicum in Agricultural Education: Early Experience

A-F only, 1-3 credit(s), max credits 3, 1 completion allowed;

**Instructor:** Westrom, Lyle Emil

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

#### AFEE 3096 Experiential Learning: Production and Business

1-8 credit(s), max credits 12, 12 completions allowed; prereq

AgEd major, instr consent ;

**Instructor:** Greiman, Brad

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

#### AFEE 4221 Rural Leadership Development

3 credit(s);

**Instructor:** Peterson, Roland L

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

#### AFEE 5112 Agricultural Education Program Organization and Curriculum for Youth

3 credit(s);

**Instructor:** Leising, James G

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

#### AFEE 5114 Agricultural Education Teaching Seminar

1 credit(s);

**Instructor:** Westrom, Lyle Emil

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

#### AFEE 5116 Coordination of SAE Programs: Work-based Learning

A-F only, 2 credit(s); prereq Agricultural education major or instr consent ;

**Instructor:** Westrom, Lyle Emil

**Description:** Student may contact the instructor or department

for information.

#### AFEE 5118 Strategies for Managing and Advising the FFA

**Organization**

A-F only, 2 credit(s); prereq Agricultural education major or instr consent ;

**Instructor:** Greiman, Brad

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

#### AFEE 5220 Special Topics in Agriculture Education and

**Extension: Agricultural Policy & Advocacy in Minnesota**

2 credit(s), max credits 12, 12 completions allowed;

**Instructor:** Tesch, Julie L

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

#### AFEE 5220 Special Topics in Agriculture Education and

**Extension: Personal and Youth Leadership Development**

2 credit(s), max credits 12, 12 completions allowed;

**Instructor:** Greiman, Brad

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

#### AFEE 5280 Current Issues for the Beginning Agricultural Education Teacher

1-3 credit(s), max credits 3, 1 completion allowed;

**Instructor:** Greiman, Brad

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

#### AFEE 5698 Teaching Internship

3-8 credit(s), max credits 8, 1 completion allowed; prereq

Admission to initial licensure program; Credit will not be

granted if credit has been received for: WHRE 5698;

**Instructor:** Westrom, Lyle Emil

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

#### AFEE 5993 Directed Study in Agricultural Education and Extension

1-9 credit(s), max credits 9, 1 completion allowed;

**Instructor:** Greiman, Brad

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

#### AFEE 5993 Directed Study in Agricultural Education and Extension

1-9 credit(s), max credits 9, 1 completion allowed;

**Instructor:** Leising, James G

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

#### AFEE 5995 Integrating Paper--Master of Education: Agricultural and Extension Education

A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;

**Instructor:** Greiman, Brad

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

#### AFEE 5995 Integrating Paper--Master of Education: Agricultural and Extension Education

A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;

**Instructor:** Leising, James G

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

## Agronomy and Plant Genetics

### 411 Borlaug Hall

#### AGRO 1093 Directed Studies

1-4 credit(s), max credits 12, 12 completions allowed; prereq

**4 cr in agronomy, instr consent;**

**Instructor:** Cardwell,Vernon Bruce

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

**AGRO 3131 Student Organic Farm Planning, Growing, and Marketing**

**3 credit(s); prereq [1101, 1103, BIOL 1001, 1009, HORT 1001] or instr consent ; Credit will not be granted if credit has been received for: AGRO 5131;**

**Instructor:** Markhart III,Albert Henry

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

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

**3 credit(s); Credit will not be granted if credit has been received for: AGUM 2224; Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive;**

**Instructor:** White,Michael Ernest

**Description:** Sustainable production of food is crucial to human survival. Different agricultural ecosystems have developed around the world that are influenced by and have an impact on the environment. This Course examines how the environment constrains the capacity to produce food and the impact of agriculture on the environment from a Global Perspective. Topics include human population growth and hunger, ecological properties of agricultural ecosystems, issues of biodiversity, natural resource conservation, pollution, water and waste management. The course is Writing Intensive and utilizes the Active Learning Classroom to provide a group learning environment. The course utilizes decision cases, discussions, writing and readings to enable you to reflect upon global perspectives of compelling contemporary and historical issues in the regions of Africa, Asia and the European Union involving sustainability and to engage in ethical debate about global food production with respect to environmental, societal and economic perspectives. Students with no prior exposure to agriculture are encouraged to enroll. An introductory knowledge of biological concepts would be helpful.

**Style:** 35% Lecture, 35% Discussion, 20% Small Group Activities. Active Learning, decision cases, group work

**Grading:** 20% mid exam, 20% final exam, 40% reports/papers, 20% class participation.

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

**AGRO 3660 Plant Genetic Resources: Identification, Conservation, and Utilization**

**A-F only, 3 credit(s); prereq Introductory biology;**

**Instructor:** Stupar,Robert M

**Description:** This course is intended for undergraduate majors and non-majors interested in plant genetic resources and diversity. We will focus on methods of identifying, characterizing and conserving plant genetic resources. We will examine the biological basis of genetic diversity and highlight several case studies in which plant genetic resources are currently being utilized for crop improvement. This course will consider plant genetic resources at the local, national and international levels. In the laboratory, students will gain experience with phenotypic, molecular and computer-based methods for distinguishing and cataloging plant genetic diversity.

**Style:** 50% Lecture, 15% Discussion, 33% Laboratory, 2% Student Presentation.

**Grading:** 30% mid exam, 25% final exam, 25% reports/papers, 10% quizzes, 10% class participation.

**Exam Format:** Short answer, multiple choice, matching, vocabulary, problem solving.

**AGRO 4005 Applied Crop Physiology and Development**

**4 credit(s), max credits 8; prereq [Chem 1011 or Chem 1021 or equiv], 8 cr in [biol or plant science];**

**Instructor:** Brakke,Mary Patricia

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

**AGRO 4096 Professional Experience Program: Internship**

**S-N only, 1-3 credit(s), max credits 6, 6 completions allowed;**

**prereq CFANS undergrad, instr consent , completed**

**internship contract from CFANS;**

**Instructor:** Cardwell,Vernon Bruce

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

**AGRO 4401 Plant Genetics and Breeding**

**4 credit(s); prereq [Biol 1009 or equiv or grad], instr consent ; Credit will not be granted if credit has been received for: HORT 4401;**

**Instructor:** Thill,Christian A

**Description:** This course is designed for undergraduate or Master of Agriculture students. The emphasis will be on plant genetics and breeding and requires no prior genetics course (although a biology course is required). Students taking the course should be interested in using the products of plant breeding rather than being a professional plant breeder. The purpose of this course is to cultivate an appreciation for the fundamental principles of plant genetics and genetic processes and the procedures plant breeders use to create new varieties. Topics range from molecular aspects of genetics, Mendelian genetics, biotechnology, and genomics to variety development, seed multiplication, and intellectual property issues. Class material on Web CT/ Web Vista.

**Style:** 55% Lecture, 3% Film/Video, 5% Discussion, 30% Laboratory, 5% Small Group Activities, 2% Student Presentation. laboratory involves working with plant material in the greenhouse

**Grading:** 15% mid exam, 25% final exam, 20% reports/papers, 15% special projects, 10% quizzes, 15% additional semester exams. Reports and papers and special project part of labs

**Exam Format:** The exams emphasize problem solving and synthesis of material from lecture and labs, Questions are short answer, TF multiple choice, matching, vocabulary and problems.

**AGRO 4505 Biology, Ecology, and Management of Invasive Plants**

**3 credit(s); prereq 4005, [Bio 3002 or equiv], Soil 2125, [Agro 2501 or Hort 1011];**

**Instructor:** Wyse,Donald L

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

**AGRO 5121 Applied Experimental Design**

**4 credit(s); prereq Stat 5021 or equiv or instr consent; Credit will not be granted if credit has been received for: ENT 5121;**

**Instructor:** Ehlke,Nancy Jo

**Description:** This class is designed for graduate students interested in developing practical statistical research skills beyond topics covered in Applied Statistical Analysis (STAT 5021). Successful students will learn central principles in sampling, experimental design, and statistical analysis, and will learn to recognize and analyze results from experimental designs that are commonly used in agricultural, food and natural resource sciences. Students will be able to generate testable hypotheses, organize a work plan to collect research data, and analyze results using appropriate software such as R, SAS, Excel and others as appropriate for specific designs. The course consists primarily of lectures on basic concepts and applications, and discussion sections focus on problem sets, lecture topics that require additional depth, and student projects, as student needs dictate. Grades are based on seven problem sets (10% each) and a semester design project (30 %) tailored to individual student research interests.

**AGRO 5131 Student Organic Farm Planning, Growing, and Marketing**

**3 credit(s); prereq [1101, 1103, BIOL 1001, BIOL 1009, HORT 1001] or instr consent ; Credit will not be granted if credit has been received for: AGRO 3131;**

**Instructor:** Markhart III,Albert Henry

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

**AGRO 5980 Publishing in Plant Science Journals**

**S-N only, 0-2 credit(s), max credits 2, 1 completion allowed;**

**prereq instr consent ;**

**Instructor:** Bernardo,Rex N

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

**soil or instr consent;**

**Instructor:** Thill,Christian A

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

**AGRO 5999 Special Topics: Workshop in Agronomy**

**1-6 credit(s), max credits 6, 3 completions allowed; prereq Jr or sr or grad student;**

**Instructor:** Freyer,Bernhard

**Description:** The development of a sustainable agriculture and food consumption is a result of the successful interplay among several different societal actors. In this seminar we wish to strengthen our understanding of the relationships between different actors coming together in the playground of organic agriculture as well as their personal trajectories. We are interested into the ontological and philosophical foundations of these actors, they have and are performing their transition into the practices of organic farming, and how they perform and articulate their current and future future goals. We will also explore the "networks" in and outside the organic movement, how they play a role in establishing the organic movement. We will draw upon several conceptual frameworks, such as Convention Theory, Social Capital, Practice Theory and Institutional Analysis, and Political Economy in order to describe and assess these individual pathways. Approach: In this seminar students learn how to make social science with concrete cases. In addition to classroom discussions, paper reading and summarizing, we will meet and interview, or organize focus group discussions with the key actors. Students are also expected to participate in the 2011 Minnesota Organic Conference and Trade Show (<http://www.mda.state.mn.us/en/food/organic/conference.aspx>), January 14-15, 2011. This seminar is mainly for Graduate Students, but also for Undergraduate Students who are already linked with the topic. You must not know agriculture in detail, however you should be interested into rural urban questions, social sciences, societal processes. The seminar is for students with agricultural and food background, social sciences, environmental sciences, political sciences, global studies. Class Time: 10% lecture, 60% group work, 30% panel discussions Work Load: approx. one article reading and written summarizing per week, one interview or focus group summary, final seminar work approx. 10 pages, one final short oral presentation. Grade: 50% written papers, 40% class participation, 10% presentation Time: Tuesdays or Thursdays: 2h in the afternoon, for interviews or focus group discussions also block mode; Building: Social Science Building; Room: 712 (is to verify before Christmas) Start: 18. January 2011 Instructors: Freyer, Bernhard (University of Natural Resources and Life Sciences, Vienna, Austria), Bingen, Jim (Michigan State University)

**AGRO 8023 Evolution of Crop Plants**

**A-F only, 3 credit(s); prereq 9 grad cr in ag or bio science;**

**Instructor:** Morrell,Peter Laurent

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

**AGRO 8241 Molecular and Cellular Genetics of Plant Improvement**

**3 credit(s); prereq GCB 5034 or equiv or instr consent;**

**Instructor:** Muehlbauer,Gary John

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

**AGRO 8270 Graduate Seminar**

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

**Instructor:** Wyse,Donald L

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

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

**S-N only, 1 credit(s); prereq Grad major in agro or applied plant sciences or ent or hort or plant brdg or plant path or**

**AGRO 8900 Advanced Discussions**

**S-N only, 1-3 credit(s), max credits 12, 12 completions allowed; prereq instr consent ; Credit will not be granted if credit has been received for: HORT 8900;**

**Instructor:** Jordan,Nicholas Royal

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

## American Indian Studies

### 19 Scott Hall

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

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

**Instructor:** STAFF

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

**AMIN 1003 American Indians in Minnesota**

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

**Instructor:** Meland,Carter

**Description:** This course examines the history, culture, and lived experience of American Indian people in Minnesota. We will explore the contemporary and historical experiences of the Dakota and Anishinaabe (Ojibwe) communities in what is now called Minnesota, as well as discussing contemporary urban Native peoples. The course will have a number of required books, ranging from history texts to autobiographies/memoirs to creative works of various kinds (poetry, fiction, etc). The work for the course will likely include exams, at least two response papers, and group presentations (which will require research). **Style:** 33% Lecture, 27% Film/Video, 30% Discussion, 10% Student Presentation.

**AMIN 3109 Anishinaabe Literature**

**A-F only, 3 credit(s); prereq 3103; Credit will not be granted if credit has been received for: AMIN 5109;**

**Instructor:** Nichols,John David

**Description:** In this introduction to Anishinaabe oral literature in Anishinaabemowin, the Ojibwe language, we will read and analyze written transcriptions of performances in Anishinaabemowin of three main forms: aadizookaan (sacred story), dibaajimowin (narrative), and nagamon (song). Topics discussed include oral literature as performance and text, verbal art in Anishinaabe life, history of written Anishinaabemowin, text editing and presentation, the Wenabozho/Nenabozho cycle, other aadizookaan, historical and personal narratives, song texts as poetry, and other forms of Anishinaabe literature. Completion of the third term of study of Ojibwe (AMIN 3103) or fluency in Ojibwe is a prerequisite. The readings are accompanied by vocabulary lists, word-building notes, paradigms, and grammar notes to help students expand their knowledge of Anishinaabemowin.

**Style:** 15% Lecture, 85% Discussion.

**AMIN 3201W American Indian Literature**

**3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Literature; meets CLE req of Writing**

**Intensive;****Instructor:** Meland,Carter

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

**Style:** 10% Lecture, 90% Discussion.**Grading:** 80% reports/papers, 20% quizzes.**AMIN 3301 American Indian Philosophies****4 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US;****Instructor:** STAFF

**Description:** The purpose of this course is to introduce students to the philosophical thought and spiritual beliefs of native peoples of North America. Students will examine a broad spectrum of issues which influence the worldview of native people on this continent, including European contact and thought. Students may find some of the issues to be controversial and personally challenging, however, a thorough discussion of the impact of European influences is important to understanding native people's resistance and survival. Finally, students will also explore the ways in which native philosophy and spiritual practices shape native life experience in a society viewed by many native people as being at odds with their beliefs.

**Style:** 60% Lecture, 20% Discussion. Group work**Grading:** 33% mid exam, 33% final exam, 17% reports/papers, 17% class participation.**Exam Format:** The exams will be a take home essay.**AMIN 3501 American Indian Tribal Governments and Politics****A-F only, 3 credit(s); Credit will not be granted if credit has been received for: POL 3701; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives;****Instructor:** Wilkins,David E

**Description:** This course examines the origins, status, structures, and powers of American Indian governments and the distinctive politics associated with these First Nations who constitute the third set of sovereign governments in the U.S. whose existence long predates the federal and state governments. This course fulfills CLE requirements of Social Science core and Citizenship and Public Ethics themes.

**Style:** 25% Lecture, 75% Discussion.**Grading:** 20% mid exam, 20% final exam, 40% reports/papers, 20% other evaluation. weekly questions based on readings**Exam Format:** long essays**AMIN 3701 Ojibwe Culture and History****3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives;****Instructor:** Jones,Dennis

**Description:** An introductory overview of Ojibwe culture, history, beliefs, and traditions, including philosophy and world view. The course is presented in four parts, with a test and a paper due at the completion of each part.

**Style:** 50% Lecture, 50% Discussion.**Grading:** 20% final exam, 40% reports/papers, 40% quizzes.**Exam Format:** Multiple choice; true/false; and matching**AMIN 3711 Dakota Culture and History****3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives;****Instructor:** STAFF

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

**Style:** 10% Lecture, 60% Discussion.**Grading:** 20% mid exam, 20% final exam, 40% reports/papers, 10% in-class presentation, 10% class participation.**Exam Format:** Multiple Choice, Essay**AMIN 3871 American Indian History: Pre-Contact to 1830****3 credit(s); Credit will not be granted if credit has been received for: HIST 3871;****Instructor:** Gilmer,Robert Andrew

**Description:** If you take the ?Avenue of the Saints? from St. Paul to St. Louis and cross the Mississippi River, you will find the remains of a city, now named Cahokia, that was home to as many as forty thousand people in 1250 CE, making it larger than London at the same time. Who were the people that built and lived in Cahokia, and how are they related to American Indians today? What role, if any, did contact with Europeans have in its decline? What was life like in Cahokia, and how did the daily lives of American Indians change between that time and the nineteenth century? How did American Indian nations understand their relationship with European countries? A central argument of this course will be that this history cannot be understood without recognizing and accounting for the past and continuing nation to nation relationships that occur between Indian tribes, European nations, and later, the United States. As European powers sought to exercise control over the North American continent, American Indian nations strove to both benefit from contact with Europeans, as well as maintain control over their own lives, territories, and governments. Through readings of both primary and secondary sources, lectures, and class discussions, this course will explore the history of American Indian peoples from pre-contact to 1830.

**AMIN 4990 Topics in American Indian Studies: American Indians and the Supreme Court****3 credit(s), max credits 8;****Instructor:** Wilkins,David E

**Description:** The decisions of the U.S. Supreme Court have a profound affect on the lives, liberties, and properties of Native nations. At times, the Court's rulings have worked to protect aboriginal rights; at other times, the decisions have had devastating consequences. The purpose of this course, broadly put, is to explore the following question: What is the role and what has been the practice of the Supreme Court as a policy-making institution when dealing with indigenous nations and their citizens? Such an inquiry invites us to think historically, politically, and theoretically; to ask about the origins and exercise of federal judicial power; and to examine the application of federal law to indigenous peoples and their citizens in various areas of law: land title, criminal and civil jurisdiction, taxation and regulatory jurisdiction, hunting, fishing, and water rights, and individual civil liberties.

**AMIN 4990 Topics in American Indian Studies: Magical**

**Realism/Magic in Contemporary Native Text****1-4 credit(s), max credits 8;****Instructor:** Power, Susan Mary**Description:** Student may contact the instructor or department for information.

various aspects of deaf culture and cultural behavior rules. (SP-ASL 1703 or instructor approval)

**ASL 3705 Cultural Perspectives of Deafness****3 credit(s);****Instructor:** STAFF**Description:** Introduction to the deaf community as a linguistic and cultural minority group. The role of deaf people in the larger society, political activism, laws, access to information, educational philosophies and methods, and communication systems.**AMIN 5109 Anishinaabe Literature****A-F only, 3 credit(s); prereq 3107 or 5107 or instr consent;****Credit will not be granted if credit has been received for:****AMIN 3109;****Instructor:** Nichols, John David**Description:** In this introduction to Anishinaabe oral literature in Anishinaabemowin, the Ojibwe language, we will read and analyze written transcriptions of performances in Anishinaabemowin of three main forms: aadizookaan (sacred story), dibaajimowin (narrative), and nagamon (song). Topics discussed include oral literature as performance and text, verbal art in Anishinaabe life, history of written Anishinaabemowin, text editing and presentation, the Wenabozho/Nenabozho cycle, other aadizookaan, historical and personal narratives, song texts as poetry, and other forms of Anishinaabe literature. Completion of the third term of study of Ojibwe (Amin 3103) or fluency in Ojibwe is a prerequisite. The readings are accompanied by vocabulary lists, word-building notes, paradigms, and grammar notes to help students expand their knowledge of Anishinaabemowin.**Style:** 15% Lecture, 85% Discussion.**American Studies***104 Scott Hall***AMST 1012 Migrants, Refugees, Citizens, and Exiles: The U.S. on an Immigrant Planet****3 credit(s); Meets CLE req of Civic Life and Ethics;****Instructor:** Ferguson, Roderick A**Description:** This course is designed to offer students a way of understanding the central roles that various migrations have played in the United States and the larger Americas. It considers how different migrations have been central to the definition of national identity. The course thus conscientiously departs from traditional narratives of migration that focus exclusively on European immigrants coming to the United States and fulfilling 'the American dream'. Instead, the class will examine the ways in which migrations from across the globe are shaped by legal categories and cultural images that are based on race, class, gender, and sexuality. These migrations in turn transformed American law and culture. We examine categories such as "migrant," "citizen," "refugee," "exile," "undocumented," "illegal," "asylum seeker," etc to understand how and to whom they are or are not applied. We ask how social processes such as war, work, or sexuality influence to whom these categories are applied. The course focuses on a number of specific historical migrations. These migrations include, but are not limited to, the imperial voyage, Chinese migration and exclusion, the fortification of U.S. borders, Dakota migrations, and contemporary tourism.**Grading:** 20% mid exam, 25% final exam, 40% reflection paper, 15% class participation. 4 Short Reaction Papers (2 to 3 pages)**Exam Format:** Short answer and Essay**AMST 3001 Contemporary Perspectives on Asian America****3 credit(s); Credit will not be granted if credit has been received for: AAS 3001; Meets CLE req of Diversity and Soc Justice US;****Instructor:** Fajardo, Kale Bantigue**Description:** Where are Asian Americans located locally, regionally, nationally, and globally? Does geographic location make a difference in how Asian Americans understand and experience their identities and communities? How do different places and the politics in these places (for example, Asia, U.S. west coast, U.S. Midwest, New York, Hawaii, Caribbean) affect Asian/Asian American experiences, identities and communities? This course focuses on different sites in Asian America to better understand the complexity, beauty, and problems of Asian America. Key questions for the course include: How do Asians/Asian Americans in diverse geographic locations experience, historicize, politicize, visualize, and/or imagine themselves and their communities in the context of the U.S., Asian America, and beyond? Who, what, where, when, and how is Asian America? What are the cultural politics of space, place, and movement in Asian America? How do these issues play out in Minnesota/Twin Cities? Participants in this course will seriously explore and engage these questions and themes by reading theory, literature, film, and art and working on a group research project about an Asian American space, place, or movement in the Twin Cities.**Style:** 30% Lecture, 30% Film/Video, 40% Discussion.**Grading:** 40% reports/papers, 40% class participation, 20% other evaluation. Final Project**American Sign Language***240 VoTech Building***ASL 1701 American Sign Language I****5 credit(s);****Instructor:** STAFF**Description:** A study of the fundamentals of American Sign Language: Introduction to learning and understanding American Sign Language, cultural values and rules of behavior of the deaf community in the United States. Includes receptive and expressive readiness activities, sign vocabulary, grammatical structure, receptive and expressive finger spelling, and deaf culture.**ASL 1702 American Sign Language II****5 credit(s); prereq 1701 with grade of at least [S or C-] or dept consent ;****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****5 credit(s); prereq 1702 with grade of at least [S or C-] or dept consent ;****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****5 credit(s); prereq 3703 with grade of at least [S or C-] or dept consent ;****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,

**AMST 3113W America's Diverse Cultures**

**3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive;**

**Instructor:** Urquhart,Alex T

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

**AMST 3114 America in International Perspective**

**3 credit(s); Meets CLE req of Diversity and Soc Justice US; Instructor:** Pierce,Jennifer L

**Description:** To understand the United States from an international perspective, this course examines U.S. involvement in Southeast Asia, specifically in Laos, Vietnam, and Cambodia. We address two related questions: 1) How do international struggles for domination abroad shape representations of American identity at home; and 2) How is that cultural phenomena we come to think of as national are actually forged in a crucible of foreign relations?? It begins by considering whether U.S. intervention in Vietnam was a necessary and justifiable war, an unnecessary conflict, or a grand and tragic delusion of U.S. foreign policy. From there we examine France's colonial relationship with Vietnam, the early U.S. involvement in Laos and the clandestine war in Laos, and America's military intervention in Vietnam and Cambodia. American involvement in Southeast Asia will be examined through multiple perspectives and cultural forms such as policy makers and Presidents, soldiers, anti-war activists, the South Vietnamese, the Hmong, Cambodians, and finally, popular Hollywood films on the war and historical monuments commemorating it. The final section of the course focuses on the experiences of immigrants from Southeast Asia when they come to the United States and their struggles for recognition and inclusion.

**Style:** 50% Lecture, 20% Film/Video, 20% Discussion, 10% Small Group Activities. Films; five minute in-class writing assignments

**Grading:** 30% final exam, 30% reports/papers, 30% reflection paper, 10% class participation. 30% essay exam, 30% each short paper, 10% in-class brief writing assignments

**Exam Format:** short papers and essay exams

**AMST 3252W American Popular Culture and Politics: 1900 to 1940**

**4 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive;**

**Instructor:** Ault,Elizabeth J.

**Description:** The class is a historical analysis of how popular arts represented and transformed issues of gender, race, sexuality, consumerism, and citizenship during a period of dramatic transformations, including the emergence of an array of technologies and a new culture of mass consumption. Central to this class is how these structural changes transformed how people dated, had sex, socialized, dressed, leisured, and conducted their daily lives. In this exploration of social history we examine: and conducted their daily lives. In this exploration of social history we examine: how fears of race and class created the public park? how tenement apartments, urbanization, and the prohibition of alcohol engendered the rituals of heterosexuality we now perform on the prom date?; how popular images of queer domesticity empowered the Chinese Exclusion Act? how masculinity was lost and found again? and how the mass migration of Europeans and the Great Migration of African Americans from South to North transformed definitions of whiteness through a nascent film industry.

**Grading:** 50% reports/papers, 25% reflection paper, 25% class participation.

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

**4 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** In this course, we will examine how the United States changed since World War II as a result of domestic and

international struggles, exploring the role popular culture played in this transformation. During these years the nation became an international power, altering the ways in which Americans understood their place in the world. A new consumer culture and domestic ideal became linked to American identity and Cold War politics. Within the U.S., challenges to the mainstream took the form of a new counter culture, the assertion of black citizenship, and the rise of feminism, each demanding participation in public life and a redefinition of the hierarchies of the past. In this course, we will look at the ways in which these conflicts at home and abroad have changed the ways Americans think about themselves as citizens and the place of our nation in the world.

**Style:** To be announced instructor will provide specific information

**Grading:** Grading will be determined by to be announced instructor

**AMST 3993 Directed Studies**

**1-9 credit(s), max credits 9, 1 completion allowed; prereq instr consent;**

**Instructor:** STAFF

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

**AMST 4301 Workers and Consumers in the Global Economy**

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

**Instructor:** Karjanen,David J

**Description:** Recent debates about outsourcing and the global economy have raised important questions both in the US and abroad. More firms are moving overseas to take advantage of cheap labor and lower overall business costs, and on the consumer side, firms like Wal-Mart supply US shoppers with the low-priced goods. Some argue that we are shopping our way to the unemployment line with the continued search for low-cost manufacturing abroad. Others contend that the spread of multinational corporations helps developing countries by providing jobs and raising living standards. How has increasing global integration impacted workers and consumers both in the US and abroad? In this course we will address these and other questions as we examine the changing structure of the US and global economy since the 1950s through today. We will first focus on the development and expansion of global capitalism and the rise of the United States as a global economic superpower, followed by a closer look at factories, workers, and consumers both in the US and abroad. We will also consider issues such as international labor migration, undocumented workers in the United States, and the ways that these processes are related to ideas of race, class, and gender.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 30% mid exam, 60% reports/papers, 10% class participation.

**Exam Format:** essay

**AMST 4962W Second Proseminar in American Studies**

**3 credit(s); prereq AmSt sr or instr consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Castellanos,Bianet

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

**AMST 8202 Theoretical Foundations and Current Practice in American Studies**

**3 credit(s); prereq grad AmSt major or instr consent or dept consent ;**

**Instructor:** Karjanen,David J

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

**AMST 8231 Cultural Fallout: The Cold War and Its Legacy, Readings**

**3 credit(s);**

**Instructor:** May,Elaine Tyler

**Description:** This course will examine the culture of the Cold War as it developed in the years after World War II, how it affected and reflected the domestic politics, public policies, and civic life in the postwar era, the impact of domestic

anti-communism, and the influence of American cultural politics abroad. We will examine how the Cold War shaped gender expectations, sexuality, class relations, racial justice and civil rights, and how its legacy has affected American politics, culture, and social life in the years since. The course will be organized in the form of a professional working group, with scholarly debates, discussions, and conference-style presentations. The purpose of this format is to model professional activities that you will engage in as you embark on your academic careers. Graduate school should serve not simply as the culmination of your education as students, but as the beginning of your career as scholars. As such, you are expected to read, write, and participate in the seminar at a level consistent with standards of professional academic life.

#### **AMST 8250 Popular Culture and Politics in the 20th Century:**

##### **Research Strategies**

**3 credit(s); prereq 8239 or instr consent ;**

**Instructor:** May, Lary L

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

#### **AMST 8289 Ethnographic Research Methods: Research Strategies in American Studies**

**3 credit(s); prereq 8288 or instr consent ;**

**Instructor:** Fajardo, Kale Bantigue

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

#### **AMST 8401 Practicum in American Studies**

**S-N only, 3 credit(s); prereq instr consent ;**

**Instructor:** Pierce, Jennifer L

**Description:** This course is intended to train graduate students for teaching at the college level. The first part of the course, "The Social and Political Context of Teaching," explores a number of issues in higher education historically and contemporarily including academic freedom and the McCarthy era, the ?corporate? university today, the many meanings and experiences of student diversity, and contemporary experiences of graduate students and faculty. The second part of the course, "The Art and Craft of Teaching," examines the actual nuts and bolts of teaching. Here, we focus on ways to craft syllabi, lead discussion, prepare lectures, design active learning activities, and construct effective tests and teaching evaluations. Special emphasis will be given to pedagogy emphasizing teaching with writing. By the end of the course, students will have completed a syllabus for a course in one of their subfields and a ten paper that addresses major themes and directions in that subfield.

**Style:** 20% Lecture, 70% Discussion, 10% Small Group Activities, Seminar/Discussion

**Grading:** 90% reports/papers, 10% in-class presentation. syllbus is worth 40 percent of final grade; rational is worth 50 percent of final grade.

#### **AMST 8970 Independent Study in American Studies**

**1-9 credit(s), max credits 9, 9 completions allowed; prereq instr consent, dept consent;**

**Instructor:** Prell, Riv-Ellen

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

#### **AMST 8970 Independent Study in American Studies**

**1-9 credit(s), max credits 9, 9 completions allowed; prereq instr consent, dept consent;**

**Instructor:** Murphy, Kevin P.

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

## **Anatomy**

### **6-125 Jackson Hall**

#### **ANAT 3601 Principles of Human Anatomy**

**3 credit(s); prereq [BIOL 1002 or BIOL 1009 or BIOL 2002 or**

**equiv], [Concurrent registration is required (or allowed) in 3602 or Concurrent registration is required (or allowed) in 3612], at least soph credit will not be granted if credit received for: Anat 3001/Anat 3301/Anat 3611/INMD 3001/INMD 3301; Credit will not be granted if credit has been received for: ANAT 3001;**

**Instructor:** Weinhaus PhD, Anthony James

**Description:** Anatomical relationships. Function based upon form. Clinical applications. Gross (macroscopic) anatomy, histology (microscopic anatomy). Neuroanatomy (nervous system), embryology (developmental anatomy). This course has been renamed from ANAT 3001. (It is advised that students take Principles of Human Anatomy Laboratory with this lecture). Prerequisites are: at least sophomore status, and completion of Biol 1001/ 1002 or 1009 (or equivalent).

**Style:** 100% Lecture.

**Grading:** 8% quizzes, 92% additional semester exams.

#### **ANAT 3602 Principles of Human Anatomy Laboratory**

**2 credit(s); prereq 3001 or 3301 or INMD 3001 or 3301 or Concurrent registration is required (or allowed) in 3601 or Concurrent registration is required (or allowed) in 3611 To register for lab concurrently with lecture, students must successfully register for lecture first. credit will not be granted if credit received for: Anat 3002/Anat 3302/Anat 3612/INMD 3002/INMD 3302; Credit will not be granted if credit has been received for: ANAT 3612;**

**Instructor:** Weinhaus PhD, Anthony James

**Description:** Cadaveric examination of Human Anatomy, including: Gross (macroscopic) anatomy, histology (microscopic anatomy), Neuroanatomy (nervous system), and embryology (developmental anatomy). This course has been renamed from ANAT 3002. ANAT 3602 and 3612 are identical. (This lab is designed to supplement the Lecture course (Principles of Human Anatomy). Prerequisites are: Concurrent registration or previous completion of ANAT 3601/ 3611 or ANAT 3001/ 3301; AND at least sophomore status: AND completion of Biol 1001/ 1002 or 1009 (or equivalent).

**Style:** 100% Laboratory.

**Grading:** 100% additional semester exams. A total of 12% extra-credit is available

#### **ANAT 3608H Principles of Human Anatomy Laboratory for Honors Students**

**A-F only, 3 credit(s); prereq [Concurrent registration is required (or allowed) in 3601 or Concurrent registration is required (or allowed) in 3611] or 3001], soph, honors;**

**Instructor:** Weinhaus PhD, Anthony James

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

#### **ANAT 3608H Principles of Human Anatomy Laboratory for Honors Students**

**A-F only, 3 credit(s); prereq [Concurrent registration is required (or allowed) in 3601 or Concurrent registration is required (or allowed) in 3611] or 3001], soph, honors;**

**Instructor:** Cook, Mark S.

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

#### **ANAT 3611 Principles of Human Anatomy**

**3 credit(s); prereq [BIOL 1002 or BIOL 1009 or BIOL 2002 or equiv], at least soph; [Concurrent registration is required (or allowed) in 3602 or Concurrent registration is required (or allowed) in 3612] recommended credit will not be granted if credit received for: Anat 3001/Anat3301/Anat 3601/INMD 3001/INMD 3301; Credit will not be granted if credit has been received for: ANAT 3001;**

**Instructor:** Weinhaus PhD, Anthony James

**Description:** Anatomical relationships. Function based upon form. Clinical applications. Gross (macroscopic) anatomy, histology (microscopic anatomy). Neuroanatomy (nervous system), embryology (developmental anatomy). This course has been renamed from ANAT 3301. This course is identical to ANAT 3601. (It is advised that students take Principles of Human Anatomy laboratory with this lecture). Prerequisites are: at least

sophomore status, and completion of Biol 1001/ 1002 or 1009 (or equivalent). Lecture for spring of 2010 will be in PWB 2-470

**Style:** 100% Lecture.

**Grading:** 8% quizzes, 92% additional semester exams.

**Exam Format:** Multiple choice

#### **ANAT 3612 Principles of Human Anatomy Laboratory**

**2 credit(s); prereq 3001 or 3301 or INMD 3001 or 3301 or Concurrent registration is required (or allowed) in 3601 or Concurrent registration is required (or allowed) in 3611 To register for lab concurrently with lecture, students must successfully register for lecture first. credit will not be granted if credit received for: Anat 3002/Anat 3302/Anat 3602/INMD 3002/INMD 3302; Credit will not be granted if credit has been received for: ANAT 3602;**

**Instructor:** Weinhaus PhD, Anthony James

**Description:** Cadaveric examination of Human Anatomy, including: Gross (macroscopic) anatomy, histology (microscopic anatomy), Neuroanatomy (nervous system), and embryology (developmental anatomy). This course has been renamed from ANAT 3302. ANAT 3602 and 3612 are identical. (This lab is designed to supplement the Lecture course (Principles of Human Anatomy). Prerequisites are: Concurrent registration or previous completion of ANAT 3601/ 3611 or ANAT 3001/ 3301; AND at least sophomore status: AND completion of Biol 1001/ 1002 or 1009 (or equivalent).

**Style:** 100% Laboratory.

**Grading:** 100% additional semester exams. A total of 12% extra-credit is available

#### **ANAT 4900 Directed Studies in Anatomy**

**S-N only, 1-6 credit(s), max credits 18, 3 completions allowed; prereq instr consent ;**

**Instructor:** Weinhaus PhD, Anthony James

**Description:** Intended for students who have successfully completed ANAT 3001/ 3301 or ANAT 3601/ 3611 and have arranged to conduct an extensive research project with course director or have been selected as a Teaching Assistant. Requires course directors approval.

**Style:** 90% Laboratory, 10% Service Learning. At least 60 hours of laboratory required

**Grading:** S/N based upon hours completed in lab.

#### **ANAT 5525 Anatomy and Physiology of the Pelvis and Urinary System**

**A-F only, 1-2 credit(s), max credits 2, 1 completion allowed; prereq One undergrad anatomy course, one undergrad physiology course, instr consent ; Credit will not be granted if credit has been received for: PHSL 5525;**

**Instructor:** Katz, Stephen A.

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

## **Animal Science**

*305 Haecker Hall*

#### **ANSC 1101 Introductory Animal Science**

**4 credit(s);**

**Instructor:** Seykora, Anthony James

**Description:** Introduction to animal science with emphasis on fundamental concepts of physiology, nutrition, animal breeding and management as they apply to production systems of livestock, poultry, and companion animals.

**Style:** 70% Lecture, 10% Discussion, 20% Laboratory.

**Grading:** 40% mid exam, 20% final exam, 10% laboratory evaluation, 30% problem solving.

**Exam Format:** Multiple choice and short answer.

#### **ANSC 1403 Companion Animal Nutrition and Care**

**3 credit(s);**

**Instructor:** Stern, Marshall D

**Description:** This course is designed for individuals having no prior training with animals or nutrition, but have an interest in

caring for and understanding the contemporary importance of companion animals. Emphasis will be on nutrition of healthy animals and the various factors that play a role in feeding an animal adequately, including animal behavior, environmental conditions, food type and availability. The course will emphasize basic principles of nutrition and one of the goals will be to make the student aware of their own nutrition, as these principles apply to humans also. Other course goals will be to have the student be a responsible pet owner and enhance their appreciation of companion animals. The target audience of this course is all undergraduate students interested in companion animals and their nutrition and care. The course will focus on companion animals, but not exclusively dogs and cats.

**Style:** 100% Lecture.

**Grading:** 100% other evaluation. Each of the 3 exams worth 33% each.

**Exam Format:** Fill-in-the-blanks, definitions, true/false, matching.

#### **ANSC 2012 Livestock and Carcass Evaluation**

**3 credit(s);**

**Instructor:** Rozeboom, Kyle James

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

#### **ANSC 3007 Equine Nutrition**

**3 credit(s); prereq 2401;**

**Instructor:** Hathaway, Marcia R

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

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

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

**Exam Format:** short answer

#### **ANSC 3011 Statistics for Animal Science**

**4 credit(s); Credit will not be granted if credit has been received for: STAT 3011;**

**Instructor:** Raeth-Knight, Mary Louise

**Description:** The purpose of this course is to introduce students to statistics and statistical techniques and to develop students' statistical reasoning and critical thinking skills. Topics include descriptive statistics, probability, sampling and sampling distributions, hypothesis testing, experimental design, linear correlation, linear regression and multiple linear regression. Students will learn how to make sound arguments and decisions based on statistics when reviewing news articles or scientific publications with statistical content. In addition, in lab sessions, students will learn how to explore and draw conclusions from data using a basic statistical software package.

#### **ANSC 3052 Equine Anatomy and Exercise Physiology**

**4 credit(s); prereq Jr or sr; 3301 recommended;**

**Instructor:** Ward, Christie

**Description:** This course is designed to provide upper level



undergraduate students with a detailed scientific exploration of equine anatomy and exercise physiology. It will focus on the interrelationship between physical structure and function, emphasizing the ways in which specialized aspects of the horse's anatomy and physiology contribute to its unique athletic performance capabilities. The course will review the adaptive responses of the muscular, skeletal, cardiovascular, and respiratory systems to physical training programs, and introduce the principles of physical conditioning. Study of equine anatomy will focus primarily on the limbs, head, teeth, and gastrointestinal tract. Labs will involve identification of anatomical landmarks in live horses; examination of dried anatomical specimens; dissection of fresh anatomical specimens; determination of age by examination of the teeth; and identification and localization of lameness in horses. Please note that this course will not address reproductive anatomy and physiology. Comprehensive coverage of this subject is available in VPM 3700 Equine Reproduction and Breeding Management (Dr. Scott Madill, instructor).  
**Style:** 60% Lecture, 15% Discussion, 25% Laboratory.  
**Grading:** 45% mid exam, 15% final exam, 30% quizzes, 10% class participation. There will be 3 mid-term exams, each worth 15% of the final grade. There will be 3 take-home quizzes, each worth 10% of the final grade.  
**Exam Format:** Multiple choice, short answer, and true-false

**ANSC 3141 Advanced Dairy Judging**

**1 credit(s); prereq 2011 or instr consent;**  
**Instructor:** Hansen, Leslie Bennett  
**Description:** Especially for students interested in competing with the intercollegiate dairy cattle judging team. A weekly class of four dairy cows will be selected for which oral reasons will be prepared. The one set of reasons each week will be presented numerous times to improve technique.  
**Style:** 100% Discussion.  
**Grading:** 100% in-class presentation.

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

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

**ANSC 3301 Human and Animal Physiology**

**3 credit(s); prereq [BIOL 1009, CHEM 1011] or [CHEM 1015, CHEM 1017] or [CHEM 1021, CHEM 1022];**  
**Instructor:** Wheaton, Jonathan E  
**Description:** This is an immediate level course that covers the functions of the major organ systems: the nervous system, muscles, cardiovascular, respiration, renal, endocrinology, blood,

digestion and reproduction. The course is intended for upper division undergraduate students.  
**Style:** 100% Lecture.  
**Grading:** 83% mid exam, 17% quizzes.  
**Exam Format:** One essay-type exam, others are multiple choice

**ANSC 3302 Human and Animal Physiology Laboratory**

**1 credit(s); prereq 3301 or Concurrent registration is required (or allowed) in 3301;**  
**Instructor:** Wheaton, Jonathan E  
**Description:** Student may contact the instructor or department for information.

**ANSC 3307 Artificial Insemination Techniques**

**S-N only, 1 credit(s); prereq instr consent ;**  
**Instructor:** Seykora, Anthony James  
**Description:** Hands-on training and techniques of artificial insemination in cattle at an off-campus laboratory setting. Proper techniques of AI and semen handling, and criteria for selection of bulls.

**ANSC 3501 Farm Animal Environment**

**3 credit(s); prereq [3301, jr] or instr consent ;**  
**Instructor:** El Halawani PhD, Mohamed E  
**Description:** Student may contact the instructor or department for information.

**ANSC 3509 Animal Biotechnology**

**3 credit(s); prereq Biol 4003 or instr consent ;**  
**Instructor:** Fahrenkrug, Scott Christopher  
**Description:** Student may contact the instructor or department for information.

**ANSC 3511 Animal Growth and Development**

**3 credit(s); prereq College-level biology course;**  
**Instructor:** White, Michael Ernest  
**Description:** Principles of animal growth. Interaction of nutrition, hormones, exercise, heredity, and disease in regulating growth.

**ANSC 3801 Livestock Merchandising**

**3 credit(s); prereq Jr or sr or instr consent ;**  
**Instructor:** Rozeboom, Kyle James  
**Description:** Student may contact the instructor or department for information.

**ANSC 4011 Dairy Cattle Breeding**

**3 credit(s); prereq 3221;**  
**Instructor:** Hansen, Leslie Bennett  
**Description:** This course is very applied in nature. Some problem solving assignments may be hypothetical, but in most cases, real circumstances are discussed. Much class time is devoted to discussion. The course has been popular with international students in the MAST program. Because dairy cattle genetics from the US has had a major impact on dairy cattle worldwide, the international flavor of discussions is very appropriate. There is some straight lecture, but this is usually sprinkled with questions that are followed by discussion. The instructor attempts to have students address questions that are raised and jointly arrive at a solution. Quantitative genetic principles are the primary focus, with rates of genetic improvement and systems of breeding emphasized.  
**Style:** 35% Lecture, 40% Discussion, 25% Laboratory.  
**Grading:** 20% mid exam, 20% final exam, 30% special projects, 30% problem solving.  
**Exam Format:** Short answer, essay

**ANSC 4096 Professional Experience Program: Internship**

**S-N only, 1-3 credit(s), max credits 6; prereq CFANS undergrad, instr consent , agreement form;**  
**Instructor:** Linn, Jim  
**Description:** Student may contact the instructor or department for information.

**ANSC 4096 Professional Experience Program: Internship**

**S-N only, 1-3 credit(s), max credits 6; prereq CFANS**

**undergrad, instr consent , agreement form;**  
**Instructor:** Hansen,Leslie Bennett  
**Description:** Student may contact the instructor or department for information.

**ANSC 4096 Professional Experience Program: Internship**  
**S-N only, 1-3 credit(s), max credits 6; prereq CFANS**  
**undergrad, instr consent , agreement form;**  
**Instructor:** Seykora,Anthony James  
**Description:** Student may contact the instructor or department for information.

**ANSC 4096 Professional Experience Program: Internship**  
**S-N only, 1-3 credit(s), max credits 6; prereq CFANS**  
**undergrad, instr consent , agreement form;**  
**Instructor:** White,Michael Ernest  
**Description:** Student may contact the instructor or department for information.

**ANSC 4096 Professional Experience Program: Internship**  
**S-N only, 1-3 credit(s), max credits 6; prereq CFANS**  
**undergrad, instr consent , agreement form;**  
**Instructor:** Shurson,Gerald C  
**Description:** Student may contact the instructor or department for information.

**ANSC 4096 Professional Experience Program: Internship**  
**S-N only, 1-3 credit(s), max credits 6; prereq CFANS**  
**undergrad, instr consent , agreement form;**  
**Instructor:** Mauro PhD,Laura J.  
**Description:** Student may contact the instructor or department for information.

**ANSC 4096 Professional Experience Program: Internship**  
**S-N only, 1-3 credit(s), max credits 6; prereq CFANS**  
**undergrad, instr consent , agreement form;**  
**Instructor:** Hathaway,Marcia R  
**Description:** Student may contact the instructor or department for information.

**ANSC 4096 Professional Experience Program: Internship**  
**S-N only, 1-3 credit(s), max credits 6; prereq CFANS**  
**undergrad, instr consent , agreement form;**  
**Instructor:** Rozeboom,Kyle James  
**Description:** Student may contact the instructor or department for information.

**ANSC 4096 Professional Experience Program: Internship**  
**S-N only, 1-3 credit(s), max credits 6; prereq CFANS**  
**undergrad, instr consent , agreement form;**  
**Instructor:** Ward,Christie  
**Description:** Student may contact the instructor or department for information.

**ANSC 4096 Professional Experience Program: Internship**  
**S-N only, 1-3 credit(s), max credits 6; prereq CFANS**  
**undergrad, instr consent , agreement form;**  
**Instructor:** Raeth-Knight,Mary Louise  
**Description:** Student may contact the instructor or department for information.

**ANSC 4096 Professional Experience Program: Internship**  
**S-N only, 1-3 credit(s), max credits 6; prereq CFANS**  
**undergrad, instr consent , agreement form;**  
**Instructor:** Crooker,Brian A  
**Description:** Student may contact the instructor or department for information.

**ANSC 4096 Professional Experience Program: Internship**  
**S-N only, 1-3 credit(s), max credits 6; prereq CFANS**  
**undergrad, instr consent , agreement form;**  
**Instructor:** Stern,Marshall D  
**Description:** Student may contact the instructor or department for information.

**ANSC 4096 Professional Experience Program: Internship**  
**S-N only, 1-3 credit(s), max credits 6; prereq CFANS**  
**undergrad, instr consent , agreement form;**  
**Instructor:** Foster,Douglas N  
**Description:** Student may contact the instructor or department for information.

**ANSC 4096 Professional Experience Program: Internship**  
**S-N only, 1-3 credit(s), max credits 6; prereq CFANS**  
**undergrad, instr consent , agreement form;**  
**Instructor:** Ponce de Leon,Federico Abel  
**Description:** Student may contact the instructor or department for information.

**ANSC 4096 Professional Experience Program: Internship**  
**S-N only, 1-3 credit(s), max credits 6; prereq CFANS**  
**undergrad, instr consent , agreement form;**  
**Instructor:** O'Grady PhD,Scott M  
**Description:** Student may contact the instructor or department for information.

**ANSC 4096 Professional Experience Program: Internship**  
**S-N only, 1-3 credit(s), max credits 6; prereq CFANS**  
**undergrad, instr consent , agreement form;**  
**Instructor:** Dayton,William R  
**Description:** Student may contact the instructor or department for information.

**ANSC 4096 Professional Experience Program: Internship**  
**S-N only, 1-3 credit(s), max credits 6; prereq CFANS**  
**undergrad, instr consent , agreement form;**  
**Instructor:** Wheaton,Jonathan E  
**Description:** Student may contact the instructor or department for information.

**ANSC 4096 Professional Experience Program: Internship**  
**S-N only, 1-3 credit(s), max credits 6; prereq CFANS**  
**undergrad, instr consent , agreement form;**  
**Instructor:** El Halawani PhD,Mohamed E  
**Description:** Student may contact the instructor or department for information.

**ANSC 4096 Professional Experience Program: Internship**  
**S-N only, 1-3 credit(s), max credits 6; prereq CFANS**  
**undergrad, instr consent , agreement form;**  
**Instructor:** Rozeboom,Gretchen Diane  
**Description:** Student may contact the instructor or department for information.

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

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

**ANSC 4403 Ruminant Nutrition**  
**3 credit(s); prereq 2401;**  
**Instructor:** Stern,Marshall D  
**Description:** This course involves lectures and laboratory to focus on nutrient requirements of ruminants, physiology of digestion in ruminants, nutrient content of feedstuffs, primarily forages; energy utilization, protein and nonprotein nitrogen utilization; nutritional disorders; and formulation of adequate rations. Student objectives are to: 1) understand the processes of digestion and the utilization of nutrients by ruminants, 2) understand the systems used to describe nutrient requirements of ruminants, 3) be able to formulate adequate rations for maintenance and production, and 4) have a general knowledge of nutritional disorders and deficiencies. The target audience of

this class is undergraduate/graduate students with an interest in nutrition of the ruminant species.

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

**Grading:** 40% laboratory evaluation, 60% other evaluation. exams

**Exam Format:** fill-in-the-blanks, definitions, true/false, matching

#### **ANSC 4601 Pork Production Systems Management**

**4 credit(s); prereq Concurrent registration is required (or allowed) in 4611 4611;**

**Instructor:** Shurson,Gerald C

**Description:** This course is focused on the management of biology and business of pork production systems. This course is a web-assisted course where weekly assignments, course materials and communications will be posted at: <a href="http://webCT.umn.edu/">http://webCT.umn.edu/</a>

**Style:** 65% Lecture, 10% Discussion. videotapes and in-class assignments

**Grading:** 50% mid exam.

**Exam Format:** combination of multiple choice, true/false, essay, matching, short answer

#### **ANSC 4602 Sheep Production Systems Management**

**4 credit(s);**

**Instructor:** Rozeboom,Kyle James

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

#### **ANSC 4604 Dairy Production Systems Management**

**4 credit(s); prereq Concurrent registration is not allowed in 4614;**

**Instructor:** Reneau,Jeffrey Kimball

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

**Style:** 25% Lecture, 50% Discussion, 25% Laboratory.

**Grading:** 40% mid exam, 40% final exam, 20% class participation.

**Exam Format:** essay

#### **ANSC 4611 Advanced Pork Production Systems Management**

**2 credit(s); prereq 4601;**

**Instructor:** Shurson,Gerald C

**Description:** This course is designed for students who have considerable interest and experience in pork production systems. Students enrolled in this course should have successfully completed AnSc 4601 concurrently. Advanced Pork Production Systems Management will focus on concepts and application of new emerging technologies in the pork industry, pork chain management, and experience developing tools to improve operational systems management.

**Style:** 20% Lecture. student presentations and in-class assignments

**Grading:** 50% reports/papers, 50% class participation.

#### **ANSC 4612 Tools for Dairy Consultants in the 21st Century**

**A-F only, 2 credit(s); prereq 4604;**

**Instructor:** Reneau,Jeffrey Kimball

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

#### **ANSC 4614 Advanced Dairy Production Systems Management**

**2 credit(s); prereq 4604;**

**Instructor:** Reneau,Jeffrey Kimball

**Description:** This class is a continuation of 4604 (see description of 4604). To enroll in this class students must have previously completed AnSc 4604. The intent of this class is to provide dairy management students with additional problem solving skill and experience.

#### **ANSC 8131 Molecular Biology Techniques**

**3 credit(s); prereq BioC 4332, Biol 4003; Credit will not be granted if credit has been received for: CMB 8335;**

**Instructor:** Foster,Douglas N

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

#### **ANSC 8141 Mixed Model Methods for Genetic Analysis**

**A-F only, 2 credit(s), max credits 4; prereq 5200 or CMB 5200 or equiv;**

**Instructor:** Da,Yang

**Description:**

#### **ANSC 8211 Animal Growth and Development**

**3 credit(s); prereq instr consent;**

**Instructor:** Dayton,William R

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

#### **ANSC 8510 Graduate Seminar**

**1 credit(s), max credits 12, 12 completions allowed; prereq instr consent ;**

**Instructor:** Foster,Douglas N

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

## **Anthropology** *395 HHCtr*

#### **ANTH 1001 Human Evolution**

**4 credit(s); Meets CLE req of Biological Sciences;**

**Instructor:** Hauff,Laura E

**Description:** Humans are unique in the animal world. In this class, we will take a journey through time to examine the evolution of humans, and how natural selection also shapes our own anatomy and behavior. Our goal is to reconstruct the evolutionary history of our lineage, and the anatomy and behavior of our ancestors. The first half of the course is based firmly in the present, and will give you a strong background in evolutionary theory: Natural Selection, basic genetics, principles of behavioral biology and the comparative anatomy of living organisms (primarily monkeys and apes). In the second half of the course we will reconstruct the ecology, diet, anatomy, locomotion, and even the social behavior of the hominids (human ancestors) using the evolutionary principles learned in the first half of the course. Among the "big questions in human evolution" that we will address are: What were the earliest hominids, the australopithecines, like? How did climate change affect macro- and micro-evolutionary patterns? How does tool use and culture feed back upon our bodies? How far back in time does modern human behavior date, and what is the evidence for it? When and where did our species, Homo sapiens, in its modern form, originate? While learning the most up-to-date synthesis of paleoanthropology's answers to these questions, students in this course will also learn first-hand how to apply the analytical methods used by paleoanthropologists.

**Style:** 50% Lecture, 50% Laboratory.

**Grading:** 35% mid exam, 20% final exam, 30% laboratory evaluation, 15% other evaluation. in-class active-learning assignments

**Exam Format:** multiple choice

#### **ANTH 1001 Human Evolution**

**4 credit(s); Meets CLE req of Biological Sciences;**

**Instructor:** Monnier,Gilliane F

**Description:** Humans are unique in the animal world. In this class, we will take a journey through time to examine the evolution of humans, and how natural selection also shapes our own anatomy and behavior. Our goal is to reconstruct the evolutionary history of our lineage, and the anatomy and behavior of our ancestors. The first half of the course is based firmly in the present, and will give you a strong background in evolutionary theory: Natural Selection, basic genetics, principles of behavioral biology and the comparative anatomy of living organisms (primarily monkeys and apes). In the second half of the course we will reconstruct the ecology, diet, anatomy, locomotion, and even the social behavior of the hominids (human ancestors) using the evolutionary principles learned in the first half of the course. Among the "big questions in human evolution" that we will address are: What were the earliest hominids, the australopithecines, like? How did climate change affect macro- and micro-evolutionary patterns? How does tool use and culture feed back upon our bodies? How far back in time does modern human behavior date, and what is the evidence for it? When and where did our species, Homo sapiens, in its modern form, originate? While learning the most up-to-date synthesis of paleoanthropology's answers to these questions, students in this course will also learn first-hand how to apply the analytical methods used by paleoanthropologists.

**Style:** 50% Lecture, 50% Laboratory.

**Grading:** 35% mid exam, 20% final exam, 30% laboratory evaluation, 15% other evaluation. in-class active-learning assignments

**Exam Format:** multiple choice

#### **ANTH 1001 Human Evolution**

**4 credit(s); Meets CLE req of Biological Sciences;**

**Instructor:** Proctor, Daniel Jason

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

#### **ANTH 1003V Understanding Cultures: Honors**

**A-F only, 4 credit(s); prereq Honors; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences; meets CLE req of Writing Intensive;**

**Instructor:** Lipset, David M

**Description:**

**Style:** 35% Lecture, 35% Film/Video, 30% Small Group Activities.

**Grading:** 35% mid exam, 20% final exam, 35% reports/papers, 10% other evaluation. Weekly in class active learning assignments will be worth 10% of the course grade

**Exam Format:** Multiple choice questions and one essay

#### **ANTH 1003W Understanding Cultures**

**4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences; meets CLE req of Writing Intensive;**

**Instructor:** STAFF

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

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

**Exam Format:** multiple choice; essay

#### **ANTH 1005V Introduction to Cultural Diversity and the World System**

**A-F only, 4 credit(s); prereq Honor student; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences; meets CLE req of Writing Intensive;**

**Instructor:** Aaftaab, Naheed Gina

**Description:** Anthropologists have sought to understand how different communities make meaning through various cultural practices. We begin the class with an examination of anthropology as a discipline and will study some of the specific topics that have been the focal point of the discipline such as

kinship, gender, religion, exchange, language, and cultural change. In addition, we will engage with ethnographic methods of research that are used to understand both different and commonality amongst people. In the later part of the class we will move into contemporary issues of globalization and how the discipline of anthropology seeks to know the world. In the class you will be expected to learn and utilize the following practical tools: in depth, critical reading, research methods, and analytical writing. You will be graded on participation, two exams, and one research paper.

#### **ANTH 1005W Introduction to Cultural Diversity and the World System**

**4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences; meets CLE req of Writing Intensive;**

**Instructor:** Aaftaab, Naheed Gina

**Description:** Anthropologists have sought to understand how different communities make meaning through various cultural practices. We begin the class with an examination of anthropology as a discipline and will study some of the specific topics that have been the focal point of the discipline such as kinship, gender, religion, exchange, language, and cultural change. In addition, we will engage with ethnographic methods of research that are used to understand both different and commonality amongst people. In the later part of the class we will move into contemporary issues of globalization and how the discipline of anthropology seeks to know the world. In the class you will be expected to learn and utilize the following practical tools: in depth, critical reading, research methods, and analytical writing. You will be graded on participation, two exams, and one research paper.

#### **ANTH 1905 Freshman Seminar: Strange Encounters: What Do Anthropologists Do?**

**A-F only, 3 credit(s); prereq Fr;**

**Instructor:** Gudeman, Stephen Frederick

**Description:** Anthropological fieldwork is unlike research in any other subject. Unique and personal, the experience of living in a strange culture ? whether on a remote island or Wall Street - can exhilarate, transform, and dispirit the anthropologist! In this seminar, we shall explore this special relationship through the eyes of anthropologists, other writers and local people. What's it all about, and what actually happens in the field? For example, what is ?culture shock,? and who experiences it ? the anthropologist or the people she visits? What kinds of personal relationships does the anthropologist form in the field? As we look at these relationships, we will be asking questions about anthropology itself. What is ?real? anthropology, and what does the anthropologist report ? scientific facts or personal impressions? Can novels and films be a form of anthropology? Can we do anthropology on ourselves? Is the tourist an anthropologist? Is everyone an anthropologist? We will explore the many sides of this personal experience through films, biographies, field accounts, novels, memoirs, and critiques and commentaries written by anthropologists. Classes will involve discussion, active participation, media presentations, and student portrayals of the anthropological encounter.

#### **ANTH 1906W Freshman Seminar: Changing Human Adaptations**

**A-F only, 3 credit(s); prereq freshman; Meets CLE req of Environment; meets CLE req of Writing Intensive;**

**Instructor:** Tappen, Martha

**Description:** "Changing Human Adaptations" Humans are shaped by their environment, including the social, physical, and ecological environment. Like all species, we are an integral part of the ecology of the earth. We have evolved adaptations that allow us to eat, grow, find mates, and raise offspring. How have human adaptations been modified over time? For example, as we spread out of Africa to higher latitudes new selection pressures were encountered. How do our adaptations change as we change our own environment? For humans, our interactions with the environment include a high dependence on sociality, technology, agriculture, trade, and today, fossil fuels. We will consider changes in human diets, methods of food acquisition,

geographic distribution, social structure from the earliest ape-like humans through the Stone Age into the present day. Migrations, adoption of use of fire, hunting, pastoralism, agriculture, occupation of high latitudes, population growth, etc. will be discussed and analyzed. How long have humans made a significant impact on the environment? The answer: for a very longtime.

**Style:** 20% Lecture, 20% Film/Video, 30% Discussion, 20% Small Group Activities, 10% Demonstration. high level discussion of the readings and topics at hand will be the main activity.

#### **ANTH 3002 Sex, Evolution, and Behavior: Examining Human Evolutionary Biology**

**A-F only, 4 credit(s); Credit will not be granted if credit has been received for: EEB 3002;**

**Instructor:** Wilson, Michael Lawrence

**Description:** Evolutionary theory provides unique insights into fundamental aspects of human behavior, including sex differences, courtship, marriage, reproduction, aggression and cooperation. In this course, lectures, reading and discussion of primary literature help students develop a critical understanding of the theory, methods, and findings of this rapidly growing field.

#### **ANTH 3003 Cultural Anthropology**

**3 credit(s); Credit will not be granted if credit has been received for: GLOS 3003;**

**Instructor:** Song, Hoon

**Description:** This course introduces the subfield of Cultural Anthropology through the sampling of what cultural anthropologists mainly do: fieldwork, whose product is ethnography. Throughout the term, we closely read four ethnographies, and a handful of supplemental readings to guide them. The goal is to pay attention not only to the subject-matter narrated in each ethnography ? i.e., the culture described ? but also to the contexts in which the narrative as a constructed text is made possible. Such `contexts? include the author/anthropologist's own culture, the biographical person of the author, the particular genre of writing called ethnography, and the imperatives of literary form itself. From this perspective, the following questions should be always born in mind while reading the ethnographies: What is the nature of the culture described?; What is the definition of culture for the author?; What does the author choose to include under that umbrella concept of culture?; What is the nature of the author's culture, said or presumed; or, which is closely related, what is the nature of the presumed culture that the author uses to convey his or her narrative to the reader?; Can you guess what kind of person the author might have been in the fieldwork?; What sort of things might have been privileged or left out because of the particular style and form of writing chosen? The operating presupposition in this course is that an observation of a (foreign) culture does not take place in a vacuum, but rather at an intersection between multiple cultures. In other words, an ethnography always bears witness to, what one might call, `cultural dialogue.? The spirit of the course is a collaborative effort whereby the students and the instructor together `paint? the milieu of such an intersection which is implied but not explicitly described in each ethnography. For this goal, the task of utmost importance is the very close reading of each ethnography as a finished and closed text ? with its own logic, rhetorical structure, and internal contradictions ? as we would with any literary work.

#### **ANTH 3005W Language, Culture, and Power**

**4 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences; meets CLE req of Writing Intensive;**

**Instructor:** Valentine, David

**Description:** The "English Only" movement in the U.S. has been attempting for years to have English recognized as the nation's official language.... On a daily basis, people with non-standard accents are asked where they come from.... In New Guinea, languages which have thrived for centuries are dying out... People claim that they can "tell" if someone is gay or straight by the way they speak. While language is a universal feature of human culture, and a vital resource for humans' ability to

describe and relate to the world around them, language is also deeply political in nature. Language, Culture, and Power aims to consider language as a social and political practice from an anthropological perspective which pays close attention to language in its contexts of use. The complex relationship between language, culture, and power raises important questions: how does language shape our view of the world? What relations of power are produced in language use and beliefs about language? How is language used creatively to produce social worlds? What are the politics of using one variety of language over another? What are the politics of writing, and how do debates about spoken language carry over to the written word? This course seeks to explore these and other questions from a variety of perspectives, including language and world view, the use of metaphors in everyday speech, language socialization, language shift, and language and identity. Students will be required to tape-record and transcribe a conversation to be used as the basis for sociolinguistic analysis through the semester. Above all, we will be concerned with the relationships of power that are deeply enmeshed in everyday language use, and consequently, the major themes of this class revolve around the politics of language and language ideologies.

**Style:** 60% Lecture, 10% Film/Video, 10% Discussion, 20% Laboratory.

**Grading:** 85% reports/papers, 10% class participation, 5% other evaluation. The "other evaluation" refers to your production of a transcription from a taped conversation

**Exam Format:** There are no in-class exams for this course

#### **ANTH 3009 Rise of Civilization**

**3 credit(s); Meets CLE req of Historical Perspectives;**

**Instructor:** Wells, Peter S

**Description:** Examines the development of complex societies, from early hunter-gatherer groups through settled agricultural villages, to the rise of towns and cities. Comparison of processes of change in ten regions of the world. Intended for all undergraduates.

**Style:** 95% Lecture, 5% Discussion.

**Grading:** 45% mid exam, 35% final exam, 20% reports/papers.

**Exam Format:** multiple choice, essay

#### **ANTH 3015W Biology, Evolution, and cultural Development of Language**

**3 credit(s); Credit will not be granted if credit has been received for: ANTH 5015W; Meets CLE req of Social Sciences; meets CLE req of Writing Intensive;**

**Instructor:** Beeman, William O

**Description:** Language is the most human form of behavior, and the investigation of the ways language and culture interact is one of the most important aspects of the study of human beings. The most fascinating problem in this study is how language itself may have evolved as the result of the interaction between biological and cultural development of the human species. In this course we will consider the development of the brain, the relationship between Early Humans, Neanderthals and Modern Humans, and such questions as the role of gossip and music in the development of language. There will be two written exercises and a final examination. The exercises will ask for responses to one of a range of questions posed by the instructor. The first will cover the biological bases for language. The second will cover evolution and the questions raised by comparing animal and human communicative behavior. The final 10-15 page research paper (14-21 pages for students enrolled in 5015) will cover a topic of specific interest relating to the subject of language evolution and the controversies surrounding it, worked out in consultation with the course instructor. Students enrolled in 3015 may restrict their research to course resources. Students enrolled in 5015 will be expected to go beyond course readings in their research.

**Style:** 60% Lecture, 20% Film/Video, 10% Discussion, 10% Guest Speakers.

**Grading:** 50% mid exam, 40% reports/papers, 10% class participation. Short papers--20% each, term paper 50%

**Exam Format:** No in-class exams

#### **ANTH 3023 Culture and Society of India**

**3 credit(s); Credit will not be granted if credit has been received for: GLOS 3961; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences;**

**Instructor:** Raheja, Gloria Goodwin  
**Description:** Student may contact the instructor or department for information.

#### **ANTH 3043 Art, Aesthetics and Anthropology**

**3 credit(s);**

**Instructor:** Wolbert, Barbara

**Description:** Art, Aesthetics & Anthropology: Exploring the Production of Meaning This course will examine the relationship of art to culture from multiple perspectives, including: art as a cultural system; the cultural context of art production; the role of the artist in different cultures; & methodological considerations in the interpretation of art across cultural boundaries. More specifically, we'll be drawing upon the work of scholars and artists to consider art worlds from a cross-cultural perspective, in order to gain insight into how and why people come to participate in aestheticized practices of cultural production and consumption. We'll be paying particular attention to the manner in which cosmopolitan fields of artistic production both reflect and reproduce existing structures of dominant Western (post)modernity on the one hand, and provide individual agents with resources to negotiate and/or contest them, on the other, through affective experiences that expand vistas of subjectivity and identity. Course Objective: To develop and put into action a critical, responsible, and effective ethnographic understanding of aesthetic practice.

**Style:** 35% Lecture, 5% Film/Video, 40% Discussion, 10% Student Presentation, 10% Field Trips.

**Grading:** 50% reports/papers, 5% quizzes, 20% reflection paper, 10% in-class presentation, 10% class participation, 5% other evaluation. Unexcused absences may effect grade; students may submit field journals for evaluation purposes

#### **ANTH 3242W Hero, Savage, or Equal? Representations of NonWestern Peoples in the Movies**

**A-F only, 3 credit(s); Meets CLE req of Writing Intensive;**

**Instructor:** Lipset, David M

**Description:** This course will explore images of nonWestern peoples and cultures as they have appeared in the movies and in other popular media. It has four aims: 1) to introduce the problem of nonWestern peoples in the West from historical points of view, 2) to discuss the relationship between mass media and issue of representation to the marketplace, 3) to introduce the concept of morality in and through collective representations as developed by Durkheim, and 4) to analyze the problem of moral agency in a series of Hollywood and Independent movies which portray nonwestern peoples and cultures. We will watch movies portraying three different groups of cultures, Pacific Islanders, Native Americans, and the Japanese. In each unit, we will first read important commentary on Western representations of each of these peoples, such as Bernard Smith on Pacific Islanders and Vine Deloria on images of Native Americans and Gina Marchetti on Hollywood's Japanese.

**Style:** 30% Lecture, 50% Film/Video, 10% Discussion, 10% Small Group Activities.

**Grading:** 95% reports/papers, 5% class participation.

#### **ANTH 3405 Human Skeletal Analysis**

**A-F only, 3 credit(s); prereq 1001 or instr consent ; Credit will not be granted if credit has been received for: ANTH 5405;**

**Instructor:** Proctor, Daniel Jason

**Description:** Structure, design, and variability of modern human skeleton. Anatomy, functional morphology, development, evolutionary history. Bone histology/biology, excavation/preservation, taphonomy, pathology, forensic analyses. Differentiating between males/females, adults/sub-adults, and humans/non-humans.

#### **ANTH 3980 Topics in Anthropology**

**3 credit(s), max credits 6;**

**Instructor:** Gibbon, Guy E

**Description:** Minnesota Archaeology is a survey of, as the title indicates, Minnesota archaeology. The course introduces the major archaeological cultures, pottery types, projectile points, and other artifacts and features of the State's archaeological record. Both precontact period (Paleoindian, Archaic, Initial Woodland, Terminal Woodland, and Mississippian) and historic period (French, English, and Early American) archaeology are discussed, as well as the history of archaeology in the state and the theoretical perspectives from which the State's archaeological record has been investigated. An ecological perspective is used to show how increasing spatial circumscription of free-ranging hunter-gatherers led in the Late Archaic period to subsistence intensification and eventually the emergence of more complex tribal groups in the Terminal Woodland and Mississippian periods. Following European contact in the late seventeenth century, French, English, and American fur traders, and Euro-American settlement dramatically altered the long-term historical trends being played out during the precontact period. Together, these narratives show how individuals in social groups live their lives within the context of large-scale events and changes that they are, for the most part, unaware. Course grades will be determined from the grades you receive on a mid-term and final exam. Students enrolled in Anth 5990 write a 10-15 page term paper.

**Style:** 80% Lecture, 5% Film/Video, 10% Discussion, 5% Guest Speakers.

**Grading:** 40% mid exam, 60% final exam.

#### **ANTH 3980 Topics in Anthropology: Global Migration and Photography**

**3 credit(s), max credits 6;**

**Instructor:** Wolbert, Barbara

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

#### **ANTH 3980 Topics in Anthropology: Introduction to Forensic Anthropology**

**3 credit(s), max credits 6;**

**Instructor:** Proctor, Daniel Jason

**Description:** All of us are familiar with popular television depictions of crime scene investigation. However, in the real world forensics does not usually involve lattes, leather pants and Humvees. The world of an applied forensic anthropologist is far less glamorous, but just as intellectually stimulating. This course examines the topic of forensic anthropology through a realistic approach. We will look at what an anthropologist involved in forensics typically does. The course will begin with an overview of the history of forensic anthropology, followed by a section in human osteology. Further topics will include how to approach a crime scene and how to distinguish between remains found in a historical context versus a modern context. We will also examine the postmortem processes of the human body, including decay rates in different environmental contexts and forensic entomology. This will lead us to techniques of estimating time since death and of aging, sexing, and determining race of a skeleton. We will look at problem-solving case studies in forensic anthropology. This course will deal with mature subjects in a respectful manner. The course will present graphic images of the postmortem human body. Discretion is advised.

#### **ANTH 4007 Laboratory Techniques in Archaeology**

**1-4 credit(s), max credits 12, 3 completions allowed; prereq instr consent Credit will not be granted if the student has already completed Anth 3007;**

**Instructor:** Soderberg, John A

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

#### **ANTH 4035 Ethnographic Research Methods**

**3 credit(s); prereq 1003 or 1005 or grad student;**

**Instructor:** Ho, Karen

**Description:** The practice of ethnography is central to anthropology as well as the social sciences more broadly. Ethnographic fieldwork, from participant observation to interviewing to mapping social relations, generates the data through which we learn about our social world. Ethnography is

the ground on which anthropology stands, for anthropologists make broad theoretical claims about our universe through detailed ethnography. As such, this class will focus on the intellectual, methodological and political journey that ethnographers face in the new millennium. In the past several decades, anthropologists have raised serious questions and challenges to the very foundations of what constitutes ethnographic fieldwork. How have the processes of globalization, transnationalism, postcoloniality, and the rise of virtual "online" communities changed our notions of "the field" and the singular field site? What are the dialectics and complex negotiations of self and other given the challenges of "native" anthropologists and the discipline's heightened attention to inequality? How have anthropological ethics and reflexivity changed over time, and how have interdisciplinary engagements with critical theories of feminism, race, and power reframed the very questions we ask, and the way we address them? How have anthropologists innovated new ethnographic approaches that demonstrate the continued importance of the anthropological toolkit?

**Style:** 30% Lecture, 40% Discussion. Ethnographic Field Project  
**Grading:** 50% reports/papers, 25% special projects, 10% in-class presentation, 15% class participation.

#### ANTH 4049 Religion and Culture

**3 credit(s); prereq 1003 or 1005 or instr consent;**

**Instructor:** Song, Hoon

**Description:** This semester, the class' subtitle is 'sacredness.' The operational presupposition of the class is that sacredness is more than a mental phenomenon: it often involves objects and bodies. Modern perspectives on religion have long downplayed this 'material' aspect as they privileged iconoclastic spirituality. The anthropology of religion aims to go beyond the material/spiritual opposition; and asks how rituals employ objects and bodies in order to capture the effect we might call spiritual or mystical. Arguably, this may include political gestures such as protest suicides. Through select examples, this class explores how religious practices around the world and across time variously deployed this material/spiritual division as a resource rather than as a hierarchical opposition.

#### ANTH 4065 The Anthropology of Development

**3 credit(s);**

**Instructor:** Gudeman, Stephen Frederick

**Description:** Many people around the globe live in poverty with little hope of improvement except through assisted development. We will explore the many anthropological contributions to development practice and theory, as well as an anthropology of the development process itself. We will take both an affirmative "inside" and a critical "outside" perspective on development activities, and ask if we can find alternatives to current ideas. Development projects raise many questions; for example, should they always be focused on economic growth? Who benefits from them? Is sustainable development possible or a fantasy? Should we place more emphasis on expanding human rights and freedom rather than economic development? As we traverse this complicated field, we will ask what role the anthropologist might play. Can anthropological concepts expand our understanding of development? The course is divided into several parts: (a) background on what development has meant, (b) anthropological studies and critiques, (c) newer approaches, and (d) an extended case simulation of a development situation that will involve student role playing, participation and discussion. Lectures will be used to introduce each section, but the emphasis will be on class involvement and participation. Several videos will be shown to be followed by discussion. The course is intended primarily for undergraduates.

**Style:** 35% Lecture, 45% Discussion. videos

**Grading:** 40% mid exam, 60% reports/papers.

**Exam Format:** Essay

#### ANTH 4077 Neanderthals: Biology and Culture of Humanity's Nearest Relative

**3 credit(s); prereq 1001 or 3001 or 3002 or instr consent ;**

**Instructor:** Monnier, Gilliane F

**Description:** Ever since the discovery of the first Neanderthal skull in Germany in 1856, debate has raged in science as in

popular culture over the degree of humanity of Neanderthals, our closest prehistoric relatives. Were they shuffling, depraved cannibals, or intelligent and caring beings? Did they lack the qualities we define as uniquely human, such as language and the ability to produce art, or did they create the first symbolic objects, care for their wounded and their dead, and develop complex tool kits? In this course we will review the fossil, archaeological, and genetic evidence on the origins, adaptations, and ultimate fate of the Neanderthals. In addition, we will examine the shifting views on Neanderthals in relation to the changing intellectual and sociopolitical climate of the last 150 years. The course concludes by tackling the controversial topic of whether Neanderthals were our direct ancestors, or a side-branch which competing modern humans slaughtered into extinction in what some have called the "Pleistocene Holocaust."

\*\*\*Note\*\*\* This is an upper-level seminar with a significant amount of reading of primary sources. A background in Anthropology is essential for taking this class. Students must have an understanding of how evolution works, and some knowledge of either archaeological or biological anthropological approaches to the study of human evolution. Without this kind of background, students will find it difficult to do well in this course.  
**Style:** 20% Lecture, 40% Discussion, 20% Small Group Activities, 20% Student Presentation.

#### ANTH 4980 Topics in Sociocultural Anthropology

**3 credit(s), max credits 6;**

**Instructor:** Ho, Karen

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

#### ANTH 5009 Human Behavioral Biology

**A-F only, 3 credit(s);**

**Instructor:** Wilson, Michael Lawrence

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

#### ANTH 5015W Biology, Evolution, and Cultural Development of Language

**3 credit(s); Credit will not be granted if credit has been received for: ANTH 3015W; Meets CLE req of Social Sciences; meets CLE req of Writing Intensive;**

**Instructor:** Beeman, William O

**Description:** Language is the most human form of behavior, and the investigation of the ways language and culture interact is one of the most important aspects of the study of human beings. The most fascinating problem in this study is how language itself may have evolved as the result of the interaction between biological and cultural development of the human species. In this course we will consider the development of the brain, the relationship between Early Humans, Neanderthals and Modern Humans, and such questions as the role of gossip and music in the development of language. There will be two written exercises and a final examination. The exercises will ask for responses to one of a range of questions posed by the instructor. The first will cover the biological bases for language. The second will cover evolution and the questions raised by comparing animal and human communicative behavior. The final 10-15 page research paper (14-21 pages for students enrolled in 5015) will cover a topic of specific interest relating to the subject of language evolution and the controversies surrounding it, worked out in consultation with the course instructor. Students enrolled in 3015 may restrict their research to course resources. Students enrolled in 5015 will be expected to go beyond course readings in their research.

**Style:** 60% Lecture, 20% Film/Video, 10% Discussion, 10% Guest Speakers.

**Grading:** 50% mid exam, 40% reports/papers, 10% class participation. Short papers--20% each, term paper 50%

**Exam Format:** No in-class exams

#### ANTH 5128 Anthropology of Learning

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

**Instructor:** Demerath, Peter

**Description:** Student may contact the instructor or department

for information.

the content and direction of the course.

#### **ANTH 5405 Human Skeletal Analysis**

**A-F only, 3 credit(s); prereq 1001 or instr consent ; Credit will not be granted if credit has been received for: ANTH 3405;**

**Instructor:** Proctor, Daniel Jason

**Description:** Structure, design, and variability of modern human skeleton. Anatomy, functional morphology, development, evolutionary history. Bone histology/biology, excavation/preservation, taphonomy, pathology, forensic analyses. Differentiating between males/females, adults/sub-adults, and humans/non-humans.

#### **ANTH 5446 Archaeology of Representation as Communication**

**A-F only, 3 credit(s);**

**Instructor:** Wells, Peter S

**Description:** The seminar examines uses of representations - paintings, sculptures, drawings, photographs - as means of communication, from the earliest representations of 30,000 years ago to the present day.

**Style:** 80% Discussion, 20% Student Presentation.

**Grading:** 50% reports/papers, 10% special projects, 30% in-class presentation, 10% class participation.

#### **ANTH 5980 Topics in Anthropology: Business Anthropology 2 credit(s), max credits 12;**

**Instructor:** Nord, Tobin Lawrence

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

#### **ANTH 5980 Topics in Anthropology**

**3 credit(s), max credits 12;**

**Instructor:** Sheldon PhD, Amy

**Description:** Taught with Anth 5980. Prereq: Introduction to Linguistics, or Introduction to Linguistic Anthropology, or the equivalent, or instr consent, 3 credits Instructor: Sheldon, Amy  
**Description:** This course will critically examine whether and how language and communicative practices construct and represent normative and non-normative sexualities and genders. Possible topics: gender socialization through language; genderlects; gender as binarity or multiplicity; gender as linguistic stylization; language issues in LGBT communities; sexist and nonsexist language; language reform; conversational and rhetorical practices that create dominance, subordination, silencing and resistance. Language contexts include, but are not limited to: everyday conversational interactions that create personal relationships, personal narratives, talk in public spaces (e.g., radio/TV/print media, classrooms, workplaces, online language), etc. Students will observe their own and others' everyday speech and will work with found or recorded examples. Term projects can be started early and developed with guidance across the semester. The focus is on English but comparisons across languages are welcome. Moodle enhanced. Electronic reserves and text. If you have questions, please contact Professor Amy Sheldon, asheldon@umn.edu

#### **ANTH 5980 Topics in Anthropology: International Heritage Management**

**3 credit(s), max credits 12;**

**Instructor:** Adams, Jeffrey L

**Description:** Our heritage is all around us. It ranges from historic buildings to archaeological sites, from shipwrecks to artifacts, from traditional costumes, music and dance to folktales, myth and language. While these and other cultural resources may have immense personal, social, economic and political value, their disappearance is inevitable. How this process of loss is perceived and dealt with varies from country to country and culture to culture. Increasingly, however, Western approaches to the preservation of archaeological and architectural properties are gaining global preeminence, a development that is not without controversy. This course invites you to critically explore the problems and possibilities of international heritage management ? practical, intellectual, institutional and regulatory. While we will focus primarily on archaeological and architectural remains, students' own disciplinary interests will help to shape

#### **ANTH 5980 Topics in Anthropology: Global Migration and Photography**

**3 credit(s), max credits 12;**

**Instructor:** Wolbert, Barbara

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

#### **ANTH 5990 Topics in Archaeology**

**A-F only, 3 credit(s), max credits 9, 3 completions allowed; prereq instr consent ;**

**Instructor:** Anfinson, Scott F

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

#### **ANTH 5990 Topics in Archaeology: Minnesota Archaeology**

**A-F only, 3 credit(s), max credits 9, 3 completions allowed; prereq instr consent ;**

**Instructor:** Gibbon, Guy E

**Description:** Minnesota Archaeology is a survey of, as the title indicates, Minnesota archaeology. The course introduces the major archaeological cultures, pottery types, projectile points, and other artifacts and features of the State's archaeological record. Both precontact period (Paleoindian, Archaic, Initial Woodland, Terminal Woodland, and Mississippian) and historic period (French, English, and Early American) archaeology are discussed, as well as the history of archaeology in the state and the theoretical perspectives from which the State's archaeological record has been investigated. An ecological perspective is used to show how increasing spatial circumscription of free-ranging hunter-gatherers led in the Late Archaic period to subsistence intensification and eventually the emergence of more complex tribal groups in the Terminal Woodland and Mississippian periods. Following European contact in the late seventeenth century, French, English, and American fur traders, and Euro-American settlement dramatically altered the long-term historical trends being played out during the precontact period. Together, these narratives show how individuals in social groups live their lives within the context of large-scale events and changes that they are, for the most part, unaware. Course grades will be determined from the grades you receive on a mid-term and final exam. Students enrolled in Anth 5990 write a 10-15 page term paper.

**Style:** 80% Lecture, 5% Film/Video, 10% Discussion, 5% Guest Speakers.

**Grading:** 40% mid exam, 60% final exam.

#### **ANTH 5990 Topics in Archaeology**

**A-F only, 3 credit(s), max credits 9, 3 completions allowed; prereq instr consent ;**

**Instructor:** Frahm, Ellery Edward

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

#### **ANTH 8203 Research Methods in Social and Cultural Anthropology**

**3 credit(s); prereq Grad anth major or instr consent;**

**Instructor:** Langford, Jean M

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

#### **ANTH 8510 Topics in Archaeology**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Anfinson, Scott F

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

#### **ANTH 8510 Topics in Archaeology**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Wells, Peter S

**Description:** This course examines the archaeology of the British Isles, with an emphasis on Great Britain. The seminar covers the history of archaeology, as well as the material remains of societies that inhabited the British Isles from some 700,000 years ago to the present. Among the periods covered



are the Neolithic, the Bronze Age, the Iron Age, the Roman Period, and the early Middle Ages. Different interpretations of the archaeological material are considered.

**Style:** 100% Discussion.

**Grading:** 35% special projects, 55% in-class presentation, 10% class participation.

#### **ANTH 8510 Topics in Archaeology**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Wilson, Michael Lawrence

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

#### **ANTH 8510 Topics in Archaeology**

**3-9 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Monnier, Gilliane F

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

#### **ANTH 8810 Topics in Sociocultural Anthropology**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Nord, Tobin Lawrence

**Description:** Middle East Ethnography This seminar will consist of intensive reading of Middle Eastern ethnographic literature. We will read some of the important classics in the anthropology of the Middle East. Some flexibility will be available to accommodate specific student interests. Students should already have a basic familiarity with the geography and history of the region.

**Grading:** 80% reflection paper, 20% class participation.

Students will be asked to prepare short reflection papers on each of the readings in the course and participate regularly in seminar discussion

#### **ANTH 8810 Topics in Sociocultural Anthropology**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Adams, Jeffrey L

**Description:** Our heritage is all around us. It ranges from historic buildings to archaeological sites, from shipwrecks to artifacts, from traditional costumes, music and dance to folktales, myth and language. While these and other cultural resources may have immense personal, social, economic and political value, their disappearance is inevitable. How this process of loss is perceived and dealt with varies from country to country and culture to culture. Increasingly, however, Western approaches to the preservation of archaeological and architectural properties are gaining global preeminence, a development that is not without controversy. This course invites you to critically explore the problems and possibilities of international heritage management ? practical, intellectual, institutional and regulatory. While we will focus primarily on archaeological and architectural remains, students' own disciplinary interests will help to shape the content and direction of the course.

#### **ANTH 8810 Topics in Sociocultural Anthropology**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Valentine, David

**Description:** Is the passage of time equivalent to ?progress?? This class is a reading of modernity through temporality, in particular, looking at how modern (and/or postmodern) subjects conceive of, theorize about, abandon, and attempt to shape ?the future? in the context of modernist teleologies of progress. The plural of the course title points to the multiplicity of futures that humans are able to imagine, but at the same time a basic contention of the course is that the very practice of imagining futures already shapes the possibilities of what futures can emerge. That is, imagining futures is a social practice with consequences, and as such is a political act. The 21st century has been imagined in popular culture and academic discourses as a time of both dystopic and eutopic futures. Many of the things that 20th century commentators were concerned about or hoped for ? cyborgs, radical gender/sexual difference, the spread of liberal democracies, radical individualism, technologically enhanced bodies, the formation of superstates like the EU, space travel, environment disasters ? have come to pass. Yet at the same time, we live in a present that seems to be

characterized by what we are told belongs to the past ? religious fundamentalism, racism, massive world-wide poverty, sectarian wars, new imperialisms, and the reassertion of "tradition" and neoliberal modes of capitalism. In a moment that is supposed to have been ?the future,? then, how do social actors account for their own present, and what do they make of the futures yet to come? Anthropology, with its roots in a socially-conscious anti-racism, consciously directed at producing a better future, is a rich location from which to consider how Western intellectuals have thought about temporality, progress, and the future. While we will read ethnography, much of the reading may (see below) include popular media and texts from other disciplines, bringing an anthropological perspective to such diverse objects as manifestos, cyborgs and species distinction, dystopias and utopias, feminisms, religious and economic fundamentalism, ?cargo cults,? aliens, imperialism, risk assessment, meteorology, Star Trek, modernist architecture. Our concern is to look at how people have imagined the future, what those futures look like, and what the consequences of such imaginings are. The course syllabus will be co-constructed over the course of the semester in order to test one of our hypotheses: does the messy social labor of constructing an activity come to look, from the vantage point of the future, as a smooth story of progress? Course writing will include writing a prophecy, a prediction, and a manifesto.

#### **ANTH 8810 Topics in Sociocultural Anthropology**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Beeman, William O

**Description:** Middle East Ethnography This seminar will consist of intensive reading of Middle Eastern ethnographic literature. We will read some of the important classics in the anthropology of the Middle East. Some flexibility will be available to accommodate specific student interests. Students should already have a basic familiarity with the geography and history of the region.

**Grading:** 80% reflection paper, 20% class participation.

Students will be asked to prepare short reflection papers on each of the readings in the course and participate regularly in seminar discussion

## **Apparel Design** 240 McNeal Hall

#### **ADES 2196 Work Experience in Apparel Design**

**S-N only, 1-4 credit(s), max credits 8; prereq Plan submitted/approved by [adviser, internship supervisor], written approval of supervisor, instr consent ;**

**Instructor:** LaBat, Karen Louise

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

#### **ADES 2196 Work Experience in Apparel Design**

**S-N only, 1-4 credit(s), max credits 8; prereq Plan submitted/approved by [adviser, internship supervisor], written approval of supervisor, instr consent ;**

**Instructor:** Bye, Elizabeth Kersch

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

#### **ADES 2196 Work Experience in Apparel Design**

**S-N only, 1-4 credit(s), max credits 8; prereq Plan submitted/approved by [adviser, internship supervisor], written approval of supervisor, instr consent ;**

**Instructor:** Dunne, Lucy Elizabeth

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

#### **ADES 2214 Softlines Analysis**

**A-F only, 3 credit(s); prereq DHA major or minor or instr consent credit will not be granted if credit already received for: DHA 2214;**

**Instructor:** Gahring, Sherri Ann

**Description:** Student may contact the instructor or department

for information.

#### **ADES 2221 Apparel Design Studio I**

**A-F only, 4 credit(s); prereq [DHA 1201 or RM 1201], [1221 or DHA 1221], apparel design premajor credit will not be granted if credit already received for: DHA 2221;**

**Instructor:** STAFF

**Description:** Introduction to theories and methods used to solve problems in designing clothing for a variety of user groups. Developing an understanding of the relationship of the 2-dimensional pattern shape to the 3-dimensional body. Introduction to basic flat pattern, draping and fitting principles.

The objectives of the course are: To understand the basic relationship of the 2-dimensional plane to the 3-dimensional body in developing pattern shapes; To understand and utilize flat pattern manipulation to vary pattern style while maintaining size in the design of clothing; To examine, evaluate, and utilize pattern development techniques as appropriate for selected clothing designs; To learn the basic process of apparel design ideation through the use of a variety of illustration techniques; To learn and implement the basic process of apparel pre-production form design concept through finished sample. This class is designed for pre-clothing design majors who have completed the necessary prerequisites: DHA 1201, 1311, 1221, 1312. The class is designed for studio learning opportunities with supporting lecture and demonstrations. Project work requires an average of 15 hours outside of class.

**Style:** 25% Lecture. Studio

**Grading:** 50% special projects, 50% problem solving.

#### **ADES 2222 Apparel Design Studio II**

**A-F only, 4 credit(s); prereq [2221 or DHA 2221] with a grade of at least C-, Apparel Design major, pass portfolio review credit will not be granted if credit already received for: DHA 2222;**

**Instructor:** Dunne, Lucy Elizabeth

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

#### **ADES 3196 Field Study: National or International**

**A-F only, 1-10 credit(s), max credits 10, 3 completions allowed; prereq instr consent ;**

**Instructor:** Bye, Elizabeth Kersch

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

#### **ADES 3224 Apparel Design Studio IV**

**A-F only, 4 credit(s); prereq credit will not be granted if credit already received for: DHA 3224;**

**Instructor:** Dunne, Lucy Elizabeth

**Description:** This class uses an engineering-type design process to analyze and meet the functional needs of specific user groups. We design clothing that protects users from impact, from thermal and weather conditions, and to facilitate and/or expand body function and movement. A theoretical understanding of human anatomy and anthropometrics is applied in facilitating design for a variety of body types, work environments, and activities. Class projects are often conducted with an industry partner, and project work introduces advanced patterning techniques for function and mobility. Text is "Clothing: The Portable Environment", by Watkins. Prerequisite is Clothing Design Studio III.

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

**Grading:** 70% special projects, 5% class participation, 25% other evaluation.

#### **ADES 3225 Apparel Design Research**

**A-F only, 1 credit(s); prereq 3324 or Concurrent registration is required (or allowed) in DHA 3224 credit will not be granted if credit already received for: DHA 3225;**

**Instructor:** Bye, Elizabeth Kersch

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

#### **ADES 4121 History of Costume**

**A-F only, 4 credit(s); prereq credit will not be granted if**

**credit already received for: DHA 4121;**

**Instructor:** Reiley, Kathryn Jeanette

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

#### **ADES 4160H Honors Capstone Project**

**A-F only, 2 credit(s), max credits 4; prereq DHA honors;**

**Instructor:** LaBat, Karen Louise

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

#### **ADES 4160H Honors Capstone Project**

**A-F only, 2 credit(s), max credits 4; prereq DHA honors;**

**Instructor:** Bye, Elizabeth Kersch

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

#### **ADES 4160H Honors Capstone Project**

**A-F only, 2 credit(s), max credits 4; prereq DHA honors;**

**Instructor:** Dunne, Lucy Elizabeth

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

#### **ADES 4193 Directed Study in Apparel Design**

**A-F only, 1-4 credit(s), max credits 8; prereq Undergrad, instr consent ;**

**Instructor:** LaBat, Karen Louise

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

#### **ADES 4193 Directed Study in Apparel Design**

**A-F only, 1-4 credit(s), max credits 8; prereq Undergrad, instr consent ;**

**Instructor:** Bye, Elizabeth Kersch

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

#### **ADES 4193 Directed Study in Apparel Design**

**A-F only, 1-4 credit(s), max credits 8; prereq Undergrad, instr consent ;**

**Instructor:** DeLong, Marilyn R

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

#### **ADES 4193 Directed Study in Apparel Design**

**A-F only, 1-4 credit(s), max credits 8; prereq Undergrad, instr consent ;**

**Instructor:** Dunne, Lucy Elizabeth

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

#### **ADES 4196 Internship in Apparel Design**

**S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; 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 credit will not be granted if credit already received for: DHA 4196; Credit will not be granted if credit has been received for: GDES 4196;**

**Instructor:** STAFF

**Description:**

#### **ADES 4215 Product Development: Softlines**

**A-F only, 4 credit(s); prereq 2213 or DHA 2213 or apparel design major or clothing design major or retail merchandising major or instr consent credit will not be granted if credit received for: DHA 4215, 5215;**

**Instructor:** LaBat, Karen Louise

**Description:** Follow the product development process to develop a product or product line for a Minnesota company. Work in teams of design and merchandising students to identify the product opportunity within guidelines presented by the company, research background information to develop the product, conduct ideation sessions, select a product direction based on your research, develop and evaluate a

prototype---present the results to the sponsoring company for their evaluation and feedback. Previous projects conducted in collaboration with Gander Mountain and Target Corporation.

Textbook: Apparel Merchandising: The line starts here by Jeremy Rosenau and David Wilson

**Style:** 10% Lecture, 5% Discussion, 5% Laboratory, 45% Small Group Activities, 5% Student Presentation, 5% Demonstration, 5% Field Trips, 15% Studio, 5% Guest Speakers.

## Apparel Studies

### 240 McNeal Hall

#### APST 5121 History of Costume

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

**Instructor:** Reiley, Kathryn Jeanette

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

#### APST 5193 Directed Study in Apparel Studies

**A-F only, 1-4 credit(s), max credits 8; prereq instr consent ;**

**Instructor:** STAFF

**Description:** Directed study in design, housing and apparel. The topics, course content and readings are developed under the guidance of the supervising faculty member. Typically reserved for graduate students.

**Style:** Working with supervising faculty

**Grading:** 100% reports/papers. Or may be related to a project

#### APST 8192 Readings in Apparel Studies

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;**

**prereq instr consent credit will not be granted if credit already received for: DHA 8192;**

**Instructor:** LaBat, Karen Louise

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

#### APST 8192 Readings in Apparel Studies

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;**

**prereq instr consent credit will not be granted if credit already received for: DHA 8192;**

**Instructor:** Bye, Elizabeth Kersch

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

#### APST 8192 Readings in Apparel Studies

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;**

**prereq instr consent credit will not be granted if credit already received for: DHA 8192;**

**Instructor:** Johnson PhD, Kim KP

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

#### APST 8192 Readings in Apparel Studies

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;**

**prereq instr consent credit will not be granted if credit already received for: DHA 8192;**

**Instructor:** DeLong, Marilyn R

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

#### APST 8192 Readings in Apparel Studies

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;**

**prereq instr consent credit will not be granted if credit already received for: DHA 8192;**

**Instructor:** Wu, Juanjuan

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

#### APST 8192 Readings in Apparel Studies

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;**

**prereq instr consent credit will not be granted if credit already received for: DHA 8192;**

**Instructor:** Kim, Hye-Young

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

#### APST 8192 Readings in Apparel Studies

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;**

**prereq instr consent credit will not be granted if credit already received for: DHA 8192;**

**Instructor:** Dunne, Lucy Elizabeth

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

#### APST 8193 Directed Study

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;**

**prereq instr consent credit will not be granted if credit already received for: DHA 8193;**

**Instructor:** LaBat, Karen Louise

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

#### APST 8193 Directed Study

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;**

**prereq instr consent credit will not be granted if credit already received for: DHA 8193;**

**Instructor:** Bye, Elizabeth Kersch

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

#### APST 8193 Directed Study

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;**

**prereq instr consent credit will not be granted if credit already received for: DHA 8193;**

**Instructor:** Johnson PhD, Kim KP

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

#### APST 8193 Directed Study

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;**

**prereq instr consent credit will not be granted if credit already received for: DHA 8193;**

**Instructor:** DeLong, Marilyn R

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

#### APST 8193 Directed Study

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;**

**prereq instr consent credit will not be granted if credit already received for: DHA 8193;**

**Instructor:** Wu, Juanjuan

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

#### APST 8193 Directed Study

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;**

**prereq instr consent credit will not be granted if credit already received for: DHA 8193;**

**Instructor:** Kim, Hye-Young

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

#### APST 8193 Directed Study

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;**

**prereq instr consent credit will not be granted if credit already received for: DHA 8193;**

**Instructor:** Dunne, Lucy Elizabeth

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

#### APST 8222 Plan B Master's Project

**S-N only, 3 credit(s); prereq DHA master's student, instr consent credit will not be granted if credit already received for: DHA 8222;**

**Instructor:** LaBat, Karen Louise

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

**APST 8222 Plan B Master's Project**

**S-N only, 3 credit(s); prereq DHA master's student, instr consent credit will not be granted if credit already received for: DHA 8222;**

**Instructor:** Bye,Elizabeth Kersch

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

**APST 8222 Plan B Master's Project**

**S-N only, 3 credit(s); prereq DHA master's student, instr consent credit will not be granted if credit already received for: DHA 8222;**

**Instructor:** Johnson PhD, Kim KP

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

**APST 8222 Plan B Master's Project**

**S-N only, 3 credit(s); prereq DHA master's student, instr consent credit will not be granted if credit already received for: DHA 8222;**

**Instructor:** DeLong, Marilyn R

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

**APST 8222 Plan B Master's Project**

**S-N only, 3 credit(s); prereq DHA master's student, instr consent credit will not be granted if credit already received for: DHA 8222;**

**Instructor:** Wu, Juanjuan

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

**APST 8222 Plan B Master's Project**

**S-N only, 3 credit(s); prereq DHA master's student, instr consent credit will not be granted if credit already received for: DHA 8222;**

**Instructor:** Kim, Hye-Young

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

**APST 8222 Plan B Master's Project**

**S-N only, 3 credit(s); prereq DHA master's student, instr consent credit will not be granted if credit already received for: DHA 8222;**

**Instructor:** Dunne, Lucy Elizabeth

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

## Applied Business

### 20 Classroom Office Building

**ABUS 3051 Career Skills in the Professional Environment**

**2 credit(s); prereq 60 semester cr;**

**Instructor:** Bonderson, Lori

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Career planning and job search processes appropriate to business/professional careers in corporate culture. Exploring career options: career centers, company research and networking. Resume and cover letter writing. Job interview preparation. Organizational culture and job satisfaction. Business etiquette.

**Style:** Online

**Grading:** -Self-Introduction, 4 Discussions, and 2 Live Chats 12% -Cover Letter 10% -Resume 10% -Networking Assignment 10% -Career Center Visit 10% -Course Project: Progress Report 3% -Company Research 10% -Interview Preparation 10% -Final Project 25%

**ABUS 3301 Introduction to Quality Management**

**A-F only, 3 credit(s); prereq Introductory statistics;**

**Instructor:** Martens, Scott L

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. Principles and concepts of managing quality in the context of business applications. Emphasizes improvement of business processes with six sigma process improvement methodology. Includes strategy for implementing and leading process improvement, Baldrige Award, ISO 9000, process control, performance measurement systems and Six Sigma.

**Style:** 100% Web Based.

**Grading:** 20% mid exam, 20% final exam, 10% special projects, 10% class participation. -11 article questions (10%) -11 discussion questions (10%) -4 group assignments (10%) -self-introduction (0%) -interview (10%)

**ABUS 4022 Management in Organizations**

**A-F only, 3 credit(s); prereq 45 cr completed;**

**Instructor:** Haarklau, Evon A

**Description:** This fully online section is offered through Online and Distance Learning, College of the Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course brings together key elements from the practical (on the job), the theoretical (in the classroom), and the personal (self-assessment) to facilitate a better understanding of management as a profession. By the conclusion of this course, you will have learned to: --compare and contrast theoretical and practical thinking on professional management, and apply this knowledge to current practice; --describe and apply the characteristics of a strong manager in a high-performance organization; --explain and illustrate how planning, organizing, leading, and controlling are accomplished in a specific industry or organization; and --assess your own aptitude, interest, and knowledge for entering the management profession.

**Style:** 100% Web Based.

**Grading:** -8 "question of the week" discussion postings and responses (4%) -2 applied management research papers with executive summaries (32%) -A personal assessment and reflection paper (16%) -3 online quizzes (48%)

**ABUS 4023W Communicating for Results**

**A-F only, 3 credit(s); prereq 45 cr completed; Meets CLE req of Writing Intensive;**

**Instructor:** Lowry, Ann E.

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Aspects of communication essential for being persuasive/influential. Organizing/presenting ideas effectively, strategies for audience analysis, choosing communication methods, making appropriate use of informal influence methods, handling dissent. Processes for intercultural communication.

**Style:** 100% Web Based.

**Grading:** -9 group discussion forums (10%) -Web 2.0 wiki project (20%) -9 all-class discussion forums (10%) -9 documents (47%) -4 Wimba Voice Boards (13%)

**ABUS 4041 Dynamics of Leadership**

**A-F only, 3 credit(s); prereq 45 cr completed;**

**Instructor:** Kaiser, David

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

**Style:** 100% Web Based.

**Grading:** 10% mid exam, 30% final exam, 15% special projects. -self-introduction (1%) -12 discussions (24%) -1 self-selected learning assignment (20%)

**ABUS 4101 Accounting and Finance for Managers****A-F only, 3 credit(s); prereq Financial accounting, 45 cr;****Instructor:** Vickman,Thomas M

**Description:** This fully online course is offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid information. This course is aimed at those who are interested in gaining practical knowledge of the major finance and managerial accounting issues facing organizations today. At the conclusion of this course, you should be able to: -distinguish between various management cost terms and concepts; -identify and understand quality costs and quality programs; -analyze costing activities to help improve an organization's work flow; -understand how fixed and variable costs behave; -calculate the effects of changes in selling prices, costs, sales mix, and volume on profitability; -prepare various types of budgets; -calculate standard cost variances and determine what they mean; -apply decision techniques to determine whether to retain or discontinue a product; make, lease, or buy a part; accept or refuse an order; expand, shutdown, or eliminate a facility or product line; -apply time value of money concepts to determine present and future value; -evaluate capital expenditure proposals; -use an organization's financial statements to detect its strengths and weaknesses and assess its future prospects.

**Style:** 100% Web Based.**Grading:** 30% special projects, 10% quizzes. -self-introduction and test submission (2%) -9 online discussions (18%) -10 problem sets (40%)

(55%) -Sustainability report (20%)

**ABUS 4701 Introduction to Marketing****A-F only, 3 credit(s); prereq [Macroeconomics or microeconomics], 45 cr;****Instructor:** Aggarwal,Praveen

**Description:** This is a fully online section offered through Online and Distance Education (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. The course begins with the 4 Ps of marketing and the marketing concept and takes you through the fascinating worlds of consumer behavior, market research, the marketing mix, strategic marketing, and many others. The course will introduce you to the terminology of marketing and demonstrate how marketing relates to other functional areas within an organization. The course will try to expose you to the breadth, rather than depth in any one particular area, of marketing. A discussion of the international scope of marketing and ethics in business will also be integrated into the course at every stage.

**Style:** 100% Web Based.**Grading:** 20% final exam, 40% quizzes. -self-introduction (1%) -5 research exercises (10%) -4 segments of a marketing plan (9%) -final marketing plan (20%)**Exam Format:** Supervised, in-person (not online), comprehensive final exam**ABUS 4104 Management and Human Resource Practices****A-F only, 3 credit(s); prereq 45 cr completed;****Instructor:** Benraouane,Sid A.

**Description:** Introduces students to a broad overview of human resource practices in organizations as well as basic responsibilities of front line managers. Emphasis is on providing day-to-day leadership including organizing work, motivating employees, delegating, coordinating and achieving results. Human resource practices carried out at the front line include selection induction and training of new employees, employee appraisal, handling grievances and discipline.

**ABUS 4151 Innovation for Leaders and Organizations****A-F only, 3 credit(s); prereq 45 cr;****Instructor:** Sen,Abir

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Innovation as a cornerstone of a knowledge economy. History and value of the innovation process, and importance to individuals and organizations. Strategies to foster personal and collaborative innovation. Responsibilities in personal innovation skill-building and leading innovation in organizations.

**Style:** Online**Grading:** -3 group assignments (18%) -self-introduction (1%) -introductory exercise (3%) -6 written assignments (41%) -3 online discussions (14%) -PowerPoint assignment (8%) -final project (15%)**ABUS 4515 Strategy and Management for a Sustainable Future****A-F only, 3 credit(s); prereq 45 cr completed;****Instructor:** Hickie,Garth Thomas

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Explore the meaning and importance of sustainability in business. Characteristics of sustainable environments and their relationship to organizations. Potential economic and strategic enterprise value. Management and leadership to foster and support sustainability. Relationship of sustainable business practices to marketplace trends and realities.

**Style:** Online**Grading:** -14 discussions (25%) -5 short reports or exercises**Applied Economics***231 Classroom Office Building***APEC 1101 Principles of Microeconomics****4 credit(s); Credit will not be granted if credit has been received for: ECON 1101; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences;****Instructor:** Liu,Donald J.

**Description:** Economics is the study of choices made under conditions of scarcity and is divided into two major subject matter areas: micro and macro economics. This course, Principles of Microeconomics, is concerned mainly with the economic decisions of individual consumers and producers and how they interact under various market and regulatory environments. The major emphasis in the course will be on economic concepts and their applications to current economic issues and day-to-day business operations.

**Style:** 60% Lecture, 40% Discussion.**Grading:** 25% mid exam, 25% final exam, 15% quizzes, 25% other evaluation. Second midterm; 10% Homework assignments**Exam Format:** Multiple choice, short answer problem solving, graphical analysis**APEC 1102 Principles of Macroeconomics****3 credit(s); prereq 1101 or Econ 1101 no credit will be granted if credit has been received for: Econ 1102 or Econ 1105.; Credit will not be granted if credit has been received for: ECON 1102;****Instructor:** Parliament,Claudia A

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

**Style:** 60% Lecture, 40% Discussion.**Grading:** 30% mid exam, 25% final exam, 15% reports/papers, 15% quizzes, 15% problem solving.**Exam Format:** multiple choice, short answer, graphs

**APEC 1102H Honors: Principles of Macroeconomics**

**A-F only, 4 credit(s); prereq [1101 or 1101H or ECON 1101 or ECON 1101H, honors; Credit will not be granted if credit has been received for: APEC 1102;**

**Instructor:** Ritter, Joe

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

the second in a sequence that begins with ApEc 3001, "Consumers, Producers, and Markets". The primary audience for this course is undergraduate students majoring in Agricultural Business Management, Agricultural Industries and Marketing and Applied Economics.

**Style:** 40% Lecture, 10% Discussion, 50% Laboratory.

**Grading:** 30% mid exam, 20% final exam, 10% quizzes, 30% laboratory evaluation, 10% problem solving.

**Exam Format:** Problems, short answer, short essay

**APEC 1905 Topics: Freshman Seminar: The Ordinary Business of Life**

**A-F only, 2 credit(s), max credits 3, 1 completion allowed; prereq Fr;**

**Instructor:** Cooper, Gary M

**Description:** The world of economics is sometimes referred to as the study of the ordinary business of life. In this course we will discover, reflect on, and teach ourselves about a selected group of topics in the fields of business management and economics. The seminar is "chunked out" into four unique parts. While the first quarter of our meetings will be on business and economic history to provide context (the "Economic Revolution", the Federal Reserve System, and the role of government in the economy), the second quarter of class will analyze "macro" issues related to the domestic and world economies (economic growth, the New Economy, and globalization). The third and fourth quarters of our time together will be "micro" related. We will explore the economics of information, read and solve *The Fatal Equilibrium*, a mystery novel that highlights several basic economic principles. As part of this class, we will investigate the fields of leadership and business ethics through a series of readings and films. Given the instructor's experience in enrollment management and academic advising, parts of class discussions throughout the term will be dedicated to helping you make your transition to and navigation of the University a smooth one.

**Style:** 25% Lecture, 25% Film/Video, 50% Discussion. There will be one Saturday afternoon field trip.

**Grading:** 25% reports/papers, 30% quizzes, 20% class participation, 25% problem solving.

**Exam Format:** Multiple choice, short answer, and mini essay.

**APEC 3006 Applied Macroeconomics: Government and the Economy**

**3 credit(s); prereq [[1102 or Econ 1102], [3001 or Econ 3101] or instr consent ; Credit will not be granted if credit has been received for: ECON 3102;**

**Instructor:** Stinson, Thomas F

**Description:** This course is concerned mainly with aggregate economic activity. Major emphasis is on factors that determine national income, employment, interest rates, and the price level. These factors include aggregate consumption, business investment, imports and exports, government spending and taxation, the money market, and the labor market. Implications of changes in government economic policies are considered.

**Style:** 100% Lecture.

**Grading:** 40% mid exam, 50% final exam, 10% problem solving.

**Exam Format:** essay

**APEC 3007 Applied Macroeconomics: Policy, Trade, and Development**

**3 credit(s); prereq [1101 or ECON 1101], [1101H or ECON 1101H], [1102 or ECON 1102], [1102H or ECON 1102H]; 3001, 3006 recommended; Meets CLE req of Global Perspectives;**

**Instructor:** Smith, Pamela Jane

**Description:** This class is divided into two parts. The first part focuses on topics in international financial relations including: international transactions, exchange rate determination, the international currency system, national income determination in an open economy, and economic implications of alternative exchange rate regimes. The second part focuses on topics in international trade relations including: why nations trade, the commodity composition of trade, tariff and nontariff barriers to trade, and international and regional trade agreements (e.g., World Trade Organization). This course is designed for advanced undergraduates with background in both micro and macro economic theory. The course format includes problem-based learning and requires active student participation.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 35% mid exam, 35% final exam, 20% in-class presentation, 10% class participation.

**Exam Format:** Combination of problems, short answer and multiple choice

**APEC 3001 Applied Microeconomics: Consumers, Producers, and Markets**

**4 credit(s); prereq [[1101 or ECON 1101 or 1101H or ECON 1101H], [MATH 1142 or MATH 1271]] or instr consent ; intended for undergrads in [Ag/Food Bus Mgmt, Appl Econ]; Credit will not be granted if credit has been received for: ECON 3101;**

**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.

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

**Grading:** 40% mid exam, 25% final exam, 15% quizzes, 20% problem solving.

**Exam Format:** Short answer and problems

**APEC 3061 General Survey of Development in Africa**

**3 credit(s); prereq 1101 or ECON 1101; Credit will not be granted if credit has been received for: AFRO 3433;**

**Instructor:** Okediji, Tade O

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

**APEC 3451 Food and Agricultural Sales**

**3 credit(s); prereq 1101 or Econ 1101;**

**Instructor:** Nefstead, Ward Elliot

**Description:** Professional selling of agricultural and food products. Building and refining sales abilities, identifying and qualifying prospects, delivering effective sales presentations and closing the sale, utilizing principles of market research including market segmentation methods. The class will involve explorations of careers in sales via guest speakers and other audiovisual aids. Students will develop and deliver a professional sales presentation.

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

**Grading:** 15% mid exam, 20% final exam, 50% special projects, 15% laboratory evaluation.

**Exam Format:** Essay

**APEC 3002 Applied Microeconomics: Managerial Economics**

**4 credit(s); prereq [[3001 or ECON 3101], [OMS 2550 or STAT 3011] or instr consent ;**

**Instructor:** King, Robert P

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

**APEC 3611 Environmental and Natural Resource Economics**

**3 credit(s); prereq 1101 or ECON 1101 or 1101H or ECON 1101H; Meets CLE req of Environment;**

**Instructor:** Homans,Frances Reed

**Description:** This is a course on the use of economic tools in the analysis of policies for use and protection of natural resources and the environment. The focus will be on how we can use basic economic models to analyze problems of resource use and the potential effects of public policies, to help sharpen our thinking about how choices are made, by individuals and society, concerning natural resources and the environment. We will look at both environmental economics (which focuses on externalities) and natural resource economics (which looks at resource use over time). You will be asked, during the course, to set up and solve economic models that capture important aspects of the behavior and policies that we will consider throughout the semester. The objectives of this course are (1) to introduce the theory relating to these topic areas and (2) to show with applications how the theory can be used to solve real-world problems. I expect that a student successfully completing this course will understand the basic issues involved with use and protection of natural resources and the environment, and be able to analyze problems that reflect real-life situations encountered in contemporary society.

**Style:** 45% Lecture, 15% Discussion, 25% Small Group Activities, 10% Student Presentation, 5% Guest Speakers.

**Grading:** 25% mid exam, 25% final exam, 20% reports/papers, 10% quizzes, 10% journal, 10% class participation.

#### **APEC 3811 Principles of Farm Management**

**3 credit(s); prereq 1101 or Econ 1101;**

**Instructor:** Olson,Kent D

**Description:** Strategic and operations aspects of farm management; strategic management; budgeting; production and operations planning; quality management and control; financial analysis and management; investment analysis; land purchase and rental; risk management; contract evaluation; and staffing and organization. Students completing the course will be able to: 1) Define the terms and concepts commonly used in farm management; 2) Apply methods to identify issues and analyze strategic options for farms; 3) Apply operations management techniques within a systems perspective of other parts of the farm, and the uncertain economic, climatic, and biological environments in which farms operate; 4) Apply knowledge obtained in previous courses to farm management problems; and 5) Strengthen skills in teamwork, problem solving, interviewing, speaking, and report writing. The target audience is primarily undergraduates in an agricultural major, although graduate students in agricultural fields may benefit from this course as well.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 30% mid exam, 30% final exam, 40% problem solving.

**Exam Format:** Short answer, short essay, multiple choice, problems.

#### **APEC 3821 Retail Center Management**

**3 credit(s); prereq [1101 or Econ 1101], [1251 or Acct 2050];**

**Instructor:** Nefstead,Ward Elliot

**Description:** Management of garden centers, grocery stores and other retail units selling perishable agricultural products. This course will involve accounting and management aspects of related retail business. Part of the class with focus on ecommerce applications.Group exercises and management cases/simulations will be used as well as assigned projects off campus.

**Style:** 70% Lecture, 15% Discussion, 15% Laboratory.

**Grading:** 20% mid exam, 35% final exam, 20% special projects, 10% laboratory evaluation, 15% problem solving.

**Exam Format:** Multiple choice, essay, short answer

#### **APEC 3991 Independent Study in Applied Economics**

**1-4 credit(s), max credits 4, 1 completion allowed; prereq instr consent;**

**Instructor:** STAFF

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

usually given.

**APEC 4096 Professional Experience Program: Internship S-N only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq CFANS undergrad, instr consent , completed internship contract;**

**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 4481 Futures and Options Markets**

**3 credit(s); prereq [[3001 or Econ 3101], [AnSc 2211 or OMS 1550 or Stat 3011], 60 cr] or instr consent; Credit will not be granted if credit has been received for: APEC 5481;**

**Instructor:** Usset,Edward Charles

**Description:** In "Futures and Options Markets" we examine the economics and purpose of futures markets and prices on organized commodity markets. Our primary focus is on hedging, or the commercial use of agricultural futures and options markets. Market speculation is also discussed. Time is also spent examining hedging and speculative aspects of spread trading. Other topics considered include carrying charges, basis, ownership structure of exchanges, the development of new contracts, electronic trading and market regulation.

**Style:** 85% Lecture, 10% Discussion, 5% Student Presentation.

**Grading:** 45% mid exam, 25% final exam, 25% written homework, 5% attendance.

#### **APEC 4501 Financial Modeling**

**A-F only, 3 credit(s); prereq [3501 or FINA 3001], [1251 or ACCT 2050];**

**Instructor:** Pederson,Glenn Darwin

**Description:** The objective of the course is to give students experience in designing and implementing solutions to financial and management problems with the use of the Microsoft Excel spreadsheet software. The course will emphasize the development of computer-based tools, rather than the use of existing tools or templates. In this way students will gain valuable practical experience in how to interpret and implement concepts and theories that are found in the fields of economics, finance and management. This is a full-semester, 3-credit course that incorporates a combination of short introductory lectures, cases, and computer labs. The course will meet twice per week in the computer lab. On some topics there may be invited speakers from the finance industry to introduce or discuss an application with the class.

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

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

#### **APEC 4821W Business Economics and Strategy**

**3 credit(s); prereq 3002, [3501 or FINA 3001], MGMT 3001; Meets CLE req of Writing Intensive;**

**Instructor:** Boland,Michael Aloysius

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

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

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

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

**APEC 5032 Economic Data Analysis for Managerial and Policy Decisions**

**3 credit(s); prereq [5031 or instr consent , familiarity with SAS];**

**Instructor:** Davis, Elizabeth E

**Description:** This course explores statistical and econometric methods for the analysis of large data sets to support managerial and policy decisions. Topics include: Methods for organizing, accessing, and ensuring the quality of data; Estimation techniques including panel data methods, limited dependent variable models, and time series analysis; Clarity of reporting and design of procedures for maintaining and updating data and estimates. Focus is on SAS programming. The intended audience is graduate students who have taken a masters level course in econometrics. Prerequisites: ApEc 5031 or instructor consent.

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

**APEC 5152 Applied Macroeconomics: Income and Employment**

**3 credit(s); prereq 3001 or or Math 1271 or Math 2243 or equiv or grad student or instr consent;**

**Instructor:** Roe, Terry Lee

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

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

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

**Exam Format:** Essay

**APEC 5321 Regional Economic Analysis**

**3 credit(s); prereq 3006 or ECON 3102 or instr consent ;**

**Instructor:** Mykerezzi, Elton

**Description:**

**Style:** 70% Lecture, 25% Discussion, 5% Student Presentation.

**Grading:** 25% mid exam, 35% final exam, 30% reports/papers, 10% in-class presentation.

**Exam Format:** I prepare between 10 and 15 essay-type questions. These questions are provided to the students one week before the exam. For the in class exam 3 are selected randomly.

**APEC 5341 Public Finance**

**A-F only, 3 credit(s); prereq 3001 or Econ 3101 or PA 5021;**

**Instructor:** Temple, Judy

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

**APEC 5481 Futures and Options Markets**

**3 credit(s); prereq grad student; Credit will not be granted if credit has been received for: APEC 4481;**

**Instructor:** Usset, Edward Charles

**Description:** In "Futures and Options Markets" we examine the economics and purpose of futures markets and prices on organized commodity markets. Our primary focus is on hedging, or the commercial use of agricultural futures and options markets. Market speculation is also discussed. Time is also spent examining hedging and speculative aspects of spread trading. Other topics considered include carrying charges, basis, ownership structure of exchanges, the development of new

contracts, electronic trading and market regulation.

**Style:** 85% Lecture, 10% Discussion, 5% Student Presentation.

**Grading:** 45% mid exam, 25% final exam, 25% written homework, 5% attendance.

**APEC 5811 Cooperative Organization**

**3 credit(s); prereq 3001 or Econ 3101 or PA 5021 or instr consent ;**

**Instructor:** Boland, Michael Aloysius

**Description:** In the first half of the semester we will look at specific cooperatives and their role in various industries across the world. I have written more than 80 case studies on food firms, many of which are cooperatives. The ones I anticipate using in the class include dried fruit (Sun-Maid Raisins), prunes (Sunsweet), dairy products (Land O'Lakes, Cass-Clay), coffee (Coopuxe in Brazil), citrus (Sunkist), dairy products (Colun in Chile), almonds (Blue Diamond), apple juice (Treetop), peaches (California Cling Peach Growers association), cranberries (Ocean Spray), rural utilities (rural electric cooperative), lamb (Mountain States Lamb Cooperative), sugar (American Crystal Sugar), ag inputs (CHS, Inc.), and grape (Welch?s). In many cases, we will have a representative from the cooperative visiting with us by speaker phone or other technology. I anticipate that we will also collaborate with a similar class at Montana State, North Dakota State, and University of Idaho on a series of case studies. Topical Content: Week 1: Introduction to Cooperatives and the Class Focus on principles and application of principles Week 2: Principles of Cooperatives Week 3: Equity management and cooperative finance Week 4: What led to first cooperative and Rochdale Pioneers and similar activities in USA Week 5: History of Group Action Efforts in the USA leading up to Capper-Volstead Act of 1922 Week 6: Exam over Principles and how they have been applied Move to a discussion about how different public policies have helped cops in these industries flourish Week 7: Cooperatives in the Tree Fruit and Tree Nut industries in the USA Week 8: Cooperatives in the agricultural Input Supply industries in the USA Week 9: Cooperatives in the utility and credit industries in the USA Move to an application of principles and policies abroad Week 10: Cooperatives overseas: Latin American and European and Oceania experiences Week 11: Cooperatives overseas: African and Asian experiences Integrative discussion Weeks 12-15: student reports

**Style:** 20% Lecture, 50% Discussion, 10% Small Group Activities, 10% Student Presentation, 10% Guest Speakers.

**Grading:** I expect to have two exams, one report, and in-class discussion.

**Exam Format:** Writing exam (no multiple choice or true / false questions)

**APEC 5891 Independent Study: Advanced Topics in Farm and Agribusiness Management**

**1-4 credit(s), max credits 4, 1 completion allowed; prereq instr consent;**

**Instructor:** STAFF

**Description:** Special topics or individual work.

**Style:** Varies/individuals approach

**Grading:** 100% other evaluation. Varies

**APEC 5991 Special Topics and Independent Study in Applied Economics**

**1-4 credit(s), max credits 12, 12 completions allowed; prereq instr consent ;**

**Instructor:** STAFF

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

**APEC 8203 Applied Welfare Economics and Public Policy**

**3 credit(s); prereq calculus, intermediate econ theory;**

**Instructor:** Coggins, Jay Steven

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

**APEC 8206 Dynamic Optimization: Applications in Economics and Management**



**A-F only, 0-3 credit(s), max credits 3, 1 completion allowed; prereq 5151 or equiv or instr consent ;**  
**Instructor:** Homans,Frances Reed  
**Description:** Student may contact the instructor or department for information.

**APEC 8212 Econometric Analysis II**  
**4 credit(s); prereq 8211 or equiv or instr consent;**  
**Instructor:** Glewwe,Paul W  
**Description:** Student may contact the instructor or department for information.

**APEC 8601 Natural Resource Economics**  
**3 credit(s); prereq [5151, 8202, 8206 [ECON 5151 or equiv]] or instr consent ;**  
**Instructor:** Huang,Qiuqiong  
**Description:** Student may contact the instructor or department for information.

**APEC 8702 Economic and Trade Policy: Sectoral and Institutional Issues**  
**3 credit(s); prereq ECON 8002 or ECON 8102 or instr consent ;**  
**Instructor:** Smith,Pamela Jane  
**Description:** Student may contact the instructor or department for information.

**APEC 8804 Managerial Economics**  
**2 credit(s); prereq [8202, Econ 5151] or [Econ 8001, Econ 8002] or [Econ 8101, Econ 8102] or instr consent ; Majors must register A-F basis;**  
**Instructor:** Boland,Michael Aloysius  
**Description:** The objective of this course is to integrate management principles with economics and provide applications to these principles. The course is similar to what you would find in a Harvard Business School course for their PhD in managerial economics. At the conclusion of the class students are expected to be able to: ? Understand relationships between economic and accounting concepts; ? Conduct an industry analysis; ? Understand modern institutional theories of the firm; ? Apply concepts of firm boundaries to agriculture; and ? Understand principles of economic geography  
**Style:** 25% Lecture, 25% Small Group Activities, 25% Student Presentation.

**APEC 8901 Graduate Seminar: M.S. Program**  
**S-N only, 1 credit(s); prereq Agri/ApEc MS student or ApEc MS student;**  
**Instructor:** Taff,Steven J  
**Description:** Student may contact the instructor or department for information.

**APEC 8902 Graduate Seminar: Ph.D. Program**  
**S-N only, 1 credit(s); prereq Agri/ApEc PhD student or ApEc PhD student;**  
**Instructor:** Roe,Terry Lee  
**Description:** Student may contact the instructor or department for information.

## Applied Plant Sciences

411 Borlaug Hall

**APSC 8123 Research Ethics in the Plant and Environmental Sciences**  
**S-N only, 0.5 credit(s); prereq Grad student; Credit will not be granted if credit has been received for: PLPA 8123;**  
**Instructor:** Allan,Deborah L  
**Description:** Student may contact the instructor or department for information.

## Applied Professional Studies

## 20 Classroom Office Building

**APS 5201 Career and Job Search Preparation for Graduate Students**  
**S-N only, 1 credit(s); prereq dept consent ;**  
**Instructor:** Kubak,Maggie  
**Description:** Student may contact the instructor or department for information.

## Arabic

136 Klæber Court

**ARAB 1102 Beginning Arabic II**  
**5 credit(s); prereq 1101 or equiv or instr consent ; Credit will not be granted if credit has been received for: ARAB 4102;**  
**Instructor:** Khalfaoui,Amel  
**Description:** Student may contact the instructor or department for information.

**ARAB 1102 Beginning Arabic II**  
**5 credit(s); prereq 1101 or equiv or instr consent ; Credit will not be granted if credit has been received for: ARAB 4102;**  
**Instructor:** Mohammed,Sidow Abdishariff  
**Description:** Student may contact the instructor or department for information.

**ARAB 1102 Beginning Arabic II**  
**5 credit(s); prereq 1101 or equiv or instr consent ; Credit will not be granted if credit has been received for: ARAB 4102;**  
**Instructor:** Elmeski,Mohammed  
**Description:** Student may contact the instructor or department for information.

**ARAB 3102 Intermediate Arabic II**  
**5 credit(s); prereq 3101 or instr consent;**  
**Instructor:** Khalek,Hisham A  
**Description:** Arabic 3102 is a continuation of Arabic 3101. It is designed to further develop language proficiency in modern standard Arabic in the four language skills. In speaking, the focus is on the use of everyday expressions through discussion and presentations. In reading, the focus is on reading content oriented paragraphs from the textbook. Writing is emphasized especially through writing weekly journals and homework assignments. Listening exercises and drills are utilized in class by listening to audio tapes and watching video materials. The course also trains and prepares students to take the Graduation Proficiency Test. In addition, students will further develop and enhance their knowledge of the culture of the Arab world. The target audience is undergraduate and graduate students. The main textbook is: Assalamu Alaykum, a textbook for intermediate level Arabic.  
**Style:** 30% Lecture, 50% Discussion. culture.  
**Grading:** 10% mid exam, 20% final exam, 20% reports/papers, 20% quizzes, 5% in-class presentation, 10% class participation. 10% homework assignments; 5% oral exam.  
**Exam Format:** Multiple choice, fill in the blank, and inference from reading short articles.

**ARAB 3102 Intermediate Arabic II**  
**5 credit(s); prereq 3101 or instr consent;**  
**Instructor:** Khalfaoui,Amel  
**Description:** Student may contact the instructor or department for information.

**ARAB 3102 Intermediate Arabic II**  
**5 credit(s); prereq 3101 or instr consent;**  
**Instructor:** Elmeski,Mohammed  
**Description:** Student may contact the instructor or department for information.

**ARAB 3290 Arabic Language Teaching Tutorial****S-N only, 1 credit(s), max credits 2; prereq Grade of A in 3102/4122;****Instructor:** Khalek,Hisham A**Description:** Student may contact the instructor or department for information.**ARAB 4102 Beginning Arabic II****3 credit(s); prereq [4101 or equiv], grad student; Credit will not be granted if credit has been received for: ARAB 1102;****Instructor:** Khalfaoui,Amel**Description:** Description: Beginning 1102 is the second in a sequence of Arabic courses designed to teach reading, writing, listening and speaking formal Arabic, also known as Modern Standard Arabic (MSA). The class continues to build upon and reinforce what was learned in 1101 with strong emphasis on learning basic communicative interactions. The course presents theme based topics aimed at delivering practical and functional material. The course also introduces students to the cultures of the Arabic-speaking people. The target audience includes undergraduate as well as graduate students. The text used is a packet entitled Assalamu Alaykum by Hisham Khalek.**Style:** 40% Lecture, 40% Discussion, 20% Small Group Activities. Culture.**Grading:** 20% mid exam, 25% final exam, 15% quizzes, 15% written homework, 10% class participation, 15% laboratory evaluation. 20% homework.**Exam Format:** Multiple choice and fill in the blank.**ARAB 4102 Beginning Arabic II****3 credit(s); prereq [4101 or equiv], grad student; Credit will not be granted if credit has been received for: ARAB 1102;****Instructor:** Mohammed,Sidow Abdishariff**Description:** Description: Beginning 1102 is the second in a sequence of Arabic courses designed to teach reading, writing, listening and speaking formal Arabic, also known as Modern Standard Arabic (MSA). The class continues to build upon and reinforce what was learned in 1101 with strong emphasis on learning basic communicative interactions. The course presents theme based topics aimed at delivering practical and functional material. The course also introduces students to the cultures of the Arabic-speaking people. The target audience includes undergraduate as well as graduate students. The text used is a packet entitled Assalamu Alaykum by Hisham Khalek.**Style:** 40% Lecture, 40% Discussion, 20% Small Group Activities. Culture.**Grading:** 20% mid exam, 25% final exam, 15% quizzes, 15% written homework, 10% class participation, 15% laboratory evaluation. 20% homework.**Exam Format:** Multiple choice and fill in the blank.**ARAB 4102 Beginning Arabic II****3 credit(s); prereq [4101 or equiv], grad student; Credit will not be granted if credit has been received for: ARAB 1102;****Instructor:** Elmeski,Mohammed**Description:** Description: Beginning 1102 is the second in a sequence of Arabic courses designed to teach reading, writing, listening and speaking formal Arabic, also known as Modern Standard Arabic (MSA). The class continues to build upon and reinforce what was learned in 1101 with strong emphasis on learning basic communicative interactions. The course presents theme based topics aimed at delivering practical and functional material. The course also introduces students to the cultures of the Arabic-speaking people. The target audience includes undergraduate as well as graduate students. The text used is a packet entitled Assalamu Alaykum by Hisham Khalek.**Style:** 40% Lecture, 40% Discussion, 20% Small Group Activities. Culture.**Grading:** 20% mid exam, 25% final exam, 15% quizzes, 15% written homework, 10% class participation, 15% laboratory evaluation. 20% homework.**Exam Format:** Multiple choice and fill in the blank.**ARAB 4122 Intermediate Arabic II****3 credit(s); prereq [4121 or equiv], grad student;****Instructor:** Khalek,Hisham A**Description:** Arabic 3102 is a continuation of Arabic 3101. It is designed to further develop language proficiency in modern standard Arabic in the four language skills. In speaking, the focus is on the use of everyday expressions through discussion and presentations. In reading, the focus is on reading content oriented paragraphs from the textbook. Writing is emphasized especially through writing weekly journals and homework assignments. Listening exercises and drills are utilized in class by listening to audio tapes and watching video materials. The course also trains and prepares students to take the Graduation Proficiency Test. In addition, students will further develop and enhance their knowledge of the culture of the Arab world. The target audience is undergraduate and graduate students. The main textbook is: Assalamu Alaykum, a textbook for intermediate level Arabic.**Style:** 30% Lecture, 50% Discussion. culture.**Grading:** 10% mid exam, 20% final exam, 20% reports/papers, 20% quizzes, 5% in-class presentation, 10% class participation. 10% homework assignments; 5% oral exam.**Exam Format:** Multiple choice, fill in the blank, and inference from reading short articles.**ARAB 4122 Intermediate Arabic II****3 credit(s); prereq [4121 or equiv], grad student;****Instructor:** Khalfaoui,Amel**Description:** Student may contact the instructor or department for information.**ARAB 4122 Intermediate Arabic II****3 credit(s); prereq [4121 or equiv], grad student;****Instructor:** Elmeski,Mohammed**Description:** Student may contact the instructor or department for information.**ARAB 5102 Advanced Arabic II****3 credit(s), max credits 4, 1 completion allowed; prereq 5101 or instr consent;****Instructor:** Khalek,Hisham A**Description:** Arabic 5102 is a continuation of 5101 and the second in a two-course series. The course is designed to reinforce and capitalize on the beginning and intermediate levels to advance language proficiency in formal Arabic. In speaking, the course trains students to understand and use complex and compound sentences. In reading, the course trains students to apply to some extent dialectal marks when reading from scholarly textbooks and journals. Writing skills are enhanced through the writing of weekly journals, homework assignments, and translations. Listening exercises and drills are utilized in class as well as in the language lab by listening and watching audio and video materials. Students are also expected to deliver a weekly oral news journal. The target audience includes both undergraduate and graduate students. The text is Al-Kitaab, Part three, by Brustad, Al-Batal, and Al-Tonsi, aided by a DVD.**Style:** 20% Lecture, 40% Discussion, 10% Laboratory, 20% Small Group Activities.**Grading:** 10% mid exam, 15% final exam, 20% reports/papers, 20% quizzes, 15% written homework, 10% in-class presentation, 10% laboratory evaluation.**Exam Format:** Content-based inference. Writing**ARAB 5992 Directed Readings****1-3 credit(s), max credits 3, 1 completion allowed; prereq instr consent ;****Instructor:** Khalek,Hisham A**Description:** Student may contact the instructor or department for information.**Architecture**  
**110 Rapson Hall****ARCH 1281 Design Fundamentals I****A-F only, 4 credit(s);****Instructor:** Swackhamer,Marc T

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

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

#### **ARCH 2281 Design Fundamentals II**

**A-F only, 4 credit(s); prereq [1301 or 2301], arch major;**

**Instructor:** Comazzi, John Joseph

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

#### **ARCH 4150 Topics in Architecture: Habitat for Humanity**

**Net-Zero House**

**A-F only, 3 credit(s), max credits 24, 6 completions allowed; prereq Arch major or instr consent ;**

**Instructor:** Alm, Lucas Lloyd

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

#### **ARCH 3250 Design Workshop**

**A-F only, 1-6 credit(s), max credits 12, 6 completions allowed; prereq 2281, [Arch BA or BDA major];**

**Instructor:** STAFF

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

#### **ARCH 4150 Topics in Architecture: Drawing, Montage, & Animation**

**A-F only, 3 credit(s), max credits 24, 6 completions allowed; prereq Arch major or instr consent ;**

**Instructor:** Tapp, John Matthew

**Description:** This course provides an opportunity to explore architectural concepts with representation techniques that range from the traditional to the experimental. Students will record, explore, uncover and analyze an architecturally complex site with a variety of representational techniques - from drawings, video montage, digital modeling and animations. The course aims to explore differences in new media and conventional techniques in representation, their influence over our ability to perceive architecture and to search for their potential overlaps and collisions.

#### **ARCH 3282 Undergraduate Architecture Studio II**

**A-F only, 6 credit(s); prereq [3281 or 4281], BS Arch major;**

**Instructor:** STAFF

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

#### **ARCH 4284 Undergraduate Architecture Studio IV**

**A-F only, 6 credit(s); prereq 4283, BS Arch major;**

**Instructor:** Jara, Cynthia

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

#### **ARCH 3301 Drawing for Design in Architecture**

**A-F only, 3 credit(s); prereq [1301 or LA 1301 or 2301], [Arch or BED major];**

**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.

**Style:** 10% Lecture, 20% Discussion. drawing exercises

**Grading:** 25% class participation. 50% final portfolio; 25% final assignment

**Exam Format:** review of drawings

#### **ARCH 4361 3-D Computer Architectural Modeling and Design**

**A-F only, 3 credit(s); prereq 3351, Arch major; Credit will not be granted if credit has been received for: ARCH 5361;**

**Instructor:** Dozier, James

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

#### **ARCH 3351 AutoCAD I**

**3 credit(s); prereq Arch major or BED major or instr consent ; Credit will not be granted if credit has been received for:**

**ARCH 5351;**

**Instructor:** Anderson, Kristine

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

#### **ARCH 4382 Computer-Aided Architectural Design**

**A-F only, 3 credit(s); prereq 3381 or 5381;**

**Instructor:** Anderson, Lee Bruce

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

#### **ARCH 3412 Architectural History Since 1750**

**A-F only, 3 credit(s); prereq Soph or above; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives;**

**Instructor:** Miller, Nancy A

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

#### **ARCH 4434 Contemporary Architecture**

**A-F only, 3 credit(s); prereq 3412 or instr consent ; Credit will not be granted if credit has been received for: ARCH 5434;**

**Instructor:** Miller, Nancy A

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

#### **ARCH 3412H Honors: Architectural History Since 1750**

**A-F only, 3 credit(s); prereq Soph, honors; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives;**

**Instructor:** Miller, Nancy A

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

#### **ARCH 4441 Minnesota: Architecture and Landscapes**

**A-F only, 3 credit(s); prereq [3411, 3412] recommended; Credit will not be granted if credit has been received for: ARCH 5441;**

**Instructor:** Satkowski, Leon

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

#### **ARCH 3611 Design in the Digital Age**

**A-F only, 3 credit(s);**

**Instructor:** Dozier, James

#### **ARCH 4461 North American Indian Architecture**

**A-F only, 3 credit(s); prereq Arch 3412, Arch or Amln major; Credit will not be granted if credit has been received for:**

**ARCH 5461;**

**Instructor:** Tollefson, Lee E

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

**ARCH 4521 Environmental Technology I**

**A-F only, 3 credit(s); prereq BS Arch major;**

**Instructor:** Mosiman, Garrett Evan

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

**ARCH 4552 Integrated Design Processes**

**A-F only, 3 credit(s);**

**Instructor:** STAFF

**Description:** The course will provide an understanding of the multiple stakeholders that create and impact projects and the engineered systems (structural, electrical, mechanical, etc) that require design and integration in a contemporary architectural project. Through readings, class discussion, guest speakers and team projects, students will examine the entire project team makeup including designers, technical consultants, constructors, owners, users and governmental agencies, their roles and responsibilities, the various project delivery methods and how they might impact a project's cost, quality and scheduling, as well as the professional's responsibility to clients and community in terms of sustainability, health, safety and welfare.

**ARCH 4561 Architecture and Ecology**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: ARCH 5501;**

**Instructor:** Lutz, James Martin

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

**ARCH 4672 Historic Building Conservation**

**A-F only, 3 credit(s); prereq 4671 or instr consent ;**

**Instructor:** Mack, Robert Callan

**Description:** Historic building materials, systems, and methods of conservation. Structural systems, building repair/pathology. Introduction of new environmental systems in historic buildings. Conservation of historic interiors. Research on historic building materials/techniques, using primary/secondary resources. Documentation of a specific historic site through large-format photography and measured drawings

**ARCH 5110 Architecture as Catalyst**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq M.Arch;**

**Instructor:** Abraham, Loren E

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

**ARCH 5110 Architecture as Catalyst**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq M.Arch;**

**Instructor:** Lavine, Lance A

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

**ARCH 5110 Architecture as Catalyst**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq M.Arch;**

**Instructor:** Cheng, Renee

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

**ARCH 5110 Architecture as Catalyst**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq M.Arch;**

**Instructor:** Ibarra Sevilla, Benjamin

**Description:** This course will emphasize very particular constructive characteristics of masonry ruled surface. The lens to observe and develop architecturally these type structures will not privilege form but will focus on how the constructive is the creative engine of the architecture. The urge to understand architectural technology in this way derives from a commitment to explain it from the architectural understanding and practice. The constructive challenges of masonry compressive structures

is key component of this class. The lessons of this class will lead invariably to the act of making. This catalyst course will contain a good amount of hands-on work meaning modeling and hand drawing. We will discuss and take time to reflect about how this constructive approach informs your work in the studio context.

**Style:** 10% Lecture, 20% Discussion, 60% Small Group Activities, 10% Student Presentation.

**Grading:** 80% special projects, 20% attendance.

**ARCH 5110 Architecture as Catalyst**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq M.Arch;**

**Instructor:** Swackhamer, Marc T

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

**ARCH 5110 Architecture as Catalyst**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq M.Arch;**

**Instructor:** Brownell, Blaine Erickson

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

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

**A-F only, 3 credit(s); prereq M Arch major; Credit will not be granted if credit has been received for: ARCH 4361;**

**Instructor:** Dozier, James

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

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

**A-F only, 3 credit(s); prereq M Arch major; Credit will not be granted if credit has been received for: ARCH 4361;**

**Instructor:** Dozier, James

**Description:** The class explores the use of 3D computer modeling as a tool for representation in both abstract and realistic ways. Participants will gain a good working knowledge of computer modeling software through assignments that include the creation, manipulation and arrangement of three-dimensional forms during the design of abstract environments, use of lighting as a design element, and development of surface materials as an integral part of a fully formed design. In addition the class explores ways in which computer visualization can be used throughout the design process - for design exploration, for feedback during the development of design ideas, and for realistic representation of fully formed designs. Assignments include still renderings and animations, along with research and writing components. The major assignment in this course entails creation of a detailed building model and animation which explores and presents a significant work of architecture.

**ARCH 5382 Computer Aided Architectural Design**

**A-F only, 3 credit(s); prereq 5381 or arch grad major or instr consent ;**

**Instructor:** Anderson, Lee Bruce

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

**ARCH 5441 Minnesota: Architecture and Landscapes**

**A-F only, 3 credit(s); prereq [3411, 3412] recommended; Credit will not be granted if credit has been received for: ARCH 4441;**

**Instructor:** Satkowski, Leon

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

**ARCH 5446 Architecture Since World War II: Postwar**

**Experimentation: Aesthetics and Politics of Architecture**

**A-F only, 3 credit(s); prereq M Arch major;**

**Instructor:** Bhatt, Ritu

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

**ARCH 5450 Topics in Architectural Theory: Corbusian Thought, Redux**

**A-F only, 3 credit(s), max credits 9, 3 completions allowed;**

**prereq Arch major or M Arch major or instr consent ;**

**Instructor:** Jara,Cynthia

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

**ARCH 5452 Architecture: Design, Form, Order, and Meaning**

**A-F only, 4 credit(s); prereq M Arch major or instr consent ;**

**Instructor:** Dittmar,Gunter A

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

**ARCH 5461 North American Indian Architecture**

**3 credit(s); prereq M Arch major or instr consent; Credit will not be granted if credit has been received for: ARCH 4461;**

**Instructor:** Tollefson, Lee E

**Description:** This lecture/recitation course presents a historic overview, contemporary overview and introduction to principles and theory of North American Indian Architecture. The course includes the study of the culture, technology, environment, lifestyles, art and craft of North American Indians in relation to their settlements and architecture. The course will view the ten major cultural regions of North American Indians and includes a brief review of the Meso-American influences. The first half of the course focuses on developing an understanding for the cultures and architecture of the North American Indians. This background is essential to allow the more complex topics of the Contemporary phenomena and theory to be taught and discussed in the latter half of the quarter. The view of this course is specific from the point of view of an architect examining the history and culture. It provides a unique view and one that will differ in emphasis from a pure historical or anthropological point of view. The material will be contrasted with several Western European theories of Architecture. Major objectives of the course are to instill a curiosity in the Native American Architectural traditions and to open the mind to new points of view on architecture and principles behind the architecture.

**Style:** 80% Lecture, 20% Discussion. Target audience: Juniors and Seniors from Anthropology, American Indian Studies, Undergraduate Architecture Majors (Juniors/Seniors) and Upper Division students from Architecture and Landscape Architecture.

**Grading:** 50% exams; 10% written brief; 40% research paper  
**Exam Format:** typically short answer

**ARCH 5516 Technology Two: Luminous and Thermal Design**

**A-F only, 6 credit(s); prereq M Arch;**

**Instructor:** Abraham,Loren E

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

**ARCH 5523 Material Investigation: Steel and Glass**

**A-F only, 4 credit(s); prereq Grad student;**

**Instructor:** Roe, Sharon Louise

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

**ARCH 5550 Topics in Technology: Zero+Design**

**A-F only, 4 credit(s), max credits 12, 3 completions allowed; prereq M.Arch major;**

**Instructor:** Abraham,Loren E

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

**ARCH 5550 Topics in Technology: CAPACITY & FIT**

**A-F only, 4 credit(s), max credits 12, 3 completions allowed; prereq M.Arch major;**

**Instructor:** Weber Jr,William G

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

**ARCH 5611 Design in the Digital Age**

**A-F only, 3 credit(s); prereq Grad student or upper level undergrad student;**

**Instructor:** STAFF

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

**ARCH 5650 Topics in Architectural Practice: Habitat for Humanity Minnesota Net-Zero**

**4 credit(s), max credits 16, 4 completions allowed; prereq 5621, Arch major or 5621, M Arch major or instr consent ;**

**Instructor:** Alm,Lucas Lloyd

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

**ARCH 5650 Topics in Architectural Practice: Habitat for Humanity Net-Zero House**

**3 credit(s), max credits 16, 4 completions allowed; prereq 5621, Arch major or 5621, M Arch major or instr consent ;**

**Instructor:** Alm,Lucas Lloyd

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

**ARCH 5650 Topics in Architectural Practice: Building stories: the globalization of practice**

**3 credit(s), max credits 16, 4 completions allowed; prereq 5621, Arch major or 5621, M Arch major or instr consent ;**

**Instructor:** Cheng,Renee

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

**ARCH 5650 Topics in Architectural Practice: Building Stories: realizing design**

**3 credit(s), max credits 16, 4 completions allowed; prereq 5621, Arch major or 5621, M Arch major or instr consent ;**

**Instructor:** Cheng,Renee

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

**ARCH 5650 Topics in Architectural Practice: Public Interest Design: Haiti**

**3 credit(s), max credits 16, 4 completions allowed; prereq 5621, Arch major or 5621, M Arch major or instr consent ;**

**Instructor:** Comazzi,John Joseph

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

**ARCH 5670 Topics in Historic Preservation: Historic Preservation Planning**

**3 credit(s), max credits 12, 4 completions allowed; prereq MS Arch or M Arch major or instr consent ;**

**Instructor:** Donofrio, Gregory

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

**ARCH 5672 Historic Building Conservation**

**3 credit(s); prereq 3412, 5671 or instr consent ;**

**Instructor:** Mack,Robert Callan

**Description:** This course is designed to provide an understanding of historic building materials and the recording of historic properties. Topics include an examination of the historical building materials frequently encountered in historic preservation. Characteristics of historic building materials and techniques for their stabilization and rehabilitation are discussed. Discussions also include structural systems and building repair, building pathology, introduction of new environmental systems in historic buildings, and conservation of historic interiors. Sessions concerning recording focus on the use of small- and large-format photography, preparation of measured drawings, and physical investigations of existing structures. Material is presented through illustrated lectures, guest lecturers, and field trips, and "hands-on" experience. Student work includes a term paper and preparation of documentation for an historic site. Textbooks include "Conserving Buildings" by Martin Weaver, the "Presentation Briefs" from the National Park Service, and "Recording Historic Structures" edited by John Burns. The course should appeal to anyone interested in the technical aspects of historic preservation. Students in past have come from interior design, urban studies, housing, construction trades, and art history as well as from architecture.

**Style:** 50% Lecture, 15% Discussion, 35% Laboratory.

**Grading:** 35% reports/papers, 35% special projects, 20% quizzes, 10% problem solving.

**Exam Format:** Essay.

**ARCH 5672 Historic Building Conservation**

**3 credit(s); prereq 3412, 5671 or instr consent ;**

**Instructor:** Grover, Todd Andreas

**Description:** This course is designed to provide an understanding of historic building materials and the recording of historic properties. Topics include an examination of the historical building materials frequently encountered in historic preservation. Characteristics of historic building materials and techniques for their stabilization and rehabilitation are discussed. Discussions also include structural systems and building repair, building pathology, introduction of new environmental systems in historic buildings, and conservation of historic interiors. Sessions concerning recording focus on the use of small- and large-format photography, preparation of measured drawings, and physical investigations of existing structures. Material is presented through illustrated lectures, guest lecturers, and field trips, and "hands-on" experience. Student work includes a term paper and preparation of documentation for an historic site. Textbooks include "Conserving Buildings" by Martin Weaver, the "Presentation Briefs" from the National Park Service, and "Recording Historic Structures" edited by John Burns. The course should appeal to anyone interested in the technical aspects of historic preservation. Students in past have come from interior design, urban studies, housing, construction trades, and art history as well as from architecture.

**Style:** 50% Lecture, 15% Discussion, 35% Laboratory.

**Grading:** 35% reports/papers, 35% special projects, 20% quizzes, 10% problem solving.

**Exam Format:** Essay.

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

**A-F only, 3 credit(s); prereq M Arch major or LA grad major or grad student or instr consent ;**

**Instructor:** San Martin, IGNACIO

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

**ARCH 5721 Case Studies in Urban Design**

**A-F only, 3 credit(s); prereq 5711 or instr consent ; Credit will not be granted if credit has been received for: LA 5721;**

**Instructor:** San Martin, IGNACIO

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

**ARCH 5750 Topics in Urban Design: Dutch Urbanism & Housing**

**A-F only, 3 credit(s), max credits 16, 4 completions allowed; prereq Arch major;**

**Instructor:** Robinson, Julia Williams

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

**ARCH 5750 Topics in Urban Design: Housing-plex, six...twelve...twenty-four**

**A-F only, 4 credit(s), max credits 16, 4 completions allowed; prereq Arch major;**

**Instructor:** Conway, William F

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

**ARCH 5750 Topics in Urban Design: -scape:surface, void, distance**

**A-F only, 3 credit(s), max credits 16, 4 completions allowed; prereq Arch major;**

**Instructor:** Conway, William F

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

**ARCH 8299 Master's Final Project**

**S-N only, 10 credit(s); prereq Plan C, MArch;**

**Instructor:** Roe, Sharon Louise

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

**ARCH 8563 Energy and Indoor Environmental Quality Issues in Sustainable Design**

**A-F only, 3 credit(s); prereq [5513, [grad MS or MArch]] or instr consent ;**

**Instructor:** Johnson, Jay

**Description:** This course focuses on energy and indoor environmental quality (IEQ) issues which are key to a sustainable approach to architecture. Students will benefit from advanced knowledge, methods and analysis that can be applied in building design, analysis, and construction. Based on an understanding ecological principles, user needs, and the dynamics of energy and environmental quality in buildings, students will research (and move well beyond) current practice and design in order to understand how architects and the building industry can satisfy the needs of a new world in which buildings are at least extremely energy-efficient and, at most, energy producers. Research projects, critical review of literature, case studies, analysis tools and methodologies, and building visits will provide hands-on opportunities to investigate design issues and determine outcomes, capitalizing on the diverse experience and background of students and instructors. Students are encouraged to follow their unique interests in a key research project, and class discussion and sharing of information are important. The instructor, along with a number of guest speakers, is a long-time practitioner in the sustainability arena, and the course will feature real-world examples - issues, methods, and analysis, and opportunities.

**Style:** 25% Lecture, 17% Discussion, 17% Small Group Activities, 9% Student Presentation, 6% Field Trips, 25% Guest Speakers.

**Grading:** 10% reports/papers, 40% special projects, 5% attendance, 10% in-class presentation, 5% class participation, 30% problem solving. Specific breakdown to be provided with class schedule

**Exam Format:** Presentations and reports

**ARCH 8565 Materials Performance in Sustainable Building**

**A-F only, 3 credit(s); prereq [5512, grad MS or March]] or instr consent ;**

**Instructor:** Brownell, Blaine Erickson

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

## Art Regis Center for Art

**ARTS 1001 Concepts in Visual Art**

**4 credit(s);**

**Instructor:** STAFF

**Description:** Concepts of visual art-making in contemporary and historical contexts. The media, environment, and concerns of the practicing artist. Creative process, visual expression, criteria. Aesthetic foundation for beginning studio courses. Visiting artists, museum and gallery visits, creative presentations. Required of all art majors.

**ARTS 1101 Drawing**

**4 credit(s); Meets CLE req of Arts/Humanities;**

**Instructor:** STAFF

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

**ARTS 1101 Drawing**

**4 credit(s); Meets CLE req of Arts/Humanities;**

**Instructor:** Kuhr, Alexis

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

**ARTS 1102 Painting**

**4 credit(s); prereq 1101 or instr consent Note: Students without stated prerequisites will not be allowed to continue**

in this course.;

**Instructor:** STAFF

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

#### **ARTS 1301 Sculpture**

**4 credit(s); Meets CLE req of Arts/Humanities;**

**Instructor:** STAFF

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

#### **ARTS 1501 Printmaking: Intaglio and Lithography**

**4 credit(s); Meets CLE req of Arts/Humanities;**

**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.

**Style:** 40% Lecture, 30% Discussion, 30% Laboratory.

**Grading:** 15% mid exam, 10% reports/papers, 25% class participation, 50% other evaluation. creative engagement

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

#### **ARTS 1502 Printmaking: Relief, Screen, and Digital Processes**

**4 credit(s); Meets CLE req of Arts/Humanities;**

**Instructor:** STAFF

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

#### **ARTS 1601 Experimental and Media Arts**

**4 credit(s); Meets CLE req of Arts/Humanities;**

**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.

**Style:** 20% Lecture, 20% Discussion. 60% creative art production

**Grading:** 10% in-class presentation, 20% class participation, 70% other evaluation. Production and critical evaluation of student art projects

#### **ARTS 1701 Photography**

**4 credit(s); Meets CLE req of Arts/Humanities;**

**Instructor:** STAFF

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

**Style:** 25% Lecture, 25% Discussion, 50% Laboratory.

**Grading:** 15% mid exam, 30% final exam, 20% in-class presentation, 25% laboratory evaluation, 10% problem solving.

**Exam Format:** performance

#### **ARTS 1702 Digital Photography**

**4 credit(s); Meets CLE req of Arts/Humanities;**

**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**

**4 credit(s); Meets CLE req of Arts/Humanities;**

**Instructor:** STAFF

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

#### **ARTS 1801 Ceramics**

**4 credit(s); Meets CLE req of Arts/Humanities;**

**Instructor:** Lane,Thomas J

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

#### **ARTS 3101 Intermediate Drawing**

**4 credit(s); prereq 1001, 1101 Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** Sugnet,Anne Elizabeth

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

#### **ARTS 3102 Intermediate Painting**

**4 credit(s); prereq 1001, 1101, 1102 Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** Connaughty,Sean P

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

#### **ARTS 3105 Dimensional Painting**

**4 credit(s); prereq 1001, 1101, 1102 Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** Feinberg,David L

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

#### **ARTS 3107 Drawing Using Digital Media as an Essential Tool**

**4 credit(s); prereq 1001, 1101;**

**Instructor:** Kosmalski,Suzanne

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

#### **ARTS 3112 Life Drawing II**

**4 credit(s); prereq 3111 or instr consent Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** Bussey,Margaret Barten

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

#### **ARTS 3303 Sculpture: Metalcasting**

**4 credit(s); prereq 1001, 1301 Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** STAFF

**Description:** Make cast metal sculpture in the new state-of-the-art University of Minnesota Sculpture Foundry in the new Regis Center for Art. Metalcasting of Sculpture is an intensive course where you will be asked to think creatively with cast aluminum, bronze, and iron. Prerequisites: ArtS 1301 Basic Sculpture and ArtS 1101W Concepts in Visual Arts. Required Text: "Hot Metal--A Complete Guide to the Metalcasting of Sculpture," Potratz. Available at bookstore or on reserve in Wilson Library. Slide lectures, demonstrations, critiques, discussion, and studio work. Course fee covers most materials, but you may need to spend more depending on the size of your sculpture. Safety equipment required. Three assignments resulting in three cast metal sculptures, quiz on text, 2-3 page

paper, visiting artists, mid-term and final critiques. Sand molding, ceramic shell molding, and other molding processes used to make creative work. Required lab for Fall evening course. Spring course requires participation in the Annual Minnesota Iron Pour. Expect to spend at least 6 hours per week outside of class working on your sculpture.

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

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

**Exam Format:** Individual and group critique

#### **ARTS 3306 Performance Art and Installation**

**3 credit(s); prereq 1001, 1301 Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** McConnell, George David

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

#### **ARTS 3307 Contemporary and Traditional Approaches to Figurative Sculpture**

**4 credit(s); prereq 1001, 1301 Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** Stanislav, Andrea

**Description:** Clay modeling of human figure, other forms. Mold-making, plaster casting with historical/contemporary systems. Studio practice, investigation of traditional sculptural methods/concepts.

**Style:** 10% Lecture. studio, field trips

**Grading:** 20% final exam, 5% reports/papers, 5% in-class presentation, 10% class participation, 60% other evaluation. studio assignments

**Exam Format:** critique

#### **ARTS 3444 Major Project**

**S-N only, 1-3 credit(s), max credits 3, 1 completion allowed; prereq instr consent ;**

**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**

**S-N only, 1-3 credit(s), max credits 3, 1 completion allowed; prereq BFA Art major, instr consent;**

**Instructor:** STAFF

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

#### **ARTS 3510 Intermediate Printmaking: Traditional and Contemporary Approaches**

**4 credit(s), max credits 8; prereq 1001, [1501 or 1502];**

**Instructor:** Marty, Paula Marie

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

#### **ARTS 3601 New Media: Making Art Interactive**

**4 credit(s); prereq 1001W, 1601 Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** Willow, Diane

**Description:** New Media :: Making Art Interactive introduces new ways of imagining and creating dynamic art that transforms the role of viewers into participants. During the Fall 2009 semester we will use the idea and experience of "permeable boundaries" to begin our explorations with interactive art. This theme will spark a series of playful studio and public art explorations as well as a semester-long independent project that may be developed individually or collaboratively. This course is open to students from all media and disciplines who are interested in exploring how we envision and respond to the permeable boundaries between ourselves and our environments. We will delve into the experience of sensing and extending our senses with technology. This will provide us with a catalyst for interrogating ideas related to art and participation, art and technology, the responsive, the reactive, the interactive and the dynamic. Throughout the semester, technology, theory, and the work of contemporary artists will complement a series of project sketches designed to develop each student's aesthetic language and fluency using materials, electronics, digital media and programmable technologies. Class sessions include discussion, studio work, critique, local adventures, guest artists and project sketches. The course content requires that all students participate fully. The class is structured to encourage a community of learners that benefits from the active exchange of ideas and resources from each participant. The course blog provides a site for documentation, sharing, reflection and problem solving. Our focus on open source technologies such as the arduino and processing provides the opportunity for students to continue to develop their ideas beyond this course.

#### **ARTS 3603 Experimental Video**

**4 credit(s); prereq 1001W, 1601 Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** Lukkas, Lynn Tjerman

**Description:** Spring semester 2010 this course will focus on experimental forms of video art including video installation, video in performance contexts and experimental video. We will explore video in installation works using single and multiple channels of video on monitors and in video projections. We also will explore the work several artists working in video media performance across disciplinary lines - including avant garde performance art forms, theater, music, opera and other modes of performance.

**Style:** 15% Lecture, 65% Film/Video, 15% Discussion, 5% Guest Speakers. This is a production class. Students will spend the majority of their time working on creative projects.

**Grading:** 70% special projects, 30% class participation. Grading in this class is based primarily on evaluation of creative projects and in class participation in critiques.

#### **ARTS 3604 Animation**

**4 credit(s); prereq 1001W, 1601 Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** Paul, Stephen

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

#### **ARTS 3702 Photography: The Extended Image**

**4 credit(s); prereq 1001, 1701 Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** Millikan, Jeffrey B

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

#### **ARTS 3703 Photography: Digital Imaging**

**4 credit(s); prereq 1001, 1701 Note: Students without stated**



**prerequisites will not be allowed to continue in this course.;**

**Instructor:** Rainio, Minna Kristiina

**Description:** Course Objectives and Structure: Most contemporary photographers use digital technology in their working process. During this class you will work on various photographic assignments and projects using a digital workflow. You will work with Photoshop CS5 in a Mac environment. During the semester you'll get to know the various features of Photoshop including how to create and manipulate images and how to output them either in print or on the web. As well as learning these skills the emphasis will be on what you do with the skills you have acquired. You will be introduced to various artists? works and encouraged to develop ideas, concepts and the content of your own work. Your thoughts, ideas and reasons are always as ? or even more ? important than the technical aspects alone. During the semester we will also read critical texts about the roles and meanings of digital technologies in contemporary visual culture, think about assumptions of `truth? in relation to photography and digital photography, and investigate how the context of the photographs alters and affects their meanings. We will start the semester by going through some techniques and features in Photoshop. Throughout the class you will work on different assignments. Towards the end of the semester, as you gain more skills, you will be working more independently on your projects. Prerequisites: This is an intermediate level course. Students should have taken Intro to Visual Arts/Concepts in Visual Arts and 1701 Introduction to Photography. The course assumes that you have basic knowledge of Photoshop and Mac OS.

**ARTS 3801 Ceramics: Wheel Throwing**

**4 credit(s), max credits 8; prereq 1001, 1801 Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** Lane, Thomas J

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

**ARTS 3802 Ceramics: Handbuilding**

**4 credit(s), max credits 8; prereq 1001, 1801 Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** Yamada, Tetsuya

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

**ARTS 5105 Advanced Dimensional Painting**

**4 credit(s); prereq 3105 or instr consent;**

**Instructor:** Feinberg, David L

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

**ARTS 5107 Advanced Drawing Using Digital Media**

**4 credit(s); prereq 3107 or instr consent ;**

**Instructor:** Kosmalski, Suzanne

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

**ARTS 5110 Advanced Drawing**

**4 credit(s), max credits 12, 4 completions allowed; prereq 3101 or 3111 or instr consent Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** Feinberg, David L

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

**ARTS 5120 Advanced Painting**

**4 credit(s), max credits 12, 4 completions allowed; prereq 3102 or instr consent Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** Frank, Valerie Versen

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

**ARTS 5330 Advanced Sculpture: Metal Casting**

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

**3303 or instr consent Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** Linden, Paul

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

**ARTS 5370 Contemporary and Traditional Approaches to Figurative Sculpture**

**4 credit(s), max credits 12, 3 completions allowed; prereq 3307 or instr consent Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** Stanislav, Andrea

**Description:** Clay modeling of human figure, other forms. Mold-making, plaster casting with historical/contemporary systems. Studio practice, investigation of traditional sculptural methods/concepts.

**Style:** 10% Lecture, 10% Discussion. studio, field trips

**Grading:** 5% reports/papers, 5% in-class presentation, 10% class participation, 80% other evaluation. studio work, critiques

**Exam Format:** critique

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

**3 credit(s), max credits 6; prereq BFA candidate or instr consent Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** Larson, Chris

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

**ARTS 5444 Bachelor of Fine Arts Exhibition**

**S-N only, 1 credit(s); prereq 5400, BFA candidate, sr;**

**Instructor:** Pharis, Mark W

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

**ARTS 5444 Bachelor of Fine Arts Exhibition**

**S-N only, 1 credit(s); prereq 5400, BFA candidate, sr;**

**Instructor:** Lukkas, Lynn Tjernan

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

**ARTS 5444 Bachelor of Fine Arts Exhibition**

**S-N only, 1 credit(s); prereq 5400, BFA candidate, sr;**

**Instructor:** Larson, Chris

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

**ARTS 5444 Bachelor of Fine Arts Exhibition**

**S-N only, 1 credit(s); prereq 5400, BFA candidate, sr;**

**Instructor:** Feinberg, David L

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

**ARTS 5444 Bachelor of Fine Arts Exhibition**

**S-N only, 1 credit(s); prereq 5400, BFA candidate, sr;**

**Instructor:** Katsiaficas, Diane

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

**ARTS 5444 Bachelor of Fine Arts Exhibition**

**S-N only, 1 credit(s); prereq 5400, BFA candidate, sr;**

**Instructor:** Henkel, James V

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

**ARTS 5444 Bachelor of Fine Arts Exhibition**

**S-N only, 1 credit(s); prereq 5400, BFA candidate, sr;**

**Instructor:** Rose, Thomas Albert

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

**ARTS 5444 Bachelor of Fine Arts Exhibition**

**S-N only, 1 credit(s); prereq 5400, BFA candidate, sr;**

**Instructor:** Lane, Thomas J

**Description:** Student may contact the instructor or department

for information.

**ARTS 5444 Bachelor of Fine Arts Exhibition**

**S-N only, 1 credit(s); prereq 5400, BFA candidate, sr;**

**Instructor:** Krepps,Jerald A

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

**ARTS 5444 Bachelor of Fine Arts Exhibition**

**S-N only, 1 credit(s); prereq 5400, BFA candidate, sr;**

**Instructor:** Kuhr,Alexis

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

**ARTS 5444 Bachelor of Fine Arts Exhibition**

**S-N only, 1 credit(s); prereq 5400, BFA candidate, sr;**

**Instructor:** Estep,Jan

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

**ARTS 5444 Bachelor of Fine Arts Exhibition**

**S-N only, 1 credit(s); prereq 5400, BFA candidate, sr;**

**Instructor:** Yamada,Tetsuya

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

**ARTS 5444 Bachelor of Fine Arts Exhibition**

**S-N only, 1 credit(s); prereq 5400, BFA candidate, sr;**

**Instructor:** Willow,Diane

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

**ARTS 5444 Bachelor of Fine Arts Exhibition**

**S-N only, 1 credit(s); prereq 5400, BFA candidate, sr;**

**Instructor:** Stanislav,Andrea

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

**ARTS 5490 Workshop in Art: Super-8 Guerrilla Filmmaking**

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

**Instructor:** Lukkas,Lynn Tjernan

**Description:** In this class, Super 8 Guerilla Filmmaking, we will work with 8mm, Super 8 and 16 mm film formats. Students will shoot, edit and project their films using old school analog film systems, we will do telecine transfers to HD and SD video format for digital editing on Final Cut Pro. We will explore the differences between aesthetics and processes in analog film and digital video, combining traditional and contemporary processes.

**Grading:** 75% special projects, 25% class participation.

**ARTS 5490 Workshop in Art: BFA Studio Critique**

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

**Instructor:** Larson,Chris

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

**ARTS 5490 Workshop in Art: Beijing Now**

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

**Instructor:** Rose,Thomas Albert

**Description:** New Media collaborations: 2011 Would you like to know more about the contemporary art of China? Would the possibility of travel to Beijing be interesting? would you like to work with artists and art students from The Beijing Film Academy?the most important media program in China. This spring semester will advance the program of exchanges with the Beijing Film Academy. The theme for the project is to be the Mississippi River,and its mythologies. It will deal with expressions of the individual in relationship to history and/ or culture. The media will be open to all possible choices with installation, video, interactive as well as sound, light and any combination that seems workable. Selection of work for the 2011 exhibition will be made at the end of the semester. Faculty and students from the BFA will be in Minneapolis this May for the "White Night" exhibition on the 4th of June. Sign up now!

**Style:** 10% Lecture, 10% Film/Video, 10% Small Group

Activities, 60% Studio, 10% Guest Speakers. students wok on independent projects

**Grading:** grading is done through the critique process, students must be prepared to discuss their work and ideas to the class

**Exam Format:** critiques

**ARTS 5490 Workshop in Art: Hand, Mind and Gesture: Image Driven Performance**

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

**Instructor:** Sommers,Michael J

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

**ARTS 5510 Advanced Printmaking**

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

**3510 or instr consent Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** Krepps,Jerald A

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

**ARTS 5610 New Media: Making Art Interactive**

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

**3601 or instr consent Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** Willow,Diane

**Description:** New Media :: Making Art Interactive introduces new ways of imagining and creating dynamic art that transforms the role of viewers into participants. During the Fall 2009 semester we will use the idea and experience of "permeable boundaries" to begin our explorations with interactive art. This theme will spark a series of playful studio and public art explorations as well as a semester-long independent project that may be developed individually or collaboratively. This course is open to students from all media and disciplines who are interested in exploring how we envision and respond to the permeable boundaries between ourselves and our environments. We will delve into the experience of sensing and extending our senses with technology. This will provide us with a catalyst for interrogating ideas related to art and participation, art and technology, the responsive, the reactive, the interactive and the dynamic. Throughout the semester, technology, theory, and the work of contemporary artists will complement a series of project sketches designed to develop each student's aesthetic language and fluency using materials, electronics, digital media and programmable technologies. Class sessions include discussion, studio work, critique, local adventures, guest artists and project sketches. The course content requires that all students participate fully. The class is structured to encourage a community of learners that benefits from the active exchange of ideas and resources from each participant. The course blog provides a site for documentation, sharing, reflection and problem solving. Our focus on open source technologies such as the arduino and processing provides the opportunity for students to continue to develop their ideas beyond this course.

**ARTS 5630 Advanced Experimental Video**

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

**3603 or instr consent Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** Lukkas,Lynn Tjernan

**Description:** Spring semester 2010 this course will focus on experimental forms of video art including video installation, video in performance contexts and experimental video. We will explore video in installation works using single and multiple channels of video on monitors and in video projections. We also will explore the work several artists working in video media performance across disciplinary lines - including avant garde performance art forms, theater, music, opera and other modes of performance.

**Style:** 15% Lecture, 65% Film/Video, 15% Discussion, 5% Guest Speakers. As a production class students will spend the majority of class time working on creative projects.

**Grading:** 75% special projects, 25% class participation.

**ARTS 5640 Advanced Animation**

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

**3604 or instr consent Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** Paul, Stephen

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

#### **ARTS 5670 Interdisciplinary Media Collaborations**

**3 credit(s), max credits 9, 3 completions allowed; prereq Upper-division undergraduate or graduate student in art, creative writing, dance, music or theater.;**

**Instructor:** Willow, Diane

**Description:** ARTS 5670 will meet with ARTS 8600 during Spring 2011 contact Diane Willow willow@umn.edu This seminar will construct a collaborative research situation in which we explore ephemeral, mobile, and responsive ways of engaging with public space. With the eStudio\* as our catalyst, we will experiment with a broad range of materials, fabrication modalities, and technologies that emphasize a conceptually and physically light approach to public presence. Included in our palette of possibilities are: inflatables, floatables, membrane structures, responsive surfaces, second skins, transformable volumes, soft circuits, mobile environments, and wearable architecture. A series of guest artists, architects, scientists, designers, engineers, and curators will enliven our discussions and expand the ways that we imagine and realize interdisciplinary collaborations. This seminar is open to new and combined forms of media, making, theorizing, and imagineering. It is designed to attract people with a broad range of interests, disciplinary perspectives, and prior knowledge. Prerequisites include a lively sense of curiosity, an interest in exploring new materials, technologies and ways of thinking, an experimental approach to participatory engagement with public space and an enjoyment of collaborative learning processes. Weekly seminars emphasize the process of conceptualizing and prototyping ephemeral, mobile and responsive insertions into and enhancements of public spaces. An eclectic set of readings, student-generated presentations, and guest presenters introduce new concepts, perspectives, and techniques through lectures and studio workshops. This project-based seminar will include individual and collaborative research, public fieldwork, articulate blog documentation, active concept sketches, experimental processes, and public installations of project prototypes.

\*eStudio | W206 Regis Center for Art The eStudio is a catalyst for digital dialogues that explore creative processes connecting tangible materials in hand and digital modes of fabrication with programmable machines. The eStudio is designed to create an inclusive and participatory environment that invites a reimagining of the permeable boundaries shaped by digital design and fabrication technologies, emerging materials and sustainable practices, experimental modes of making and tacit knowledge. The physical space provides a clean room required by the machines and a conceptual and cooperative learning place intended to enhance the experience of artists engaged in this creative research.

**Style:** 15% Discussion, 15% Small Group Activities, 15% Student Presentation, 5% Field Trips, 30% Studio, 20% Guest Speakers. the professor's teaching style cultivates a community of participatory learners

**Grading:** 40% special projects, 20% in-class presentation, 40% class participation. participation includes attendance, articulate posts to the course blog and active engagement with all facets of the seminar experience.

**Exam Format:** a series of research projects, active sketches, project prototypes and public installations/responses/actions constitute the work that is evaluated.

#### **ARTS 5701 Performed Photography: Documentation of Artistic Acts and Social Interventions**

**4 credit(s); prereq Two 3xxx [photography or video] courses;**

**Instructor:** Estep, Jan

**Description:** This studio course focuses on the use of the camera and other image-based media to document various artistic, site-specific acts that might otherwise go unnoticed. It investigates the relationship between the original event (performance, social intervention, sculptural prop, ephemeral

gesture) and the memory trace left behind in its image/record.

This is an informed studio course, with emphasis on seminar-style discussion of readings, ideas, artists, and group critiques. Directed artistic assignments target specific points about this way of working. Art historical issues include Body Art, Performance Art, Conceptual Art, and Landscape Art. Broader issues include the relationship between art and life, private and public realms, subject and image, performer and viewer, and object and intent. Although we will focus on photography, students can work in a range of media to record their assignments (audio, video, drawing, text, installation as well as photography). Open to graduate and undergraduate students.

**Style:** Class is structured around slide/video presentations of relevant artists' work, theoretical readings, art assignments that involve participation in front of as well as behind the camera, and group critique.

#### **ARTS 5710 Advanced Photography**

**4 credit(s), max credits 12, 3 completions allowed; prereq Two semesters of 3xxx photography or instr consent Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** Henkel, James V

**Description:** In the Spring Semester 2011 the ARTS 5710 course will consider the design and development of individual portfolios. The student will go through the process of selecting and implementation of a project which will consist of written, oral, and production strategies. Course work will consist of: written artist project proposal, lectures on contemporary photographic practice, a visual presentation by the student, reviews and critiques of work in progress and a final culminating body of work. This class assumes that the student is ready to work in a self motivated manner in search of an individual photographic voice.

#### **ARTS 5810 Advanced Ceramics**

**4 credit(s), max credits 12, 4 completions allowed; prereq [3801, 3802, 3810] or instr consent Note: Students without stated prerequisites will not be allowed to continue in this course.;**

**Instructor:** Pharis, Mark W

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

#### **ARTS 5990 Independent Study in Art**

**1-4 credit(s), max credits 12, 4 completions allowed; prereq Major, completed regular course with instructor, instr consent ;**

**Instructor:** Pharis, Mark W

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

#### **ARTS 5990 Independent Study in Art**

**1-4 credit(s), max credits 12, 4 completions allowed; prereq Major, completed regular course with instructor, instr consent ;**

**Instructor:** Lukkas, Lynn Tjernan

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

#### **ARTS 5990 Independent Study in Art**

**1-4 credit(s), max credits 12, 4 completions allowed; prereq Major, completed regular course with instructor, instr consent ;**

**Instructor:** Larson, Chris

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

#### **ARTS 5990 Independent Study in Art**

**1-4 credit(s), max credits 12, 4 completions allowed; prereq Major, completed regular course with instructor, instr consent ;**

**Instructor:** Feinberg, David L

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

**ARTS 5990 Independent Study in Art**

1-4 credit(s), max credits 12, 4 completions allowed; prereq Major, completed regular course with instructor, instr consent ;  
**Instructor:** Katsiaficas,Diane  
**Description:** Student may contact the instructor or department for information.

**ARTS 5990 Independent Study in Art**

1-4 credit(s), max credits 12, 4 completions allowed; prereq Major, completed regular course with instructor, instr consent ;  
**Instructor:** Henkel,James V  
**Description:** Student may contact the instructor or department for information.

**ARTS 5990 Independent Study in Art**

1-4 credit(s), max credits 12, 4 completions allowed; prereq Major, completed regular course with instructor, instr consent ;  
**Instructor:** Rose,Thomas Albert  
**Description:** Student may contact the instructor or department for information.

**ARTS 5990 Independent Study in Art**

1-4 credit(s), max credits 12, 4 completions allowed; prereq Major, completed regular course with instructor, instr consent ;  
**Instructor:** Lane,Thomas J  
**Description:** Student may contact the instructor or department for information.

**ARTS 5990 Independent Study in Art**

1-4 credit(s), max credits 12, 4 completions allowed; prereq Major, completed regular course with instructor, instr consent ;  
**Instructor:** Krepps,Jerald A  
**Description:** Student may contact the instructor or department for information.

**ARTS 5990 Independent Study in Art**

1-4 credit(s), max credits 12, 4 completions allowed; prereq Major, completed regular course with instructor, instr consent ;  
**Instructor:** Kuhr,Alexis  
**Description:** Student may contact the instructor or department for information.

**ARTS 5990 Independent Study in Art**

1-4 credit(s), max credits 12, 4 completions allowed; prereq Major, completed regular course with instructor, instr consent ;  
**Instructor:** Estep,Jan  
**Description:** Student may contact the instructor or department for information.

**ARTS 5990 Independent Study in Art**

1-4 credit(s), max credits 12, 4 completions allowed; prereq Major, completed regular course with instructor, instr consent ;  
**Instructor:** Yamada,Tetsuya  
**Description:** Student may contact the instructor or department for information.

**ARTS 5990 Independent Study in Art**

1-4 credit(s), max credits 12, 4 completions allowed; prereq Major, completed regular course with instructor, instr consent ;  
**Instructor:** Willow,Diane  
**Description:** Student may contact the instructor or department for information.

**ARTS 5990 Independent Study in Art**

1-4 credit(s), max credits 12, 4 completions allowed; prereq Major, completed regular course with instructor, instr

consent ;

**Instructor:** Stanislav,Andrea

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

**ARTS 5990 Independent Study in Art**

1-4 credit(s), max credits 12, 4 completions allowed; prereq Major, completed regular course with instructor, instr consent ;  
**Instructor:** Rainio,Minna Kristiina  
**Description:** Student may contact the instructor or department for information.

**ARTS 8100 Drawing and Painting: Theory and Practice**

3 credit(s), max credits 12, 4 completions allowed; prereq Art MFA student;  
**Instructor:** Feinberg,David L  
**Description:** Student may contact the instructor or department for information.

**ARTS 8100 Drawing and Painting: Theory and Practice**

3 credit(s), max credits 12, 4 completions allowed; prereq Art MFA student;  
**Instructor:** Katsiaficas,Diane  
**Description:** Student may contact the instructor or department for information.

**ARTS 8100 Drawing and Painting: Theory and Practice**

3 credit(s), max credits 12, 4 completions allowed; prereq Art MFA student;  
**Instructor:** Kuhr,Alexis  
**Description:** Student may contact the instructor or department for information.

**ARTS 8300 Sculpture: Theory and Analysis**

3 credit(s), max credits 6;  
**Instructor:** Stanislav,Andrea  
**Description:** This course investigates current theoretical and analytical ideas and issues in contemporary sculpture and multimedia practices framed with a critical focus and review regarding how contemporary sculpture is curated and exhibited. The seminar is comprised of studio critiques, readings/discussion of art criticism, cultural commentary/theory, along with field trips to visit gallery exhibitions, curators and artists. There will also be an extended class trip to the Judd Foundation/The Chinati Foundation in Marfa Texas. The seminar will question the current critical status quo. Special attention will be devoted to understanding different audiences for practical as well as theoretical reasons. Emphasis will be on developing new critical strategies to address new types of fused artistic practices (sculpture, video, interactive and socially engaged projects, and service-oriented practices). Participants are responsible for an in-class presentation. Course meets concurrently with ArtS 5370 Sculpture: Traditional Approaches  
**Style:** 30% Discussion, 20% Student Presentation, 40% Field Trips, 10% Studio.  
**Grading:** 30% special projects, 10% attendance, 30% in-class presentation, 30% class participation.

**ARTS 8401 Studio and Pedagogy: Philosophy and Practice**

3 credit(s), max credits 6;  
**Instructor:** Katsiaficas,Diane  
**Description:** Student may contact the instructor or department for information.

**ARTS 8401 Studio and Pedagogy: Philosophy and Practice**

3 credit(s), max credits 6;  
**Instructor:** Kuhr,Alexis  
**Description:** Student may contact the instructor or department for information.

**ARTS 8500 Printmaking: Theory and Practice**

3 credit(s), max credits 12, 4 completions allowed;  
**Instructor:** Krepps,Jerald A  
**Description:** Student may contact the instructor or department for information.

**ARTS 8600 Time and Interactivity: Theory and Practice****3 credit(s), max credits 12, 4 completions allowed;****Instructor:** Willow,Diane

**Description:** ARTS 8600 will meet with ARTS 5670 during Spring 2011. This seminar will construct a collaborative research situation in which we explore ephemeral, mobile, and responsive ways of engaging with public space. With the eStudio\* as our catalyst, we will experiment with a broad range of materials, fabrication modalities, and technologies that emphasize a conceptually and physically light approach to public presence. Included in our palette of possibilities are: inflatables, floatables, membrane structures, responsive surfaces, second skins, transformable volumes, soft circuits, mobile environments, and wearable architecture. A series of guest artists, architects, scientists, designers, engineers, and curators will enliven our discussions and expand the ways that we imagine and realize interdisciplinary collaborations. This seminar is open to new and combined forms of media, making, theorizing, and imagineering. It is designed to attract people with a broad range of interests, disciplinary perspectives, and prior knowledge. Prerequisites include a lively sense of curiosity, an interest in exploring new materials, technologies and ways of thinking, an experimental approach to participatory engagement with public space and an enjoyment of collaborative learning processes. Weekly seminars emphasize the process of conceptualizing and prototyping ephemeral, mobile and responsive insertions into and enhancements of public spaces. An eclectic set of readings, student-generated presentations, and guest presenters introduce new concepts, perspectives, and techniques through lectures and studio workshops. This project-based seminar will include individual and collaborative research, public fieldwork, articulate blog documentation, active concept sketches, experimental processes, and public installations of project prototypes. Contact: Diane Willow willow (@)umn (dot) edu \*eStudio | W206 Regis Center for Art The eStudio is a catalyst for digital dialogues that explore creative processes connecting tangible materials in hand and digital modes of fabrication with programmable machines. The eStudio is designed to create an inclusive and participatory environment that invites a reimagining of the permeable boundaries shaped by digital design and fabrication technologies, emerging materials and sustainable practices, experimental modes of making and tacit knowledge. The physical space provides a clean room required by the machines and a conceptual and cooperative learning place intended to enhance the experience of artists engaged in this creative research.

**Style:** 15% Discussion, 15% Small Group Activities, 15% Student Presentation, 5% Field Trips, 30% Studio, 20% Guest Speakers. the professor's teaching style cultivates a community of participatory learners

**Grading:** 40% special projects, 20% in-class presentation, 40% class participation. participation includes attendance, articulate posts to the course blog and active engagement with all facets of the seminar experience.

**Exam Format:** a series of research projects, active sketches, project prototypes and public installations/responses/actions constitute the work that is evaluated.

**ARTS 8700 Photography: Theory and Practice****3 credit(s), max credits 12, 4 completions allowed;****Instructor:** Henkel,James V**Description:** Student may contact the instructor or department for information.**ARTS 8700 Photography: Theory and Practice****3 credit(s), max credits 12, 4 completions allowed;****Instructor:** Estep,Jan

**Description:** Contemporary issues in the production of photographic images. Generally restricted to graduate students in the Department of Art MFA program. Please contact instructor for permission to register for this course.

**ARTS 8700 Photography: Theory and Practice****3 credit(s), max credits 12, 4 completions allowed;****Instructor:** Rainio,Minna Kristiina**Description:** Student may contact the instructor or department

for information.

**ARTS 8800 Ceramics: Theory and Practice****A-F only, 3 credit(s), max credits 12, 4 completions allowed;****Instructor:** Pharis,Mark W**Description:** Student may contact the instructor or department for information.**ARTS 8990 M.F.A. Creative Thesis****1-9 credit(s), max credits 18, 18 completions allowed; prereq Art MFA candidate, passed oral/written prelim, instr consent;****Instructor:** Pharis,Mark W**Description:** Student may contact the instructor or department for information.**ARTS 8990 M.F.A. Creative Thesis****1-9 credit(s), max credits 18, 18 completions allowed; prereq Art MFA candidate, passed oral/written prelim, instr consent;****Instructor:** Lyon,Joyce**Description:** Student may contact the instructor or department for information.**ARTS 8990 M.F.A. Creative Thesis****1-9 credit(s), max credits 18, 18 completions allowed; prereq Art MFA candidate, passed oral/written prelim, instr consent;****Instructor:** Lukkas,Lynn Tjernan**Description:** Student may contact the instructor or department for information.**ARTS 8990 M.F.A. Creative Thesis****1-9 credit(s), max credits 18, 18 completions allowed; prereq Art MFA candidate, passed oral/written prelim, instr consent;****Instructor:** Larson,Chris**Description:** Student may contact the instructor or department for information.**ARTS 8990 M.F.A. Creative Thesis****1-9 credit(s), max credits 18, 18 completions allowed; prereq Art MFA candidate, passed oral/written prelim, instr consent;****Instructor:** Baeumler,Christine Arle**Description:** Student may contact the instructor or department for information.**ARTS 8990 M.F.A. Creative Thesis****1-9 credit(s), max credits 18, 18 completions allowed; prereq Art MFA candidate, passed oral/written prelim, instr consent;****Instructor:** Feinberg,David L**Description:** Student may contact the instructor or department for information.**ARTS 8990 M.F.A. Creative Thesis****1-9 credit(s), max credits 18, 18 completions allowed; prereq Art MFA candidate, passed oral/written prelim, instr consent;****Instructor:** Morgan,Clarence E.**Description:** Student may contact the instructor or department for information.**ARTS 8990 M.F.A. Creative Thesis****1-9 credit(s), max credits 18, 18 completions allowed; prereq Art MFA candidate, passed oral/written prelim, instr consent;****Instructor:** Katsiaficas,Diane**Description:** Student may contact the instructor or department for information.**ARTS 8990 M.F.A. Creative Thesis****1-9 credit(s), max credits 18, 18 completions allowed; prereq Art MFA candidate, passed oral/written prelim, instr**

**consent;****Instructor:** Henkel,James V**Description:** Student may contact the instructor or department for information.**consent;****Instructor:** Willow,Diane**Description:** Student may contact the instructor or department for information.**ARTS 8990 M.F.A. Creative Thesis****1-9 credit(s), max credits 18, 18 completions allowed; prereq Art MFA candidate, passed oral/written prelim, instr consent;****Instructor:** Rose,Thomas Albert**Description:** Student may contact the instructor or department for information.**ARTS 8990 M.F.A. Creative Thesis****1-9 credit(s), max credits 18, 18 completions allowed; prereq Art MFA candidate, passed oral/written prelim, instr consent;****Instructor:** Stanislav,Andrea**Description:** Student may contact the instructor or department for information.**ARTS 8990 M.F.A. Creative Thesis****1-9 credit(s), max credits 18, 18 completions allowed; prereq Art MFA candidate, passed oral/written prelim, instr consent;****Instructor:** Lane,Thomas J**Description:** Student may contact the instructor or department for information.**ARTS 8990 M.F.A. Creative Thesis****1-9 credit(s), max credits 18, 18 completions allowed; prereq Art MFA candidate, passed oral/written prelim, instr consent;****Instructor:** Schmid,Jenny**Description:** Student may contact the instructor or department for information.**ARTS 8990 M.F.A. Creative Thesis****1-9 credit(s), max credits 18, 18 completions allowed; prereq Art MFA candidate, passed oral/written prelim, instr consent;****Instructor:** Gray,Lynn Arlyn**Description:** Student may contact the instructor or department for information.**ARTS 8990 M.F.A. Creative Thesis****1-9 credit(s), max credits 18, 18 completions allowed; prereq Art MFA candidate, passed oral/written prelim, instr consent;****Instructor:** Momeni,Ali**Description:** Student may contact the instructor or department for information.**ARTS 8990 M.F.A. Creative Thesis****1-9 credit(s), max credits 18, 18 completions allowed; prereq Art MFA candidate, passed oral/written prelim, instr consent;****Instructor:** Potratz,Wayne E**Description:** Student may contact the instructor or department for information.**ARTS 8990 M.F.A. Creative Thesis****1-9 credit(s), max credits 18, 18 completions allowed; prereq Art MFA candidate, passed oral/written prelim, instr consent;****Instructor:** Rainio,Minna Kristiina**Description:** Student may contact the instructor or department for information.**ARTS 8990 M.F.A. Creative Thesis****1-9 credit(s), max credits 18, 18 completions allowed; prereq Art MFA candidate, passed oral/written prelim, instr consent;****Instructor:** Krepps,Jerald A**Description:** Student may contact the instructor or department for information.**Art History**  
*338 Heller Hall***ARTS 8990 M.F.A. Creative Thesis****1-9 credit(s), max credits 18, 18 completions allowed; prereq Art MFA candidate, passed oral/written prelim, instr consent;****Instructor:** Kuhr,Alexis**Description:** Student may contact the instructor or department for information.**ARTH 1001 Introduction to Art History: Prehistoric to Contemporary****3 credit(s); Meets CLE req of Arts/Humanities;****Instructor:** Eliason,Lois Munemitsu**Description:** Student may contact the instructor or department for information.**ARTH 1002W Why Art Matters****4 credit(s); Meets CLE req of Writing Intensive;****Instructor:** Latif,Riyaz**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Introduction to history of topics that investigate power/importance of art both globally and in its diverse forms, from architecture and painting to video and prints. Sacred space, propaganda, the museum, art/gender, art/authority, tourism.**Style:** 100% Web Based.**Grading:** 50% reports/papers, 15% special projects, 20% quizzes. 14 online discussions (15%)**ARTS 8990 M.F.A. Creative Thesis****1-9 credit(s), max credits 18, 18 completions allowed; prereq Art MFA candidate, passed oral/written prelim, instr consent;****Instructor:** Estep,Jan**Description:** Independent study directed toward the graduate MFA thesis project. Generally restricted to graduate students in the Department of Art's MFA program in their third and final year of study. Please contact instructor for permission to register for this course.**ARTH 3014W Art of India****4 credit(s); Credit will not be granted if credit has been received for: ALL 3014W; Meets CLE req of Arts/Humanities; meets CLE req of Global Perspectives; meets CLE req of Writing Intensive;****Instructor:** Asher,Frederick M**Description:** When one thinks of the countries comprising South Asia - India, Pakistan, Afghanistan and Bangladesh - Westerners often think of massive social, political and economic problems. Not adequately recognized, however, is the power of art in the region: the power to induce the Taliban to destroy the massive and world renown Bamiyan Buddhas, the power to stimulate**ARTS 8990 M.F.A. Creative Thesis****1-9 credit(s), max credits 18, 18 completions allowed; prereq Art MFA candidate, passed oral/written prelim, instr consent;****Instructor:** Yamada,Tetsuya**Description:** Student may contact the instructor or department for information.**ARTS 8990 M.F.A. Creative Thesis****1-9 credit(s), max credits 18, 18 completions allowed; prereq Art MFA candidate, passed oral/written prelim, instr**

mobs intent on ransacking an exhibition of art or to destroy a mosque of great historical importance. By looking at the power of art in this part of the world, we can better reflect on the power of the visual world around us every day. Simply stated, the art of South Asia is extraordinary. The course will examine both secular art and the works produced for the region's several religions, reflecting a diversity not unlike that of the United States. In the process, students will be given an opportunity to examine critically art and its production as well as the ways in which the art has been used and understood both at the time of its creation and subsequently. There will be two exams and one paper. Discussion sections will offer the opportunity to probe the material in greater depth and review as necessary. All material discussed in class will be available on the Web. The course assumes neither prior knowledge of India nor of art history.

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

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

**Exam Format:** Brief essay

#### **ARTH 3017 Islamic Culture**

**4 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Global Perspectives;**

**Instructor:** Asher, Catherine B

**Description:** This course will emphasize the visual and literary culture of the Islamic world from the inception of Islam to the present day. It will be global in content considering architecture, painting, luxury arts, film, religious and secular literature including both poetry and prose. Analysis of original visual and literary sources will be the basis for understanding diverse cultural developments. We will read selections from the Quran, early Arab poetry, the works of the mystic poet Rumi, manuals on how kings should behave and contemporary literature from the Muslim world including the option of reading current Nobel prize winners. Art and architecture to be examined include the Dome of the Rock, the Taj Mahal and sumptuous paintings as well as luxury arts of ivory, porcelain and more.

**Style:** 60% Lecture, 15% Film/Video, 15% Discussion, 10% Small Group Activities. If the class is not large there will be more opportunity for class discussion and group activities.

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

#### **ARTH 3208 Mexico on My Mind**

**3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Global Perspectives;**

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

**Description:** In this liberal education course, students will be exposed to a wide variety of images and issues across time and over a vast geographic territory--from the art of Pre-Columbian cultures of Mesoamerica to colonial, post-Independence, and modern Mexico to modern Chicano art in the U.S.. We will think critically about how Mexico and its people have represented themselves and been represented by others. We will study the role images play in community, national, and international politics through history. Furthermore, we will explore how these images have come to shape modern perceptions and how these perceptions affect people in Mexico and the U.S. today.

#### **ARTH 3335 Baroque Rome: Art and Politics in the Papal Capital**

**3 credit(s); Credit will not be granted if credit has been received for: ARTH 5335;**

**Instructor:** Ostrow, Steven F

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

#### **ARTH 3464 Art Since 1945**

**4 credit(s); Meets CLE req of Historical Perspectives;**

**Instructor:** Blocker, Jane M

**Description:** This course examines artists, artistic movements and aesthetic theories dominant since the end of WWII when Western modernist artistic production, influenced by global capital, shifted to the United States. The course considers the relationship between the post-war ascendancy of the U.S.--economically, politically, and militarily--and the debate

about nationalism in art. It looks at how art and the role of the artist are challenged by the contradictory demands for both social critique and profit. It questions the relationship between what Cornel West has called "the end of the age of Europe," postcolonialism, multiculturalism, and the globalized art market. Students broaden and clarify their understanding of modernism and postmodernism. They read both an historical survey text and from a collection of primary texts on art theories of the period. Classes are structured around course readings and lectures.

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

**Grading:** 30% mid exam, 30% final exam, 10% class participation, 30% other evaluation. Second midterm

**Exam Format:** In class portion and take-home essay portion.

#### **ARTH 3577 Photo Nation: Photography in America**

**3 credit(s); Meets CLE req of Arts/Humanities;**

**Instructor:** Marshall PhD, Jennifer Jane

**Description:** Development of photography in the U.S., from 19th century to present. Topics include: portraits and photo albums in American culture, birth of modern criminal justice system and the cult of celebrity; politics of aesthetics and the defense of photography as a legitimate art form; race and gender in photography; the documentary aesthetic. Major theme: how has American identity been shaped by photographs?

#### **ARTH 3655 African-American Cinema**

**3 credit(s); Credit will not be granted if credit has been received for: AFRO 4655; Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US;**

**Instructor:** Wright, John S

**Description:** This course, co-taught by John Wright from the Department of African American & African Studies, and Robert Silberman, Department of Art History, examines film representations of the African American experience. It features films by both African American directors (Oscar Micheaux, Gordon Parks, Julie Dash, Spike Lee, Haile Gerima, etc.) and directors who are not African American (Dudley Murphy, Otto Preminger, Michael Roemer, etc.). Among the films to be viewed are *Within Our Gates*, *The Emperor Jones*, *Nothing But a Man*, *The Learning Tree*, *Sankofa*, *Superfly*, *Daughters of the Dust*, and *Malcolm X*. The course follows a lecture-discussion format. Films will be screened in class each week; but students will be required to view additional films outside of class on DVD. Short papers and film responses will be assigned throughout the class. There will be a term paper (6-8 pages) and take-home mid-term and final exams

#### **ARTH 3655 African-American Cinema**

**3 credit(s); Credit will not be granted if credit has been received for: AFRO 4655; Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US;**

**Instructor:** Silberman, Robert B

**Description:** This course, co-taught by John Wright from the Department of African American & African Studies, and Robert Silberman, Department of Art History, examines film representations of the African American experience. It features films by both African American directors (Oscar Micheaux, Gordon Parks, Julie Dash, Spike Lee, Haile Gerima, etc.) and directors who are not African American (Dudley Murphy, Otto Preminger, Michael Roemer, etc.). Among the films to be viewed are *Within Our Gates*, *The Emperor Jones*, *Nothing But a Man*, *The Learning Tree*, *Sankofa*, *Superfly*, *Daughters of the Dust*, and *Malcolm X*. The course follows a lecture-discussion format. Films will be screened in class each week; but students will be required to view additional films outside of class on DVD. Short papers and film responses will be assigned throughout the class. There will be a term paper (6-8 pages) and take-home mid-term and final exams

#### **ARTH 3921W Art of the Film**

**4 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive;**

**Instructor:** Silberman, Robert B

**Description:** This course provides an introduction to the history and aesthetics of film. Special attention is paid to major film directors, genres, and styles; to the relation between film and

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

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

**Grading:** 25% mid exam, 35% final exam, 40% reports/papers.

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

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

#### ARTH 3993 Directed Study

**A-F only, 1-4 credit(s), max credits 12, 3 completions allowed; prereq instr consent;**

**Instructor:** Blocker, Jane M

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

#### ARTH 3993 Directed Study

**A-F only, 1-4 credit(s), max credits 12, 3 completions allowed; prereq instr consent;**

**Instructor:** Gaudio, Michael P

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

#### ARTH 3975 Directed Museum Experience

**OPT No Aud, 1-2 credit(s), max credits 2, 1 completion allowed; prereq instr consent ;**

**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 ArH DUGS for more information.

**Style:** On-site internship.

**Grading:** Grade (S-N) recommended by intern supervisor.

#### ARTH 3993 Directed Study

**A-F only, 1-4 credit(s), max credits 12, 3 completions allowed; prereq instr consent;**

**Instructor:** Ostrow, Steven F

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

#### ARTH 5113 Heritage After Iraq and Afghanistan: Debates in Art History, Museum Studies, and the Art Market

**3 credit(s);**

**Instructor:** Canepa PhD, Matthew P.

**Description:** This course will provide a platform to investigate the pressing legal and ethical debates that museum professionals, policy makers, attorneys, archaeologists, and art historians encounter. We will read and debate a spectrum of theoretical, historical and legal approaches to this problem. We will apply these perspectives to several different situations including pre- and postwar Iraq, the looting of the Baghdad Museum, systematic looting of archaeological sites; the destruction of Afghanistan's cultural heritage under the Taliban, looting and trade in antiquities since the overthrow; art and war in historical and contemporary perspective; nationalistic uses of archaeology, museology.

#### ARTH 3993 Directed Study

**A-F only, 1-4 credit(s), max credits 12, 3 completions allowed; prereq instr consent;**

**Instructor:** Asher, Catherine B

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

#### ARTH 5188 Art and Archaeology of Early Christianity and the Late Roman Empire

**3 credit(s);**

**Instructor:** Canepa PhD, Matthew P.

**Description:** This course will provide graduate students and advanced undergraduates a foundation in the art, architecture and archaeology of the Roman empire and wider late ancient world from ca. 200 CE to 650 CE. We will begin with the Severans and pay special attention to the crisis of the third century, focusing on the age of the Tetrarchs, the transformation of imperial art and architecture under Constantine the Great and the age of Justinian I. Throughout the course we will analyze the transformation of Old Rome and growth and development of the city of New Rome (Constantinople) from its founding by Constantine the Great, its growth under the Theodosian dynasty and its recreation by Justinian in the sixth century. This course will also examine the emergence of a Christian visual culture within that of Rome and subsequent 'Christianization' of Rome throughout all spectra of Roman society from the emperor to slaves, as well as the continued vitality of Classical visual culture. The course will examine the development and cultural contexts of liturgical, architectural and visual environments of the Christian church, and examine the melding of imperial and Christian art, architecture and ritual. Other topics include the development of the early icon, church architecture in Italy and N. Africa and Spain, manuscript painting, and Christian art and architecture in late antique Armenia, Mesopotamia and Asia.

#### ARTH 3993 Directed Study

**A-F only, 1-4 credit(s), max credits 12, 3 completions allowed; prereq instr consent;**

**Instructor:** Mc Nally, Sheila J

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

#### ARTH 3993 Directed Study

**A-F only, 1-4 credit(s), max credits 12, 3 completions allowed; prereq instr consent;**

**Instructor:** Weisberg, Gabriel

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

#### ARTH 3993 Directed Study

**A-F only, 1-4 credit(s), max credits 12, 3 completions allowed; prereq instr consent;**

**Instructor:** Asher, Frederick M

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

#### ARTH 5325 Art of the Aztec Empire

**3 credit(s); Credit will not be granted if credit has been received for: ANTH 5325;**

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

**Description:** This upper-division course is designed to provide interested students with a greater knowledge of the art and architecture of the Aztecs of Central Mexico from the time of their

#### ARTH 3993 Directed Study

**A-F only, 1-4 credit(s), max credits 12, 3 completions allowed; prereq instr consent;**

**Instructor:** Silberman, Robert B



first appearance in the archaeological record until the Spanish invasion of Central Mexico in 1521. We will focus on some of the major problems confronting scholars and the different theoretical and methodological approaches taken to address them.

**ARTH 5335 Baroque Rome: Art and Politics in the Papal Capital**

**3 credit(s); Credit will not be granted if credit has been received for: ARTH 3335;**

**Instructor:** Ostrow, Steven F

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

**ARTH 5413 Alternative Media: Video, Performance, Digital Art A-F only, 3 credit(s); prereq 3464 or instr consent;**

**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, produce a project (which can take a variety of forms), and write two take home essay exams.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 30% mid exam, 35% final exam, 10% class participation, 25% other evaluation. second midsemester exam

**Exam Format:** essay

**ARTH 5565 American Art in the Gilded Age**

**3 credit(s);**

**Instructor:** Marshall PhD, Jennifer Jane

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

**ARTH 5655 African American Cinema**

**3 credit(s); Credit will not be granted if credit has been received for: AFRO 4655;**

**Instructor:** Wright, John S

**Description:** This course, co-taught by John Wright from the Department of African American & African Studies, and Robert Silberman, Department of Art History, examines film representations of the African American experience. It features films by both African American directors (Oscar Micheaux, Gordon Parks, Julie Dash, Spike Lee, Haile Gerima, etc.) and directors who are not African American (Dudley Murphy, Otto Preminger, Michael Roemer, etc.). Among the films to be viewed are *Within Our Gates*, *The Emperor Jones*, *Nothing But a Man*, *The Learning Tree*, *Sankofa*, *Superfly*, *Daughters of the Dust*, and *Malcolm X*. The course is appropriate for graduate students and advanced undergraduates. It follows a lecture-discussion format. Films will be screened in class each week; but students will be required to view additional films outside of class on DVD. Short papers and film responses will be assigned throughout the class. A research term paper (10-12 pages for undergrads 15-20 pages for grads) must be completed at the end of the semester. There will be take-home mid-term and final exams.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 25% mid exam, 35% final exam, 40% reports/papers.

**Exam Format:** essay questions

**ARTH 5655 African American Cinema**

**3 credit(s); Credit will not be granted if credit has been received for: AFRO 4655;**

**Instructor:** Silberman, Robert B

**Description:** This course, co-taught by John Wright from the Department of African American & African Studies, and Robert Silberman, Department of Art History, examines film representations of the African American experience. It features films by both African American directors (Oscar Micheaux, Gordon Parks, Julie Dash, Spike Lee, Haile Gerima, etc.) and directors who are not African American (Dudley Murphy, Otto Preminger, Michael Roemer, etc.). Among the films to be viewed

are *Within Our Gates*, *The Emperor Jones*, *Nothing But a Man*, *The Learning Tree*, *Sankofa*, *Superfly*, *Daughters of the Dust*, and *Malcolm X*. The course is appropriate for graduate students and advanced undergraduates. It follows a lecture-discussion format. Films will be screened in class each week; but students will be required to view additional films outside of class on DVD. Short papers and film responses will be assigned throughout the class. A research term paper (10-12 pages for undergrads 15-20 pages for grads) must be completed at the end of the semester. There will be take-home mid-term and final exams.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 25% mid exam, 35% final exam, 40% reports/papers.

**Exam Format:** essay questions

**ARTH 5776 Redefining Tradition: Indian Art, 400 to 1300**

**3 credit(s);**

**Instructor:** Asher, Frederick M

**Description:** This course examines India's art and architecture from the time of the earliest free-standing temples, that is, about 400, through the thirteenth century, focusing on temples and their associated sculpture but including also mural painting and the beginnings of Islamic architecture in India. The course will be largely lectures but with ample time for and encouragement of discussion. The background of students in the course will range from art history majors to those without prior exposure to either India or the study of art history. The course will be web enhanced but the URL is not yet available.

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

**Grading:** 25% mid exam, 35% final exam, 40% reports/papers.

**Exam Format:** essay

**ARTH 5993 Directed Study**

**A-F only, 1-4 credit(s), max credits 12, 3 completions allowed; prereq instr consent;**

**Instructor:** Asher, Catherine B

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

**ARTH 5993 Directed Study**

**A-F only, 1-4 credit(s), max credits 12, 3 completions allowed; prereq instr consent;**

**Instructor:** Cooper, Frederick A

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

**ARTH 5993 Directed Study**

**A-F only, 1-4 credit(s), max credits 12, 3 completions allowed; prereq instr consent;**

**Instructor:** Poor, Robert John

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

**ARTH 5993 Directed Study**

**A-F only, 1-4 credit(s), max credits 12, 3 completions allowed; prereq instr consent;**

**Instructor:** Mc Nally, Sheila J

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

**ARTH 5993 Directed Study**

**A-F only, 1-4 credit(s), max credits 12, 3 completions allowed; prereq instr consent;**

**Instructor:** Weisberg, Gabriel

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

**ARTH 5993 Directed Study**

**A-F only, 1-4 credit(s), max credits 12, 3 completions allowed; prereq instr consent;**

**Instructor:** Asher, Frederick M

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

**ARTH 5993 Directed Study**

**A-F only, 1-4 credit(s), max credits 12, 3 completions allowed; prereq instr consent;**

**Instructor:** Silberman, Robert B

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

**ARTH 5993 Directed Study**

**A-F only, 1-4 credit(s), max credits 12, 3 completions allowed; prereq instr consent;**

**Instructor:** Blocker, Jane M

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

**ARTH 5993 Directed Study**

**A-F only, 1-4 credit(s), max credits 12, 3 completions allowed; prereq instr consent;**

**Instructor:** Gaudio, Michael P

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

**ARTH 5993 Directed Study**

**A-F only, 1-4 credit(s), max credits 12, 3 completions allowed; prereq instr consent;**

**Instructor:** Ostrow, Steven F

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

**ARTH 5993 Directed Study**

**A-F only, 1-4 credit(s), max credits 12, 3 completions allowed; prereq instr consent;**

**Instructor:** Marshall PhD, Jennifer Jane

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

**ARTH 8320 Seminar: Issues in Early Modern Visual Culture**

**A-F only, 3 credit(s);**

**Instructor:** Shank, JB

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

## Arts and Cultural Leadership

20 Classroom Office Building

**ACL 5230 Ethical and Legal Issues in Arts Policy and Law**

**A-F only, 3 credit(s); prereq dept consent ;**

**Instructor:** Corley, Kathleen Hayes

**Description:** Ethical and Legal Issues in Arts Policy and Law Leadership calls on an individual to be able to stand with confidence on moral and legal grounds in the day to day operations and conduct of a business. By combining theory and practice, this course will explore the basis for human conduct and the source of moral and ethical behavior; examine standards, rules and laws that legislate conduct; and distinguish those situations when seeking legal guidance/advice is the only responsible option. Arts and cultural management issues arising from intellectual, real and personnel property rights; employment; earned-income ventures; and the myriad of issues that come with contributed income - conflict of interest, self-inurement, and exemption from federal and state income tax - will also be on the agenda.

## Asian American Studies

104 Scott Hall

**AAS 3001 Contemporary Perspectives on Asian America**

**3 credit(s); Credit will not be granted if credit has been received for: AMST 3001;**

**Instructor:** Fajardo, Kale Bantigue

**Description:** Where are Asian Americans located locally, regionally, nationally, and globally? Does geographic location make a difference in how Asian Americans understand and experience their identities and communities? How do different

places and the politics in these places (for example, Asia, U.S. west coast, U.S. Midwest, New York, Hawaii, Caribbean) affect Asian/Asian American experiences, identities and communities? This course focuses on different sites in Asian America to better understand the complexity, beauty, and problems of Asian America. Key questions for the course include: How do Asians/Asian Americans in diverse geographic locations experience, historicize, politicize, visualize, and/or imagine themselves and their communities in the context of the U.S., Asian America, and beyond? Who, what, where, when, and how is Asian America? What are the cultural politics of space, place, and movement in Asian America? How do these issues play out in Minnesota/Twin Cities? Participants in this course will seriously explore and engage these questions and themes by reading theory, literature, film, and art and working on a group research project about an Asian American space, place, or movement in the Twin Cities.

**Style:** 30% Lecture, 30% Film/Video, 40% Discussion.

**Grading:** 40% reports/papers, 40% class participation, 20% other evaluation. Final Project

**AAS 3251W Sociological Perspectives on Race, Class, and Gender**

**A-F only, 3 credit(s); prereq Soc majors/minors must register A-F; Meets CLE req of Writing Intensive;**

**Instructor:** Park, Lisa Sun-Hee

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

**AAS 3409W Asian American Women's Cultural Production**

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

**Instructor:** Pu, Xiumei

**Description:** Who are Asian American women? How has such an identity been configured and reconfigured in the American context? What does it mean to be an Asian American woman in the United States? How do Asian American women participate in cultural production? To think through these questions, we will look into theoretical frameworks pertaining to Asian American women's cultural criticism. Throughout the semester, we will be studying Asian American women's cultural production in popular culture, literature, and everyday life. While we are learning of the broader frame of Asian American Women's cultural criticism, we will also be locally grounded by examining the cultural productions of local Asian American women artists, writers, activists, and workers in Minnesota, which will constitute a significant part of our study. Students are strongly encouraged to bring personal and family stories to the classroom, to visit Asian American spaces in the twin cities, and to go to Asian American cultural events. Working together, we will investigate Asian American women's quest for identity and sense of belonging or not belonging. We will examine the ways in which race, class, gender, sexuality, spirituality, nationality, ethnicity, and so on play into such a quest. We will discuss the complicated costs and gains in the process of the quest and the contributions Asian American women have made. Class activities will include mini-lectures, group discussions, film screening, and project presentation. Some of the texts we will use include *Compositional Subjects: Enfiguring Asian/American Women* by Laura Kang, *Death of a Shaman* by Fahm Fong Saeyang, *Asian American Women: The "Frontiers"* by Linda Vo.

**AAS 3877 Asian American History, 1850 to Present**

**3 credit(s); Credit will not be granted if credit has been received for: HIST 3877; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives;**

**Instructor:** Lee, Erika

**Description:** Asian immigrants began to arrive in the United States in the mid 19th century. Today, about half of the people immigrating today are from Asia. This course is a broad and comparative survey of Asian Americans (Chinese, Japanese, Korean, Filipino, South Asian, and southeast Asian Americans, particularly Hmong and Vietnamese) from 1850 to the present. Topics include: immigration, anti-Asian discrimination and exclusion, labor, women, family, and communities, World War II and Asian America, including the internment of Japanese Americans, "new" immigration from Asia after 1965,

war in Southeast Asia and refugee migration and communities in the U.S., the Asian American movement and the struggle for equality, and contemporary issues related to Asian Americans. This course is open to undergraduate majors and non-majors. Reading assignments will include texts, articles, and autobiographies. We will view films and use the internet to compliment lectures and class discussions.

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

**Grading:** 25% mid exam, 35% final exam, 20% reports/papers, 20% class participation.

**Exam Format:** Essay

**AAS 3920 Topics in Asian American Studies: Hmong Refugees from the Secret War**

**3 credit(s), max credits 8; prereq Jr or sr;**

**Instructor:** Lee, Mai Na M.

**Description:** Course begins with American withdrawal from Vietnam in 1972 and Communist victory in 1975. General Vang Pao forced into exile in the West. Hmong became refugees in Thailand. Hmong immigration to the US. US rebuild relations with Vietnam and the Lao PDR. Hmong Americans focus on socio-economic, political, and religious integration. The older Hmong generation centered on transnational politics and retaking Laos while the younger generation concentrated on civil rights and political activism in the US. Linguistic and cultural survival becomes a central issue. Grading: Two midterms (20%), Discussions/Class Assignments (20%), 2 Critical Papers (15%), Newspaper Report (5%), Research Paper & Presentation (20%), Final (20%).

**AAS 3920 Topics in Asian American Studies: Hmong Politics in Global Context**

**3 credit(s), max credits 8; prereq Jr or sr;**

**Instructor:** Vang, Her

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

**AAS 4232 American Drama by Writers of Color**

**A-F only, 3 credit(s);**

**Instructor:** Lee, Josephine D

**Description:** This course will concentrate on selected works by African American, Latino, American Indian, and Asian American playwrights. Our central question will be how racial and ethnic differences are integral to shaping different visions of American theater. We will also examine larger issues such as the history of minority and ethnic theaters, the politics of casting, and the mainstreaming of the playwright of color.

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

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

**AAS 4920 Topics in Asian American Studies: War and Imperialism in Asian America**

**3 credit(s), max credits 8;**

**Instructor:** Onishi, Yuichiro

**Description:** How have a series of U.S. wars and imperial adventures in Asia-Pacific since the turn of the twentieth century shaped the identities and communities of Asians, Asian Americans, and Pacific Islanders? In addition to covering the periods during which the United States was militarily at war with the Philippines, Japan, Korea, and Vietnam, this course explores European and U.S. colonialism in Hawaii, the preeminence of U.S. military bases in Okinawa and South Korea, resettlement among war refugees from Southeast Asia in the United States, and the workings of racialization and imperial politics in Asian American communities after 9/11. We are particularly interested in examining the reach of war and cultures of militarism in Asian American and Pacific Worlds. Among the topics examined are the nexus between race and war; memories of war; military violence against women; the experiences of "military brides"; questions of sovereignty; and strategies of demilitarization and anti-imperialist resistance. Since this course is conceived as a reading-intensive seminar, one of the requirements is that each student leads and facilitates a class discussion twice during the semester in pairs. Students who are interested in the comparative and global study of race and ethnicity, ideas of indigeneity, Gender, Women, and Sexuality Studies, Asian

American Studies, American Studies, and U.S. foreign relations are encouraged to take this class.

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

**Grading:** 70% reports/papers, 20% in-class presentation, 10% class participation.

**AAS 5920 Topics in Asian American Studies: War and Imperialism in Asian America**

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

**Instructor:** Onishi, Yuichiro

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

**Asian Languages and Literatures**  
*136 Klaeber Court*

**ALL 3014W Art of India**

**4 credit(s); prereq = ARTH 3014W; Credit will not be granted if credit has been received for: ARTH 3014W; Meets CLE req of Arts/Humanities; meets CLE req of Global Perspectives; meets CLE req of Writing Intensive;**

**Instructor:** Asher, Frederick M

**Description:** When one thinks of the countries comprising South Asia - India, Pakistan, Afghanistan and Bangladesh - Westerners often think of massive social, political and economic problems. Not adequately recognized, however, is the power of art in the region: the power to induce the Taliban to destroy the massive and world renown Bamiyan Buddhas, the power to stimulate mobs intent on ransacking an exhibition of art or to destroy a mosque of great historical importance. By looking at the power of art in this part of the world, we can better reflect on the power of the visual world around us every day. Simply stated, the art of South Asia is extraordinary. The course will examine both secular art and the works produced for the region's several religions, reflecting a diversity not unlike that of the United States. In the process, students will be given an opportunity to examine critically art and its production as well as the ways in which the art has been used and understood both at the time of its creation and subsequently. There will be two exams and one paper. Discussion sections will offer the opportunity to probe the material in greater depth and review as necessary. All material discussed in class will be available on the Web. The course assumes neither prior knowledge of India nor of art history.

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

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

**Exam Format:** Brief essay

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

**3 credit(s); prereq Some coursework in East Asia recommended; Meets CLE req of Literature; meets CLE req of Writing Intensive;**

**Instructor:** Rouzer, Paul F

**Description:** An investigation into aspects of the weird, the strange, and the fantastic in premodern and modern narrative in East Asia. In comparison to Western conceptions of the Fantastic and the Supernatural, we will look at what the "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?

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

**Grading:** 30% final exam, 60% reports/papers, 10% class participation.

**Exam Format:** Take home; short answer.

**ALL 3356W Chinese Film**

**3 credit(s); prereq credit will not be granted if credit**

received for: Chn 3166W; Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive;

**Instructor:** STAFF

**Description:** This course is an introductory survey of cinema from mainland China, Taiwan, and Hong Kong. A wide range of historical periods, cinematic styles, and genres will be covered, with a focus on films that have gained widespread recognition for their artistic quality and/or landmark status in Chinese cinema history. The course will emphasize the historicity of filmic texts, leading to greater appreciation and knowledge of key issues of Chinese culture, politics, and society over the last century. Attention will also be focused on the formal and aesthetic elements of film art, and the relation of Chinese cinema to global cinema.

**ALL 3371 History of Chinese Cities and Urban Life**

**A-F only, 3 credit(s);**

**Instructor:** Wang,Liping

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

**ALL 3373 Religion and Society in Imperial China**

**3 credit(s); Credit will not be granted if credit has been received for: HIST 3466;**

**Instructor:** Waltner,Ann Beth

**Description:** This course will examine the varieties of religious experience in imperial China. It will examine religion as lived practices as well as textual traditions. We will look at Buddhism, Daoism, and Confucianism, as well as the relations among them. We will also look briefly at the western missionary enterprise in China, particularly at ways in which the western presence throws certain aspects of Chinese religion into sharp relief. We will pay particular attention to the material culture of Chinese religion, through videos, through visits to the Minneapolis Institute of Arts, and through visits to local temples. We will be attentive to the historical development of Chinese religions. The class will be a mixture of lecture and discussion. As much as possible, class activities will focus on a close reading of primary texts.

**Grading:** 25% mid exam, 35% final exam, 20% reports/papers, 20% other evaluation.

**ALL 3436 Postwar Japanese Literature in Translation**

**3 credit(s); prereq Basic knowledge of modern Japanese history helpful, knowledge of Japanese language not required credit will not be granted if credit received for: Jpn 3164;**

**Instructor:** Marran,Christine L

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

**ALL 3441W Japanese Theater**

**3 credit(s); prereq credit will not be granted if credit received for: Jpn 3165W; Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive;**

**Instructor:** Isaka,Maki

**Description:** Japanese theater has been enriched with its diverse traditions. For example, the premodern period saw the completion of the famous trio: noh (kyogen included), the bunraku puppet theater, and kabuki (all male theater). In turn, the twentieth century saw the birth of the all-female Takarazuka revue, modern Japanese theater, butoh, and so forth. We will first take the prominent trio (noh, bunraku, and kabuki) as our focus, investigating them in various contexts: acting, script, society, etc. More important, we will examine several themes in relation to Japanese theater throughout the course: training of theater practitioners, aesthetics and philosophy, gender and gender impersonation, etc. Furthermore, we will also pay attention to their theatrical and theoretical continuity and discontinuity. This course is open to anyone with an interest. No previous knowledge of Japanese studies or theater studies is required. No reading knowledge of Japanese is required; all of the readings will be available in English. Audio-visual materials will be used whenever available and appropriate.

**ALL 3676 Culture and Society of India**

**3 credit(s); Credit will not be granted if credit has been**

received for: ANTH 3023; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences;

**Instructor:** Raheja,Gloria Goodwin

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

**ALL 3836 Persian Fiction in Translation**

**3 credit(s); Credit will not be granted if credit has been received for: ALL 5836;**

**Instructor:** Bashiri,Iraj

**Description:** Prose fiction was introduced to Iranian society in the early 1920s by Iranian intellectuals returning from Europe. In the beginning it had a difficulty finding a place in Persian literature, but finally it found a niche. Spearheaded by Muhammad Ali Jamalzadeh and promoted by Sadeq Hedayat, prose fiction became Iran's most prominent vehicle for self expression. Young authors, first in the urban centers and later in the countryside, used this vehicle for familiarizing their countrymen with the new world realities. Through the development of Persian fiction in the context of Iran's ancient heritage, students become acquainted with both the internal and external forces that bind contemporary Iranian society to world civilization. The works of Jamalzadeh ("Persian Is Sugar"), Hedayat ("The Blind Owl, The Stray Dog"), Al-i Ahmad ("The China Vase, Fascinated by the West"), Behrangi ("The Little Black Fish"), and others are analyzed and discussed.

**Style:** 70% Lecture, 10% Film/Video, 20% Discussion. Video tapes

**Grading:** 10% mid exam, 15% final exam, 30% reports/papers, 20% quizzes, 3% attendance, 10% class participation, 9% other evaluation. book report

**Exam Format:** Essay

**ALL 3900 Topics in Asian Literature: Indian Feminisms in Global Context**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Sawhney,Simona

**Description:** A thinking that we may characterize as ?feminist? makes its appearance in various texts and discourses in twentieth century India. While some early twentieth century feminists were centrally concerned about their particular role in nation-building, contemporary feminists have questioned many of the premises of the postcolonial nation, including its understanding of kinship, sexuality, and community. This class will have three aims: first, to introduce students to twentieth century feminist writings in India, including essays, short stories, and legal/political arguments. Second, to put this work in the context of some of the pressing questions surrounding citizenship, sexuality, and religiosity, not only in South Asia but also in other parts of the world. And third?perhaps most important?to build a more nuanced and critical approach to gender itself, as it is articulated and acted in everyday life as well as in activist and theoretical discourse. Readings and films will focus on several issues including the state?s responses to violence against women, debates concerning abortion, questions posed by the political emergence of a gay rights discourse, and the varied anxieties provoked by the commodification and sale of sexual pleasure. There are no prerequisites, but students should come to class with a willingness to read carefully, even when the materials are not immediately familiar; to engage with all texts in a generous manner; and to participate in class discussion. Class assignments will include a midterm exam, a final 10-15 page paper, weekly postings on a web ?blackboard? and, depending on the size of the class, perhaps one in-class oral presentation.

**ALL 3920 Topics in Asian Culture: North Korea (DPRK): Literature, Film, Fantasy**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Workman,Travis James

**Description:** In this course we learn how to interpret critically the literature, film, and media produced within and about the Democratic People's Republic of Korea, from its establishment in 1948 to the present day. We focus on the ways that literature and visual culture create and recreate "North Korea" as a fantasy space. Within the country, literature, popular films, and propaganda have created fantasies of revolutionary

consciousness, real-existing socialism, state subjectivity, national autonomy, Party loyalty, caring leadership, ethnic purity, and the moral righteousness of everyday citizens in the face of imperialist and class enemies. Outside, the country has often served as an unknown territory that inspires fear, hope, resentment, military posturing, and laughter: the Red Scare images of the Cold War and Korean War, postwar memories and contemporary hopes for reunification in South Korea, Black Panther political interest in the 1960s, fictional portrayals of North Korean spies, the consumption of refugee and defector narratives, fascination with communist kitsch, Juche thought reading groups and web-based networks, apocalyptic fantasies of nuclear destruction, South Park and CNN renditions of dictatorship, political science think tank culture, and the attempts of concerned documentarians to capture the "truth" of the country. In order to develop a practice of interpreting critically these many representations of "North Korea," this course will cover the fundamentals of DPRK history, literature, film, and propaganda while also reading outside perspectives. Its primary texts will include: fiction by writers like Han Sorya, Yi Ki-yong, Hong Myong-hui, Kang Ch'ol-hwan, and Kim Young-ha, films like Tale of 15 Children, Girls in My Hometown, Traces of Life, Hong Kil-dong, The Hand of Destiny, The Game of Their Lives, and The Flower Girl, political essays by Kim Il-sung and Eldridge Cleaver, Kim Jong-il's writings on cinema, theoretical discussions of the work of fantasy, and contemporary media from South Korea, the United States, and Japan.

**Style:** 50% Lecture, 25% Film/Video, 25% Discussion.  
**Grading:** 30% mid exam, 10% class participation. 20% bi-weekly responses, 40% final paper

**ALL 3920 Topics in Asian Culture: Korean Film**  
**3 credit(s), max credits 9, 3 completions allowed;**  
**Instructor:** Workman, Travis James

**Description:** An introduction to Korean film from the colonial period to the present day, with particular attention paid to film's centrality within the Korean popular culture wave (hallyu) of the last twenty years. We discuss the emergence of the Korean film industry under the conditions of colonial modernity, compare and contrast the two industries of North and South following the division of the country, and discuss the various political pressures put on film production in South Korea until the 1990s. However, the main focus will be the last twenty years, during which South Korean film and television have experienced a boom in popularity in East Asia and globally. We will focus on the formal and technical aspects of film, representations of history and historical memory, genre-borrowing and genre-mixing, and the relationship between avant-garde cinema and culture industry productions. Films by Sin Sang-ok, Lee Man Hee, Hong Sang-soo, Kim Ki-duk, Kim Ji-woon, and Im Sang-soo will be included, along with a small sample of North Korean films.

**Style:** 50% Lecture, 25% Film/Video, 25% Discussion.  
**Grading:** 30% mid exam, 10% in-class presentation. 20% bi-weekly responses, 40% final paper

**ALL 3990 Directed Study**  
**1-4 credit(s), max credits 16, 4 completions allowed; prereq instr consent , dept consent , college consent ;**  
**Instructor:** Allen, Joseph R

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

**ALL 3990 Directed Study**  
**1-4 credit(s), max credits 16, 4 completions allowed; prereq instr consent , dept consent , college consent ;**  
**Instructor:** Isaka, Maki

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

**ALL 3990 Directed Study**  
**1-4 credit(s), max credits 16, 4 completions allowed; prereq instr consent , dept consent , college consent ;**  
**Instructor:** Marran, Christine L

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

**ALL 3990 Directed Study**  
**1-4 credit(s), max credits 16, 4 completions allowed; prereq instr consent , dept consent , college consent ;**  
**Instructor:** Sawhney, Simona

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

**ALL 3990 Directed Study**  
**1-4 credit(s), max credits 16, 4 completions allowed; prereq instr consent , dept consent , college consent ;**  
**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**  
**1-4 credit(s), max credits 16, 4 completions allowed; prereq instr consent , dept consent , college consent ;**  
**Instructor:** Rouzer, Paul F

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

**ALL 3990 Directed Study**  
**1-4 credit(s), max credits 16, 4 completions allowed; prereq instr consent , dept consent , college consent ;**  
**Instructor:** Workman, Travis James

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

**ALL 4900W Major Project**  
**A-F only, 3 credit(s); prereq ALL major, sr; Meets CLE req of Writing Intensive;**  
**Instructor:** Field, Jesse L

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

**ALL 5261 Work of Translation: Theory, Function, and Practice**  
**3 credit(s); prereq [Native or near-native] speaker of English, advanced speaker/reader of at least one other [classical or vernacular] language;**  
**Instructor:** Allen, Joseph R

**Description:** This course is a review of the issues surrounding translation, including theories of representation, ideological work, as well as actual practice. The course is structured around a series of readings and discussion of both historical and contemporary writing on translation? Lawrence Venuti's Translation Studies Reader is the base text. While most of the readings center on the theory and particulars of literary translation, students will be encouraged to explore other manifestations of translation as a historical, cultural or aesthetic issue. Along with those interested in languages and literature, students in disciplines such as creative writing, performance, and the plastic arts are also welcomed. You should be native or near-native speaker of English, as well as an advanced

speaker/reader of at least one other language, either classical or vernacular.

**ALL 5836 Persian Fiction in Translation**

**3 credit(s); Credit will not be granted if credit has been received for: ALL 3836;**

**Instructor:** Bashiri,Iraj

**Description:** Prose fiction was introduced to Iranian society in the early 1920s by Iranian intellectuals returning from Europe. In the beginning it had a difficulty finding a place in Persian literature, but finally it found a niche. Spearheaded by Muhammad Ali Jamalzadeh and promoted by Sadeq Hedayat, prose fiction became Iran's most prominent vehicle for self expression. Young authors, first in the urban centers and later in the countryside, used this vehicle for familiarizing their countrymen with the new world realities. Through the development of Persian fiction In the context of Iran's ancient heritage, students become acquainted with both the internal and external forces that bind contemporary Iranian society to world civilization. The works of Jamalzadeh ("Persian Is Sugar"), Hedayat ("The Blind Owl, The Stray Dog"), Al-i Ahmad ("The China Vase, Fascinated by the West"), Behrangi ("The Little Black Fish"), and others are analyzed and discussed.

**Style:** 70% Lecture, 10% Film/Video, 20% Discussion. Video tapes

**Grading:** 15% final exam, 30% reports/papers, 30% quizzes, 3% attendance, 10% class participation, 12% other evaluation. book report

**Exam Format:** Essay

Variable, depending on course of study determined by the student and faculty. Generally students will be evaluated on written materials, exams, and presentations. Graduate students will be asked to do more independent reading and writing, beyond those assigned to undergraduate students.

**ALL 5990 Directed Study**

**1-4 credit(s), max credits 16, 4 completions allowed; prereq instr consent, dept consent, college consent;**

**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**

**1-4 credit(s), max credits 16, 4 completions allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** Rouzer,Paul F

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

**ALL 5990 Directed Study**

**1-4 credit(s), max credits 16, 4 completions allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** Allen,Joseph R

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

**ALL 5990 Directed Study**

**1-4 credit(s), max credits 16, 4 completions allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** Workman,Travis James

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

**ALL 8920 Topics in Asian culture: The Human and Animal in Literary Theory**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Marran,Christine L

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

**ALL 8990 Directed Readings**

**1-4 credit(s), max credits 16, 4 completions allowed; prereq PhD student;**

**Instructor:** Allen,Joseph R

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

**ALL 8990 Directed Readings**

**1-4 credit(s), max credits 16, 4 completions allowed; prereq PhD student;**

**Instructor:** Isaka,Maki

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

**ALL 8990 Directed Readings**

**1-4 credit(s), max credits 16, 4 completions allowed; prereq PhD student;**

**Instructor:** Marran,Christine L

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

**ALL 8990 Directed Readings**

**1-4 credit(s), max credits 16, 4 completions allowed; prereq PhD student;**

**Instructor:** Sawhney,Simona

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

**ALL 8990 Directed Readings**

**ALL 5990 Directed Study**

**1-4 credit(s), max credits 16, 4 completions allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** Marran,Christine L

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

**ALL 5990 Directed Study**

**1-4 credit(s), max credits 16, 4 completions allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** Sawhney,Simona

**Description:** Individual reading and study with guidance of a faculty member of topics not covered in regular courses. Open to advanced students only. Evaluation Standards and Workload:

**1-4 credit(s), max credits 16, 4 completions allowed; prereq PhD student;**

**Instructor:** McGrath, Jason

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

#### ALL 8990 Directed Readings

**1-4 credit(s), max credits 16, 4 completions allowed; prereq PhD student;**

**Instructor:** Rouzer, Paul F

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

#### ALL 8990 Directed Readings

**1-4 credit(s), max credits 16, 4 completions allowed; prereq PhD student;**

**Instructor:** Workman, Travis James

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

## Astronomy

356 Tate Laboratory of Physics

#### AST 1001 Exploring the Universe

**4 credit(s); Credit will not be granted if credit has been received for: AST 1011H; Meets CLE req of Environment; meets CLE req of Physical Sciences;**

**Instructor:** Woodward, Paul R

**Description:** This course is a scientific exploration of the human place in the universe. We study the origin and history of the Universe and the formation of the Earth and the solar system. We compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. This course includes study of the properties of light and matter and the tools astronomers use to measure radiation from celestial sources. The course also covers exciting contemporary topics such as black holes, the expansion of the universe and the search for extraterrestrial life. Although largely descriptive, the course will occasionally require the use of junior-high level mathematics. Lectures are two days a week; plus each week two hours are spent in small groups working on a lab project. This course is intended for non-science majors; no science background is necessary. IT students should take AST 1011H. This evening section of AST 1001 meets concurrently with AST 1005

**Style:** 50% Lecture, 10% Discussion, 40% Laboratory.

**Grading:** 32% mid exam, 30% final exam, 14% special projects, 24% laboratory evaluation.

**Exam Format:** Multiple choice and a combination of essay and/or short answer questions.

#### AST 1001 Exploring the Universe

**4 credit(s); Credit will not be granted if credit has been received for: AST 1011H; Meets CLE req of Environment; meets CLE req of Physical Sciences;**

**Instructor:** Rudnick, Lawrence

**Description:** This course is a scientific exploration of the human place in the universe. We study the origin and history of the Universe and the formation of the Earth and the solar system. We compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. This course includes study of the properties of light and matter and the tools astronomers use to measure radiation from celestial sources. The course also covers exciting contemporary topics such as black holes, the expansion of the universe and the search for extraterrestrial life. Although largely descriptive, the course will occasionally require the use of junior-high level mathematics. This course is intended for non-science majors; no science background is necessary. CSE students should take AST 1011H.

**Style:** 45% Lecture, 15% Discussion, 40% Laboratory.

Discussion time is during lecture.

**Grading:** 27% mid exam, 25% final exam, 14% special projects,

10% class participation, 24% laboratory evaluation.

**Exam Format:** Multiple choice plus short answer.

#### AST 1001 Exploring the Universe

**4 credit(s); Credit will not be granted if credit has been received for: AST 1011H; Meets CLE req of Environment; meets CLE req of Physical Sciences;**

**Instructor:** Humphreys, Roberta M

**Description:** This course is a scientific exploration of the human place in the universe. We study the origin and history of the Universe and the formation of the Earth and the solar system. We compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. This course includes study of the properties of light and matter and the tools astronomers use to measure radiation from celestial sources. The course covers exciting contemporary topics such as black holes, the expansion of the universe and the search for extra-terrestrial life. Although largely descriptive, the course will occasionally require the use of junior high level math. Lectures are two days per week; on a third day each week two hours are spent in small groups working on a lab project. This course is intended for non-science majors; no science background is necessary. IT students should take Ast 1011.

**Style:** 50% Lecture, 10% Discussion, 40% Laboratory.

**Grading:** 32% mid exam, 30% final exam, 14% special projects, 24% laboratory evaluation.

**Exam Format:** Multiple choice + essay or short answer.

#### AST 1005 Descriptive Astronomy

**3 credit(s); prereq non-science major; Credit will not be granted if credit has been received for: AST 1001;**

**Instructor:** Woodward, Paul R

**Description:** This course is a scientific exploration of the human place in the universe. We study the origin and history of the Universe and the formation of the Earth and the solar system. We compare the Earth's properties with those of the other planets and explore how the heavens have influenced human thought and action. This course includes study of the properties of light and matter and the tools astronomers use to measure radiation from celestial sources. The course also covers exciting contemporary topics such as black holes, the expansion of the universe and the search for extraterrestrial life. Although largely descriptive, the course will occasionally require the use of junior-high level mathematics. Lectures are two days a week. This course is intended for non-science majors; no science background is necessary. IT students should take AST 1011H. Course meets concurrently with the evening section of AST 1001

**Style:** 85% Lecture, 15% Discussion.

**Grading:** 60% mid exam, 40% final exam.

**Exam Format:** Multiple choice and a combination of essay and/or short answer

#### AST 2001 Introduction to Astrophysics

**4 credit(s); prereq [One yr calculus, PHYS 1302] or instr consent ;**

**Instructor:** Gehrz, Robert Douglas

**Description:** This is an introductory course for astronomy and astrophysics majors. You will be introduced to a broad range of topics in modern astrophysics, with an emphasis on how we measure astrophysical quantities and how we learn what these observations tell us about the physics of the universe. By the end of this class you will have a much greater facility with elementary theoretical calculations and making the kind of order of magnitude estimates that often guide work of scientists and engineers. The ultimate objective of the course is to give you the basic tools that you will need to read the current literature on astrophysics with a basic level of understanding.

**Style:** 50% Lecture, 20% Film/Video, 15% Discussion, 15% Demonstration.

**Grading:** 40% mid exam, 30% final exam, 30% problem solving.

#### AST 2990 Directed Studies

**1-5 credit(s), max credits 5, 1 completion allowed; prereq 1 yr calculus, Phys 1302, instr consent;**

**Instructor:** STAFF

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

#### AST 4002 Astrophysics II

**A-F only, 4 credit(s); prereq 2001, Phys 2601;**

**Instructor:** Williams,Liliya L R

**Description:** Galaxies, structure and evolution, active galaxies. Clusters of galaxies, introductory cosmology.

**Style:** 30% Lecture, 50% Discussion. Student-led presentations and homework discussions.

**Grading:** 20% reports/papers, 15% in-class presentation, 45% class participation, 20% problem solving.

#### AST 4101 Computational Methods in the Physical Sciences

**4 credit(s); prereq Upper div or grad student or instr consent**

;

**Instructor:** Jones,Thomas Walter

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

#### AST 4299H Senior Honors Astrophysics Research Seminar

**1 credit(s), max credits 2, 1 completion allowed; prereq upper div honors student in IT or CLA, inst consent;**

**Instructor:** STAFF

**Description:** An honors opportunity for upper division astronomy and astrophysics majors in the honors program. Based on our departmental research. Students are expected to attend weekly department seminars where current research is described. They will be asked to write short reports 2/3 of the talks during the semester.

**Style:** 100% Lecture.

**Grading:** 100% reports/papers.

#### AST 4990 Directed Studies

**1-5 credit(s), max credits 5, 1 completion allowed; prereq 2001, instr consent;**

**Instructor:** STAFF

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

#### AST 4994W Directed Research

**3-5 credit(s), max credits 5, 1 completion allowed; prereq instr consent; Meets CLE req of Writing Intensive;**

**Instructor:** STAFF

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

#### AST 5201 Methods of Experimental Astrophysics

**4 credit(s); prereq Upper div CSE or grad or instr consent ;**

**Instructor:** Jones,Terry J

**Description:** Students in this course study the techniques and technologies associated with astronomical observations, including detector technologies, observing techniques, optics, and data reduction and analysis. Students will use the University's O'Brien Observatory to make astronomical observations that are then analyzed with the goal of producing quantitative results.

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

**Grading:** 25% special projects, 25% in-class presentation. 50% exams

**Exam Format:** Written

#### AST 8001 Radiative Processes in Astrophysics

**4 credit(s); prereq instr consent;**

**Instructor:** Davidson,Kris

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

#### AST 8200 Astrophysics Seminar

**1-3 credit(s), max credits 3, 1 completion allowed; prereq instr consent;**

**Instructor:** Rudnick,Lawrence

**Description:** Contact the instructor for more information.

## Biochemistry

### 140 Gortner Lab of Biochemistry

#### BIOC 1010 Human Health and Disease

**3 credit(s);**

**Instructor:** Laporte,David C

**Description:** BioC 1010 provides an introduction to the molecular basis of common human diseases. Beginning with a description of the human genome, the course introduces the fundamental concepts of cellular and molecular biology, biochemical reactions, and the biochemical underpinnings of health and disease. Topics to be presented include Inherited Diseases (cystic fibrosis, hemophilia, sickle cell anemia, muscular dystrophy), Metabolic Diseases (diabetes, cardiovascular disease, hypertension, asthma, alcoholism), and Aging (osteoporosis, menopause, Alzheimer's and other neurodegenerative diseases). Also included are the most common methods to diagnose, treat and prevent disease, including discussion of gene therapy, regenerative medicine (stem cells), and traditional drug-based interventions. Several class periods will be devoted to discussions of case studies (patients with particular diseases). We will also discuss social impact of individual diseases. The goal of the course is to familiarize students with the molecular basis for different types of diseases and treatments. Student Learning Outcomes: Following successful completion of this course, each student should be capable of scholarly discussions of the following topics: the general principles of the biochemistry and the function of the various classes of biomolecules, chemical processes that occur in the human body, the molecular basis of diseases and their treatments, examples of the impact of biochemistry on today's society effectively communicate biochemical information in oral and written form. In addition, students should develop a sophisticated, portable biochemistry knowledge that they can use long after to course ends to: explain to their grandparents why their doctor recommends low dose aspirin explain to their parents how their cholesterol medication works evaluate information on a new artificial sweetener understand a new therapy for cystic fibrosis excel in upper level courses Student Expectations: As a student in this course, you are expected to take an active role in your learning. You are expected to attend every class, and to arrive on time and not leave early. You should be prepared for each lecture by reading the assigned material. You should take good lecture notes and use them to make sure you understand all of the concepts covered in class. You should ask questions in lecture to help clarify concepts. You should participate actively in the discussion sessions. You should adhere to the University of Minnesota Student Conduct Code found at [http://www1.umn.edu/regents/policies/academic/Student\\_Conduct\\_Code.htm](http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.htm)

**Grading:** 25% mid exam, 25% final exam, 25% reports/papers, 25% additional semester exams.

#### BIOC 2011 Biochemistry for the Agricultural and Health Sciences

**3 credit(s); prereq Chem 1011, Biol 1009; not for biology majors;**

**Instructor:** Armitage,Ian MacLeod

**Description:** Survey of organic chemistry/biochemistry outlining structure/metabolism of biomolecules, metabolic regulation, and principles of molecular biology.

**Style:** 100% Lecture.

**Grading:** There are 4 exams and each exam is 25% of grade, totaling 100%

#### BIOC 3021 Biochemistry

**3 credit(s); prereq [[BIOL 2003 or BiOL 1002 or BIOL 1009], CHEM 2301], or instr consent ; Credit will not be granted if credit has been received for: BIOC 6021;**

**Instructor:** Siliciano,Paul G

**Description:** This course is a one-semester survey of the fundamentals of biochemistry and is part of the core curriculum required for a Biology major in the College of Biological



Sciences. The objective of this course is to provide a foundation for understanding the chemistry of biological systems, i.e., to prepare the student to comprehend the composition of living cells and their physiological processes at the molecular level. Lectures consider the structure and function of proteins, nucleic acids, lipids, and carbohydrates; principles of acid-base equilibria, enzyme catalysis and bioenergetics; fundamental metabolic pathways, and the chemical nature of genetic information storage and expression. The prerequisite reflects the strong emphasis on facility with organic chemistry. This course requires regular study effort on the part of the student. Students who plan to major in biochemistry should enroll in the alternate two-semester series, BioC 4331 and BioC 4332. Text: "Principles of Biochemistry with a Human Focus", Garrett and Grisham, Harcourt College Publishers, 2001.

**Style:** 100% Lecture.

**Grading:** 75% mid exam, 25% final exam.

**Exam Format:** Short answer, write structures, multiple choice, solve problems, short essays

#### **BIOC 3021 Biochemistry**

**3 credit(s); prereq [[BIOL 2003 or BiOL 1002 or BIOL 1009], CHEM 2301], or instr consent ; Credit will not be granted if credit has been received for: BIOC 6021;**

**Instructor:** Hooper, Alan B

**Description:** This course is a one-semester survey of the fundamentals of biochemistry and is part of the core curriculum required for a Biology major in the College of Biological Sciences. The objective of this course is to provide a foundation for understanding the chemistry of biological systems, i.e., to prepare the student to comprehend the composition of living cells and their physiological processes at the molecular level. Lectures consider the structure and function of proteins, nucleic acids, lipids, and carbohydrates; principles of acid-base equilibria, enzyme catalysis and bioenergetics; fundamental metabolic pathways, and the chemical nature of genetic information storage and expression. The prerequisite reflects the strong emphasis on facility with organic chemistry. This course requires regular study effort on the part of the student. Students who plan to major in biochemistry should enroll in the alternate two-semester series, BioC 4331 and BioC 4332. Text: "Principles of Biochemistry with a Human Focus", Garrett and Grisham, Harcourt College Publishers, 2001.

**Style:** 100% Lecture.

**Grading:** 75% mid exam, 25% final exam.

**Exam Format:** Short answer, write structures, multiple choice, solve problems, short essays

#### **BIOC 3021 Biochemistry**

**3 credit(s); prereq [[BIOL 2003 or BiOL 1002 or BIOL 1009], CHEM 2301], or instr consent ; Credit will not be granted if credit has been received for: BIOC 6021;**

**Instructor:** Roon, Robert J

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for policy, fee, and financial aid information. This course is a one-semester survey of the fundamentals of biochemistry and is part of the core curriculum required for a Biology major in the College of Biological Sciences. The objective of this course is to provide a foundation for understanding the chemistry of biological systems, i.e., to prepare the student to comprehend the composition of living cells and their physiological processes at the molecular level. Lectures consider the structure and function of proteins, nucleic acids, lipids, and carbohydrates; principles of acid-base equilibria, enzyme catalysis and bioenergetics; fundamental metabolic pathways, and the chemical nature of genetic information storage and expression. The prerequisite reflects the strong emphasis on facility with organic chemistry. This course requires regular study effort on the part of the student. Students who plan to major in biochemistry should enroll in the alternate two-semester series, BioC 4331 and BioC 4332. Text: "Essential Biochemistry" by Pratt & Cornely

**Style:** web based with handwritten exams

**Grading:** 75% mid exam, 25% final exam.

**Exam Format:** Handwritten. Short answer, write structures,

multiple choice, solve problems, short essays

#### **BIOC 3021 Biochemistry**

**3 credit(s); prereq [[BIOL 2003 or BiOL 1002 or BIOL 1009], CHEM 2301], or instr consent ; Credit will not be granted if credit has been received for: BIOC 6021;**

**Instructor:** Adolph, Kenneth W.

**Description:** The course is a survey of biochemistry that covers the molecular composition of living cells and the biological processes involving these molecules. The course first deals with the four major classes of biochemical molecules: nucleic acids, proteins, lipids, and carbohydrates. This includes their building blocks (nucleotides, amino acids, fatty acids, and monosaccharides), and how the building blocks are linked together to form macromolecules. The course then considers how the macromolecules interact with other molecules to carry out the biological functions of the cell. In particular, the metabolic pathways that generate cellular energy are discussed, as are the processes involving DNA and RNA that lead to the synthesis of proteins. Text: "Essential Biochemistry" by Pratt and Cornely.

**Style:** 100% Lecture.

**Grading:** 75% mid exam, 25% final exam.

**Exam Format:** Short answer, write structures, multiple choice, solve problems, short essays

#### **BIOC 3960 Research Topics in Biochemistry**

**S-N only, 1 credit(s), max credits 2; prereq 3021 or concurrent enrollment in 3021 or or 4331 concurrent enrollment in 4331 or instructor consent;**

**Instructor:** Laporte, David C

**Description:** The goal of Research Topics in Biochemistry is to expose students to a wide variety of cutting-edge research projects. The course will begin with a two-lecture introduction covering how to read scientific papers and the basic concepts of experimental design and analysis. Faculty from the BMBB Department will then give a series of presentations on cutting edge research. Each faculty member will give two presentations. The first will be a broad overview of a research area and the second will focus on a specific paper, dissecting all or part of it in detail.

**Style:** 50% Lecture, 25% Discussion, 25% Small Group Activities.

**Grading:** 50% written homework, 50% attendance.

**Exam Format:** No Exam

#### **BIOC 4025 Laboratory in Biochemistry**

**2 credit(s); prereq 3021 or 4331 or equiv;**

**Instructor:** Lange, Alex John

**Description:** Theory and practice of modern biochemical techniques including buffers and pH, protein (lactate dehydrogenase) purification, protein electrophoresis, enzyme characterization using kinetics and immunochemical methods, recombinant DNA techniques.

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

**Grading:** 33% mid exam, 34% final exam, 33% quizzes.

**Exam Format:** short answer and problems

#### **BIOC 4125 Laboratory in Molecular Biology and Biotechnology**

**A-F only, 3 credit(s); prereq [3021 or Biol 3021 or or Biol 4003], [4025 or GCD 4015 or GCD 4025 or MicB 3301]; Credit will not be granted if credit has been received for: BIOL 4125;**

**Instructor:** Das, Anath

**Description:** The course will provide laboratory training in the methods commonly used in molecular biology laboratories in academia and industry. Techniques that will be learned include: cloning and analysis of DNA, DNA sequencing, DNA and protein sequence analysis using databases, PCR amplification of DNA, site-specific mutagenesis, and expression and analysis of recombinant proteins.

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

**Grading:** 40% reports/papers, 40% quizzes, 20% class participation.

**Exam Format:** Written and Problem Solving

#### **BIOC 4325 Laboratory in Mass Spectrometry**

**S-N only, 1 credit(s); prereq 4332, 4521;**

**Instructor:** Nelsestuen, Gary L

**Description:** Students in this course will learn the theory and practice of Mass Spectrometry including sample purification and preparation, types of Mass Spec experiments and their applications, and data collection and analysis. Students will learn how Mass Spec data is used in conjunction with other experimental data to solve problems in biochemistry.

**Style:** 40% Lecture, 40% Laboratory, 20% Student Presentation.

**Grading:** The course is offered only on an S/N basis. Students will work in groups and give a presentation about their results.

Successful completion of the lab exercises and presentation will constitute satisfactory work in the course.

**BIOC 4331 Biochemistry I: Structure, Catalysis, and Metabolism in Biological Systems**

**4 credit(s); prereq [[BIOL 1002 or BIOL 1009 or BIOL 2003 or equiv], [CHEM 2302 or equiv]] or instr consent ;**

**Instructor:** Wilmot, Carrie M

**Description:** "Biochemistry I: structure, catalysis, metabolism in biological systems." The first 11 lectures review basic chemical concepts and then discuss primary structure (amino acids and sequence), secondary structure (helices, sheet turns), tertiary structure (folding, three dimensional structure) and quaternary structure (subunits and their interactions) of proteins. The next 9 lectures deal with enzyme kinetics and mechanisms and binding interactions. The next 8 lectures discuss carbohydrates, lipid and membrane structures, transport processes. The final 12 lectures discuss metabolic pathways including, glycolysis, glycogen synthesis, the citric acid cycle, oxidative phosphorylation, amino acid and nitrogen metabolism, and lipid synthesis and metabolism. Thermodynamic considerations are emphasized for all pathways. The course covers about 50% of the material in the textbook, "Lehninger Principles of Biochemistry" Fourth Edition, by Nelson and Cox. Most students in the class are expected to be Biochemistry majors. Web site at WebCT.

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

**Grading:** 55% mid exam, 35% final exam, 10% problem solving.

**Exam Format:** Combination of multiple choice, short answer and problem solving

**BIOC 4332 Biochemistry II: Molecular Mechanisms of Signal Transduction and Gene Expression**

**4 credit(s); prereq 4331 or instr consent;**

**Instructor:** Livingston, Dennis M

**Description:** BioC 4332 covers fundamental molecular biology and signal transduction. The course begins with the molecules and processes by which cells store, replicate, repair and express genetic information in the form of DNA, RNA and proteins. The latter part of the course describes regulatory processes that involve control of gene expression and mechanisms of signal transduction. The emphasis in the course is on the biochemical basis of gene function and biological regulatory processes. This course is designed for upper division undergraduates in the biological sciences, as well as beginning graduate students in other biological programs. Textbook: Molecular Biology of the Cell by Albert's et al., Garland Science, Fifth Edition (2008). Students possessing the Fourth Edition (2002) do not need to purchase the Fifth Edition.

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

**Grading:** 75% mid exam, 25% final exam.

**Exam Format:** Exams will have both short answer (multiple choice, fill-in-the-blank) questions (approx 30-40%) and longer answer formats requiring you to explain and diagram concepts.

**BIOC 4521 Introduction to Physical Biochemistry**

**3 credit(s); prereq CHEM 1022, MATH 1272, PHYS 1202; 4331 recommended;**

**Instructor:** Mayo, Kevin Henry

**Description:** The objective of this course is to introduce and develop the concepts of physical chemistry that are most important for biochemistry. Desired outcomes are for students to develop a basic understanding of how thermodynamics, kinetics, spectroscopy, and solution dynamics can be applied to biochemical problems, and to provide a background for those students who wish to pursue further study in physical

biochemistry.

**Style:** 100% Lecture.

**Grading:** There are four exams, each worth 20%. In addition, 20% of the grade is determined by homeworks and class participation, including attendance.

**Exam Format:** problem solving

**BIOC 4793W Directed Studies: Writing Intensive**

**S-N only, 1-7 credit(s), max credits 7, 7 completions allowed; prereq instr consent, dept consent; Meets CLE req of Writing Intensive;**

**Instructor:** STAFF

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

**BIOC 4794W Directed Research: Writing Intensive**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** STAFF

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

**BIOC 4960 Special Topics in Biochemistry: Life and Energy:**

**The Biochemistry of Fuels**

**A-F only, 3 credit(s); prereq [[3021 or equiv], CHEM 2301]] or instr consent ;**

**Instructor:** Wackett, Lawrence Philip

**Description:** Humans are now faced with hard choices regarding carbon dioxide emissions, oil pollution, dwindling fossil fuel reserves, and supporting the growing population on earth. Biochemistry as the central discipline in dealing with these problems will be the focus of this course. Carbon dioxide is removed from the atmosphere primarily by enzymatic fixation by plants and bacteria. Can this be enhanced and used industrially to produce our fuels and chemicals? Can we harvest energy from the sun to make sufficient fuels, chemicals and food for the world's population? Can biology be used to create materials and energy resources with greater efficiency and less pollution? This course will describe fundamental biochemical processes relevant to these questions and offer ideas for biotechnological solutions to these pressing problems.

**BIOC 4993 Directed Studies**

**S-N only, 1-7 credit(s), max credits 7, 7 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** STAFF

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

**BIOC 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** STAFF

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

**BIOC 5225 Graduate Laboratory in NMR Techniques**

**S-N only, 1 credit(s); prereq 8001 or instr consent ;**

**Instructor:** Ostrowski, Beverly Gaul

**Description:** This course is intended for graduate students in biochemistry and related disciplines. Students will learn practical aspects of nuclear magnetic resonance (NMR) spectrometry and gain hands-on experience with 500, 600, and 700 MHz instruments. Topics covered include sample preparation and handling, contamination sources, tube and probe options, experiment selection, experimental procedures, software, and data processing. This course is a unique laboratory course for students interested in this technique.

**Style:** 50% Lecture, 50% Laboratory.

**BIOC 5352 Biotechnology and Bioengineering for Biochemists**

**A-F only, 3 credit(s); prereq [[3021 or 4331 or BIOL 3021 or or MICB 4111], [BIOL 3301 or MICB 3301]] or instr consent ;**

**Credit will not be granted if credit has been received for: MICB 5352;**

**Instructor:** Schmidt-Dannert, Claudia

**Description:** This class will provide a comprehensive introduction to major topics in biotechnology research and development. Topics that will be discussed range from isolation, recombinant production and engineering of biotechnological relevant proteins (e.g. industrial enzymes, biocatalysts and therapeutic proteins) to small molecule biotechnology. The latter topics include the production of important primary (e.g. amino acids, organic acids) and secondary (e.g. antibiotics and other bioactive molecules) metabolites, as well as strategies of metabolic pathway engineering and diversification in the "Omics" area to achieve increased production levels and for drug discovery purposes. Several guest lecturers from local biotechnology/biomedical companies will link class contents to practical applications and provide insights into actual industrial research and development.

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

#### **BIOC 5444 Muscle**

**3 credit(s); prereq 3021 or BIOL 3021 or 4331 or BIOL 4331 or PHSL 3061 or instr consent ; Credit will not be granted if credit has been received for: PHSL 5444;**

**Instructor:** Thomas, David D

**Description:** Introduction to physiology, biochemical regulation, and physical chemistry of muscle contraction. Prerequisites: undergraduate courses in biochemistry or physiology.

**Style:** 80% Lecture, 15% Discussion, 5% Laboratory.

**Grading:** 25% mid exam, 40% final exam, 35% reports/papers.

**Exam Format:** essay, problem solving

#### **BIOC 5528 Spectroscopy and Kinetics**

**4 credit(s); prereq Intro physical chemistry or equiv; intro biochemistry recommended;**

**Instructor:** Thomas, David D

**Description:** Principles and applications of kinetics and spectroscopy in the study of structure and dynamics of biological macromolecules, with a particular focus on enzymes

**Style:** 90% Lecture, 5% Discussion, 5% Demonstration.

**Grading:** 50% mid exam, 35% final exam, 15% written homework, problem sets

**Exam Format:** essay

#### **BIOC 5532 Macromolecular Crystallography II: Techniques and Applications**

**S-N only, 1 credit(s); prereq 5531;**

**Instructor:** Ohlendorf, Douglas Henry

**Description:** Determining the structure of macromolecules by diffraction. Using software in macromolecular crystallography.

#### **BIOC 5960 Special Topics in Biochemistry**

**A-F only, 3 credit(s); prereq [[3021 or equiv], CHEM 2301]] or instr consent ;**

**Instructor:** Wackett, Lawrence Philip

**Description:** Humans are now faced with hard choices regarding carbon dioxide emissions, oil pollution, dwindling fossil fuel reserves, and supporting the growing population on earth. Biochemistry as the central discipline in dealing with these problems will be the focus of this course. Carbon dioxide is removed from the atmosphere primarily by enzymatic fixation by plants and bacteria. Can this be enhanced and used industrially to produce our fuels and chemicals? Can we harvest energy from the sun to make sufficient fuels, chemicals and food for the world's population? Can biology be used to create materials and energy resources with greater efficiency and less pollution? This course will describe fundamental biochemical processes relevant to these questions and offer ideas for biotechnological solutions to these pressing problems.

#### **BIOC 6021 Biochemistry**

**3 credit(s); prereq general biology, organic chemistry, instr consent ; intended for MBS students; Credit will not be granted if credit has been received for: BIOC 3021;**

**Instructor:** Siliciano, Paul G

**Description:** This course is a one-semester survey of the fundamentals of biochemistry and is part of the core curriculum required for a Biology major in the College of Biological Sciences. The objective of this course is to provide a foundation for understanding the chemistry of biological systems, i.e., to prepare the student to comprehend the composition of living cells and their physiological processes at the molecular level. Lectures consider the structure and function of proteins, nucleic acids, lipids, and carbohydrates; principles of acid-base equilibria, enzyme catalysis and bioenergetics; fundamental metabolic pathways, and the chemical nature of genetic information storage and expression. The prerequisite reflects the strong emphasis on facility with organic chemistry. This course requires regular study effort on the part of the student. Students who plan to major in biochemistry should enroll in the alternate two-semester series, BioC 4331 and BioC 4332. Text: "Principles of Biochemistry with a Human Focus", Garrett and Grisham, Harcourt College Publishers, 2001.

**Style:** 100% Lecture.

**Grading:** 75% mid exam, 25% final exam.

#### **BIOC 6021 Biochemistry**

**3 credit(s); prereq general biology, organic chemistry, instr consent ; intended for MBS students; Credit will not be granted if credit has been received for: BIOC 3021;**

**Instructor:** Hooper, Alan B

**Description:** This course is a one-semester survey of the fundamentals of biochemistry and is part of the core curriculum required for a Biology major in the College of Biological Sciences. The objective of this course is to provide a foundation for understanding the chemistry of biological systems, i.e., to prepare the student to comprehend the composition of living cells and their physiological processes at the molecular level. Lectures consider the structure and function of proteins, nucleic acids, lipids, and carbohydrates; principles of acid-base equilibria, enzyme catalysis and bioenergetics; fundamental metabolic pathways, and the chemical nature of genetic information storage and expression. The prerequisite reflects the strong emphasis on facility with organic chemistry. This course requires regular study effort on the part of the student. Students who plan to major in biochemistry should enroll in the alternate two-semester series, BioC 4331 and BioC 4332. Text: "Principles of Biochemistry with a Human Focus", Garrett and Grisham, Harcourt College Publishers, 2001.

**Style:** 100% Lecture.

**Grading:** 75% mid exam, 25% final exam.

#### **BIOC 6021 Biochemistry**

**3 credit(s); prereq general biology, organic chemistry, instr consent ; intended for MBS students; Credit will not be granted if credit has been received for: BIOC 3021;**

**Instructor:** Roon, Robert J

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. This course is a one-semester survey of the fundamentals of biochemistry and is part of the core curriculum required for a Biology major in the College of Biological Sciences. The objective of this course is to provide a foundation for understanding the chemistry of biological systems, i.e., to prepare the student to comprehend the composition of living cells and their physiological processes at the molecular level. Lectures consider the structure and function of proteins, nucleic acids, lipids, and carbohydrates; principles of acid-base equilibria, enzyme catalysis and bioenergetics; fundamental metabolic pathways, and the chemical nature of genetic information storage and expression. The prerequisite reflects the strong emphasis on facility with organic chemistry. This course requires regular study effort on the part of the student. Students who plan to major in biochemistry should enroll in the alternate two-semester series, BioC 4331 and BioC 4332. Text: "Principles of Biochemistry with a Human Focus", Garrett and Grisham, Harcourt College Publishers, 2001.

**Style:** Online with handwritten exams

**Grading:** 75% mid exam, 25% final exam.

**Exam Format:** Handwritten. Short answer, write structures,

multiple choice, solve problems, short essays

#### **BIOC 6021 Biochemistry**

**3 credit(s); prereq general biology, organic chemistry, instr consent ; intended for MBS students; Credit will not be granted if credit has been received for: BIOC 3021;**

**Instructor:** Adolph,Kenneth W.

**Description:** The course is a survey of biochemistry that covers the molecular composition of living cells and the biological processes involving these molecules. The course first deals with the four major classes of biochemical molecules: nucleic acids, proteins, lipids, and carbohydrates. This includes their building blocks (nucleotides, amino acids, fatty acids, and monosaccharides), and how the building blocks are linked together to form macromolecules. The course then considers how the macromolecules interact with other molecules to carry out the biological functions of the cell. In particular, the metabolic pathways that generate cellular energy are discussed, as are the processes involving DNA and RNA that lead to the synthesis of proteins. Text: "Essential Biochemistry" by Pratt and Cornely.

**Style:** 100% Lecture.

**Grading:** 75% mid exam, 25% final exam.

#### **BIOC 8084 Research and Literature Reports**

**S-N only, 1 credit(s), max credits 5, 5 completions allowed; prereq Grad BMBB major or instr consent;**

**Instructor:** Ohlendorf,Douglas Henry

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

#### **BIOC 8084 Research and Literature Reports**

**S-N only, 1 credit(s), max credits 5, 5 completions allowed; prereq Grad BMBB major or instr consent;**

**Instructor:** Khodursky,Arkady B

**Description:** Student may contact DGS for information

#### **BIOC 8184 Graduate Seminar**

**S-N only, 1 credit(s), max credits 5, 5 completions allowed; prereq grad BMBB major or DGS consent;**

**Instructor:** Lange,Alex John

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

#### **BIOC 8216 Signal Transduction and Gene Expression**

**3 credit(s); prereq 8002 or instr consent ;**

**Instructor:** Kim,Do-Hyung

**Description:** The BIOC8216/PHCL8216 is a graduate-level course focused on mechanisms of cellular signal transduction. This course emphasizes intensive discussion in class on focused, selected topics. This year, the theme of the course is "insulin signaling, metabolism, and ageing". Except some introductory class as well as some lectures given by invited speakers, the class will discuss topics focused on the theme above. The course will have a couple of class to discuss about the basic principles of signal transduction, briefly introducing several well-characterized cell signaling pathways and important, useful experimental approaches to study signal transduction. The first two weeks will be given for lectures on general introduction on signal transduction. After that, we will discuss several specific topics on cell signaling based on literatures pertaining to the theme above. A general structure is that a lecture will be given for one day for general introduction on a specific cell signaling topic, which will be followed by discussion based on literature that will be assigned by each lecturer. Through employing this structure, the course will help expose students to basic, broad, and current knowledge on cell signaling mechanisms and their impacts on human diseases, and to experimental approaches on cell signaling studies. The course will require each student to submit a two-page concise proposal, and at the end of the course students will present their proposal. We will not have exams, and the grade will be based on the proposal, presentation, and attendance. For further inquiry, please email dhkim@umn.edu

#### **BIOC 8401 Ethics, Public Policy, and Careers in Molecular and Cellular Biology**

**S-N only, 1 credit(s), max credits 2; prereq Grad student in [BMBB or MCDB&G];**

**Instructor:** Nelsestuen,Gary L

**Description:** Ethics of scientific investigation from the viewpoint of western scientific enterprise. Relationship between science, culture, and public policies. Careers in molecular/cellular biology. Nontraditional career tracks. Invited speakers, case studies, small-group discussions, lectures.

**Style:** 30% Lecture, 40% Discussion, 30% Guest Speakers.

**Grading:** 50% attendance, 50% class participation. S/N only

## **Bioethics, Center for N-504 Boynton Health Service**

#### **BTHX 5000 Topics in Bioethics: Genetics & Assisted**

**Reproduction: Law & Ethics**

**2 credit(s), max credits 8; prereq Grad student or instr consent ;**

**Instructor:** Wolf,Susan M

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

#### **BTHX 5000 Topics in Bioethics: Morality & Risk**

**2 credit(s), max credits 8; prereq Grad student or instr consent ;**

**Instructor:** Liaschenko,Joan

**Description:** This course examines the centrality of the concept of risk in contemporary health care and the ways in which it influences morality by attributing blame and redistributing responsibility for bad events. The course will examine the history of the concept, its relation to ideas of contamination, the ways in which it structures the diverse practices that constitute health care - from an individual to a population - and how it works to construct and maintain contemporary views of a healthy and morally ordered world.

#### **BTHX 5325 Biomedical Ethics**

**3 credit(s); prereq Jr or sr or grad student or instr consent ;**

**Instructor:** Kahn,Jeffrey Paul

**Description:** This lecture course surveys major topics and issues in bioethics including issues in medical ethics, ethics of research, and ethical issues arising in leading edge and controversial areas of science. This course requirements include a short essay midterm exam and a final paper (10-15 pages); points will also be awarded for class participation and postings to the course blog each week.

#### **BTHX 5900 Independent Study in Bioethics**

**1-4 credit(s), max credits 8; prereq instr consent ;**

**Instructor:** Miles MD,Steven Haverstock

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

#### **BTHX 5900 Independent Study in Bioethics**

**1-4 credit(s), max credits 8; prereq instr consent ;**

**Instructor:** Song,John Young

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

#### **BTHX 5900 Independent Study in Bioethics**

**1-4 credit(s), max credits 8; prereq instr consent ;**

**Instructor:** Elliott Jr,Bruce Carleton

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

#### **BTHX 5900 Independent Study in Bioethics**

**1-4 credit(s), max credits 8; prereq instr consent ;**

**Instructor:** Kahn,Jeffrey Paul

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

#### **BTHX 5900 Independent Study in Bioethics**

- 1-4 credit(s), max credits 8; prereq instr consent ;**  
**Instructor:** Wolf,Susan M  
**Description:** Student may contact the instructor or department for information.
- BTHX 5900 Independent Study in Bioethics**  
**1-4 credit(s), max credits 8; prereq instr consent ;**  
**Instructor:** DeBruin PhD,Debra Ann  
**Description:** Student may contact the instructor or department for information.
- BTHX 5900 Independent Study in Bioethics**  
**1-4 credit(s), max credits 8; prereq instr consent ;**  
**Instructor:** Liaschenko,Joan  
**Description:** Student may contact the instructor or department for information.
- BTHX 5900 Independent Study in Bioethics**  
**1-4 credit(s), max credits 8; prereq instr consent ;**  
**Instructor:** Valapour,Maryam  
**Description:** Student may contact the instructor or department for information.
- BTHX 5900 Independent Study in Bioethics**  
**1-4 credit(s), max credits 8; prereq instr consent ;**  
**Instructor:** Marshall,Mary Faith  
**Description:** Student may contact the instructor or department for information.
- BTHX 5900 Independent Study in Bioethics**  
**1-4 credit(s), max credits 8; prereq instr consent ;**  
**Instructor:** Turner,Leigh  
**Description:** Student may contact the instructor or department for information.
- BTHX 8000 Advanced Topics in Bioethics: Pediatric Ethics**  
**2 credit(s), max credits 8; prereq 4xxx or 5xxx ethics course or instr consent ;**  
**Instructor:** Brunnequell,Donald Joseph  
**Description:** Student may contact the instructor or department for information.
- BTHX 8000 Advanced Topics in Bioethics: Theory and Practice of Clinical Ethics**  
**2-3 credit(s), max credits 8; prereq 4xxx or 5xxx ethics course or instr consent ;**  
**Instructor:** Marshall,Mary Faith  
**Description:** Student may contact the instructor or department for information.
- BTHX 8000 Advanced Topics in Bioethics: Pediatric Ethics**  
**2 credit(s), max credits 8; prereq 4xxx or 5xxx ethics course or instr consent ;**  
**Instructor:** Marshall,Mary Faith  
**Description:** Student may contact the instructor or department for information.
- BTHX 8114 Ethical and legal Issues in Genetic Counseling A-F only, 3 credit(s); prereq [MCDG MS, genetic counseling specialization] or instr consent ;**  
**Instructor:** LeRoy,Bonnie S  
**Description:** Student may contact the instructor or department for information.
- BTHX 8500 Practicum in Bioethics**  
**OPT No Aud, 1-3 credit(s), max credits 12, 4 completions allowed; prereq Bioethics grad [major or minor] or instr consent ;**  
**Instructor:** Miles MD,Steven Haverstock  
**Description:** Student may contact the instructor or department for information.
- BTHX 8500 Practicum in Bioethics**  
**OPT No Aud, 1-3 credit(s), max credits 12, 4 completions allowed; prereq Bioethics grad [major or minor] or instr consent ;**  
**Instructor:** Song,John Young  
**Description:** Student may contact the instructor or department for information.
- BTHX 8500 Practicum in Bioethics**  
**OPT No Aud, 1-3 credit(s), max credits 12, 4 completions allowed; prereq Bioethics grad [major or minor] or instr consent ;**  
**Instructor:** Elliott Jr,Bruce Carleton  
**Description:** Student may contact the instructor or department for information.
- BTHX 8500 Practicum in Bioethics**  
**OPT No Aud, 1-3 credit(s), max credits 12, 4 completions allowed; prereq Bioethics grad [major or minor] or instr consent ;**  
**Instructor:** Kahn,Jeffrey Paul  
**Description:** Student may contact the instructor or department for information.
- BTHX 8500 Practicum in Bioethics**  
**OPT No Aud, 1-3 credit(s), max credits 12, 4 completions allowed; prereq Bioethics grad [major or minor] or instr consent ;**  
**Instructor:** Wolf,Susan M  
**Description:** Student may contact the instructor or department for information.
- BTHX 8500 Practicum in Bioethics**  
**OPT No Aud, 1-3 credit(s), max credits 12, 4 completions allowed; prereq Bioethics grad [major or minor] or instr consent ;**  
**Instructor:** DeBruin PhD,Debra Ann  
**Description:** Student may contact the instructor or department for information.
- BTHX 8500 Practicum in Bioethics**  
**OPT No Aud, 1-3 credit(s), max credits 12, 4 completions allowed; prereq Bioethics grad [major or minor] or instr consent ;**  
**Instructor:** Liaschenko,Joan  
**Description:** Student may contact the instructor or department for information.
- BTHX 8500 Practicum in Bioethics**  
**OPT No Aud, 1-3 credit(s), max credits 12, 4 completions allowed; prereq Bioethics grad [major or minor] or instr consent ;**  
**Instructor:** Valapour,Maryam  
**Description:** Student may contact the instructor or department for information.
- BTHX 8500 Practicum in Bioethics**  
**OPT No Aud, 1-3 credit(s), max credits 12, 4 completions allowed; prereq Bioethics grad [major or minor] or instr consent ;**  
**Instructor:** Marshall,Mary Faith  
**Description:** Student may contact the instructor or department for information.
- BTHX 8500 Practicum in Bioethics**  
**OPT No Aud, 1-3 credit(s), max credits 12, 4 completions allowed; prereq Bioethics grad [major or minor] or instr consent ;**  
**Instructor:** Turner,Leigh  
**Description:** Student may contact the instructor or department for information.
- BTHX 8610 Medical Consumerism**  
**3 credit(s);**  
**Instructor:** Elliott Jr,Bruce Carleton  
**Description:** Two related movements have emerged in American health care. The first is an emphasis on medical enhancement, or the use of medical technologies to improve the

looks, performance and psychological well-being of people who are healthy. The second is the submission of the American health care system to the machinery of consumer capitalism. This seminar will use an interdisciplinary set of texts to explore the implications of medical consumerism. How is the consumerist model of medicine shaping our concepts of disease and disability? What larger historical developments have led to our current situation? How are the tools of medical enhancement shaping the way we think about our identities and the way we live our lives?

**BTHX 8900 Advanced Independent Study in Bioethics**

**1-4 credit(s), max credits 8; prereq instr consent ;**

**Instructor:** Miles MD, Steven Haverstock

**Description:** Students propose area for advanced individual study with faculty guidance. Students write proposal, which includes outcome objectives and work plan. Faculty member directs student's work and evaluates project.

**BTHX 8900 Advanced Independent Study in Bioethics**

**1-4 credit(s), max credits 8; prereq instr consent ;**

**Instructor:** Song, John Young

**Description:** Students propose area for advanced individual study with faculty guidance. Students write proposal, which includes outcome objectives and work plan. Faculty member directs student's work and evaluates project.

**BTHX 8900 Advanced Independent Study in Bioethics**

**1-4 credit(s), max credits 8; prereq instr consent ;**

**Instructor:** Elliott Jr, Bruce Carleton

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

**BTHX 8900 Advanced Independent Study in Bioethics**

**1-4 credit(s), max credits 8; prereq instr consent ;**

**Instructor:** Kahn, Jeffrey Paul

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

**BTHX 8900 Advanced Independent Study in Bioethics**

**1-4 credit(s), max credits 8; prereq instr consent ;**

**Instructor:** Wolf, Susan M

**Description:** Students propose area for advanced individual study with faculty guidance. Students write proposal, which includes outcome objectives and work plan. Faculty member directs student's work and evaluates project.

**BTHX 8900 Advanced Independent Study in Bioethics**

**1-4 credit(s), max credits 8; prereq instr consent ;**

**Instructor:** DeBruin PhD, Debra Ann

**Description:** Students propose area for advanced individual study with faculty guidance. Students write proposal, which includes outcome objectives and work plan. Faculty member directs student's work and evaluates project.

**BTHX 8900 Advanced Independent Study in Bioethics**

**1-4 credit(s), max credits 8; prereq instr consent ;**

**Instructor:** Liaschenko, Joan

**Description:** Students propose area for advanced individual study with faculty guidance. Students write proposal, which includes outcome objectives and work plan. Faculty member directs student's work and evaluates project.

**BTHX 8900 Advanced Independent Study in Bioethics**

**1-4 credit(s), max credits 8; prereq instr consent ;**

**Instructor:** Valapour, Maryam

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

**BTHX 8900 Advanced Independent Study in Bioethics**

**1-4 credit(s), max credits 8; prereq instr consent ;**

**Instructor:** Marshall, Mary Faith

**Description:** Students propose area for advanced individual study with faculty guidance. Students write proposal, which includes outcome objectives and work plan. Faculty member

directs student's work and evaluates project.

**BTHX 8900 Advanced Independent Study in Bioethics**

**1-4 credit(s), max credits 8; prereq instr consent ;**

**Instructor:** Turner, Leigh

**Description:** Students propose area for advanced individual study with faculty guidance. Students write proposal, which includes outcome objectives and work plan. Faculty member directs student's work and evaluates project.

## Bioinformatics

*6-155 Jackson Hall*

**BINF 5480 Bioinformatics Journal Club**

**S-N only, 1 credit(s), max credits 12, 6 completions allowed;**

**Instructor:** Ellis, Lynda B

**Description:** The journal club is held once a week, over the lunch hour. The first meeting is organizational. Students sign up for the week they want to present a paper. This can be changed by swapping dates with another student; both students must agree to the swap. Students are free to choose any paper(s) on a bioinformatics topic to present. The instructor will offer suggestions if needed. At the organizational meeting, there is a short presentation on how to find articles on bioinformatics topics in online bibliographic databases. Students sign up for the UM bioinformatics email list, and send the paper they will present to that list about a week before their presentation. This is added to the BIJC webpage, and serves as an archive of past BI articles of interest. All persons interested in bioinformatics are welcome to attend.

**Style:** 100% Student Presentation.

**Grading:** S/N - graded on attendance. Talk to the instructor if you must miss a session. If you must miss several sessions, you probably should not take this class.

**BINF 5490 Topics in Bioinformatics**

**1-6 credit(s), max credits 12, 6 completions allowed; prereq instr consent;**

**Instructor:** Ellis, Lynda B

**Description:** An independent study project class offered by members of the Graduate Faculty in Bioinformatics. Projects, number of credits, and grading system are determined by mutual agreement between the faculty member and student. Not all faculty have time and appropriate projects in any given semester. Students should check faculty research interests on the BI faculty web page, and contact faculty they are interested in working with individually to check on the availability of instructor and projects, before registering for this class.

**Style:** As arranged

**Grading:** As arranged

## Biology

*123 Snyder Hall*

**BIOL 1001 Introductory Biology: Evolutionary and Ecological Perspectives**

**4 credit(s); Credit will not be granted if credit has been received for: BIOL 1001H; Meets CLE req of Biological Sciences;**

**Instructor:** STAFF

**Description:** Biol 1001, INTRODUCTORY BIOLOGY: EVOLUTIONARY AND ECOLOGICAL PERSPECTIVES introduces the discipline of biological science by focusing on the fundamental concept underlying all of biology-biological evolution. The course examines the mechanisms of evolution, the genetics underlying the process of heredity and evolutionary change (both within populations and as new species arise), and the historical context and social implications of the theory of evolution. You will learn about the evolutionary history of life on Earth (including the evolution of humans), sexual selection, and

the evolution of behavior. We will also explore how evolution affects your life. At the end of the course, these concepts are put into the context of population, community, and ecosystem ecology, and conservation biology.

**Style:** 65% Lecture, 35% Laboratory.

**Grading:** 33% mid exam, 25% final exam, 15% reports/papers, 16% quizzes, 4% in-class presentation, 7% problem solving homework

**Exam Format:** multiple choice lecture exams

#### **BIOL 1003 Evolution and Biology of Sex**

**4 credit(s); Credit will not be granted if credit has been received for: BIOL 1001; Meets CLE req of Biological Sciences;**

**Instructor:** Cotner, Sehoya H

**Description:** Biol 1003, THE EVOLUTION AND BIOLOGY OF SEX examines evolution of sexual reproduction, genetics and biology of sex determination, sexual selection, human reproduction, disease transmission, the biology of love, human behavior, overpopulation and resource depletion. In both lecture and laboratory, you will explore what sex can teach us about ourselves by using scientific reasoning, articulation of testable hypotheses, and scientific data analysis. At the end of the course, you will have a better understanding of how sex affects our lives and be prepared to continue to learn about this fascinating topic.

**Style:** 65% Lecture, 35% Laboratory.

**Grading:** 33% mid exam, 25% final exam, 15% reports/papers, 16% quizzes, 4% in-class presentation, 7% problem solving.

**Exam Format:** multiple choice lecture exams

#### **BIOL 1009 General Biology**

**4 credit(s); prereq high school chemistry; 1 term college chemistry recommended; Credit will not be granted if credit has been received for: BIOL 1009H; Meets CLE req of Biological Sciences;**

**Instructor:** STAFF

**Description:** Biol 1009, General Biology, is a course for non-CBS majors seeking a broad survey of biology in a single semester. The course covers the major concepts and principles of contemporary biology and also provides the foundation needed to pursue further studies in the biological sciences. Topics include: structure and function of biological molecules, cell structure and function, energy recruitment and utilization, cellular reproduction, flow of genetic information through organisms and populations, principles of inheritance, evolution and ecology. If you are in pre-health sciences or another science major outside of CBS, you may need Biol 1009 to fulfill expectations of professional or graduate schools in your future.

**Style:** 65% Lecture, 35% Laboratory.

**Grading:** 34% mid exam, 21% final exam, 10% reports/papers, 25% quizzes, 10% other evaluation. Unannounced lecture quizzes

**Exam Format:** multiple choice lecture exams

#### **BIOL 1009 General Biology**

**4 credit(s); prereq high school chemistry; 1 term college chemistry recommended; Credit will not be granted if credit has been received for: BIOL 1009H; Meets CLE req of Biological Sciences;**

**Instructor:** Brooker, Robert James

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. The course focuses on four fields of biology: cell biology, genetics, evolution, and ecology. The course is divided into 13 lessons. Three of these lessons (lessons 4, 8, and 13) are exams. The other 10 lessons focus on topics in biology. Each of these 10 lessons covers two or three chapters in your textbook. You will also view online lectures that cover these chapters. For each lesson, you will turn in a homework assignment online, which I will grade and return to you. You will also take a quiz to see if you have a good understanding of the material.

**Style:** Online with handwritten exams

**Grading:** 40% mid exam, 24% final exam, 10% quizzes, 10% written homework, 16% laboratory evaluation.

**Exam Format:** Supervised, in-person (not online) exams.

#### **BIOL 1009H Honors: General Biology**

**4 credit(s); prereq high school chemistry, honors; one term of college chemistry recommended; Credit will not be granted if credit has been received for: BIOL 1009; Meets CLE req of Biological Sciences;**

**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. Tutorial aid is available during certain hours each day.

**Style:** 65% Lecture, 35% Laboratory.

**Grading:** 34% mid exam, 21% final exam, 10% reports/papers, 25% quizzes, 10% other evaluation. Unannounced lecture quizzes

**Exam Format:** multiple choice lecture exams

#### **BIOL 1010 Human Biology: Concepts and Current Ethical Issues**

**A-F only, 4 credit(s); Meets CLE req of Biological Sciences; meets CLE req of Civic Life and Ethics;**

**Instructor:** Palmer, Melissa L

**Description:** Biol 1010, HUMAN BIOLOGY, a brand new course, looks at the human body and current issues concerning this marvelous structure, e.g., cells, organs, physiology of organ systems, ethics, and considers some aspects of human impacts on the environment. Its weekly debates include: Should we as a society use human stem cells for therapy? Is overweight overstated? What are the promises and perils of genetic testing? Should we clone humans? Voluntary breast removal to prevent cancer? could you do it? The laboratory includes opportunities to learn about and measure the functions of the human body. In addition, in order to more effectively understand human biological processes, animal dissections are required. Special attention is placed upon mammalian anatomy through dissection of the fetal pig.

#### **BIOL 1020 Biology Colloquium**

**S-N only, 1 credit(s), max credits 2;**

**Instructor:** Hanna, Kathryn L

**Description:** This is a unique class, organized and run by upper division students, recommended for those who wish to explore the various fields and career alternatives in the biological sciences. The class gives students the chance to interact with biology faculty and students with similar interests. The Biology Colloquium offers both large-group seminars, featuring prominent scientists discussing their research programs or other speakers discussing their careers in biology, internship opportunities or health care careers. Small-group tours take you to research facilities on and off campus, such as the Raptor Rehabilitation Center, Cancer Center, Experimental Surgery Services, or research and development laboratories at Ecolab, Inc. Socially, Colloquium students always find time for fun, too, whether on a field trip, studying together in the student lounge, or participating in the optional tours or weekend events. Students may begin the Colloquium class any semester (preferably early in their academic studies) and take it two times. The second semester allows you to conduct a project (see Biol 1093). This course is also the stepping stone to leadership responsibilities in the Biology Colloquium Program (see Biol 3600).

**Style:** 10% Discussion, 50% Field Trips, 40% Guest Speakers. Class time is split between large group sessions and tours to science facilities.

**Grading:** 50% attendance, 50% reflection paper. Class attendance is required.

#### **BIOL 1050 Our Global Environment: Science and Solutions**

**A-F only, 3 credit(s); Meets CLE req of Environment;**

**Instructor:** Wassenberg, Deena Marie

**Description:** What are environmentally sound food choices? Is global warming a conspiracy? Are pesticides turning male frogs into females? These and other questions are explored in Biology 1050. Our Global Environment: Science and Solutions. This course meets the CLE ENV theme, has no prerequisites and is appropriate for individuals with some high school science background. We will focus on approaching environmental problems as scientists. This course will approach a the topics of biodiversity, environmental toxicology, food choices and global climate change, concentrating on the skills of inquiry that can be applied to any scientific question. This means we will evaluate data and experimental design, we will propose experiments and we will learn to carefully consider sources of data. For more information contact Deena Wassenberg (deenaw@umn.edu)

#### **BIOL 1093 Biology Colloquium: Directed Study**

**S-N only, 1 credit(s); prereq 1020 and concurrent enrollment 1020;**

**Instructor:** Hanna, Kathryn L

**Description:** This course allows students early in their studies to explore various biology disciplines through an independent project or beginning research experience under the supervision of a faculty sponsor. The Biology Colloquium Student Leaders will help you find the biology-related project that fits your interests and allows you to earn University credit as well as try out the world of research. To be eligible, students must have taken one previous Biology Colloquium class (Biol 1020) and also be concurrently enrolled in the Biology Colloquium (Biol 1020). Examples of previous projects include: work with anaerobic bacteria, helping with data analysis in the lion project, working on chemical carcinogenesis, fruit fly genetics, liver cell research, monarch butterfly research, and many, many other projects across the University.

**Style:** Independent project working at least 3 hours per week on project.

#### **BIOL 1101W Heredity and Human Society**

**3 credit(s); prereq No cr if taken after 4003 or GCB 3022; Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive;**

**Instructor:** Fan, David P

**Description:** This is an introductory course covering genetics and bioethics, meeting both the writing intensive and citizenship/public ethics requirements of the University. The genetics is presented in lecture, focuses on humans, and is tested using multiple choice exams. The ethics component involves writing papers on ethical case studies, both to present interesting ethical problems and to resolve ethical issues. The material for the papers is presented by students to the class to get feedback useful for improving the papers, thereby fulfilling the feedback requirement of writing intensive courses.

**Style:** 66% Lecture, 34% Discussion.

**Grading:** 40% mid exam, 20% final exam, 40% reports/papers.

**Exam Format:** multiple choice

#### **BIOL 1905 Freshman Seminar for the Biological Sciences:**

**What Sex Should I Be?**

**A-F only, 1 credit(s), max credits 6; prereq freshman;**

**Instructor:** Phillips, Jane Ann

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

#### **BIOL 1905 Freshman Seminar for the Biological Sciences:**

**GENOMICS: Applications in BioMed Sci & Biotech**

**A-F only, 1 credit(s), max credits 6; prereq freshman;**

**Instructor:** Hackett Jr, Perry B

**Description:** DNA and Genomes are discussed in just about every modern context, from medical science and biotechnology to crime scene investigations, law, insurance policies, and ethics of retooling animal and plant genomes. We will consider interfaces between science, politics, religion and the press. The seminar will begin with some of the recent findings of science and medicine and then consider some ramifications that you will encounter in your daily lives as genomics plays a larger role as applications develop. Students and visitors will discuss a variety

of topics including ethics of selection of humans by their genomes, genetic counseling, CSI in Minnesota, the use of DNA profiling in medicine and insurance, and the future of retooling plant and animal genomes to guide future evolution. We will try to develop personal strategies that will allow us to evaluate current and future controversies on similar topics.

#### **BIOL 2001 Career Planning for Biologists**

**S-N only, 1 credit(s);**

**Instructor:** LeFay MS, Lisa

**Description:** This course leads you through the steps of career planning and decision making. You will assess your strengths, interests and values. You will learn how to research careers. You will learn about successful strategies for setting goals and making decisions. Not only will you learn about campus resources but you will attend and participate in campus activities. Discussions are both online and held in class. There is a very strong web-based component to the class.

**Style:** 5% Lecture, 20% Discussion, 15% Small Group Activities, 10% Field Trips, 50% Web Based.

#### **BIOL 2001 Career Planning for Biologists**

**S-N only, 1 credit(s);**

**Instructor:** Fraasch, Nancy S

**Description:** This course leads you through the steps of career planning and decision making. You will assess your strengths, interests and values. You will learn how to research careers. You will learn about successful strategies for setting goals and making decisions. Not only will you learn about campus resources but you will attend and participate in campus activities. Discussions are both online and held in class. There is a very strong web-based component to the class.

**Style:** 5% Lecture, 20% Discussion, 15% Small Group Activities, 10% Field Trips, 50% Web Based.

#### **BIOL 2002 Foundations of Biology for Biological Sciences Majors, Part I**

**A-F only, 6 credit(s); prereq [[CHEM 1021 or equiv], CBS major] or dept consent ; calculus I or equiv recommended; Credit will not be granted if credit has been received for: BIOL 2002H; Meets CLE req of Biological Sciences;**

**Instructor:** Wick, Susan M

**Description:** Biol 2002 is intended for majors in the College of Biological Sciences. It is the first of two foundational courses that cover core biological concepts, from biomolecules to ecosystems. This course emphasizes evolution, organismal diversity, and genetics within the context of problem solving and application. The lecture/recitation sections are integrated with laboratory exercises to give students basic experience with the methods of modern biology. Student participation is encouraged.

**Style:** 50% Lecture, 50% Laboratory.

**Grading:** 30% mid exam, 15% final exam, 50% laboratory evaluation, 5% problem solving.

#### **BIOL 2002H Foundations of Biology for Biological Sciences Majors, Part I**

**A-F only, 6 credit(s); prereq [CHEM 1021 or equiv, CBS major, honors student] or dept consent ; calculus I or equiv recommended; Credit will not be granted if credit has been received for: BIOL 2002; Meets CLE req of Biological Sciences;**

**Instructor:** Wick, Susan M

**Description:** Biol 2002H is intended for majors in the College of Biological Sciences. It is the first of two foundational courses that cover core biological concepts, from biomolecules to ecosystems. This course emphasizes evolution, organismal diversity, and genetics within the context of problem solving and application. The lecture/recitation sections are integrated with laboratory exercises to give students basic experience with the methods of modern biology. Student participation is encouraged.

#### **BIOL 2003 Foundations of Biology for Biological Sciences Majors, Part II**

**A-F only, 3 credit(s); prereq [2002 or 2002H or CBS major], concurrent enrollment in Biol 2004 (must register for 2004 before 2003), [MATH 1271 or equiv]; Credit will not be**



**granted if credit has been received for: BIOL 2003H;**

**Instructor:** Brooker, Robert James

**Description:** BIOL 2003 is intended for majors in the College of Biological Sciences. It is the second of two foundational courses that cover core biological concepts, from biomolecules to ecosystems. This course emphasizes ecology and biochemistry within the context of problem solving and application. This second semester emphasizes application of quantitative skills, concepts, and tools to biological problems through independent research. While students will meet regularly with instructors, they also will be responsible for scheduling their time in an open lab in order to complete their research project. At the end of this course, students will be qualified to enter a faculty research lab, internship, or other venue of active science.

**BIOL 2003 Foundations of Biology for Biological Sciences Majors, Part II**

**A-F only, 3 credit(s); prereq [2002 or 2002H or CBS major], concurrent enrollment in Biol 2004 (must register for 2004 before 2003), [MATH 1271 or equiv]; Credit will not be granted if credit has been received for: BIOL 2003H;**

**Instructor:** Somia, Nikunj V

**Description:** This course emphasizes ecology and biochemistry within the context of problem solving and application. Emphasis is placed on application of quantitative skills, concepts, and tools to biological problems through independent research.

**BIOL 2003 Foundations of Biology for Biological Sciences Majors, Part II**

**A-F only, 3 credit(s); prereq [2002 or 2002H or CBS major], concurrent enrollment in Biol 2004 (must register for 2004 before 2003), [MATH 1271 or equiv]; Credit will not be granted if credit has been received for: BIOL 2003H;**

**Instructor:** Wassenberg, Deena Marie

**Description:** This course emphasizes ecology and biochemistry within the context of problem solving and application. Emphasis is placed on application of quantitative skills, concepts, and tools to biological problems through independent research.

**BIOL 2003 Foundations of Biology for Biological Sciences Majors, Part II**

**A-F only, 3 credit(s); prereq [2002 or 2002H or CBS major], concurrent enrollment in Biol 2004 (must register for 2004 before 2003), [MATH 1271 or equiv]; Credit will not be granted if credit has been received for: BIOL 2003H;**

**Instructor:** Seabloom, Eric

**Description:** BIOL 2003 is intended for majors in the College of Biological Sciences. It is the second of two foundational courses that cover core biological concepts, from biomolecules to ecosystems. This course emphasizes ecology and biochemistry within the context of problem solving and application. This second semester emphasizes application of quantitative skills, concepts, and tools to biological problems through independent research. While students will meet regularly with instructors, they also will be responsible for scheduling their time in an open lab in order to complete their research project. At the end of this course, students will be qualified to enter a faculty research lab, internship, or other venue of active science.

**BIOL 2003H Foundations of Biology for Biological Sciences Majors, Part II**

**A-F only, 3 credit(s); prereq [2002 or 2002H], concurrent enrollment in Biol 2004H (must register for 2004H before 2003H), [MATH 1271 or equiv], honors; Credit will not be granted if credit has been received for: BIOL 2003;**

**Instructor:** Brooker, Robert James

**Description:** This course emphasizes ecology and biochemistry within the context of problem solving and application. Emphasis is placed on application of quantitative skills, concepts, and tools to biological problems through independent research.

**BIOL 2003H Foundations of Biology for Biological Sciences Majors, Part II**

**A-F only, 3 credit(s); prereq [2002 or 2002H], concurrent enrollment in Biol 2004H (must register for 2004H before 2003H), [MATH 1271 or equiv], honors; Credit will not be**

**granted if credit has been received for: BIOL 2003;**

**Instructor:** Somia, Nikunj V

**Description:** This course emphasizes ecology and biochemistry within the context of problem solving and application. Emphasis is placed on application of quantitative skills, concepts, and tools to biological problems through independent research.

**BIOL 2003H Foundations of Biology for Biological Sciences Majors, Part II**

**A-F only, 3 credit(s); prereq [2002 or 2002H], concurrent enrollment in Biol 2004H (must register for 2004H before 2003H), [MATH 1271 or equiv], honors; Credit will not be granted if credit has been received for: BIOL 2003;**

**Instructor:** Wassenberg, Deena Marie

**Description:** This course emphasizes ecology and biochemistry within the context of problem solving and application. Emphasis is placed on application of quantitative skills, concepts, and tools to biological problems through independent research.

**BIOL 2003H Foundations of Biology for Biological Sciences Majors, Part II**

**A-F only, 3 credit(s); prereq [2002 or 2002H], concurrent enrollment in Biol 2004H (must register for 2004H before 2003H), [MATH 1271 or equiv], honors; Credit will not be granted if credit has been received for: BIOL 2003;**

**Instructor:** Seabloom, Eric

**Description:** This course emphasizes ecology and biochemistry within the context of problem solving and application. Emphasis is placed on application of quantitative skills, concepts, and tools to biological problems through independent research.

**BIOL 2004 Foundations of Biology for Biological Sciences Majors, Part II Laboratory**

**A-F only, 3 credit(s); prereq [2002 or 2002H or CBS major], concurrent enrollment in Biol 2003 (must register for 2004 before 2003); Credit will not be granted if credit has been received for: BIOL 2004H;**

**Instructor:** STAFF

**Description:** Accompanies 2003. Students design/perform research projects. Relationship between biology and other sciences. Applying quantitative skills, scientific method, and modern biological tools to real-world questions.

**BIOL 2004H Foundations of Biology for Biological Sciences Majors, Part II Laboratory**

**A-F only, 3 credit(s); prereq [2002 or 2002H], honors, concurrent enrollment in Biol 2003H (must register for 2004H before 2003H); Credit will not be granted if credit has been received for: BIOL 2004;**

**Instructor:** Kirkpatrick, Catherine

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

**BIOL 2005 Animal Diversity Laboratory**

**1 credit(s); Credit will not be granted if credit has been received for: BIOL 2012;**

**Instructor:** STAFF

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

**Style:** 5% Discussion, 95% Laboratory.

**Grading:** 55% mid exam, 37% final exam, 8% quizzes.

**Exam Format:** multiple choice/practical

**BIOL 2012 General Zoology**

**4 credit(s); prereq One semester of college biology; Credit will not be granted if credit has been received for: BIOL 2005;**

**Instructor:** Cotner, Sehoya H

**Description:** The course provides a framework for

understanding the major groups of animals (phyla) on Plant Earth, ranging from unicellular protozoa to arthropods and mammals and including their marine, freshwater, and terrestrial representatives. The phyla are traced through evolutionary time to see how they solved the common problems of existence (e.g., feeding movement, respiration, reproduction) and how their solutions have given rise to increasing levels of structural complexity. Video clips and slides are liberally used to illustrate aspects of behavior, ecology, and relevance to human 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.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 20% mid exam, 20% final exam, 10% reports/papers, 10% quizzes, 40% laboratory evaluation.

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

#### **BIOL 2022 General Botany**

**A-F only, 3 credit(s); prereq One semester of college biology;**

**Instructor:** Biesboer, David D.

**Description:** Scientific principles of plant biology including the evolution, organization, function, growth and development, and reproductive biology of plants and plant-like organisms. Includes lab.

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

**Grading:** 100% other evaluation. see #2; 60% lecture/40% laboratory

**Exam Format:** Multiple choice, short answer and essay.

#### **BIOL 2301 Leadership and Service**

**S-N only, 2 credit(s); prereq [1301, 2001, CBS Dean's Scholar] or instr consent ;**

**Instructor:** Stein, Meaghan

**Description:** This course is designed for students in the CBS Dean's Scholars program to reflect on the importance of civic responsibility and service in leadership, understand how personal experiences influence perspectives on social issues, and learn techniques for effective group work. The course provides students with an opportunity to partner with a community organization during the semester based on articulated service outcomes.

#### **BIOL 2311 Integrative Biology**

**A-F only, 5 credit(s); prereq [Grade of at least C- in [[MATH 1161 or equiv], [CHEM 1231 or equiv]]] or placement test; Meets CLE req of Biological Sciences;**

**Instructor:** Metzger, Kelsey Jean

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

#### **BIOL 2332 Anatomy and Physiology II**

**A-F only, 4 credit(s); prereq Grade of at least C- in 2331 or placement test;**

**Instructor:** Dunbar, Robert Lee

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

#### **BIOL 3002 Plant Biology: Function**

**2 credit(s); prereq [1002 or 1009 or 2003 or equiv], [CHEM 1011 or one semester chemistry with some organic content];**

**Instructor:** Olszewski, Neil E

**Description:** You undoubtedly know that humans depend on plants for the oxygen that we breathe, our food and clothes, and for many of us, the houses in which we live. Of course this list can be expanded enormously (consider biofuels, wildlife habitat, the horticultural industry, medicines, etc.). This course examines how plants provide these services by investigating how they develop, grow, reproduce and interact with their environment. While plants may seem like simple organisms, they are in fact incredibly complex. Plants contain genomes that contain at least

as many genes as the does the human genome, produce hormones that have profound effects on their growth and development, and obtain their nutrients entirely from the soil and atmosphere, sometimes with the aid of amazing partnerships with bacteria and fungi. Whether you are a student interested in how plants will respond to global climate change, how people can create sustainable agricultural systems, how scientists are using technology to create new crop varieties that are resistant to pathogens and tolerate poor soils and increasing temperatures, or are just interested in learning about the beautiful and fascinating mechanisms by which plants thrive, this course will provide you with a starting point for your future studies.

**Style:** 95% Lecture, 5% Film/Video.

**Grading:** 33% mid exam, 33% final exam, 33% quizzes.

**Exam Format:** Exams and quizzes are composed mostly of true/false, multiple choice or short answer questions.

#### **BIOL 3002 Plant Biology: Function**

**2 credit(s); prereq [1002 or 1009 or 2003 or equiv], [CHEM 1011 or one semester chemistry with some organic content];**

**Instructor:** Libourel, Igor

**Description:** You undoubtedly know that humans depend on plants for the oxygen that we breathe, our food and clothes, and for many of us, the houses in which we live. Of course this list can be expanded enormously (consider biofuels, wildlife habitat, the horticultural industry, medicines, etc.). This course examines how plants provide these services by investigating how they develop, grow, reproduce and interact with their environment. While plants may seem like simple organisms, they are in fact incredibly complex. Plants contain genomes that contain at least as many genes as the does the human genome, produce hormones that have profound effects on their growth and development, and obtain their nutrients entirely from the soil and atmosphere, sometimes with the aid of amazing partnerships with bacteria and fungi. Whether you are a student interested in how plants will respond to global climate change, how people can create sustainable agricultural systems, how scientists are using technology to create new crop varieties that are resistant to pathogens and tolerate poor soils and increasing temperatures, or are just interested in learning about the beautiful and fascinating mechanisms by which plants thrive, this course will provide you with a starting point for your future studies.

**Style:** 95% Lecture, 5% Film/Video.

**Grading:** 33% mid exam, 33% final exam, 33% quizzes.

**Exam Format:** Exams and quizzes are composed mostly of true/false, multiple choice or short answer questions.

#### **BIOL 3005W Plant Function Laboratory**

**2 credit(s); prereq Concurrent enrollment 3002; Meets CLE req of Writing Intensive;**

**Instructor:** Olszewski, Neil E

**Description:** This lab will combine traditional physiological and modern genetic based methodologies to study plant function. Labs designed to address questions concerning plant biochemistry, water and mineral transport, and hormone function will be performed. In addition, the students will initiate a scientific study on the effects of gene mutations on light perception by plants. The writing component will be largely based on novel research designed by the students. Required text (lab manual)- Experiments in Plant Physiology by Carol Reiss. Grading: 33% based on lab performance, record keeping and answering of questions concerning laboratory experiments; 33% based on the writing of 4 papers. Three of the papers will concern novel research designed by the students, the fourth will be a lab write up in the format of a published research paper; 33% based on four quizzes (short answer).

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

#### **BIOL 3005W Plant Function Laboratory**

**2 credit(s); prereq Concurrent enrollment 3002; Meets CLE req of Writing Intensive;**

**Instructor:** Marks, M David

**Description:** This lab will combine traditional physiological and

modern genetic based methodologies to study plant function. Labs designed to address questions concerning plant biochemistry, water and mineral transport, and hormone function will be performed. In addition, the students will initiate a scientific study on the effects of gene mutations on light perception by plants. The writing component will be largely based on novel research designed by the students. Required text (lab manual)- Experiments in Plant Physiology by Carol Reiss. Grading: 33% based on lab performance, record keeping and answering of questions concerning laboratory experiments; 33% based on the writing of 4 papers. Three of the papers will concern novel research designed by the students, the fourth will be a lab write up in the format of a published research paper; 33% based on four quizzes (short answer).

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

### **BIOL 3209 Understanding the Evolution-Creationism Controversy**

**A-F only, 3 credit(s); prereq 1001 or 1009 or 2002 or equiv; Meets CLE req of Civic Life and Ethics;**

**Instructor:** Moore, Randy

**Description:** This course will help you develop your own understanding of the evolution-creationism controversy and, in the process, prepare you to understand how the controversy (and its associated civic and ethical issues) affects communities in their everyday lives. Although we will discuss the science underlying evolution, most of controversy is based not on science, but on social and civic issues. We'll examine how society has debated and otherwise dealt with the controversy, especially how 1) the controversy has developed in the past 150 years, and 2) how various ethical and civic issues have pervaded the controversy, and 3) how the controversy has been assessed by individuals, organizations, and communities (e.g., churches, politicians). Students will have many opportunities to apply their knowledge to modern versions of the controversy (e.g., "intelligent design") through discussions, assignments, guest speakers, and mock trials. These activities will 1) encourage you to think about how this controversy affects various people, organizations, and communities, 2) help you reflect on the roles of common and powerful societal forces such as science and religious faith, and 3) help you integrate the often-overlapping roles of science, politics, religious faith, and other aspects of modern society. Taken together, these activities will help you acquire the interests, skills, and breadth of experiences to be an informed and engaged citizen. The course-lectures, discussions, activities, and assignments will challenge you to understand how the many ethical principles, beliefs, and attitudes of individuals and various social groups were developed, affect, and are affected by, the ethical and societal intersections of science, religion, politics, and education. A basic part of this understanding is an awareness of how ethics influence how individuals and groups determine what should be done with important, contentious issues and information. For example, what processes do stakeholders such as educators, churches, and politicians use to address issues that involve collisions between society and religion? Finally, this course will help you develop your own understanding and appreciation of the evolution-creationism controversy. We'll discuss the many aspects of this controversy, including its history, legacy, relevance, and key people. We will also discuss a variety of issues related to the controversy, including those involving court decisions, public opinion, and related issues (e.g., racism, politics, etc.). Many people are emotional and opinionated about the evolution-creationism controversy. Although the focus of this course is not on opinions, we will talk about why so many people feel strongly about these issues, and why the controversy persists. You'll be interested in, and probably surprised by, what you learn.

### **BIOL 3211 Animal Physiology**

**3 credit(s); prereq [1002 or 1009 or 2003 or equiv], CHEM 1021; Concurrent registration in 2005 is strongly recommended;**

**Instructor:** Palmer, Melissa L

**Description:** The main objective is understanding how animals carry out a variety of functions (e.g. respiration, movement). We

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

**Style:** 100% Lecture.

**Grading:** 50% final exam, 50% other evaluation. midsemester exams (25% each)

**Exam Format:** multiple choice

### **BIOL 3408W Ecology**

**3 credit(s); prereq [One semester college biology], [MATH 1142 or MATH 1271 or MATH 1281 or equiv]; Credit will not be granted if credit has been received for: EEB 3001; Meets CLE req of Writing Intensive;**

**Instructor:** Alstad, Donald Norman

**Description:** Biology 3408W offers an introduction to the growth, regulation, and structure of plant and animal populations; biotic interactions between species and their effects on community diversity and succession; the trophic dynamics of ecosystems; cycling of carbon, nutrients, and energy; and ecological consequences of global change. It includes a series of lectures, and weekly subsection meetings for discussion, laboratory experiments, and computer simulation exercises designed to complement the lecture program and foster understanding of important conceptual issues. Biology 3408W has four principal learning objectives. First, the lecture program and section discussions introduce a wide range of ecological subjects and issues. Second, in lecture, lab experiments and via problem sets, we teach the quantitative and analytical skills required to conceptualize ecological dynamics. Third, because variances associated with measurement, replication, and treatment effects are part of all empirical ecology, we offer practice in spreadsheet data manipulation, descriptive statistics, the analysis of variance, and experimental design. Finally, because all scientists must convey the results of their work, we coach students through preparation and completion of two written lab reports, one on a simple experiment of our design, and one on an experiment that student collaborators design for themselves.

**Style:** 40% Lecture. discussion, lab, and computer simulation

**Grading:** 25% mid exam, 25% final exam, 25% reports/papers, 20% written homework, 5% in-class presentation. Problem Sets

**Exam Format:** Problems, short essays, multiple choice and true/false

### **BIOL 3409 Evolution**

**3 credit(s); prereq One semester college biology; Credit will not be granted if credit has been received for: BIOL 5409;**

**Instructor:** Lanyon, Scott Merrill

**Description:** This course explores the foundations of evolutionary biology. We will examine the divergence of biological forms through history with an emphasis on presently existing biological diversity. We will investigate the mechanisms of evolution and illustrate them with current research. A primary objective of the course is that students learn evolutionary principles and develop the capability of applying these principles to understand how the biological world has evolved and continues to evolve. The course includes lectures and weekly section meetings for labs, discussions, and computer simulation exercises. The course readings are drawn primarily from Freeman and Herron Evolutionary Analysis (3rd edition, 2003). This text is available in the bookstore and will be on reserve in Magrath (St. Paul Central) Library. The lab manual is also available at the bookstore.

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

**Grading:** 30% mid exam, 20% final exam, 10% class

participation, 20% laboratory evaluation, 20% problem solving.

**Exam Format:** multiple choice, true/false, short answer, and essay

#### **BIOL 3409 Evolution**

**3 credit(s); prereq One semester college biology; Credit will not be granted if credit has been received for: BIOL 5409;**

**Instructor:** Tiffin, Peter L

**Description:** This course explores the foundations of evolutionary biology. We will examine the divergence of biological forms through history with an emphasis on presently existing biological diversity. We will investigate the mechanisms of evolution and illustrate them with current research. A primary objective of the course is that students learn evolutionary principles and develop the capability of applying these principles to understand how the biological world has evolved and continues to evolve. The course includes lectures and weekly section meetings for labs, discussions, and computer simulation exercises. The course readings are drawn primarily from Freeman and Herron *Evolutionary Analysis* (3rd edition, 2003). This text is available in the bookstore and will be on reserve in Magrath (St. Paul Central) Library. The lab manual is also available at the bookstore.

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

**Grading:** 30% mid exam, 20% final exam, 10% class participation, 20% laboratory evaluation, 20% problem solving.

**Exam Format:** multiple choice, true/false, short answer, and essay

#### **BIOL 3411 Introduction to Animal Behavior**

**3 credit(s); prereq One semester of college biology; Credit will not be granted if credit has been received for: BIOL 3811;**

**Instructor:** Stephens, David William

**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. 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.

**Style:** 50% Lecture, 50% Laboratory.

**Grading:** 25% mid exam, 25% final exam, 50% laboratory evaluation.

**Exam Format:** Multiple choice, short answer and short essay.

#### **BIOL 3600 Directed Instruction**

**S-N only, 1-2 credit(s), max credits 6, 6 completions allowed; prereq 1020, upper div, application, instr consent; up to 4 cr may apply to major;**

**Instructor:** Hanna, Kathryn L

**Description:** This course allows students to gain experience in organizing, leading and evaluating a small group of students by becoming a Student Leader for the Biology Colloquium class (Biol 1020). Biology Colloquium Student Leaders attend the weekly Biology Colloquium class and Student Leader meetings, set up small-group tours, evaluate student journals and tours, and hold office hours. About 6 hours a week are involved during the semester. Prior to the beginning of the semester, a training/orientation session is required and two Student Leader group meetings are held throughout the semester. To be eligible to be a Student Leader, students need to have been completed two semesters of the Biology Colloquium class (Biol 1020) and be in satisfactory progress within their degree objectives. An application is required and is available at <http://biosci.cbs.umn.edu/bcq> or from the instructor.

**Style:** Must attend all class sessions of a Biol 1020 section.

#### **BIOL 3610 Internship: Professional Experience in Biological Sciences**

**S-N only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Acceptance into CBS Internship Program, internship workshop, college consent;**

**Instructor:** Hanna, Kathryn L

**Description:** Undergraduate students can earn credit for a structured internship that matches their academic and/or career goals in life science with off-campus learning opportunities.

Biological sciences internships in industry, non-profit organizations, and government agencies may be found through the Career Center for Science and Engineering (50 Lind Hall, Minneapolis Campus). The number of credits is variable and will be based on time spent on-site and other course requirements. Students must commit to a minimum of 10 hours/week/semester (at least 150 hours). Students will submit a Learning Agreement Form developed in consultation with the on-site internship supervisor and the faculty instructor. Students must meet individually with the instructor in order to register for credit. If a student has questions about a specific internship opportunity, contact the instructor at [khanna@umn.edu](mailto:khanna@umn.edu). Examples of organizations that have hosted internship students include, Hennepin County Medical Center, Minnesota Zoo, MN Bureau of Criminal Apprehension, MN Dept. of Natural Resources, Medtronic, Medtox, Wildlife Rehabilitation Center, and many, many other organizations.

**Style:** Interns will meet as a group for 2 or 3 evening sessions, TBA.

**Grading:** 100% other evaluation. Students are required to keep a weekly journal and write a final reflective paper. Beyond one credit, students may help select the type of assignments that enable them to enhance their internship experience. S/N grading only.

#### **BIOL 3700 Undergraduate Seminar: Sex Determination in Animals**

**1 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Phillips, Jane Ann

**Description:** The goals of this course include --Learning about sex determination in animals --Reading and discussing research papers --Learning to effectively lead your colleagues in discussions It's pretty simple, right? You are born a female or a male and you stay that way for life. Well, it really isn't that simple. The XY genetic system of sex determination in humans is not at all a universal system in animals. And even in humans, it is not foolproof. This seminar will explore the fascinating field of different sex determination systems in animals, look at how the systems work, and study how external forces, including estrogen-mimics in our environment, can disrupt these systems. As we venture into aspects of sex determination in humans, we will touch cultural and social issues as well. We'll start by looking at an overview, but then spend some time exploring different aspects of sex determination. We may approach the areas from the molecular, cellular, developmental, ecological, evolutionary, or social perspectives. I can promise that they will all be interesting. In the first 2 weeks of the class, we will explore what we already know about sex determination systems and look at an overview of some of the different areas of sex determination we could explore in more depth. The following weeks of the semester are more loosely structured so that the group can decide what direction we want to take. Once we make that decision, pairs will sign up to lead the discussion that week. This will include finding and assigning readings or papers for everyone to read. I will assist in finding materials to use. Jane

**Style:** 80% Discussion, 10% Field Trips, 10% Guest Speakers.

**Grading:** 25% reports/papers, 25% reflection paper, 50% in-class presentation. Absences will be counted against the in-class participation points since you cannot participate if you are not there.

#### **BIOL 3700 Undergraduate Seminar: Engineering Genetic Machines: Energy & Environment**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Schmidt-Dannert, Claudia

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

#### **BIOL 4003 Genetics**

**3 credit(s); prereq [[BIOC 3021 or BIOC 4331], [any CBS major or major in [animal science or applied plant science or BA biology or BA microbiology or nutrition or physiology or biology/society/environment]]] or instr consent ; Credit**

**will not be granted if credit has been received for: GCD 3022;**

**Instructor:** Springer, Nathan Michael

**Description:** This course is a survey of genetics for biology majors. The goal of this course is for students to develop an understanding of the principles of genetics. This includes understanding the transmission of genetic information from one generation to the next, how genetic information is expressed in cells and organisms and how the information within a population can change over time. The course will also discuss the practical applications of genetics and the new methods being used to understand genetic inheritance and genetic control of traits. Topics that will be covered in the course include Mendelian genetics, dominance, epistasis, probability & chi-square, sex chromosomes, nucleic acid & chromosome structure, replication of DNA, linkage, crossing over, gene mapping, recombination in microorganisms, transposable genetic elements, variations in chromosome number and structure, regulation of gene expression, mutation and DNA repair mechanisms, molecular genetics, cloning and sequencing of genes, genomics, the genetics of cancer, the inheritance of complex traits & heritability, and population genetics.

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

**Grading:** 40% final exam, 10% special projects, 50% additional semester exams.

#### BIOL 4003 Genetics

**3 credit(s); prereq** [[BIOC 3021 or BIOC 4331], [any CBS major or major in [animal science or applied plant science or BA biology or BA microbiology or nutrition or physiology or biology/society/environment]]] or instr consent ; **Credit will not be granted if credit has been received for: GCD 3022;**

**Instructor:** Lefebvre, Paul A

**Description:**

**Style:** 100% Lecture.

**Grading:** 60% mid exam, 40% final exam.

**Exam Format:** Problem solving

#### BIOL 4003 Genetics

**3 credit(s); prereq** [[BIOC 3021 or BIOC 4331], [any CBS major or major in [animal science or applied plant science or BA biology or BA microbiology or nutrition or physiology or biology/society/environment]]] or instr consent ; **Credit will not be granted if credit has been received for: GCD 3022;**

**Instructor:** Shaw, Jocelyn E

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

#### BIOL 4003 Genetics

**3 credit(s); prereq** [[BIOC 3021 or BIOC 4331], [any CBS major or major in [animal science or applied plant science or BA biology or BA microbiology or nutrition or physiology or biology/society/environment]]] or instr consent ; **Credit will not be granted if credit has been received for: GCD 3022;**

**Instructor:** Brooker, Robert James

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policy, fee, and financial aid restrictions. This course is intended to provide you with a broad understanding of genetics. In the first part of the course you will explore the structure, replication, and expression of the genetic material known as deoxyribonucleic acid (DNA). As you examine DNA, you will gain an understanding of the molecular structure of DNA and its organization into units called genes. The next part of the course emphasizes inheritance patterns. In it, you will examine many types of inheritance patterns, including simple Mendelian inheritance, extra-chromosomal inheritance, linkage, and the quantitative traits that are determined by multiple genes. The last part of the course examines the genetic technologies that are used to analyze the genetic compositions of species and have applications in our everyday lives. This course ends with a consideration of genetics at the level of populations, and how the

genetic compositions of populations evolve over time.

**Style:** Online with handwritten exams

**Grading:** 60% mid exam, 30% final exam, 5% quizzes, 5% written homework.

**Exam Format:** Supervised, in-person (not online) exams

#### BIOL 4003 Genetics

**3 credit(s); prereq** [[BIOC 3021 or BIOC 4331], [any CBS major or major in [animal science or applied plant science or BA biology or BA microbiology or nutrition or physiology or biology/society/environment]]] or instr consent ; **Credit will not be granted if credit has been received for: GCD 3022;**

**Instructor:** Gray, William M

**Description:** Introduction to the nature of genetic information, its transmission from parents to offspring, its expression in cells and organisms, and its course in populations. The course is intended for majors in biology or departmental degree programs in biology. An understanding of undergraduate level biochemistry is a prerequisite.

**Style:** 95% Lecture, 5% Discussion.

**Grading:** 67% mid exam, 33% final exam.

**Exam Format:** problem solving, multiple choice

#### BIOL 4004 Cell Biology

**3 credit(s); prereq** [3021 or BIOC 3021 or BIOC 4331], [4003 or BIOC 4332];

**Instructor:** Silflow, Carolyn D.

**Description:** Processes fundamental to cells emphasizing eukaryotic cells. Assembly and function of membranes and organelles. Cell division, cell form and movement, intercellular communication, transport, and secretion pathways. Some discussion of specialized cells including cancer cells and differentiated cells. This course will be web enhanced. The URL varies with instructor.

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

**Grading:** 60% mid exam, 40% final exam.

**Exam Format:** multiple choice, short essay

#### BIOL 4004 Cell Biology

**3 credit(s); prereq** [3021 or BIOC 3021 or BIOC 4331], [4003 or BIOC 4332];

**Instructor:** Koepf, Deanna

**Description:** This course is part of a core curriculum required for graduation in a number of biological science majors in the College of Biological Sciences. The material covered is also applicable to basic studies in other areas of science and technology. The course provides an intense introduction to the fundamentals of cellular systems, focusing on dynamic cellular activities at the molecular level. Significant emphasis is placed on understanding the experimental basis of our current knowledge of cellular processes. In this respect, this course is well suited to those students planning for advanced study, including graduate and medical school. The material covered in this course builds directly upon material covered in the prerequisite courses of Biochemistry and Genetics. Students will learn to recognize and understand fundamental processes common to all types of cells as well as understanding those processes unique to specialized or differentiated cells. At the completion of the course, students should be familiar with the mechanisms by which cells replicate and transcribe and translate their genetic information, secrete proteins, assemble organelles and transport molecules to them, move, respond to signals and divide. Course material will be presented in a combined lecture and discussion format. Students are encouraged to actively participate in class discussions and to ask questions.

**Style:** 75% Lecture, 15% Discussion, 10% Student Presentation.

**Grading:** 25% mid exam, 12% special projects, 12% written homework, 50% additional semester exams.

**Exam Format:** short essay, problem-solving, multiple choice, diagrams

#### BIOL 4004 Cell Biology

**3 credit(s); prereq** [3021 or BIOC 3021 or BIOC 4331], [4003 or BIOC 4332];

**Instructor:** Nakato, Hiroshi

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

**BIOL 4201 Teaching in the Biology Laboratory**

**S-N only, 1 credit(s), max credits 2; prereq Student who is teaching in CBS lab course;**

**Instructor:** Scott, Cheryl L

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

**BIOL 4201 Teaching in the Biology Laboratory**

**S-N only, 1 credit(s), max credits 2; prereq Student who is teaching in CBS lab course;**

**Instructor:** Cotner, Sehoya H

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

**BIOL 4793W Directed Studies: Writing Intensive**

**S-N only, 1-6 credit(s), max credits 36, 6 completions allowed; prereq instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Alaniz PhD, Karin Lue

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

**BIOL 4794W Directed Research**

**S-N only, 1-6 credit(s), max credits 36, 6 completions allowed; prereq instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Wick, Susan M

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

**BIOL 4950 Special Topics in Biology: Exploring Mississippi Metagenomics**

**0 credit(s), max credits 4, 1 completion allowed;**

**Instructor:** Jarvis, Bruce William

**Description:** Metagenomics is the study of the DNA from all microorganisms present in a given environmental sample. Using high-throughput genome sequencing techniques, we can tell what microbes are present and by cloning all these genes, what enzymatic activities they possess. All of this is accomplished without growing the microorganisms, most of which cannot be cultured in the laboratory. This 2 credit course will provide you with the opportunity to contribute to research on the microbial populations in the Mississippi River. Students in this course will meet once per week as a group with a faculty member, participate once a week in a discussion/lab section, and then work independently in the lab for 2-4 more hours per week on a personal research project. Some course activities enable you to address questions concerning microbial diversity by using bioinformatics to study 16S rDNA sequences. In other activities, you explore the functions of genes from aquatic microbes. Each of you will play an instrumental role in deciding the project to be undertaken and will be responsible for designing the appropriate experiments to test your ideas.

**BIOL 4960H Honors Thesis**

**A-F only, 2 credit(s); prereq Honors, [College of Biological Sciences student or interdisciplinary major with life sciences focus];**

**Instructor:** Corrigan, Sarah Huhta

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

**BIOL 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 36, 6 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Beitz, Alvin James

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

**BIOL 5409 Evolution**

**3 credit(s); prereq One semester of college biology, grad student; Credit will not be granted if credit has been received for: BIOL 3409;**

**Instructor:** Lanyon, Scott Merrill

**Description:** This course explores the foundations of evolutionary biology. We will examine the divergence of biological forms through history with an emphasis on presently existing biological diversity. We will investigate the mechanisms of evolution and illustrate them with current research. A primary objective of the course is that students learn evolutionary principles and develop the capability of applying these principles to understand how the biological world has evolved and continues to evolve. The course includes lectures and weekly section meetings for labs, discussions, and computer simulation exercises. The course readings are drawn primarily from Freeman and Herron Evolutionary Analysis (3rd edition, 2003). This text is available in the bookstore and will be on reserve in McGrath (St. Paul Central) Library. The lab manual is also available at the bookstore.

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

**BIOL 5409 Evolution**

**3 credit(s); prereq One semester of college biology, grad student; Credit will not be granted if credit has been received for: BIOL 3409;**

**Instructor:** Tiffin, Peter L

**Description:** This course explores the foundations of evolutionary biology. We will examine the divergence of biological forms through history with an emphasis on presently existing biological diversity. We will investigate the mechanisms of evolution and illustrate them with current research. A primary objective of the course is that students learn evolutionary principles and develop the capability of applying these principles to understand how the biological world has evolved and continues to evolve. The course includes lectures and weekly section meetings for labs, discussions, and computer simulation exercises. The course readings are drawn primarily from Freeman and Herron Evolutionary Analysis (3rd edition, 2003). This text is available in the bookstore and will be on reserve in McGrath (St. Paul Central) Library. The lab manual is also available at the bookstore.

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

**BIOL 6793 Directed Studies**

**1-7 credit(s), max credits 7, 7 completions allowed; prereq MBS, 7 cr max, instr consent;**

**Instructor:** Fuchs, James A

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

**BIOL 6794 Directed Research**

**S-N only, 1-7 credit(s), max credits 7, 1 completion allowed; prereq MBS, instr consent;**

**Instructor:** Fuchs, James A

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

**BIOL 6999 Capstone Project**

**S-N only, 2 credit(s); prereq MBS, instr consent;**

**Instructor:** Fuchs, James A

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

## Biology, Society, and Environment

**BSE 3001 An Introduction to Biology, Society, and Environment**

**A-F only, 2 credit(s); prereq BSE major;**

**Instructor:** Squires, Roderick H

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

## Biomedical Engineering

*7-105 Nils Hasselmo Hall*

**BMEN 1602 Biomedical Engineering Undergraduate Seminar II**  
**1 credit(s); prereq 2601 or dept consent credit will not be granted if credit already received for: 2602;****Instructor:** Tranquillo PhD,Robert T**Description:** This seminar is the second class in a series of two given in the Fall and Spring of each academic year. The Fall seminar course serves to introduce students to biomedical engineering from an academic, industrial and clinical perspective. The Spring seminar course serves to introduce students to the generic design process and to design aspects of several medical devices.**Style:** 100% Guest Speakers.**Grading:** 100% reports/papers. Attendance is mandatory.**BMEN 2101 Biomedical Thermodynamics****A-F only, 3 credit(s); prereq 2501, CHEM 1022, MATH 2373, Concurrent registration is required (or allowed) in MATH 2374;****Instructor:** Sachs,Jonathan Nathaniel**Description:** Student may contact the instructor or department for information.**BMEN 3101 Biomedical Transport Processes****A-F only, 4 credit(s); prereq Math 2374, Phys 1302, [BMEN upper div or dept consent];****Instructor:** Tranquillo PhD,Robert T**Description:** In terms of subject matter: 1) Learn fundamentals of mass, heat, and momentum transport as applied to biomedical problems 2) Develop laboratory experience illustrating these fundamentals 3) Learn numerical methods required to compute solutions of related equations. In terms of ABET accreditation: a) an ability to apply knowledge of mathematics, science, and engineering b) an ability to design and conduct experiments, as well as to analyze and interpret data c) an ability to design a system, component, or process to meet desired needs d) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice. e) an understanding of biology and physiology, and the capability to apply advanced mathematics (including differential equations and statistics), science, and engineering to solve problems at the interface of engineering and biology. f) the ability to make measurements on and interpret data from living systems, addressing the problems associated with the interaction between living and non-living materials and systems.**Style:** 60% Lecture, 20% Discussion, 20% Laboratory.**Grading:** 45% mid exam, 27% final exam, 10% written homework, 18% laboratory evaluation. There are three mid-term exams, each worth 15% of the total grade.**Exam Format:** Short answer and problems.**BMEN 3301 Biomaterials****A-F only, 4 credit(s); prereq [Math 2263 or Math 2374], Phys 1302, [BMEN upper div or dept consent];****Instructor:** Shen,Wei**Description:** Course objectives: (1) learn fundamentals of materials science as they apply specifically to biomaterials; (2) learn basic principles of biocompatibility and implant performance; (3) be able to apply concepts to practical problems in biomaterial processing and testing.**Grading:** 20% mid exam, 30% final exam, 10% reports/papers, 10% written homework, 30% laboratory evaluation.**Exam Format:** In-class, closed book.**BMEN 3401 Biomedical Systems Analysis****A-F only, 4 credit(s); prereq 3101, 3201;****Instructor:** Netoff,Tay Ivan**Description:** This course focuses on biomedical signal processing and control theory. It will cover time series and image processing, plant modeling and control theory. A laboratory section will be held every other week. Textbook: TBD Systems: Unit impulse, Step function and Ramp functions Fourier Representation Laplace transform Z-Transform System identification System functions Pole-Zero plots Time series analysis: Reading computer formatted data for analysis Sampling theory FIR and IIR filters Autoregressive models & Moving Average models: ARMA,ARIMA models Power spectrum

and short time power spectrum Windowing and multitapers Hilbert transform Tests for stationarity over time Cross correlation and Pre-whitening Principle component analysis Independent component analysis 2-d data analysis: Median, mean and standard deviation filters Feature extraction using dilation, erosion, openings and closings and skeletonizing Feature extraction using independent component analysis Control Theory: Inverse system design Open loop control Closed loop control PID control Stability analysis

**Style:** 60% Lecture, 20% Discussion, 20% Laboratory.**Grading:** 40% mid exam, 25% final exam, 10% written homework, 25% laboratory evaluation. 2 midterm exams, each worth 20%.**Exam Format:** Short answer.**BMEN 4002W Biomedical Engineering Design II****A-F only, 3 credit(s); prereq 4001W; Meets CLE req of Writing Intensive;****Instructor:** Ashkenazi,Shai**Description:** This is the second course in a two-course series in design. The goal of this sequence is to develop design skills through the completion of a biomedical engineering design project. The objective of 4002 is to provide BME students with an opportunity to further refine design skills by building a physical prototype of the project developed during BMEN 4001, Fall Semester. The problem you have selected may not possess a unique solution. Your creativity, patience, and persistence will influence the results of your efforts. The emphasis of this course is on the process of design. The writing portion of the course will enhance technical communication skills. Successful designers utilize design processes that aid in making and documenting key decisions that ultimately produce better results. Your evaluation will be strongly influenced by your ability and the ability of your team to effectively demonstrate good design process.**Style:** 80% Small Group Activities, 5% Student Presentation, 15% Guest Speakers.**Grading:** See syllabus for grading information.**BMEN 4710 Directed Research****A-F only, 1-4 credit(s), max credits 4, 1 completion allowed; prereq instr consent, dept consent;****Instructor:** Odde,David John**Description:** Student may contact the instructor or department for information.**BMEN 4720 Directed Study****A-F only, 1-4 credit(s), max credits 4, 1 completion allowed; prereq instr consent, dept consent;****Instructor:** Odde,David John**Description:** Student may contact the instructor or department for information.**BMEN 5101 Advanced Bioelectricity and Instrumentation****3 credit(s); prereq [CSE upper div, grad student] or instr consent ;****Instructor:** Talkachova,Alena**Description:** This course focuses on the generation of biological electricity and its measurement, as well as therapeutic use of electricity to treat cardiac and neural problems. Specific areas of emphasis include generation of electric fields in biological tissues, ECG-based cardiac diagnosis, biosensors and electrodes, cardiac pacing/defibrillation. It is suitable for advanced undergraduate and graduate students.**Style:** 60% Lecture, 20% Student Presentation, 20% Guest Speakers.**Grading:** 60% mid exam, 10% quizzes, 15% written homework, 10% in-class presentation, 5% class participation.**Exam Format:** Closed book, closed notes. Approximate exam dates: February 22, March 29, May 5.**BMEN 5111 Biomedical Ultrasound****3 credit(s); prereq [[3401 or equiv], [MATH 2373 or equiv], [MATH 2374 or equiv], [CSE upper div or grad student]] or instr consent ;****Instructor:** Ashkenazi,Shai**Description:** This course is aimed to provide a gateway into the



rich and versatile field of biomedical ultrasound. We will start from the basic physics of ultrasonic waves and their interaction with biological tissues, and then move to describe ultrasonic devices, imaging technology, and their applications in medicine and biology. New and emerging techniques in biomedical ultrasound will be introduced in the last part of the course. The major sections of the course include ? Physics of ultrasound - Propagation in fluids and solids, reflection, scattering, absorption, ultrasonic properties of tissues. ? Transducer technology - Piezoelectric transducers, CMUTs ? Medical ultrasound imaging - Pulse echo, flow estimation and Doppler imaging, design of imaging transducer arrays, contrast agents. ? Photoacoustic imaging ? Laser generated ultrasound, Acoustic field of volume sources, photoacoustic image reconstruction, tissue optical properties, diffusion model for tissue optics, photoacoustic contrast agents. ? Applications of non-linear acoustic: Basic concepts of non-linear waves, harmonic imaging, and radiation force imaging.

**Style:** 100% Lecture.

**Grading:** 20% mid exam, 20% final exam, 20% quizzes, 40% written homework.

#### **BMEN 5151 Introduction to BioMEMS and Medical Microdevices**

**A-F only, 2 credit(s); prereq CSE sr or grad student or medical student;**

**Instructor:** Saliterman MD, Steven S

**Description:** "Intro to BioMEMS and Medical Microdevices" is oriented to engineering and health sciences students. It includes the following topics: 1) microfabrication of silicon, glass and polymer materials; 2) microfluidics and electrokinetics; 3) sensors, actuators and drug delivery systems; 4) micro total-analysis systems and lab-on-a-chip devices; 5) introduction to clinical laboratory medicine; 6) detection and measuring systems; 7) genomics, proteomics, DNA and protein microarrays; 8) emerging applications in medicine, research and homeland security; 9) packaging, power systems, data communication and RF safety; and 10) biocompatibility and the ISO 10993 Standard. This course is ideal for senior undergraduate students; graduate students in biomedical, electrical, chemical, or mechanical engineering; materials science; and health related fields including biochemistry, molecular and cellular biology, physiology, genetics, laboratory medicine or medical school. The course content follows Dr. Saliterman's textbook: "Fundamentals of BioMEMS and Medical Microdevices" (SPIE and Wiley Interscience).

**Style:** 70% Lecture, 10% Discussion, 15% Student Presentation. 5% Tour of the Nanofabrication Center and Characterization Facility

**Grading:** 40% mid exam, 40% final exam, 10% in-class presentation, 10% class participation.

**Exam Format:** Essay

#### **BMEN 5311 Advanced Biomedical Transport Processes**

**3-4 credit(s), max credits 4, 1 completion allowed; prereq CSE upper div or grad student or instr consent ; [ChEn 5103 or ME 5342] recommended; Credit will not be granted if credit has been received for: ME 5381;**

**Instructor:** Barocas, Victor Howard

**Description:** This course focuses primarily on biological fluid flows and electrochemical transport. The four major sections of the course are o Interstitial and transvascular flow (Barocas, D'arcy's law, poroelasticity) o Cardiovascular flow (Barocas, Boundary Layer Theory, pulsatile flow) o Electrochemical transport (Siegel, Donnan equilibrium, Nernst-Planck eqn) o Special topics (Barocas, Drug delivery, blood oxygenation, intraocular flow) The special topics may change according to the interest of the class and instructor. Prerequisites: IT upper division undergraduate or graduate student, or consent of instructor An introductory fluids or transport course (e.g., BMEN 3101, ChEn 4002, ME 3322) is highly recommended.

#### **BMEN 5421 Introduction to Biomedical Optics**

**A-F only, 3 credit(s); prereq CSE sr or grad student;**

**Instructor:** Akkin, Taner

**Description:** The objective is to develop knowledge in the area

of biomedical optical imaging and sensing. Topics include optical principles, laser-tissue interaction, detector design and noise analysis, interferometry, and spectroscopy. Methods will range from the simple Beer's Law to the Monte Carlo modeling of light transport in scattering tissue, and from the basic Michelson interferometer to the state-of-the-art noninvasive optical coherence tomography of tissue. Polarization, birefringence, flow measurement, fluorescence and nonlinear microscopy will be introduced. Students will get opportunities to visit various laboratories on campus to see optical instruments being developed for biomedical imaging and sensing applications.

**Style:** 80% Lecture, 5% Student Presentation, 5% Demonstration, 10% Guest Speakers.

**Grading:** 50% mid exam, 25% special projects, 25% written homework. 2 exams, each worth 25%.

**Exam Format:** One in-class exam (March 8), and one take-home exam (assigned April 14).

#### **BMEN 5444 Muscle**

**3 credit(s);**

**Instructor:** Thomas, David D

**Description:** Introduction to physiology, biochemical regulation, and physical chemistry of muscle contraction. Prerequisites: undergraduate courses in biochemistry or physiology.

**Style:** 80% Lecture, 15% Discussion, 5% Laboratory.

**Grading:** 25% mid exam, 40% final exam, 35% reports/papers.

**Exam Format:** essay, problem solving

#### **BMEN 5910 Special Topics in Biomedical Engineering:**

##### **Neuromodulation**

**3 credit(s), max credits 6;**

**Instructor:** Johnson, Matthew Douglas

**Description:** Fundamentals of bioengineering approaches to modulate the nervous system including bioelectricity, biomagnetism, and optogenetics. Topics include design of neuromodulation devices, development of multi-scale computational models of neuromodulation, and implementation of technologies to evaluate the physiological effects of neuromodulation. Clinical exposure to managing neurological diseases and disorders with neuromodulation technology will be emphasized.

**Style:** This course consists of two 75-minute sessions per week. Course material is divided into two-week modules each with clinical applications, in-class demonstrations, and a practicum.

**Grading:** 25% mid exam, 25% final exam, 40% written homework, 10% class participation. For graduate students, 10% of the grade will be based on the critical review paper rather than class participation.

#### **BMEN 5920 Special Topics in Biomedical Engineering: Neural Prosthetics**

**2 credit(s), max credits 6;**

**Instructor:** Lim, Hubert Hyungil

**Description:** To provide an overview of the different types of neural interface technologies currently in use in patients as well as coverage of the biophysics, neural coding, and hardware features relating to their implementation in humans. The course will primarily focus on invasive neural implants that electrically interface with the peripheral or central nervous system. Neurophysiological principles and computational modeling of neurons, current flow through tissue, and the tissue-electrode interface will be covered to understand how electrical signals and information are transmitted between the device and neurons. Practical and ethical considerations for implanting these devices into humans are also presented. A final group project will be required for simulating a neural implant system.

**Style:** 90% Lecture, 5% Small Group Activities, 5% Student Presentation.

**Grading:** 30% mid exam, 30% special projects, 30% written homework, 10% class participation. All exams, homeworks, and final project must be completed and turned in on the designated dates. Only under severe circumstances (e.g., death in family, severe health condition, etc.) will a make-up opportunity be provided.

**Exam Format:** Exams will be closed book and closed notes, but



a cheat-sheet (US Letter measuring 8.5? by 11?, both sides) and calculator will be allowed.

**BMEN 8001 Polymeric Biomaterials**

**A-F only, 3 credit(s); prereq [5001, [CHEN 4214 or MATS 4214 or equiv]] or instr consent ;**

**Instructor:** Wang, Chun

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

**BMEN 8301 Functional Biomedical Imaging**

**A-F only, 3 credit(s);**

**Instructor:** He, Bin

**Description:** Tremendous advances in medical imaging have been witnessed in the past decades. Over the past decade, functional biomedical imaging has played an important role in understanding the mechanisms of biological systems and improving the clinical diagnosis of various diseases. The goal of this course is to introduce important functional biomedical imaging modalities, and discuss the fundamental principles and applications of representative functional imaging technologies. Our emphasis will be to develop a deep understanding and appreciation of the principles and methodological foundations of bioelectromagnetic functional imaging, and the multimodal functional imaging integrating with functional magnetic resonance imaging. Students are expected to have solid quantitative analysis background although no prior knowledge with regard to physiology is required. Students should have certain computer programming skills in order to successfully complete the computer project assignments.

**Style:** 90% Lecture, 5% Discussion, 5% Student Presentation.

**Grading:** 40% mid exam, 60% special projects. 2 projects (1 computer project, 1 presentation project), each worth 30% of the total grade.

**BMEN 8402 New Product Design and Business Development**

**A-F only, 4 credit(s); prereq =ME 8222; 8401; Credit will not be granted if credit has been received for: ME 8222;**

**Instructor:** Durfee, William K

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

**BMEN 8431 Controlled Release: Materials, Mechanisms, and Models**

**A-F only, 3 credit(s); prereq Differential equations course including partial differential equations or instr consent ;**

**Credit will not be granted if credit has been received for: PHM 8431;**

**Instructor:** Siegel, Ronald Alan

**Description:** This course is concerned with the physical, chemical, physiological, cell biological, and mathematical principles underlying the design of delivery systems for drugs, including small molecules, proteins, and genes, with some emphasis on temporal controlled release.

**Style:** 90% Lecture, 5% Student Presentation, 5% Guest Speakers.

**Grading:** 40% reports/papers, 10% in-class presentation, 50% problem solving.

**BMEN 8602 Biomedical Engineering Seminar**

**S-N only, 1 credit(s);**

**Instructor:** Wang, Chun

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

**BMEN 8710 Directed Research**

**1-3 credit(s), max credits 3, 1 completion allowed;**

**Instructor:** Barocas, Victor Howard

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

**BMEN 8720 Internship in Biomedical Engineering**

**S-N only, 1-3 credit(s), max credits 6; prereq Grad BMEN major;**

**Instructor:** Barocas, Victor Howard

**Description:** Student may contact the instructor or department

for information.

**BMEN 8820 Plan B Project**

**2-3 credit(s), max credits 3, 1 completion allowed; prereq**

**BMEN MS student;**

**Instructor:** Barocas, Victor Howard

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

**BMEN 8910 Independent Study**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq**

**Grad BMEN major;**

**Instructor:** Barocas, Victor Howard

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

## Biomedical Informatics and Computational Biology

### *BICB Graduate Program Administration*

**BICB 8510 Computation and Biology**

**A-F only, 2 credit(s), max credits 4; prereq BICB grad student or instr consent ;**

**Instructor:** Neuhauser, Claudia

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

**BICB 8920 BICB Colloquium**

**S-N only, 1 credit(s), max credits 2; prereq BICB grad student;**

**Instructor:** Neuhauser, Claudia

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

**BICB 8930 BICB Journal Club**

**S-N only, 1 credit(s), max credits 4, 4 completions allowed; prereq BICB grad student or instr consent ;**

**Instructor:** Neuhauser, Claudia

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

**BICB 8932 Proposal Writing Seminar**

**S-N only, 1 credit(s); prereq BICB PhD student or instr consent ;**

**Instructor:** Carlis, John Vincent

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

**BICB 8970 Entrepreneurship and Leadership Seminar**

**S-N only, 1 credit(s); prereq BICB graduate student or instructor permission;**

**Instructor:** Neuhauser, Claudia

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

**BICB 8991 Independent Study**

**S-N only, 1-2 credit(s), max credits 4; prereq BICB grad major;**

**Instructor:** Neuhauser, Claudia

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

## Biophysical Sciences

### *B272 Mayo Memorial Building*

**BPHY 5139 Seminar and Journal Club**

**S-N only, 1 credit(s), max credits 2;**

**Instructor:** Ritenour, Russell

**Description:** Student may contact the instructor or department

for information.

**BPHY 5173 Medical and Health Physics of Radiation Therapy**  
**3 credit(s); prereq 5170 or instr consent; Credit will not be granted if credit has been received for: TRAD 7173;**  
**Instructor:** Alaei,Parham  
**Description:** Student may contact the instructor or department for information.

**BPHY 5174 Medical and Health Physics of Imaging II**  
**3 credit(s); prereq 5170 or instr consent; Credit will not be granted if credit has been received for: TRAD 7174;**  
**Instructor:** Ritenour,Russell  
**Description:** Student may contact the instructor or department for information.

**BPHY 5177 Radiation Therapy Physics Lab: Radiation Physics Basics**  
**A-F only, 3 credit(s); prereq 5170 or Concurrent registration is required (or allowed) in 5173 or instr consent ;**  
**Instructor:** Gerbi PhD,Bruce John  
**Description:** This course provides students hands-on experience with hardware and software used in radiation therapy clinic for physics measurements. After this laboratory class the students are expected to have deeper understanding of the topics covered by the previous lectures.  
**Style:** 100% Laboratory. Thursday 4:30PM-7:30PM Contact Dr.Watanabe (course director) for a permission number.  
**Grading:** 80% reports/papers, 20% attendance.  
**Exam Format:** no exam

## Bioproducts and Biosystems Engineering

203 Kaufert Lab

**BBE 1002 Wood and Fiber Science**  
**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: BBE 5202;**  
**Instructor:** Tze,William Tai Yin  
**Description:** The anatomical/cellular structure, physical, mechanical, and chemical properties of wood and other plant biomass. Impact of tree growth and forest management on wood quality, and implications of whole-tree utilization. Measurement and evaluation of wood raw materials. Common processing/conversion technologies for wood materials and other plant fibers, and properties of the resulting lumber, composite, paper, chemical, and energy products. This course is designed for students majoring in bioproducts and forest resources, or students interested in the fundamental science, technology, and utilization of wood and other plant materials.  
**Style:** 80% Lecture, 15% Small Group Activities, 5% Guest Speakers. Small group activities involve team work to discuss and answer questions on pre-assigned reading.  
**Grading:** 25% mid exam, 25% final exam, 20% quizzes, 20% problem solving. Class (small group) activities: 10%  
**Exam Format:** Multiple choice, short answers, calculations

**BBE 1906W Freshman Seminar**  
**3 credit(s); prereq Fr; Meets CLE req of Environment; meets CLE req of Writing Intensive;**  
**Instructor:** Seavey,Robert Thomas  
**Description:** Student may contact the instructor or department for information.

**BBE 2201 Renewable Energy and the Environment**  
**3 credit(s); Meets CLE req of Technology and Society;**  
**Instructor:** Huelskamp,Richard James  
**Description:** Course Title: Renewable Energy and the Environment Course Objective: This course is intended to provide an overview of society's diverse choice of renewable energy technologies. An interdisciplinary observation of their potentials, challenges and opportunities will result.

Understanding the environmental, technical, and economic implications of each of the renewable energy opportunities will provide the student the ability to make informed personal, career, and public decisions for today's global world. Grading Basis: A-F or S/N Prerequisites: None Class Schedule: 2 lectures per week Tuesdays and Thursdays; some field trips Course Outcomes: As a result of participating in this course, the student will be able to: 1. Identify and describe the present energy use, trends, and impacts. 2. Analyze the existing energy practices to determine what level of energy efficiency and shift in energy resources is necessary. 3. Understand the economic impact and the financial resources needed to use renewable energy technologies. 4. Identify and describe the variety, quantity, and environmental impacts of renewable energy resources. 5. Understand the basic design(s) of renewable energy conversion technologies. 6. Realize the economic and environmental impacts of a renewable energy industry and consider the job opportunities that are and will exist. Topics: Energy use: Where we are now? Non-Renewable Fuels Quantity of transportation, heating, and electricity production fuels used. Environmental impacts as a result of energy use today The economics of using energy resources. Jobs and economic development. Environmental costs of using energy resources. Renewable energy resources Solar Wind Biomass Geothermal Hydro (rivers and oceans) Quantity and availability of renewable energy resources. The promises and problems of solar, wind, biomass, geothermal and hydro energy resources. Comparison of the quantity and availability of renewable energy resources to non-renewable energy resources. Conversion technologies to provide heat, electricity and transportation Non-renewable energy conversion technologies. Renewable energy conversion technologies. Solar ? thermal and photovoltaic Wind ? small and large electric generation Biomass ? solids, liquids, and gases to thermal and electric energy and In addition to energy, consider organic chemicals from biomass Geothermal ? low and high temperature Hydro (rivers and oceans) small and large electric Economic growth opportunities of the renewable energy industry The energy cost savings The renewable energy industry job growth The financial industry growth due to renewable energy products . Student Performance Assessment: Homework & Projects - 50%; mid term - 25%, Exams - 25% Prepared by: Rich Huelskamp and Shri Ramaswamy Date: February 14, 2008

**BBE 2201 Renewable Energy and the Environment**  
**3 credit(s); Meets CLE req of Technology and Society;**  
**Instructor:** Ramaswamy,Shri  
**Description:** Course Title: Renewable Energy and the Environment Course Objective: This course is intended to provide an overview of society's diverse choice of renewable energy technologies. An interdisciplinary observation of their potentials, challenges and opportunities will result. Understanding the environmental, technical, and economic implications of each of the renewable energy opportunities will provide the student the ability to make informed personal, career, and public decisions for today's global world. Grading Basis: A-F or S/N Prerequisites: None Class Schedule: 2 lectures per week Tuesdays and Thursdays; some field trips Course Outcomes: As a result of participating in this course, the student will be able to: 1. Identify and describe the present energy use, trends, and impacts. 2. Analyze the existing energy practices to determine what level of energy efficiency and shift in energy resources is necessary. 3. Understand the economic impact and the financial resources needed to use renewable energy technologies. 4. Identify and describe the variety, quantity, and environmental impacts of renewable energy resources. 5. Understand the basic design(s) of renewable energy conversion technologies. 6. Realize the economic and environmental impacts of a renewable energy industry and consider the job opportunities that are and will exist. Topics: Energy use: Where we are now? Non-Renewable Fuels Quantity of transportation, heating, and electricity production fuels used. Environmental impacts as a result of energy use today The economics of using energy resources. Jobs and economic development. Environmental costs of using energy resources. Renewable energy resources Solar Wind Biomass Geothermal Hydro (rivers and oceans) Quantity and availability of renewable energy

resources. The promises and problems of solar, wind, biomass, geothermal and hydro energy resources. Comparison of the quantity and availability of renewable energy resources to non-renewable energy resources. Conversion technologies to provide heat, electricity and transportation Non-renewable energy conversion technologies. Renewable energy conversion technologies. Solar ? thermal and photovoltaic Wind ? small and large electric generation Biomass ? solids, liquids, and gases to thermal and electric energy and In addition to energy, consider organic chemicals from biomass Geothermal ? low and high temperature Hydro (rivers and oceans) small and large electric Economic growth opportunities of the renewable energy industry The energy cost savings The renewable energy industry job growth The financial industry growth due to renewable energy products . Student Performance Assessment: Homework & Projects - 50%; mid term - 25%, Exams - 25% Prepared by: Rich Huelskamp and Shri Ramaswamy Date: February 14, 2008

**BBE 3033 Material and Energy Balances in Biological Systems A-F only, 3 credit(s); prereq CHEM 1022, [MATH 1272 or MATH 1372], PHYS 1302;**

**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.

**Style:** 60% Lecture, 10% Discussion. Problem solving

**Grading:** 40% problem solving, 60% other evaluation. 20% for each of the 3 exams

**BBE 3043 Biological and Environmental Thermodynamics A-F only, 3 credit(s); prereq BIOL 1009, CHEM 1021, [MATH 1272], PHYS 1302;**

**Instructor:** Wilson, Bruce Nord

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

**BBE 3093 Directed Studies**

**1-5 credit(s), max credits 5, 1 completion allowed; prereq instr consent ;**

**Instructor:** STAFF

**Description:** Independent study of topic(s) involving physical principles as applied to agricultural production and land resources. Contact the department for information.

**BBE 3393 Directed Study**

**1-3 credit(s), max credits 12, 4 completions allowed; prereq instr consent ;**

**Instructor:** STAFF

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

**BBE 3396 Industrial Internship (Industrial Assignment)**

**A-F only, 1 credit(s); prereq BBE cooperative ed student; 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 3480 Special Topics: Case Studies Ecological Engineering & Restoration**

**1 credit(s), max credits 12, 3 completions allowed; Credit will not be granted if credit has been received for: BBE 5480;**

**Instructor:** Lenhart, Chris F

**Description:** Ecological engineering plays a key role in many restoration and management projects, particularly in stream and wetland restoration. In this course we will examine national and international projects with ecological engineering and restoration components. These will include Mississippi River restoration,

Minnesota River basin projects, coastal wetland restoration in Louisiana, Engineers without Borders development projects and several local projects. The focus of the field portion of the course will be on stream and wetland restoration projects within the Twin Cities metro region. Students will do hands-on field assessment of proposed and completed restoration projects. Case studies will be used to illustrate ecological principles of importance to engineers and the role of engineering in ecological restoration. Engineering and ecological tools that are commonly used in restoration projects will be examined in the context of the selected projects. More specific strategies such as the role of vegetation in ecological engineering and fish passage will also be discussed.

**Style:** 60% Lecture, 10% Discussion, 5% Student Presentation, 20% Field Trips, 5% Guest Speakers.

**Grading:** 30% reports/papers, 40% special projects, 10% attendance, 10% in-class presentation, 10% class participation.

**BBE 4013 Transport in Biological Systems**

**A-F only, 3 credit(s);**

**Instructor:** Nieber, John Little

**Description:** The course involves the application of the principles of thermodynamics, fluid flow, heat transfer and mass transfer to solving of problems involving biological processes and biomaterials at the cellular, organism and system level.

Application problems include those related to analysis of biological systems, agricultural production, food processing and bioprocessing, biomaterials design, environmental protection, and natural resources management. After completion students should be able to: 1) Derive constitutive relationships for fluid flow, energy and mass transport in biological systems; 2) Formulate equilibrium thermodynamic relationships for states of thermal energy and mass in biological systems; 3) Formulate the governing equations for fluid flow, energy and mass transport in biological systems; 4) Recognize analytical solutions to well-posed mathematical statements related to fluid flow, and energy and mass transport in biological systems; 5) Understand the fundamentals and applications of discrete methods such as finite differences for solving well-posed mathematical statements related to fluid flow, and energy and mass transport in biological systems; 6) Solve practical problems involving fluid flow, energy and mass transport in biological systems. Fundamentals presented in the lectures and textbook are balanced with practical applications. In addition to homework assignments and exams, students develop designs for two practical problems.

**Style:** 75% Lecture. 25% Problem Solving

**Grading:** 20% mid exam, 20% final exam, 30% special projects, 10% laboratory evaluation, 20% problem solving.

**Exam Format:** Problem solving

**BBE 4302 Biodegradation of Bioproducts**

**3 credit(s); prereq 1002 or WPS 1301 or instr consent ;**

**Credit will not be granted if credit has been received for: BBE 5302;**

**Instructor:** Schilling, Jonathan Scott

**Description:** Class Description: I. 4/5302 Course Rationale: Bioproducts such as wood and wood composites are susceptible to degradation by biological organisms. Smart use and treatment of bioproducts can increase their service life and save money, but this requires familiarity with potential degraders. Understanding biodegradative pathways is also helping researchers develop novel means for processing raw materials and for bioengineering products. II. Course Description: This course explains organisms that modify or deteriorate lignocellulosic bioproducts, covers avoidance and control of these organisms, and explores their potential utilization in biotechnology. This course is required for all undergraduate students in the Department of Bioproducts and Biosystems Engineering.

**Style:** 75% Lecture, 15% Discussion. Hands on training

**Grading:** 60% mid exam, 20% final exam, 10% class participation, 10% other evaluation. attendance

**Exam Format:** 3 midsemester exams (multi-format = information comprehension + application)

**BBE 4303 Introduction to Bio-based Materials Science**

**A-F only, 3 credit(s); prereq 3001; Credit will not be granted if credit has been received for: BBE 5303;**

**Instructor:** Severtson, Steve John

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

#### **BBE 4333 Off-road Vehicle Design**

**A-F only, 4 credit(s); prereq [[3001, 4303] or [AEM 2021, AEM 3031], [CE 3502 or Concurrent registration is required (or allowed) in CE 3502], upper div IT] or instr consent ; Credit will not be granted if credit has been received for: BBE 5333;**

**Instructor:** Chaplin, Jonathan

**Description:** Mechanics involved in designing and testing off-road vehicles. Vehicle mechanics, traction, and performance modeling of vehicle interaction with soil, muskeg, and snow. Off-road vehicles include; agricultural tractors, SUVs, snow mobiles, single track vehicles, and many others. Course provides insight into engine performance requirements, transmission design, steering, suspension and other vehicle systems.

#### **BBE 4355 Design of Wood Structures**

**3 credit(s); prereq 3001 or WPS 4301 or CE student or instr consent ;**

**Instructor:** Winandy, Jerry

**Description:** This course will cover the design of a wide range of timber structures starting with basic strength of material concepts unique to wood-based products and leading through all the design procedures used in practice today. Design of Wood Structures will now be based on the Load and Resistant Factored Design (LRFD) methodology. This approach to structural design is consistent with the new International Building Code (IBC), the new National Design Specifications for Wood Construction (NDS), and with the Special Design Provisions for Wind and Seismic (SDPWS). LRFD has become the most widely used design ideology for most of the common construction materials. Most of the current building code provisions are based on design calculations in the LRFD format. All of the necessary support documents for the inclusion of wood design to be in the LRFD format are now in place and widely available. While calculations in the LRFD format will be the primary focus of this course, some design examples will be included in a dual format of Allowable Stress Design (ASD) and LRFD. The use of LRFD for the design of wood components, makes the integration of those wood components into structures utilizing components made of other materials that have been sized using LRFD much more seamless.

#### **BBE 4355 Design of Wood Structures**

**3 credit(s); prereq 3001 or WPS 4301 or CE student or instr consent ;**

**Instructor:** Johnson, Kenneth A

**Description:** This course will cover the design of a wide range of timber structures starting with basic strength of material concepts unique to wood-based products and leading through all the design procedures used in practice today. Design of Wood Structures will now be based on the Load and Resistant Factored Design (LRFD) methodology. This approach to structural design is consistent with the new International Building Code (IBC), the new National Design Specifications for Wood Construction (NDS), and with the Special Design Provisions for Wind and Seismic (SDPWS). LRFD has become the most widely used design ideology for most of the common construction materials. Most of the current building code provisions are based on design calculations in the LRFD format. All of the necessary support documents for the inclusion of wood design to be in the LRFD format are now in place and widely available. While calculations in the LRFD format will be the primary focus of this course, some design examples will be included in a dual format of Allowable Stress Design (ASD) and LRFD. The use of LRFD for the design of wood components, makes the integration of those wood components into structures utilizing components made of other materials that have been sized using LRFD much more seamless.

#### **BBE 4402 Bio-based Products Engineering Lab I**

**A-F only, 1 credit(s); prereq CHEM 2301, [jr or sr or instr consent ]; Credit will not be granted if credit has been received for: BBE 5402;**

**Instructor:** Tschirner, Ulrike Waltrau

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

#### **BBE 4412W Biocomposites and Biomass Energy**

**4 credit(s); prereq 1002, upper div BP; Credit will not be granted if credit has been received for: BBE 5412; Meets CLE req of Writing Intensive;**

**Instructor:** Seavey, Robert Thomas

**Description:** BBE 4412W Manufacturing and Applications of Bio-based Products II 3 Credits ; Spring Semester 2008 9:35 - 11:30 ; Tu and Th Instructors: Harlan Petersen Bob Seavey 202 Kaufert Laboratory 30B Kaufert Laboratory 612/624-3407 612/624-3028 harlan@umn.edu bseavey@umn.edu Text: Forest Products and Wood Science Bowyer Shmulsky and Haygreen Course Objectives: By completing this course students should be able to: 1. Understand and describe the equipment and operations used in manufacturing wood-based composite products. 2. Understand and describe the types adhesives used in manufacturing wood products and composites. 3. Understand the major issues related to wood and bio-based composite applications. Schedule: Week 1 Course Introduction ? Wood as a multi-component polymer system ? Thermoplastic softening of lignocellulosics Week 2 Cellular Solids ? Consolidation behavior in thermal processes ? Press cycles and development of vertical density profile Week 3 Fundamentals of Adhesion ? Introduction to adhesives and adhesion ? Intermolecular forces / Surface thermodynamics Week 4 Specific Types and Applications of Wood Adhesives ? Urea and phenol formaldehyde adhesive ? Phenol resorcinol, melamine & isocyanate adhesives Week 5 Specific Types & Technology of Adhesive-bonded Products ? OSB product applications ? Product application for sheathing products Week 6 Manufacture of plywood ? Veneering technology ? Product applications for plywood products Week 7 Manufacturing and performance of structural components ? I-joists: materials and fabrication ? Floor joists & roof joists Week 8 Manufacturing and product performance of laminated veneer lumber (LVL) and parallel strand lumber (PSL) ? Patio window field service issues ? Market development for PSL products Week 9 Product Application - Exterior Cladding Products ? Wood siding products ? Hardboard and composite siding Week 10 Application of finishing systems to preserve wood and composite siding in exterior conditions ? Performance of paint and opaque stains ? Sealers: service life and water repellency Week 11 Application issues for lumber and framing materials ? Alternatives for framing for the residential market. ? Evaluation alternatives. Week 12 Treated wood products ? Historic development of wood treating systems ? Environmental issues and wood preservatives Week 13 Introduction to wood-plastic composites ? Manufacturing technology of wood-plastic composites ? Use of wood-plastic composites for decking & siding Week 14 Wood-plastic composites - continued ? Use of wood-plastic composites in window manufacturing ? Durability of window units.  
**Style:** 50% Lecture, 25% Laboratory, 25% Field Trips.  
**Grading:** 30% mid exam, 20% final exam, 40% reports/papers, 10% other evaluation.

#### **BBE 4413 Systems Approach to Residential Construction**

**4 credit(s); prereq Upper div or instr consent ; Credit will not be granted if credit has been received for: BBE 5413;**

**Instructor:** Seavey, Robert Thomas

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

#### **BBE 4416 Building Testing and Diagnostics**

**2 credit(s); prereq 4413; Credit will not be granted if credit has been received for: BBE 5416;**

**Instructor:** Seavey, Robert Thomas

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

#### **BBE 4491 Senior Topics: Independent Study**

**1-4 credit(s), max credits 4, 1 completion allowed; prereq sr, instr consent ;**

**Instructor:** STAFF

**Description:** Independent study in an area of interest to an undergraduate majoring in one of the fields within the College of Food, Agricultural and Natural Resource Sciences.

**BBE 4502W BBE Capstone Design**

**A-F only, 4 credit(s); prereq [2113 or 4501], sr; Meets CLE req of Writing Intensive;**

**Instructor:** Morey,R Vance

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

**BBE 4504W Bio-based Products Development and Management**

**A-F only, 3 credit(s); prereq Jr or sr or instr consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Hickle,Garth Thomas

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

**BBE 4523 Ecological Engineering Design**

**A-F only, 3 credit(s); prereq [CHEM 1022, CE 3502, upper div CSE] or instr consent ; Credit will not be granted if credit has been received for: BBE 5523;**

**Instructor:** Nieber,John Little

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

**BBE 4533 Agricultural Waste Management Engineering**

**A-F only, 3 credit(s); prereq 3023, upper div CCE;**

**Instructor:** Clanton,Chuck

**Description:** Sources and characteristics of agricultural wastes including livestock, food processing, and domestic wastes. Physical, biological, chemical, rheological and microbiological properties. Effects on the environment. Collection, storage, treatment (aerobic and anaerobic) and utilization/disposal. Land application. Course objectives/outcomes: This course is designed for senior level students in engineering to provide fundamentals in agricultural waste management and the concepts involved for design of waste management systems that are environmentally sound.

**Style:** 55% Lecture, 15% Discussion, 30% Laboratory.

**Grading:** 40% final exam, 10% reports/papers, 30% quizzes, 5% in-class presentation, 10% laboratory evaluation, 5% problem solving.

**Exam Format:** Short answer and problems

**BBE 4713 Biological Process Engineering**

**A-F only, 3 credit(s); prereq [3033, [4013 or Concurrent registration is required (or allowed) in 4013], upper div CCE] or instr consent ; Credit will not be granted if credit has been received for: BBE 5713;**

**Instructor:** Zhu,Jun

**Description:** Principles of bioprocess engineering including material balance, energy balance, homogeneous reactions, fermentation and reactors, and unit operations such as filtration, centrifugation, separation, absorption, extraction, and chromatography will be covered. Applications of these bioprocess engineering principles in various biological systems, biorefining, and conversion of biomass into energy, biochemicals, and biomaterials will also be discussed.

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

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

**Exam Format:** Multiple choice, short problems

**BBE 4723 Food Process Engineering**

**A-F only, 3 credit(s); prereq [[4013 or Concurrent registration is required (or allowed) in 4013] upper div CSE] or instr consent ; Credit will not be granted if credit has been received for: BBE 5723;**

**Instructor:** Ruan PhD,R. Roger

**Description:** Application of principles of heat transfer and fluid flow to the design of various food processing operations, such as

thermal and aseptic processing, freezing, pumping, drying, evaporation, and extrusion. Marketing and government regulation, nutrition issues, etc. Emphasis is on design and application of engineering principles to various food processing unit operations, such as sterilization, pumping, heat exchangers and evaporators. Course involves both lecture and problem solving. Students in any engineering discipline with interest in food processing can successfully complete this course. Homework assignments, one mid-term exam and a final exam are required of every student.

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

**Grading:** 33% mid exam, 34% final exam, 33% problem solving.

**Exam Format:** Open book/open notes/take-home exam

**BBE 4733 Renewable Energy Technologies**

**A-F only, 3 credit(s); prereq Upper div CSE or grad student or instr consent ; Credit will not be granted if credit has been received for: BBE 5733;**

**Instructor:** Ruan PhD,R. Roger

**Description:** This course provides fundamentals to the current and emerging technologies for renewable energy production and uses. Issues regarding national energy security and environmental, economic and societal impacts of renewable energy will also be addressed. Students will learn the basic principals of various renewable energy technologies, such as solar thermal energy, solar photovoltaics, biomass energy, wind energy, hydroelectricity, tidal power, and geothermal energy, an understanding of basic characteristics of renewable resources, key methods for efficient production and use of renewable energy, an understanding of current and probable future developments in renewable energy technologies, impact of renewable energy on sustainable development.

**Style:** 70% Lecture, 5% Student Presentation, 5% Field Trips, 20% Guest Speakers.

**Grading:** 30% mid exam, 25% final exam, 15% reports/papers, 30% written homework.

**BBE 4801H Honors Research**

**A-F only, 2 credit(s); prereq BP upper div honors;**

**Instructor:** STAFF

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

**BBE 4900 Intern Reports**

**S-N only, 2 credit(s), max credits 4; prereq CSE or COAFES student in BAE, instr consent ;**

**Instructor:** Janni,Kevin A

**Description:** Student exposure to engineering practice through an intern program. Periodic reports on work assignments are reviewed by faculty and coordinated with industry advisors.

**BBE 4900 Intern Reports**

**S-N only, 2 credit(s), max credits 4; prereq CSE or COAFES student in BAE, instr consent ;**

**Instructor:** Wilson,Bruce Nord

**Description:** Student exposure to engineering practice through an intern program. Periodic reports on work assignments are reviewed by faculty and coordinated with industry advisors.

**BBE 5095 Special Problems**

**1-5 credit(s), max credits 5, 1 completion allowed; prereq instr consent ;**

**Instructor:** STAFF

**Description:** Advanced individual-study project. Application of engineering principles to specific problem. Student may contact the instructor or department for information.

**BBE 5202 Wood and Fiber Science**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: BBE 1002;**

**Instructor:** Tze,William Tai Yin

**Description:** The anatomical/cellular structure, physical, mechanical, and chemical properties of wood and other plant biomass. Impact of tree growth and forest management on wood quality, and implications of whole-tree utilization. Measurement and evaluation of wood raw materials. Common

processing/conversion technologies for wood materials and other plant fibers, and properties of the resulting lumber, composite, paper, chemical, and energy products. This course is designed for students majoring in bioproducts and forest resources, or students interested in the fundamental science, technology, and utilization of wood and other plant materials.

**Style:** 80% Lecture, 15% Small Group Activities, 5% Guest Speakers. Small group activities involve team work to discuss and answer questions on pre-assigned reading.

**Grading:** 20% mid exam, 20% final exam, 16% quizzes, 16% problem solving. Class (small group) activities: 8% Research paper: 20%

**Exam Format:** Multiple choice, short answers, calculations

### **BBE 5302 Biodegradation of Bioproducts**

**3 credit(s); prereq Grad student or instr consent ; Credit will not be granted if credit has been received for: BBE 4302; Instructor:** Schilling,Jonathan Scott

**Description:** Class Description: I. 4/5302 Course Rationale: Bioproducts such as wood and wood composites are susceptible to degradation by biological organisms. Smart use and treatment of bioproducts can increase their service life and save money, but this requires familiarity with potential degraders.

Understanding biodegradative pathways is also helping researchers develop novel means for processing raw materials and for bioengineering products. II. Course Description: This course explains organisms that modify or deteriorate lignocellulosic bioproducts, covers avoidance and control of these organisms, and explores their potential utilization in biotechnology. This course is required for all undergraduate students in the Department of Bioproducts and Biosystems Engineering.

**Style:** 75% Lecture, 15% Discussion. Hands on training

**Grading:** 60% mid exam, 20% final exam, 10% class participation, 10% other evaluation. attendance

**Exam Format:** 3 midsemester exams (multi-format = information comprehension + application)

### **BBE 5303 Introduction to Bio-based Materials Science**

**3 credit(s); prereq Grad student or instr consent ; Credit will not be granted if credit has been received for: BBE 4303; Instructor:** Severtson,Steve John

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

### **BBE 5333 Off-road Vehicle Design**

**A-F only, 4 credit(s); prereq [[3001, 4303] or [AEM 2021, AEM 3031], [CE 3502 or Concurrent registration is required (or allowed) in CE 3502], upper div CSE] or instr consent ; Credit will not be granted if credit has been received for: BBE 4333;**

**Instructor:** Chaplin,Jonathan

**Description:** Mechanics involved in designing and testing off-road vehicles. Vehicle mechanics, traction, and performance modeling of vehicle interaction with soil, muskeg, and snow. Off-road vehicles include: agricultural tractors, SUVs, snow mobiles, single track vehicles, and many others. Course provides insight into engine performance requirements, transmission design, steering, suspension and other vehicle systems. Additional project work required for credit in BBE 5333.

### **BBE 5402 Bio-based Products Engineering Lab I**

**A-F only, 1 credit(s); prereq Grad student or instr consent ; Credit will not be granted if credit has been received for: BBE 4402;**

**Instructor:** Tschirner,Ulrike Waltrau

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

### **BBE 5412 Biocomposites and Biomass Energy**

**4 credit(s); prereq credit will not be granted if credit already received for: BP4412/BP 5412; Credit will not be granted if credit has been received for: BBE 4412W;**

**Instructor:** Seavey,Robert Thomas

**Description:** BBE 4412W Manufacturing and Applications of Bio-based Products II 3 Credits ; Spring Semester 2008 9:35 -

11:30 ; Tu and Th Instructors: Harlan Petersen Bob Seavey 202 Kaufert Laboratory 30B Kaufert Laboratory 612/624-3407

612/624-3028 harlan@umn.edu bseavey@umn.edu Text: Forest

Products and Wood Science Bowyer Shmulsky and Haygreen

Course Objectives: By completing this course students should be

able to: 1. Understand and describe the equipment and

operations used in manufacturing wood-based composite

products. 2. Understand and describe the types adhesives used

in manufacturing wood products and composites. 3. Understand

the major issues related to wood and bio-based composite

applications. Schedule: Week 1 Course Introduction ? Wood as

a multi-component polymer system ? Thermoplastic softening of

lignocellulosics Week 2 Cellular Solids ? Consolidation behavior

in thermal processes ? Press cycles and development of vertical

density profile Week 3 Fundamentals of Adhesion ? Introduction

to adhesives and adhesion ? Intermolecular forces / Surface

thermodynamics Week 4 Specific Types and Applications of

Wood Adhesives ? Urea and phenol formaldehyde adhesive ?

Phenol resorcinol, melamine & isocyanate adhesives Week 5

Specific Types & Technology of Adhesive-bonded Products ?

OSB product applications ? Product application for sheathing

products Week 6 Manufacture of plywood ? Veneering

technology ? Product applications for plywood products Week 7

Manufacturing and performance of structural components ?

I-joists: materials and fabrication ? Floor joists & roof joists Week

8 Manufacturing and product performance of laminated veneer

lumber (LVL) and parallel strand lumber (PSL) ? Patio window

field service issues ? Market development for PSL products

Week 9 Product Application - Exterior Cladding Products ? Wood

siding products ? Hardboard and composite siding Week 10

Application of finishing systems to preserve wood and composite

siding in exterior conditions ? Performance of paint and opaque

stains ? Sealers: service life and water repellency Week 11

Application issues for lumber and framing materials ?

Alternatives for framing for the residential market. ? Evaluation

alternatives. Week 12 Treated wood products ? Historic

development of wood treating systems ? Environmental issues

and wood preservatives Week 13 Introduction to wood-plastic

composites ? Manufacturing technology of wood-plastic

composites ? Use of wood-plastic composites for decking &

siding Week 14 Wood-plastic composites - continued ? Use of

wood-plastic composites in window manufacturing ? Durability of

window units.

**Style:** 50% Lecture, 25% Laboratory, 25% Field Trips.

**Grading:** 30% mid exam, 20% final exam, 40% reports/papers,

10% other evaluation.

### **BBE 5413 A Systems Approach to Residential Construction**

**4 credit(s); prereq Grad student or instr consent ; Credit will not be granted if credit has been received for: BBE 4413;**

**Instructor:** Seavey,Robert Thomas

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

### **BBE 5416 Building Testing & Diagnostics**

**2 credit(s); prereq Grad student or instr consent ; Credit will not be granted if credit has been received for: BBE 4416;**

**Instructor:** Seavey,Robert Thomas

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

### **BBE 5504 Bio-based Products Development and Management**

**A-F only, 3 credit(s); prereq Grad student or instr consent ; Instructor:** Hickie,Garth Thomas

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

### **BBE 5523 Ecological Engineering Design**

**A-F only, 3 credit(s); prereq [CHEM 1022, CE 3502, grad student] or instr consent ; Credit will not be granted if credit has been received for: BBE 4523;**

**Instructor:** Nieber,John Little

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

### **BBE 5713 Biological Process Engineering**

**A-F only, 3 credit(s); prereq [3033, [4013 or Concurrent registration is required (or allowed) in 4013], [upper div CSE or grad student]] or instr consent ; Credit will not be granted if credit has been received for: BBE 4713;**

**Instructor:** Zhu,Jun

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

#### **BBE 5723 Food Process Engineering**

**A-F only, 3 credit(s); prereq [[4013 or Concurrent registration is required (or allowed) in 4013], [upper div CSE or grad student]] or instr consent ; Credit will not be granted if credit has been received for: BBE 4723;**

**Instructor:** Ruan PhD,R. Roger

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

#### **BBE 5733 Renewable Energy Technologies**

**A-F only, 3 credit(s); prereq Upper div CSE or grad student or instr consent ; Credit will not be granted if credit has been received for: BBE 4733;**

**Instructor:** Ruan PhD,R. Roger

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

#### **BBE 8002 Seminar II**

**A-F only, 1 credit(s), max credits 2; prereq 8001 or Concurrent registration is required (or allowed) in 8001 or equiv;**

**Instructor:** Sarkanen,Simo

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

#### **BBE 8094 Advanced Problems and Research**

**2-6 credit(s), max credits 6, 1 completion allowed; prereq 5095;**

**Instructor:** Nieber,John Little

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

#### **BBE 8300 Research Problems**

**1-10 credit(s), max credits 10, 10 completions allowed; prereq instr consent;**

**Instructor:** Severtson,Steve John

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

#### **BBE 8513 Hydrologic Modeling of Small Watersheds**

**3 credit(s); prereq CE 3502, hydrology course;**

**Instructor:** Wilson,Bruce Nord

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

## **Business Administration**

*2-190 Hanson Hall*

#### **BA 999 Immersion Core**

**A-F only, 12 credit(s); prereq Microecon, macroecon, calculus, accounting, statistics, Carlson School [soph or jr];**

**Instructor:** Buchner,Thomas Wayne

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

#### **BA 999 Immersion Core**

**A-F only, 12 credit(s); prereq Microecon, macroecon, calculus, accounting, statistics, Carlson School [soph or jr];**

**Instructor:** Nelson,Elaine W

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

#### **BA 1000 Career Exploration & Development**

**S-N only, 1 credit(s); prereq CSOM student;**

**Instructor:** Zhang,Xiaoji

**Description:** BA 1000 is an experiential based course recommended for students who are undecided about their career choice. This course is designed to help students develop a plan for choosing an academic major(s) and career path through the process of self exploration and career planning. Throughout this course, you will take part in assignments and activities that will help you learn more about yourself, your major choices, career options, campus resources, decision making and goal setting. This course is recommended for freshmen and sophomore students, although it is open to all students who are interested in exploring major and career choices

#### **BA 1905 Freshman Seminar: Internet Search Economics, Google and New Business**

**A-F only, 2 credit(s), max credits 6; prereq Fr;**

**Instructor:** Connor,Robert Alan

**Description:** Internet Search Economics, Google, and New Business Opportunities--This course will actively engage students in analysis and extensive discussion of key organizations and topics related to internet search (broadly defined). Although there are many organizations related to internet search, the main ones on which this course will focus are Google, Microsoft, and Wikipedia. Topic areas include: traditional search engines; access through browsers/phones; online advertising revenue models; social networks and generated content; Wikipedia and generated content; non-text media such as video; and legal issues. Assignments include analyses of Google, Microsoft and Wikipedia; and a proposal for an original internet-based business. Guest session by co-founder of YouTube.

#### **BA 1910W Freshman Seminar, WI: Pop Culture and the Evil Empire**

**A-F only, 2 credit(s), max credits 9, 3 completions allowed; prereq freshman; Meets CLE req of Writing Intensive;**

**Instructor:** Littlefield,Holly A

**Description:** Popular Culture and the Evil Empire: Business and the Media For decades Hollywood films and the popular media have portrayed corporate America as the enemy-a decadent, heartless entity that values profits over people. Investigative reporters in the early Twentieth Century turned out scathing exposes of businesses abusing workers, customers, and the environment. Popular books and films like Wall Street, The Insider, and Roger and Me depicted the business world in unflattering terms. In response, corporations have employed increasingly sophisticated public relations campaigns to control public perception of their businesses. Additionally media conglomeration has also provided some businesses with the method to more tightly control what gets said or reported about them in the media. This discussion-based course will look at the ways that corporations, business executives, workers, and entrepreneurs are portrayed in popular culture and at the ways that the media covers business issues. We will consider how this image has developed over time and look at the archetypes of the business world from Horatio Alger to the Corporate Raider.

#### **BA 3000 Career Skills**

**S-N only, 1 credit(s); prereq CSOM soph or upper div major;**

**Instructor:** Coenen,Scott Alan

**Description:** Required for all Carlson School students, this course focuses on career discovery and tactical preparation for the internship and career searches. In this course you will: 1. Clarify personal interests, values, skills and abilities and learn the importance of self-assessment and self-awareness in identifying career options. 2. Develop professional resumes, cover letters and correspondence. 3. Develop a contact network and understand how to engage your network in the career planning process. 4. Understand and utilize professional business etiquette. 5. Research organizations to better prepare for interviews and company interactions, as well as to determine your best organizational "fit". 6. Interview effectively, with specific emphasis on how to convey your background, skills, career goals and the value you bring to an organization. 7. Access internship, part-time and full-time employment opportunities. 8. Understand employment trends and their effect on career

options. 9. Develop an overall career search strategy We advise all students to take this course during the sophomore year, ideally during the fall semester.

**BA 3000 Career Skills**

**S-N only, 1 credit(s); prereq CSOM soph or upper div major;**  
**Instructor:** Glomb PhD, Stephen Michael  
**Description:** Student may contact the instructor or department for information.

**BA 3999 Internship Seminar**

**S-N only, 1 credit(s); prereq Approved internship, instr consent ;**  
**Instructor:** Kinross-Wright, Morgan Elise  
**Description:** Student may contact the instructor or department for information.

**BA 4503 Carlson Ventures Enterprise**

**OPT No Aud, 2 credit(s), max credits 6, 3 completions allowed; prereq Concurrent registration is required (or allowed) in MBA 6503, CSOM [jr or sr], approved application;**  
**Instructor:** Nord, Tobin Lawrence  
**Description:** Student may contact the instructor or department for information.

**BA 4504 Carlson Consulting Enterprise**

**OPT No Aud, 3 credit(s), max credits 6; prereq Concurrent registration is required (or allowed) in MBA 6504, CSOM [jr or sr], approved application;**  
**Instructor:** Hill, Arthur V  
**Description:** Student may contact the instructor or department for information.

**BA 4505 Brand Enterprise**

**OPT No Aud, 3 credit(s), max credits 6; prereq Concurrent registration is required (or allowed) in MBA 6505, CSOM [jr or sr], approved application;**  
**Instructor:** Hopkins, David K  
**Description:** Student may contact the instructor or department for information.

**BA 4990H Honors Thesis Seminar I**

**A-F only, 2 credit(s); prereq CSOM honors, 2nd sem jr;**  
**Instructor:** Manchester, Colleen Flaherty  
**Description:** This course will provide you with a foundation for how to conduct individually-pursued research and is designed to support students writing their honors thesis. This course begins with you identifying and motivating an individually-chosen research question, progresses through an annotated bibliography, literature review, and study design, and ends with a research proposal that combines these pieces. This proposal will be used to inform your research methods and analysis as well as helping you to match with a faculty supervisor. The goal is to use this class to develop the foundation for your thesis in order for you to advance your methodology (e.g., dataset construction, interviews, surveys) during the first part of your senior year.

**Business Law****3-110 Carlson School of Management****BLAW 3058 The Law of Contracts and Agency**

**A-F only, 4 credit(s); prereq 40 or more credits;**  
**Instructor:** Kramer, Jack  
**Description:** First third of the course covers contracts and sales using the Socratic method of case analysis, much like a law school approach. Remainder of the course covers the law of warranties, product liability, negotiable instruments, real estate, wills and estates, agency, equal opportunity in employment law, secured transactions, and law relating to public companies and corporate governance.  
**Grading:** 30% final exam, 60% additional semester exams, 10% class participation.  
**Exam Format:** Mostly multiple choice. Also, short answer

questions based on law school-type hypos.

**BLAW 6158 The Law of Contracts and Agency**

**A-F only, 4 credit(s); prereq MBA student;**  
**Instructor:** Kramer, Jack  
**Description:** Student may contact the instructor or department for information.

**Business and Industry Education**  
*330 Wulling Hall***BIE 1396 Supervised Career and Technical Education Teaching**

**S-N only, 4 credit(s); prereq college consent;**  
**Instructor:** Stertz EdD, Tom  
**Description:** This course is a supervised teaching experience for beginning on-the-job and pre-service instructors in Career and Technical Education. The course can be used to satisfy the Minnesota Secondary Career and Technical Teacher licensure requirement. The course is delivered in an individualized mode with the U of M instructor acting as a supervisor and resource person. An on-site career and technical instructor or supervisor will also serve as a mentor. All work agreed upon by the student and the BIE 1396 instructor.

**BIE 3001 Teaching Marketing Promotion**

**A-F only, 3 credit(s);**  
**Instructor:** Gaddey Jr, Roy Arthur  
**Description:** Student may contact the instructor or department for information.

**BIE 3001 Teaching Marketing Promotion**

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

**BIE 3061 Professional Sales Management**

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

**BIE 3151 Technical Development: Advanced**

**1-32 credit(s), max credits 32, 12 completions allowed;**  
**prereq instr consent ;**  
**Instructor:** Stertz EdD, Tom  
**Description:** Individualized advanced technical development in construction, communication technology, manufacturing, power and energy, and transportation.

**BIE 3196 Profession and Practice of Business and Marketing Education**

**A-F only, 2 credit(s);**  
**Instructor:** Helm, Charles Andre  
**Description:** Student may contact the instructor or department for information.

**BIE 3624 Sales Training**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: BIE 5624;**  
**Instructor:** Cherry, Jennifer E  
**Description:** Student may contact the instructor or department for information.

**BIE 3624 Sales Training**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: BIE 5624;**  
**Instructor:** Gaddey Jr, Roy Arthur  
**Description:** Student may contact the instructor or department for information.

**BIE 4196 Internship: Business and Marketing Education**



**S-N only, 1-3 credit(s), max credits 3, 1 completion allowed; prereq 3061, 3624, 4626, sr BME major;**  
**Instructor:** Snyder,Lynn M.  
**Description:** Student may contact the instructor or department for information.

**BIE 4420 Practicum in Nonprofit Organizations**

**A-F only, 2 credit(s), max credits 4; prereq Admitted BME major, instr consent ; cr will not be given for this course until both semesters are completed;**

**Instructor:** Gaddey Jr,Roy Arthur

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

**BIE 4626 Customer Service Training**

**A-F only, 3 credit(s);**

**Instructor:** Selander,Julie Ann

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

**BIE 4626 Customer Service Training**

**A-F only, 3 credit(s);**

**Instructor:** Link,Holly A

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

**BIE 5151 Technical Development: Specialized**

**A-F only, 1-12 credit(s), max credits 12, 12 completions allowed; prereq instr consent;**

**Instructor:** Stertz EdD, Tom

**Description:** Students select and study technical processes and principles based on the particular subject matter areas they plan to teach. Experiences allow students to integrate specialized technical instruction in advanced and emerging areas.

**BIE 5457 Methods of Teaching Business Employment and Marketing Employment**

**A-F only, 3 credit(s);**

**Instructor:** Horazdovsky PhD,Jerry Edward

**Description:** Recent research and developments in teaching for business employment including administrative support positions, accounting, marketing, sales, and other related occupations. The course content has been developed to correspond with the concepts and issues faced by UM students who are concurrently completing their high school student teaching experience.

**Style:** 25% Discussion, 10% Small Group Activities, 20% Student Presentation, 15% Demonstration, 15% Field Trips, 15% Guest Speakers. Class meets on Mondays from 4:40 to 7:10 p.m. Please check spring schedule for room location.

**Grading:** 20% reports/papers, 10% special projects, 20% written homework, 20% reflection paper, 20% in-class presentation, 10% class participation.

**BIE 5596 Occupational Experience in Business and Industry**

**S-N only, 1-10 credit(s), max credits 10, 1 completion allowed; prereq instr consent;**

**Instructor:** Stertz EdD, Tom

**Description:** Observation and employment in business and industry to develop technical or occupational competencies; 100 clock hours of supervised work experience per credit.

**BIE 5605 Critical Issues in Business and Industry**

**3 credit(s);**

**Instructor:** Stertz EdD, Tom

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

**BIE 5796 Field Based Projects in Business and Industry**

**S-N only, 1-4 credit(s), max credits 4, 1 completion allowed;**

**Instructor:** Stertz EdD, Tom

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

**BIE 5993 Directed Study in Business and Industry**

**1-4 credit(s), max credits 4, 1 completion allowed;**

**Instructor:** Stertz EdD, Tom

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

## Carlson School of Management

### 4-300 Carlson School of Management

**CSOM 8101 Methods and Topics in Applied Economics**

**4 credit(s);**

**Instructor:** Waldfogel, Joel

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

## Center for Learning Innovation

**CLI 1712 University Experience II**

**S-N only, 1 credit(s); prereq 1711 or instr consent ;**

**Instructor:** Fridgen, Michael W

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

**CLI 1712 University Experience II**

**S-N only, 1 credit(s); prereq 1711 or instr consent ;**

**Instructor:** Tesch, Nathan Keith

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

**CLI 1712 University Experience II**

**S-N only, 1 credit(s); prereq 1711 or instr consent ;**

**Instructor:** Weber, Kendra A.

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

**CLI 2712 Career Development II**

**S-N only, 1 credit(s); prereq 2711 or instr consent ;**

**Instructor:** Hegland, Jennifer Jean

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

## Center for Spirituality and Healing

### Mayo Code 505; C592 Mayo

**CSPH 1001 Principles of Holistic Health and Healing**

**2 credit(s);**

**Instructor:** Brady, Linda J

**Description:** This course focuses on how individuals and society can work for a balanced life to achieve optimal health with our stressful lifestyles. Topics include: 1. what is health and well being? 2. cultural constructs of health and well being; 3. fundamental principles and proven measures of holistic health that promote health and well being; 4. practical application and integration of holistic health practices into daily personal life. Class will be interactive and students will reflect on the application of the principles to their daily lives; a key component of class is to become more mindful and "present" in our daily lives and then to understand how we can apply this to be more balanced as students in US society. The text will be Integral Healing by Elliott Dacher, 2006; additional readings will be from the CSPH website modules and other websites.

**Style:** 50% Lecture, 50% Discussion. Most classes will present information and students will discuss/reflect on it in class groups

**Grading:** 67% reflection paper, 33% class participation. Each assignment will ask students to read information or watch a video and then to answer questions and reflect on the significance of the material and its application to their lives.

**Exam Format:** No exams

**CSPH 1101 Self, Society, and Environment: An Integral Systems Approach to Personal Wellbeing and Engagement**  
**3 credit(s);****Instructor:** Miller, John Barton**Description:** Students will examine and reflect on the internal and external systems which influence their lives and health using various "ways of knowing" such as science, complexity theory, and other world views. They will examine the interrelated workings of mind and body and explore a variety of means of bringing these into dynamic balance. They will examine the variety of environmental and social systems in which they participate, once again combining theory, experience, and reflection to explore the optimal functioning of these systems, both for individuals and the collective whole. In addition to applying their learning within the realm of personal well-being, students will learn to be social entrepreneurs, bringing health and balance to the social and environmental systems in which they participate.**Style:** 25% Lecture, 50% Discussion, 25% Small Group Activities.**Grading:** 75% written homework, 25% reflection paper. Class format will be to prepare written assignments before class, discuss in small and large groups, then submit homework assignments based on both reading and class discussion for the week.**Exam Format:** No exams**CSPH 3201 Introduction to Mindfulness-Based Stress Reduction**  
**2 credit(s);****Instructor:** Storlie, Erik Fraser**Description:** The class will introduce students to a variety of techniques by which the stress endemic in a fast-paced competitive culture can be both reduced, as well as worked with constructively. Students will engage in both experiential and intellectual learning. They will practice and apply techniques of stress-reduction through "mindfulness" - the steady, intentional gathering of a non-judgmental awareness into the present moment in various activities. They will also think critically as they study and evaluate recent medical-scientific literature on the physiological and psychological elements in the stress response.**CSPH 3301 Food Choices: Healing the Earth, Healing Ourselves**  
**3 credit(s);****Instructor:** Brady, Linda J**Description:** Food production in our current industrial system feeds the world, but at a cost to the environment. In nutrition we often talk about a healthy diet, but only occasionally do we link our food and diet choices to agricultural practices and the health of the planet. This class will link the concepts of human health and planetary health in terms of food. There are no prerequisites to the class, but you should have been exposed to critical reading, writing, and thinking to make your journey through this class more fulfilling. Using the framework of complexity theory and gentle action, topics that we will cover include: human food/nutrition needs and food security, influences on our food choices and decisions, cultural and personal context of food choices, ways that food is produced-farm to fork, especially industrial monoculture, food choices and the earth's bio diversity, land use, water use and pollution, energy needs, climate change, alternatives-organic and sustainable, fair trade and economic policies and choices, global tradeoffs**Style:** 20% Lecture, 10% Film/Video, 30% Discussion, 10% Small Group Activities, 20% Student Presentation, 10% Guest Speakers.**Grading:** 50% written homework, 50% reflection paper.**CSPH 5101 Introduction to Complementary Healing Practices**  
**3 credit(s); prereq Jr or sr or grad student or instr consent;****Instructor:** Culliton, Patricia D**Description:** Student may contact the instructor or department for information.**CSPH 5102 Art of Healing: Self as Healer****1 credit(s); prereq Jr or sr or grad student or instr consent;****Instructor:** Culliton, Patricia D**Description:** CSPH 5102 - Art of Healing: Self as Healer (1.0 cr; Prereq-Jr or sr or grad student or #; fall, spring, every year) Introduction to individual transformational journey as part of health science education. Students become aware of their responsibility/resources to facilitate development of the self. Research data, experience of self that is part psychoneuroimmunology, mind-body-spirit approaches. Lecture, scientific literature, meditation, imagery, drawing, group interaction.**CSPH 5102 Art of Healing: Self as Healer****1 credit(s); prereq Jr or sr or grad student or instr consent;****Instructor:** Gorman, Rebecca Sue**Description:** CSPH 5102 - Art of Healing: Self as Healer (1.0 cr; Prereq-Jr or sr or grad student or #; fall, spring, every year) Introduction to individual transformational journey as part of health science education. Students become aware of their responsibility/resources to facilitate development of the self. Research data, experience of self that is part psychoneuroimmunology, mind-body-spirit approaches. Lecture, scientific literature, meditation, imagery, drawing, group interaction.**CSPH 5115 Cultural Knowledge, Health, and Contemporary Cultural Communities****3 credit(s); prereq Jr or sr or grad student or instr consent ;****Instructor:** Hassel, Craig Alan**Description:** Student may contact the instructor or department for information.**CSPH 5121 Whole Systems Healing: Health and the Environment****2 credit(s); prereq Jr or sr or grad student;****Instructor:** Halcon PhD, Linda Luciente**Description:** Our individual and collective wellbeing are exquisitely intertwined and interdependent with that of the environmental systems we inhabit. Whole Systems Healing uses complexity theory to explore the interface between human and environmental health, and describes practical ways to optimize both.**CSPH 5201 Spirituality and Resilience****2 credit(s); prereq Jr or sr or grad student or instr consent;****Instructor:** Marshall, Kathy M**Description:** In-depth exploration of resilience, spirituality, and the link between them. Specific applications of the resilience/health realization model to students' personal and professional lives. Relevant literature, theory and research will be explored.**CSPH 5212 Peacebuilding Through Mindfulness:****Transformative Dialogue in the Global Community****3 credit(s); prereq Jr or sr or grad student or instr consent ;****Instructor:** Umbreit, Mark S**Description:** Student may contact the instructor or department for information.**CSPH 5215 Forgiveness and Healing: A Journey Toward Wholeness****3 credit(s); prereq Jr or sr or grad student or instr consent ;****Instructor:** Umbreit, Mark S**Description:** This course will examine the impact of forgiveness on the process of inter-personal and intra-personal healing, as well as healing of conflict and trauma at the intergroup level. Forgiveness and healing will be examined in the context of intense interpersonal and intrapersonal conflicts in multiple health care and social work settings, including in families, between physicians and nurses, between patients/clients and nurses/social workers, within communities, among friends, between co-workers, or within ourselves. This course is designed to provide a basic understanding of the central elements of forgiveness and healing in the context of multiple health care and social work settings. The concepts of forgiveness and healing will be examined from multiple spiritual and secular traditions. The underlying philosophical elements of

forgiveness and healing will be critically assessed and beliefs and rituals from numerous indigenous and European traditions will be presented and examined. The focus will be upon gaining a more grounded understanding of the process of forgiveness and its potential impact upon emotional and relational healing. The concepts of forgiveness and healing will be addressed in a very broad and inclusive manner, with no assumptions made related to their specific cultural context or meaning. Empirical studies that have examined the impact of forgiveness upon emotional and physical healing will be reviewed.

**CSPH 5226 Advanced Meditation: Body, Brain, Mind, and Universe**

**1 credit(s); prereq [5225, [Jr or sr or grad student]] or instr consent;**

**Instructor:** Storlie,Erik Fraser

**Description:** Students will work to integrate meditation practice into daily life, cultivating awareness of the fundamental oneness of body, brain, mind, and universe. Attention will be given to mind-body interactions in health, the "hard problem" of consciousness in brain science, and the emergence of compassion, wisdom, and healing in non-discursive awareness.

**CSPH 5226 Advanced Meditation: Body, Brain, Mind, and Universe**

**1 credit(s); prereq [5225, [Jr or sr or grad student]] or instr consent;**

**Instructor:** Kreitzer,MaryJo

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

**CSPH 5311 Introduction to Traditional Chinese Medicine**

**A-F only, 2 credit(s); prereq Jr or sr or grad student or instr consent;**

**Instructor:** Hafner,Christopher

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

**CSPH 5401 People, Plants, and Drugs: Introduction to Ethnopharmacology**

**3 credit(s); prereq Jr or sr or grad student or instr consent;**

**Instructor:** McKenna PhD,Dennis Jon

**Description:** Ethnopharmacology can be defined as "The interdisciplinary scientific investigation of biologically active substances utilized by humans." As such, ethnopharmacology combines aspects of botany, natural products chemistry, conventional pharmacology, pharmacognosy, anthropology, medicine, and even psychology and the comparative study of religions into a synthetic discipline whose subject matter is human interactions with biologically active plants and animals as medicines, poisons, and "recreational" or ritual intoxicants. Although theoretically ethnopharmacology could include human uses of drugs and toxins in contemporary, post-industrial societies, in practice its primary focus is on indigenous and non-Western cultures. Part of the scope of ethnopharmacology is the documentation of the plants and animals used as drugs and poisons in such cultures, and the ethnographic description of their preparation and use. Another important component of the study of ethnopharmacology, however, is the application of state-of-the-art scientific methods, borrowed from taxonomy, natural products chemistry, and conventional pharmacology, to identify, isolate, and characterize the active compounds responsible for the actions of drugs and poisons used in non-Western cultures. It is this aspect of ethnopharmacology that has led time and again to the discovery of important medicines that subsequently became integrated into the Western physician's pharmacopoeia. This course will cover both the ethnographic and scientific aspects of ethnopharmacology about equally. Emphasis will be placed on helping students to appreciate the importance of ethnopharmacological investigations in the process of drug discovery and the evolution of modern medicine, and to develop a cross-cultural perspective on human interactions with drugs and toxins. Drug use and abuse is as old as the human condition, and different cultures have evolved different ways of using the drugs and toxins in their natural environment in both abusive and constructive ways. This

course will examine the varieties of ways that humans interact with biologically active organisms in their environment.

**Grading:** 10% mid exam, 10% final exam, 20% written homework, 20% journal, 20% in-class presentation, 20% class participation.

**CSPH 5421 Botanical Medicines in Complementary Healthcare 3 credit(s); prereq Jr or sr or grad student or instr consent;**

**Instructor:** McKenna PhD,Dennis Jon

**Description:** The growing interest and acceptance of complementary and alternative medicine (CAM) by physicians and other practitioners in the medical community has been accompanied by an information deficit. Many practitioners are not familiar with complementary therapies, and know little about their therapeutic rationale, efficacy (or lack thereof), potential applications, or potential hazards, even though their patients may utilize such therapies. This is particularly the case when it comes to the use of botanical medicines and dietary supplements. Botanical dietary supplements are widely sold, both promoted and denounced in the media, and increasingly popular, yet many health care providers are uninformed about them. Often, patients use botanical supplements without the knowledge of their health care providers; in turn, practitioners lack of knowledge makes it difficult to advise patients regarding their uses, and possible safety concerns. In many instances, botanical medicines may be viable alternatives to conventional pharmaceuticals, yet many practitioners are unaware of these alternatives or reluctant to advise their patients on their use. This course is designed to address this information deficit, by providing health care professionals with the knowledge base required to provide informed advice to patients, and in instances where appropriate, to utilize botanical supplements in their own practice. This course will focus primarily on the most popular and widely used botanical medicines. The information will be presented from a biomedical perspective, although discussions of alternative therapeutic systems, such as Traditional Chinese Medicine (TCM) or Ayurvedic Medicine, also will be included to provide balance. Students will be introduced to information resources pertinent to the use of botanical medicines, and there will be discussion of how this topic is treated in both the scientific literature and the popular press. The botanical characteristics, traditional uses, and chemical properties of the active constituents will also be covered. Evidence for therapeutic applications, appropriate uses, potential hazards, dosage, drug interactions and other safety considerations, will be presented. Quality control issues in the manufacture of botanical supplements, and the regulatory environment governing the manufacture and sale of botanical supplements, will be addressed. The applications of particular botanical medicines will be discussed and related to required and recommended readings and online resources; emphasis will be placed on information derived from clinical and pre-clinical studies published in current scientific literature. The information presented will be organized according to bodily systems and processes affected, e.g. the immune system, the cardiovascular system, etc.

**Grading:** 10% mid exam, 10% final exam, 20% reports/papers, 20% journal, 20% in-class presentation, 20% class participation.

**CSPH 5431 Functional Nutrition: An Expanded View of Nutrition, Chronic Disease, and Optimal Health**

**2 credit(s); prereq [Jr or sr or grad student] in Health Sciences or instr consent;**

**Instructor:** Denton,Carolyn Ward

**Description:** This course will present a novel approach to the principles of nutrition as they relate to optimal health and the prevention, control or intervention in a disease process. This is a model of nutrition application that complements and expands beyond normal growth and development, an approach that attempts to reduce chronic disease by looking for underlying factors or triggers of disease. This model of nutrition considers system dysfunction a pre-disease state and looks for ways to apply nutrition and restore function. The purpose of the course is to provide an overview of this novel application of nutrition. The course will emphasize the importance of nutrition as a component of self-care.

**Grading:** 25% final exam, 40% reports/papers, 10% in-class presentation, 25% other evaluation. Self assessment and written nutritional intervention

**CSPH 5511 Interdisciplinary Palliative Care: An Experiential Course in a Community Setting**

**2 credit(s); prereq instr consent ; 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 5521 Therapeutic Landscapes**

**3 credit(s); prereq [Jr or sr or grad student] in [health sciences or therapeutic recreation or horticulture or landscape architecture] or health professional or instr consent;**

**Instructor:** Larson, Jean Marie

**Description:** this course is to help students build a theoretical foundation for healing environments and their application to Complementary Alternative Medicine (CAM). This course is offered only through the Center for Spirituality and Healing but carries a wide interdisciplinary application into the departments of horticulture, landscape architecture, architecture, interior design, therapeutic recreation, and the health sciences.

**Style:** 50% Lecture, 25% Discussion. small group work  
**Grading:** 25% mid exam, 50% reports/papers, 25% in-class presentation.

**CSPH 5535 Reiki Healing**

**S-N only, 1 credit(s); prereq Jr or sr or grad student or instr consent ;**

**Instructor:** Ringdahl, Deborah Rene

**Description:** Students will learn the history, principles, precepts, and practical application of Reiki energy healing. Alternative energy healing modalities and current research findings will be discussed. Following activation of the Reiki energy, participants will learn the hand positions used to perform a treatment. A portion of each class meeting will be used to provide Reiki treatments and to discuss findings.

**CSPH 5536 Advanced Reiki Healing: Level II**

**S-N only, 1 credit(s); prereq 5535, instr consent ;**

**Instructor:** Ringdahl, Deborah Rene

**Description:** Students will learn advanced principles and application of Reiki energy healing. The four levels of healing will be further explored, with emphasis on healing at the spiritual level. Following activation of the Reiki energy, participants will learn the energy symbols that allow for energy transfer through space and time. Students will learn to use second level Reiki energy for both distance healing and the standard Reiki treatment. A portion of each class meeting will be used to provide Reiki treatments and to discuss findings. Current literature and research findings will also be discussed.

**CSPH 5631 Healing Imagery I**

**2 credit(s); prereq Jr or sr or grad student;**

**Instructor:** Heiderscheit PhD, Annie Lynne

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

**CSPH 5641 Animals in Health Care: The Healing Dimensions of Human/Animal Relationships**

**3 credit(s); prereq Jr or sr or grad student;**

**Instructor:** Larson, Jean Marie

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

**CSPH 5702 Fundamentals of Health Coaching II**

**A-F only, 4 credit(s); prereq 5701;**

**Instructor:** Lawson MD, Karen Lynn

**Description:** Please contact department or instructor for further information. There will be a \$300 course fee associated with this

course.

**CSPH 5705 Health Coaching Professional Internship**

**S-N only, 2 credit(s); prereq 5701, 5702, 5703, admitted to postbaccalaureate certificate in complementary therapies/healing practices health coaching track; [5101, 5102, 5704] recommended;**

**Instructor:** Lawson MD, Karen Lynn

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

**CSPH 8101 Critiquing and Synthesizing Complementary and Alternative Healing Practices (CAHP) Research**

**2 credit(s); prereq Grad student;**

**Instructor:** Duckett, Laura J

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

**CSPH 8191 Independent Study in Complementary Therapies and Healing Practices**

**1-6 credit(s), max credits 6, 1 completion allowed; prereq instr consent ;**

**Instructor:** Cameron PhD, Miriam Elaine

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

**CSPH 8191 Independent Study in Complementary Therapies and Healing Practices**

**1-6 credit(s), max credits 6, 1 completion allowed; prereq instr consent ;**

**Instructor:** Ringdahl, Deborah Rene

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

**CSPH 8191 Independent Study in Complementary Therapies and Healing Practices**

**1-6 credit(s), max credits 6, 1 completion allowed; prereq instr consent ;**

**Instructor:** Kreitzer, MaryJo

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

**CSPH 8191 Independent Study in Complementary Therapies and Healing Practices**

**1-6 credit(s), max credits 6, 1 completion allowed; prereq instr consent ;**

**Instructor:** Larson, Jean Marie

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

## Chemical Engineering

### 151 Amundson Hall

**CHEN 3006 Mass Transport and Separation Processes**

**A-F only, 4 credit(s); prereq [2001 or 4001], [3005 or 4005], [3101 or 4101], [upper div ChEn major] or dept consent;**

**Instructor:** Daoutidis, Prodromos

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

**CHEN 3041 Industrial Assignment I**

**A-F only, 2 credit(s); prereq ChEn upper Div, completion of required courses in ChEn prog through fall sem of 3rd yr, GPA of at least 2.80, registered in co-op prog; Credit will not be granted if credit has been received for: MATS 3041;**

**Instructor:** Shores, David A

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

**CHEN 3102 Reaction Kinetics and Reactor Engineering**

**A-F only, 4 credit(s); prereq [2001 or 4001], [3101 or 4101], [upper div ChEn major or dept consent ] credit will not be**

**granted if credit already received for: 4102;**

**Instructor:** Bhan,Aditya

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

**CHEN 3201 Numerical methods in ChEn applications**

**A-F only, 3 credit(s); prereq [2001 or 4001], [3005 or 4005], [3006 or 4006 or Concurrent registration is required (or allowed) in 3006 or Concurrent registration is required (or allowed) in 4006], [upper div ChEn major or dept consent ] credit will not be granted if credit already received for: ChEn 4201;**

**Instructor:** Dorfman, Kevin

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

**CHEN 3201 Numerical methods in ChEn applications**

**A-F only, 3 credit(s); prereq [2001 or 4001], [3005 or 4005], [3006 or 4006 or Concurrent registration is required (or allowed) in 3006 or Concurrent registration is required (or allowed) in 4006], [upper div ChEn major or dept consent ] credit will not be granted if credit already received for: ChEn 4201;**

**Instructor:** Dorfman, Kevin

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

**CHEN 3401W Junior Chemical Engineering Lab**

**A-F only, 2 credit(s); prereq [WRIT 1301 or equiv], [3006 or Concurrent registration is required (or allowed) in 3006], [3102 or Concurrent registration is required (or allowed) in 3102], [3201 or Concurrent registration is required (or allowed) in 3201], [CHEM 2121 or equiv], CHEM 2311, upper div ChEn major; Meets CLE req of Writing Intensive;**

**Instructor:** Caretta, Raul Alberto

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

**CHEN 4041 Industrial Assignment II**

**A-F only, 2 credit(s); prereq 3041, completion of required courses in ChEn prog through fall sem of 4th year, GPA of at least 2.80, registration in co-op prog; Credit will not be granted if credit has been received for: MATS 4041;**

**Instructor:** Shores, David A

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

**CHEN 4214 Polymers**

**A-F only, 3 credit(s); prereq [[MATS 3011, [3101 or 4101 or MATS 4001], [upper div MatS or ChEn]]] or instr consent ;**

**Instructor:** Bates, Frank S

**Description:** Polymer synthesis, characterization, structure property relations. Polymerization types: free radical, condensation, ionic, coordination polymerization kinetics and reactors; molecular weight distribution and its characteristics; network formation; swelling. Structure and morphology of the crystalline and amorphous state. Crystallization kinetics, vitrification and the glass transition, rubber elasticity, viscoelasticity, mechanical properties, failure, permeability, optical and electrical properties, polymer composites. On successful completion of this course, students will understand how most polymers are made and how they are characterized. They will be able to design simple synthetic schemes to produce a polymer of desired size and microstructure. They will understand how size and microstructure control properties. They will be able to select polymeric materials to meet specific property requirements.

**Style:** 95% Lecture, 5% Discussion.

**Grading:** 40% mid exam, 35% final exam, 25% problem solving.

**CHEN 4223W Polymer Laboratory**

**2 credit(s); prereq 4214 or CHEM 4214 or CHEM 4221 or MATS 4214 or instr consent ; Credit will not be granted if credit has been received for: CHEM 4223W; Meets CLE req of Writing Intensive;**

**Instructor:** Taton, T. Andrew

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

**CHEN 4502W Chemical Engineering Process Design II**

**A-F only, 2 credit(s); prereq 4501W, [upper div ChEn major or dept consent ]; Meets CLE req of Writing Intensive;**

**Instructor:** Mc Cormick, Alon Victor

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

**CHEN 4502W Chemical Engineering Process Design II**

**A-F only, 2 credit(s); prereq 4501W, [upper div ChEn major or dept consent ]; Meets CLE req of Writing Intensive;**

**Instructor:** Mc Cormick, Alon Victor

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

**CHEN 4593 Directed study**

**OPT No Aud, 1-4 credit(s), max credits 6, 3 completions allowed; prereq ChEn major upper division, instr consent ;**

**Instructor:** STAFF

**Description:** Directed study under faculty supervision. Student must meet with faculty supervisor before registering to get permission to pursue directed study, arrange study project, grading option, number of credits, and final report requirements.

**CHEN 4594 Directed Research**

**OPT No Aud, 1-4 credit(s), max credits 6, 3 completions allowed; prereq Instr. Consent Upper div ChEn;**

**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 4702 Advanced Undergraduate Rheology**

**A-F only, 2 credit(s); prereq [3005 or 4005], instr consent ;**

**Instructor:** Macosko, Chris

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

**CHEN 4708 Advanced Undergraduate Chemical Rate**

**Processes: Analysis of Chemical Reactors**

**A-F only, 3 credit(s); prereq [3102 or 4102], ChEn major upper div;**

**Instructor:** Tsapatsis, Michael

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

**CHEN 5531 Electrochemical Engineering and Renewable Energy**

**A-F only, 3 credit(s); prereq [MATS 3011 or instr consent ], [upper div CSE or grad student]; Credit will not be granted if credit has been received for: MATS 5531;**

**Instructor:** Smyrl, William H

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

**CHEN 5753 Biological Transport Processes**

**A-F only, 3-4 credit(s), max credits 4, 1 completion allowed; prereq 3005 or 4005 or equiv; Credit will not be granted if credit has been received for: ME 5381;**

**Instructor:** Barocas, Victor Howard

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

**CHEN 8101 Fluid Mechanics I: Change, Deformation, Equations of Flow**

**A-F only, 3 credit(s); prereq Chemical engineering grad student or instr consent;**

**Instructor:** Kumar, Satish

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

**CHEN 8102 Principles and Applications of Rheology**  
**A-F only, 2 credit(s); prereq 8101;**  
**Instructor:** Macosko,Chris  
**Description:** Student may contact the instructor or department for information.

**CHEN 8501 Chemical Rate Processes: Analysis of Chemical Reactors**  
**A-F only, 3 credit(s); prereq [Course in chemical reactor engineering, chemical engineering grad student] or instr consent;**  
**Instructor:** Tsapatsis,Michael  
**Description:** Student may contact the instructor or department for information.

**CHEN 8754 Systems Analysis of Biological Processes**  
**3 credit(s); prereq Grad student in [life sciences or chemical/physical sciences or engineering]; ChEn students must take A/F;**  
**Instructor:** Hu,Wei-Shou  
**Description:** Student may contact the instructor or department for information.

**CHEN 8901 Seminar**  
**1 credit(s), max credits 9, 9 completions allowed;**  
**Instructor:** Kaznessis,Yiannis  
**Description:** Student may contact the instructor or department for information.

**CHEN 8993 Directed Study**  
**1-12 credit(s), max credits 12, 1 completion allowed;**  
**Instructor:** Kaznessis,Yiannis  
**Description:** Student may contact the instructor or department for information.

**CHEN 8994 Directed Research**  
**1-12 credit(s), max credits 12, 1 completion allowed;**  
**Instructor:** Kaznessis,Yiannis  
**Description:** Student may contact the instructor or department for information.

## Chemical Physics

139 Smith Hall

**CHPH 8601 Seminar: Modern Problems in Chemical Physics**  
**S-N only, 1 credit(s), max credits 2; prereq Grad chem physics major or instr consent ;**  
**Instructor:** Siepmann,Ilja  
**Description:** Student may contact the instructor or department for information.

## Chemistry

139 Smith Hall

**CHEM 1015 Introductory Chemistry: Lecture**  
**3 credit(s); prereq [High school chemistry or equiv], two yrs high school math, not passed chem placement exam, Internet access; high school physics recommended** CHEM 1015 is a 3-credit, lecture-only course, with the lectures delivered online via WebVista, and exams taken in person on campus. Internet access is required. Students who will go on to take CHEM 1021 should take CHEM 1015 only. Students who will NOT be continuing on to CHEM 1021 and need to fulfill the Physical Science/Lab core requirement need take the 1-credit lab course CHEM 1017 either concurrently or consecutively. This course will NOT fulfill the Physical Science/Lab core requirement unless the CHEM 1017 lab course is completed either concurrently or consecutively.;  
**Instructor:** STAFF

**Description:** Chem 1015 is an undergraduate introductory chemistry course. It may meet a chemistry or science requirement or it may serve as a bridge between high school chemistry and Chem 1021. This course provides a broad survey of chemistry, including an introduction to organic chemistry. Additional topics include matter and energy; measurements in chemistry; ionic and molecular compounds; chemical reactions and chemical equilibrium; gases, liquids, solids, and solutions; acids and bases; and nuclear chemistry.  
**Style:** 100% Lecture.  
**Grading:** 5% problem solving. 95% three mid-term exams and a final exam

**CHEM 1017 Introductory Chemistry: Laboratory**  
**A-F only, 1 credit(s); prereq [1015 or Concurrent registration is required (or allowed) in 1015], dept consent credit will not be granted if credit received for: 1011; CHEM 1017 is a 1-credit lab-only course. This course is not intended for students who are planning to take CHEM 1021. Intended only for students who need the course to fulfill the Physical Science/Lab requirement, and are taking CHEM 1015 either concurrently or consecutively. This course will NOT fulfill the Physical Science/Lab core requirement, unless CHEM 1015 is completed either concurrently or consecutively.;**  
**Instructor:** STAFF  
**Description:** Registration by department permission only. See staff in 115 Smith Hall or call 612-624-0026. CHEM 1017 is identical to the lab for CHEM 1011, but students do not attend any lecture or take any exams. Intended only for students who have taken the lecture-only course CHEM 1015, and later determine that taking the lab is now required.  
**Style:** 100% Laboratory.

**CHEM 1021 Chemical Principles I**  
**4 credit(s); 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.; Credit will not be granted if credit has been received for: CHEM 1031H; Meets CLE req of Physical Sciences;  
**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.  
**Style:** 50% Lecture, 50% Laboratory.  
**Grading:** 20% laboratory evaluation, 80% other evaluation. Mid-term exams, final exam, problem sets

**CHEM 1022 Chemical Principles II**  
**4 credit(s); 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.; Credit will not be granted if credit has been received for: CHEM 1032H; Meets CLE req of Physical Sciences;  
**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.

**Style:** 50% Lecture, 50% Laboratory.

**Grading:** 20% laboratory evaluation, 80% other evaluation.

Mid-term exams, final exam, problem sets

#### **CHEM 1032H Honors Chemistry II**

**A-F only, 4 credit(s); prereq [1031H or equiv], honors student and permission of University Honors Program; Credit will not be granted if credit has been received for:**

**CHEM 1022; Meets CLE req of Physical Sciences;**

**Instructor:** Stein, Andreas

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

#### **CHEM 1905 Freshman Seminar**

**A-F only, 2 credit(s), max credits 3, 1 completion allowed; prereq freshman;**

**Instructor:** Barany, George

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

#### **CHEM 1905 Freshman Seminar**

**A-F only, 2 credit(s), max credits 3, 1 completion allowed; prereq freshman;**

**Instructor:** Noland, Wayland E

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

#### **CHEM 1905 Freshman Seminar**

**A-F only, 2 credit(s), max credits 3, 1 completion allowed; prereq freshman;**

**Instructor:** Penn, Lee

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

#### **CHEM 1910W Freshman Seminar: Writing Intensive**

**A-F only, 2 credit(s), max credits 4; prereq freshman; Meets CLE req of Writing Intensive;**

**Instructor:** Leopold, Doreen Geller

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

#### **CHEM 2094 Directed Research**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq instr consent;**

**Instructor:** Stathopoulos, Stephanie M

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

#### **CHEM 2121 Process Analytical Chemistry**

**A-F only, 3 credit(s); prereq [2302 or Concurrent registration is required (or allowed) in 2302], [3501 or Concurrent registration is required (or allowed) in 3501], CSE student;**

**Instructor:** Haynes, Christy L

**Description:** Strategies/techniques for chemical analysis. Use of modern instruments, including spectroscopy, chromatography, and electrochemistry.

#### **CHEM 2231 Organic Chemistry II**

**A-F only, 4 credit(s); prereq Grade of at least C- in 1231, Concurrent registration is required (or allowed) in BIOL 2311; Meets CLE req of Physical Sciences;**

**Instructor:** Muthyala, Rajeev S.

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

#### **CHEM 2301 Organic Chemistry I**

**3 credit(s); prereq Grade of at least C- in [1022 or 1032H or equiv] or [grade of at least B in 1031H, Concurrent registration is required (or allowed) in 1032H] 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.;**

**Instructor:** STAFF

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

**Style:** 100% Lecture.

**Grading:** 100% other evaluation. 4 Midterm Exams and a Final Exam

**Exam Format:** Mix of multiple choice and written exams

#### **CHEM 2302 Organic Chemistry II**

**3 credit(s); prereq Grade of at least C- in 2301;**

**Instructor:** STAFF

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

**Style:** 100% Lecture.

**Grading:** 100% other evaluation. 4 Mid-Term Exams and a Final Exam

**Exam Format:** Mix of multiple choice and written questions

#### **CHEM 2311 Organic Lab**

**4 credit(s); prereq Grade of at least C- in 2302 or Concurrent registration is required (or allowed) in 2302;**

**Instructor:** Wissinger, Jane E.

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

#### **CHEM 2311 Organic Lab**

**4 credit(s); prereq Grade of at least C- in 2302 or Concurrent registration is required (or allowed) in 2302;**

**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 (&quot;Pavia&quot;) is required. Results are recorded both in report and worksheet formats. Overall, the objective is to give the students hands-on experience illustrating chemistry they learned in lecture, teach problem-solving skills, and demonstrate the value of organic chemistry in our daily lives.

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

**Grading:** 74% reports/papers, 9% quizzes, 17% other evaluation. preparation and technique

#### **CHEM 2333 General Chemistry II**

**A-F only, 3 credit(s); prereq 2331; MATH 1171;**

**Instructor:** Prat-Resina, Xavier

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

#### **CHEM 2334 Laboratory for General Chemistry II**

**A-F only, 1 credit(s); prereq 2331, Concurrent registration is required (or allowed) in 2333;**

**Instructor:** Prat-Resina, Xavier

**Description:** Student may contact the instructor or department

for information.

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

**CHEM 2920 Special Topics In Chemistry**

**S-N only, 1 credit(s), max credits 6, 6 completions allowed; prereq 1 sem 1xxx chemistry or instr consent; Instructor:** Stathopoulos, Stephanie M  
**Description:** Student may contact the instructor or department for information.

**CHEM 4311W Advanced Organic Chemistry Lab**  
**2 credit(s); prereq 2311; Meets CLE req of Writing Intensive; Instructor:** STAFF  
**Description:** Reactions, techniques and instrumental methods used in modern synthetic organic chemistry.  
**Style:** 10% Lecture, 90% Laboratory.  
**Grading:** 100% laboratory evaluation.

**CHEM 2920H Special Topics In Chemistry**

**S-N only, 1 credit(s), max credits 6, 6 completions allowed; Instructor:** Stathopoulos, Stephanie M  
**Description:** Student may contact the instructor or department for information.

**CHEM 4322 Advanced Organic Chemistry**  
**3 credit(s); prereq [2302 or equiv], 3501, instr consent ; Instructor:** Harned, Andrew Michael  
**Description:** Student may contact the instructor or department for information.

**CHEM 3001 Chemical Literature and Information Retrieval**  
**S-N only, 1 credit(s); prereq 2302 or concurrent enrollment 2302 or instr consent; Instructor:** Lafferty, Meghan

**Description:** The ability to find chemical information is a crucial skill for chemists to have in order to make their research more efficient and avoid duplicating others' work. In this course, you will learn about the organization of the chemical literature, important resources for navigating the literature of chemistry, and selecting the most appropriate resource for your needs.

**CHEM 4352 Physical Organic Chemistry**  
**3 credit(s); prereq 3501, [4011 or 8011]; Instructor:** Douglas, Christopher J.  
**Description:** Student may contact the instructor or department for information.

**CHEM 4021 Computational Chemistry**

**3 credit(s); prereq 3502 or equiv; Instructor:** Cramer, Christopher J  
**Description:** Student may contact the instructor or department for information.

**CHEM 4413 Nucleic Acids**  
**3 credit(s); prereq 2302, [3501 or equiv]; Instructor:** Tretyakova, Natalia Yurievna  
**Description:** Student may contact the instructor or department for information.

**CHEM 4066 Chemistry of Industry**

**3 credit(s); prereq Chem sr or grad student or instr consent ; Instructor:** Kapsner, Timothy Roland  
**Description:** Student may contact the instructor or department for information.

**CHEM 4501 Introduction to Thermodynamics, Kinetics, and Statistical Mechanics**  
**A-F only, 3 credit(s); prereq [1022 or 1032H], [MATH 2263 or Concurrent registration is required (or allowed) in MATH 2263 or MATH 2374 or Concurrent registration is required (or allowed) in MATH 2374], [PHYS 1302 or PHYS 1402V]; Instructor:** Gao, Jiali  
**Description:** Student may contact the instructor or department for information.

**CHEM 4094V Directed Research**

**1-5 credit(s), max credits 75, 15 completions allowed; Meets CLE req of Writing Intensive; Instructor:** Stathopoulos, Stephanie M  
**Description:** Student may contact the instructor or department for information.

**CHEM 4502 Introduction to Quantum Mechanics and Spectroscopy**  
**A-F only, 3 credit(s); prereq [1022 or 1032H], [MATH 2263 or Concurrent registration is required (or allowed) in MATH 2263 or MATH 2374 or Concurrent registration is required (or allowed) in MATH 2243 or Concurrent registration is required (or allowed) in MATH 2243 or MATH 2373 or Concurrent registration is required (or allowed) in MATH 2373], [PHYS 1302 or PHYS 1402V]; Instructor:** Gao, Jiali  
**Description:** Student may contact the instructor or department for information.

**CHEM 4094W Directed Research**

**1-5 credit(s), max credits 75, 15 completions allowed; prereq Any 3xxx or 4xxx chem course, instr consent; Meets CLE req of Writing Intensive; Instructor:** Stathopoulos, Stephanie M  
**Description:** Student may contact the instructor or department for information.

**CHEM 4601 Green Chemistry**  
**3 credit(s); prereq Chemistry sr; Meets CLE req of Environment; Instructor:** Tolman, William B  
**Description:** Student may contact the instructor or department for information.

**CHEM 4111W Modern Instrumental Methods of Chemical Analysis Lab**

**A-F only, 2 credit(s); prereq 4101, chemistry major; Meets CLE req of Writing Intensive; Instructor:** Potts, Larry J  
**Description:** Student may contact the instructor or department for information.

**CHEM 4701 Inorganic Chemistry**  
**3 credit(s); prereq [2311 or Concurrent registration is required (or allowed) in 2311], [3501 or Concurrent registration is required (or allowed) in 3501 or 3502 or Concurrent registration is required (or allowed) in 3502]; Instructor:** STAFF  
**Description:** Introduction to inorganic chemistry at an advanced level. Periodic trends. Structure and bonding concepts in compounds where s and p electrons are important. Descriptive chemistry of solids and transition metal compounds. Emphasis on transition metal chemistry. Advanced topics in main group and materials chemistry.  
**Style:** 100% Lecture.  
**Grading:** 60% mid exam, 25% final exam, 15% quizzes.

**CHEM 4214 Polymers**

**A-F only, 3 credit(s); prereq [MATS 3011, [CHEN 3101 or CHEN 4101 or MATS 4001], [upper div MatS or ChEn or CHEM]] or instr consent ; Instructor:** Bates, Frank S  
**Description:** Student may contact the instructor or department for information.

**CHEM 4223W Polymer Laboratory**

**2 credit(s); prereq 4221 or 4214 or CHEN 4214 or MATS 4214 or instr consent ; Credit will not be granted if credit has been received for: MATS 4223W; Meets CLE req of Writing Intensive; Instructor:** Taton, T. Andrew

**CHEM 4711W Advanced Inorganic Chemistry Lab**



- A-F only, 2 credit(s); prereq 4701, chem major; Meets CLE req of Writing Intensive;**  
**Instructor:** Mann,Kent R  
**Description:** Student may contact the instructor or department for information.
- CHEM 4735 Bioinorganic Chemistry**  
**3 credit(s); prereq 4701 or equiv, chem grad or instr consent ;**  
**Instructor:** Que Jr,Lawrence  
**Description:** Student may contact the instructor or department for information.
- CHEM 4745 Advanced Inorganic Chemistry**  
**3 credit(s); prereq 4701, chem major, instr consent ;**  
**Instructor:** Ellis,John Emmett  
**Description:** Student may contact the instructor or department for information.
- CHEM 5210 Materials Characterization**  
**4 credit(s); prereq grad student or instr consent ;**  
**Instructor:** Penn, Lee  
**Description:** Student may contact the instructor or department for information.
- CHEM 5755 X-Ray Crystallography**  
**A-F only, 4 credit(s); prereq Chem grad student or instr consent;**  
**Instructor:** Young Jr,Victor G  
**Description:** Student may contact the instructor or department for information.
- CHEM 8021 Computational Chemistry**  
**4 credit(s); prereq 3502 or equiv;**  
**Instructor:** Cramer,Christopher J  
**Description:** Student may contact the instructor or department for information.
- CHEM 8066 Professional Conduct of Chemical Research**  
**S-N only, 1 credit(s); prereq Chem grad student;**  
**Instructor:** Truhlar,Donald G  
**Description:** Student may contact the instructor or department for information.
- CHEM 8081 M.S. Plan B Project I**  
**A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;**  
**prereq grad chem major;**  
**Instructor:** Thao,Nancy  
**Description:** Student may contact the instructor or department for information.
- CHEM 8082 M.S. Plan B Project II**  
**A-F only, 1-4 credit(s), max credits 4, 1 completion allowed;**  
**prereq grad chem major;**  
**Instructor:** Thao,Nancy  
**Description:** Student may contact the instructor or department for information.
- CHEM 8153 Extracting Signal From Noise**  
**A-F only, 5 credit(s); prereq [4101 or equiv], differential equations course;**  
**Instructor:** Buhlmann,Phil  
**Description:** Student may contact the instructor or department for information.
- CHEM 8157 Bioanalytical Chemistry**  
**A-F only, 4 credit(s); prereq instr consent;**  
**Instructor:** Arriaga,Edgar  
**Description:** Student may contact the instructor or department for information.
- CHEM 8211 Physical Polymer Chemistry**  
**4 credit(s); prereq Undergrad physical chem course; Credit will not be granted if credit has been received for: MATS 8211;**
- Instructor:** Morse,David Clark  
**Description:** Student may contact the instructor or department for information.
- CHEM 8322 Advanced Organic Chemistry**  
**4 credit(s); prereq 2302 or equiv;**  
**Instructor:** Harned,Andrew Michael  
**Description:** Student may contact the instructor or department for information.
- CHEM 8352 Physical Organic Chemistry**  
**4 credit(s); prereq 4011 or 8011;**  
**Instructor:** Douglas,Christopher J.  
**Description:** Student may contact the instructor or department for information.
- CHEM 8413 Nucleic Acids**  
**4 credit(s); prereq 2302 or equiv;**  
**Instructor:** Tretyakova,Natalia Yurievna  
**Description:** Student may contact the instructor or department for information.
- CHEM 8552 Quantum Mechanics II**  
**4 credit(s); prereq 8551;**  
**Instructor:** Gagliardi,Laura  
**Description:** Second Quantization Spin in Second Quantization The genealogical coupling scheme; density matrices Orbital Rotations Exact and Approximate Wave Functions the exact wave function; the variational principle; size-extensivity Atomic Basis Functions Gaussian Basis Functions Short-Range Interactions and Orbital Expansions: the Coulomb hole; the Coulomb cusp; approximate treatments of the ground-state helium atom Molecular Integral Evaluation Hartree Fock Theory Configuration-Interaction Theory Multiconfigurational Self-Consistent Field Theory Coupled-Cluster Theory Perturbation Theory Multiconfigurational perturbation theory Energy Derivatives and Molecular Properties Relativistic Quantum Chemistry
- CHEM 8562 Thermodynamics, Statistical Mechanics, and Reaction Dynamics II**  
**4 credit(s); prereq 8561;**  
**Instructor:** Blank,David A  
**Description:** Student may contact the instructor or department for information.
- CHEM 8601 Seminar: Modern Problems in Chemistry**  
**S-N only, 1 credit(s); prereq grad chem major or instr consent;**  
**Instructor:** Pierre,Valerie Christine  
**Description:** Student may contact the instructor or department for information.
- CHEM 8602 Seminar Presentation: Modern Problems in Chemistry**  
**A-F only, 1 credit(s); prereq grad chem major or instr consent;**  
**Instructor:** Pierre,Valerie Christine  
**Description:** Student may contact the instructor or department for information.
- CHEM 8735 Bioinorganic Chemistry**  
**4 credit(s); prereq 4701 or equiv, grad chem major or instr consent;**  
**Instructor:** Que Jr,Lawrence  
**Description:** Student may contact the instructor or department for information.
- CHEM 8745 Advanced Inorganic Chemistry**  
**4 credit(s); prereq 8715, grad chem major or instr consent;**  
**Instructor:** Ellis,John Emmett  
**Description:** Student may contact the instructor or department for information.

## Chicano Studies

### 19 Scott Hall

#### **CHIC 1275 Service Learning in the Chicano/Latino Community A-F only, 3 credit(s); Credit will not be granted if credit has been received for: CHIC 3275; Meets CLE req of Civic Life and Ethics;**

**Instructor:** Ganley, Kathleen Marie

**Description:** This course is premised on the notion that there are many institutional and social constraints and limitations within schools that block equitable educational opportunities and outcomes for Latino students. It is also based on the idea that students who fail to learn in our schools and fail to graduate are our responsibility. In this course, you will be asked to think and act as you contribute to youth education. You will study the education of Chicanos/Latinos in the United States through the integration of academic materials, discussion, guest speakers and visits to the community while doing community service in an educational setting with Latino youth. Over the course of the semester, you will provide 36 hours of tutoring and mentoring in culturally grounded programs. You will analyze the education of Chicanos/Latinos while reflecting on issues such as equality, language usage, graduation statistics, college enrollment, various educational methodologies, special challenges faced by immigrants, and current legislation to create change. Students will also use what they learn in this course to affect legislative change. This course meets the Liberal Education Requirements in Civic Life and Ethics (theme).

**Style:** 20% Lecture, 40% Discussion, presentations, Web-CT  
**Grading:** 20% reports/papers, 10% in-class presentation, 10% class participation, 10% problem solving, 50% other evaluation. tutoring at community site

#### **CHIC 3213 Chicano Music and Art**

**A-F only, 3 credit(s);**

**Instructor:** Rodriguez, Reina C

**Description:** CHIC 3213 - Chicano Music and Art This course is a survey of diverse forms of cultural expression in Mexican American music/art. History of various types of artistic production and musical forms in their regional specificity. Social/economic implications of several genres, styles, and traditions. Music and art, as cultural expressions, actively shape Chicana/Chicano identity in the United States. Corridos, hip-hop, murals and graffiti art in the Chicana/Chicano community have challenged hegemonic notions of identities both for Chicanas/Chicanos and larger society. Chicana/Chicano music and art has served as a way to document and ?translate? experiences that have historically been ignored. Often mainstream media creates one dimensional understandings of Chicana/Chicano identity that lead to discrimination and racism. This course will focus on how Chicana/Chicanos negotiate their identity (gender, cultural, sexual, and ethnic) through music and art and how this reflects their political, social and community activism. By centering Chicana/Chicano music and art, students will be able to grapple with the various dynamics including, racism, poverty, sexism and homophobia that exist within the U.S. barrios and beyond.

#### **CHIC 3223 Chicana/o and Latina/o Representation in Film 3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US;**

**Instructor:** Nelson Herrera, Toni Marie

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

#### **CHIC 3275 Service Learning in the Chicano/Latino Community A-F only, 3 credit(s); Credit will not be granted if credit has been received for: CHIC 1275;**

**Instructor:** Ganley, Kathleen Marie

**Description:** This course is premised on the notion that there are many institutional and social constraints and limitations within schools that block equitable educational opportunities and outcomes for Latino students. It is also based on the idea that students who fail to learn in our schools and fail to graduate are

our responsibility. In this course, you will be asked to think and act as you contribute to youth education. You will study the education of Chicanos/Latinos in the United States through the integration of academic materials, discussion, guest speakers and visits to the community while doing community service in an educational setting with Latino youth. Over the course of the semester, you will provide 36 hours of tutoring and mentoring in culturally grounded programs. You will analyze the education of Chicanos/Latinos while reflecting on issues such as equality, language usage, graduation statistics, college enrollment, various educational methodologies, special challenges faced by immigrants, and current legislation to create change. Students will also use what they learn in this course to affect legislative change. This course meets the Liberal Education Requirements in Civic Life and Ethics (theme).

**Style:** 20% Lecture, 40% Discussion, presentations, Web-CT  
**Grading:** 20% reports/papers, 10% in-class presentation, 10% class participation, 10% problem solving, 50% other evaluation. tutoring at community site

#### **CHIC 3374 Migrant Farmworkers in the United States: Families, Work, and Advocacy**

**3 credit(s); Meets CLE req of Civic Life and Ethics;**

**Instructor:** Sass Zaragoza, Lisa

**Description:** This course examines the historical, legal and political forces which impact farmworkers lives and farmworker movements. We will study the interplay of ethnicity, class and gender as they pertain to social and economic marginalization of migrant workers. We examine the larger community response, both in support of and against, organized farmworker groups and the role and power of the consumer in today's agricultural system. This course provides a solid foundation for students who wish to apply for summer positions with migrant farmworker organizations or agencies. Upper division undergraduates and graduate students. Fulfills Civic Life and Ethics requirements.

**Style:** 40% Lecture, 10% Film/Video, 30% Discussion, 10% Small Group Activities, 5% Field Trips, 5% Guest Speakers.  
**Exam Format:** multiple choice and short answer

#### **CHIC 3446 Chicana/o History II: WWII, El Movimiento, and the New Millennium**

**3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives;**

**Instructor:** Nelson Herrera, Toni Marie

**Description:** From the Zoot Suit Riots, to the Vietnam Moratorium, to the Immigration marches of 2006, Chicana/os have been making history and making change in U.S. society. This course will cover Chicana/o history from World War II, through the Chicana/o movement and up to the present looking at how Chicana/os have defined themselves and resisted oppression on a variety of fronts. Issues of the demands of social movements which brought Chicana/o Studies itself into mainstream institutions will be discussed, as well as questions of what that institutionalization means.

#### **CHIC 3452 Xicana/Indigena Studies: History, Culture, and Politics**

**3 credit(s); Meets CLE req of Diversity and Soc Justice US; Instructor:** Xochimeh, Tlahtoki

**Description:** Why do many Chicanas/os self-identify as Xicanas/os (indigenous Chicanas/os)? What is indigeneity? How do Chicana/o ideas of being indigenous to the North American continent reflect their conceptualizations of history, culture, and politics? In what ways have Chicana/o notions of being indigenous united them with other indigenous peoples-namely American Indians and indigenous Mexicans? This course answers these questions and more to introduce you to the emerging field of indigenous Chicana/o studies. Throughout the class, we will critically unpack the complex histories of Chicana/o peoples, examine indigenous Chicana/o cultures and ideologies, demonstrate the historical alliances among Chicana/o movements and American Indian movements, and identify the contemporary relevance of discussing these topics. We will employ a variety of sources to aid our analysis: guest lectures, movies, writings by indigenous Chicanas/os and American Indians, etc. After the semester, you will have a firm grasp of

Xicana/o issues, in addition to a better understanding of how the course material relates to your daily life. This course meets the Liberal Education Requirements in Diversity and Social Justice in the U.S. (theme).

**Style:** 25% Lecture, 60% Discussion, films

**Grading:** 50% reports/papers, 20% class participation, 30% other evaluation, final paper

### **CHIC 3672 Chicana/o Experience in the Midwest**

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

**Instructor:** Nelson Herrera, Toni Marie

**Description:** CHIC 3752 This course will explore the various cultural, historical and socio-political traditions informing the Chicano/a experience in the U.S. Using a cultural criticism approach, we will examine various forms of cultural expression including theoretical writings, personal narrative, literature, film and art in an attempt to gain a better understanding of the complex and dynamic issues relating to Chicana/o identities and communities. These issues include, but are not limited to: socioeconomic conditions, language, education, gender, sexuality, religion and cultural traditions. Throughout the course we will be attentive to explicating significant issues pertaining to the Chicana/o experience and how these issues can be viewed in conversation with those of the dominant society. In doing so, we will explore the sociopolitical context within which the term ?Chicano? became popularized among Mexican Americans and how this term came to symbolize a common cultural identity as well as its organized resistance to marginalizing conditions imposed by various sectors of U.S. society such as education, labor, and media representations. This course meets the Liberal Education Requirements in Diversity and Social Justice in the U.S. (theme).

### **CHIC 3752 Chicanas and Chicanos in Contemporary Society**

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

**Instructor:** Xochimeh, Tlahtoki

**Description:** CHIC 3752 This course will explore the various cultural, historical and socio-political traditions informing the Chicano/a experience in the U.S. Using a cultural criticism approach, we will examine various forms of cultural expression including theoretical writings, personal narrative, literature, film and art in an attempt to gain a better understanding of the complex and dynamic issues relating to Chicana/o identities and communities. These issues include, but are not limited to: socioeconomic conditions, language, education, gender, sexuality, religion and cultural traditions. Throughout the course we will be attentive to explicating significant issues pertaining to the Chicana/o experience and how these issues can be viewed in conversation with those of the dominant society. In doing so, we will explore the sociopolitical context within which the term ?Chicano? became popularized among Mexican Americans and how this term came to symbolize a common cultural identity as well as its organized resistance to marginalizing conditions imposed by various sectors of U.S. society such as education, labor, and media representations. This course meets the Liberal Education Requirements in Diversity and Social Justice in the U.S. (theme).

### **CHIC 3900 Topics in Chicano Studies**

**A-F only, 3 credit(s), max credits 6;**

**Instructor:** STAFF

**Description:** CHIC 3900, Sec001 Gilberto Vasquez Leadership, community organizing and community empowerment This course examines approaches to leadership within the Latino community, with an emphasis on community organizing and empowerment of marginalized communities. The class also studies, from a historical and critical perspective, a number of movements centered on social and political transformation at a grass-roots level, in Latin America and locally. Examples will be drawn from Latin American history, both pre and post-Colombian, as well as from several organizing movements within the Chicano and Latino communities in the United States. CHIC 3900, Sec002 Yolanda Padilla The Mexican Revolution was one of a small number of monumental social, political, and cultural movements that shaped the twentieth century. While

critics normally date the war between 1910-1920, it continues to be a key reference point for writers, artists, filmmakers, politicians, and cultural critics on both sides of the border into the present day. This raises a number of questions: why and how does the Revolution continue to resonate roughly 100 years after its end? What accounts for its power as a symbol, and what does it symbolize? How have the Revolution's meanings evolved or been manipulated over time, and what do those changes tell us? How have Mexicans in the United States engaged the Revolution? How have the Revolution and its legacies influenced Mexican American understandings of their place north of the border? And how are concepts such as race, class, and gender constructed and deployed in representations of the war? To explore such questions, we will study a range of engagements with the war expressed in diverse cultural forms such as political manifestos, newspaper articles, historiographical treatments, novels, films, comic books, photography, and murals. The course is organized around key historical and cultural moments that sparked renewed interest in the Revolution as a means of understanding, promoting, and/or manipulating these newer contexts. Such moments include postrevolutionary Mexican nation-building, Mexican (im)migration to the United States, the Cuban Revolution and the Cold War, the Chicano Movement, La Noche de Tlatelolco, the signing of NAFTA, and the Chiapas rebellion. We will study the work of writers such as Mariano Azuela, Nellie Campobellos, Leonor Villegas de Magnan, Juan Rulfo, Carlos Fuentes, Americo Paredes, Jose Antonio Villareal, Rosario Castellanos, Elena Garro, Luis Valdez and El Teatro Campesino, Sandra Cisneros, and Montserrat Fontes. Visual artists may include Jose Guadalupe Posada, Diego Rivera, Jose Clemente Orozco, David Alfaro Siqueiros, and Lalo Alcaraz. Films may include Maria Candelaria, Viva Zapata, The Wild Bunch, and The Lost Reels of Pancho Villa.

### **CHIC 3993 Directed Studies**

**1-9 credit(s), max credits 16, 16 completions allowed; prereq instr consent ;**

**Instructor:** Mendoza, Louis Gerard

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

### **CHIC 4901W Senior Paper**

**A-F only, 3 credit(s); Meets CLE req of Writing Intensive;**

**Instructor:** Mendoza, Louis Gerard

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

### **CHIC 5993 Directed Studies**

**1-3 credit(s), max credits 16, 16 completions allowed; prereq instr consent ;**

**Instructor:** Mendoza, Louis Gerard

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

## **Child Psychology** *104 Child Development*

### **CPSY 1910W Freshman Seminar, Writing Intensive**

**1-3 credit(s), max credits 6; prereq Fr; Meets CLE req of Writing Intensive;**

**Instructor:** Yonas, Albert

**Description:** COURSE OBJECTIVES: The primary goal of the course is to critically examine how humans come to perceive and recognize faces. To do so, we will examine a special population of individuals with developmental Prosopagnosia who have difficulties recognizing the faces of those around them, for some even their family members, despite lack of brain injury. There are several aspects of Prosopagnosia that are not understood and are unexplained by the research, and furthermore, there are gaps in the literature where research still needs to be done. Our goal is to answer some of these questions and identify these gaps to try and gain a greater understanding of Prosopagnosia in an effort to understand facial recognition. We will examine the

theoretical foundations of Prosopagnosia, what causes it, why it is selective to faces (or so some say), the physiology, the evolutionary importance of recognizing faces, etc. This class will be structured like a graduate seminar with weekly readings and class discussion. The class will not have a textbook, tests, and lectures. Students will learn how scientific research papers are organized and have some experience reading and understanding the papers. Understanding papers is a skill that comes with practice. Over the semester, you will find that reading research papers becomes less difficult with experience. You will learn strategies for getting information out of this specialized form of writing. The class will give you a picture of an area called cognitive neuroscience. Another goal is to consider how the ability to process faces develops in normal children and what processes account for the improvement that takes place. We will Professor Yonas lab and see how recognition memory in children is measured. Finally, this course will focus on how science takes complicated things and breaks it up into parts for critical examination. We tend to view experience as one unified thing; however, our experience is the result of a family of modules or systems that do different things but have to cooperate with one another. Likewise, face perception is not the result of a single mechanism for processing faces. The evidence for this is that people who are unable to recognize faces are still able to process other aspects of the face such as emotion. However, the fact that there are people who have Prosopagnosia and no other facial processing problems indicates that there may be some sort of specialized mechanism for recognizing faces. One goal of the course is to examine the different modules or systems used in facial processing to determine if there is one module specific for recognizing faces.

**Style:** 80% Discussion, 10% Student Presentation, 10% Field Trips. We will meet once a week on Tuesdays from 10:10 A.M. - 12:05 P.M.

**Grading:** 15% reports/papers, 10% attendance, 50% reflection paper, 25% in-class presentation.

#### **CPSY 2301 Introductory Child Psychology**

**4 credit(s); Credit will not be granted if credit has been received for: CPSY 3301;**

**Instructor:** Heinrichs PhD, Marian R

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course covers the period from conception through adolescence. The curriculum covers the principles and themes of development and is aligned closely with the textbook. To paraphrase the text: Development consists of age-related changes that are orderly, that is, change follows a logical sequence; cumulative, that is, each phase of development includes all the changes that occur before it; and directional, such that development always moves towards greater complexity. The challenge is to explain development. Our focus will be on research. We need to know how research happens, how it begins with a testable idea and then becomes real through observations or experiments with actual participants, and finally, how to think critically about the results and how this can impact policy.

**Style:** Online with handwritten exams

**Grading:** 15% mid exam, 15% final exam, 20% special projects, 50% written homework.

**Exam Format:** Supervised, in-person (not online) exams.

#### **CPSY 2301 Introductory Child Psychology**

**4 credit(s); Credit will not be granted if credit has been received for: CPSY 3301;**

**Instructor:** Lafavor, Theresa Lynn

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

#### **CPSY 2301 Introductory Child Psychology**

**4 credit(s); Credit will not be granted if credit has been received for: CPSY 3301;**

**Instructor:** Corrow, Sherryse Leanna

**Description:** Student may contact the instructor or department

for information.

#### **CPSY 2301 Introductory Child Psychology**

**4 credit(s); Credit will not be granted if credit has been received for: CPSY 3301;**

**Instructor:** Johnson, Anna E

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

#### **CPSY 2301 Introductory Child Psychology**

**4 credit(s); Credit will not be granted if credit has been received for: CPSY 3301;**

**Instructor:** Warren, Henriette

**Description:** This undergraduate survey course will examine social and cognitive development from the prenatal period through adolescence. The major goals include fostering an understanding of the usefulness of a developmental approach to psychological issues, and familiarizing students with current research and methodology in child psychology. This course emphasizes normal physical, cognitive, emotional, and social development. Class sessions will include a mixture of lectures, discussion, videos, and group activities.

**Style:** 80% Lecture, 10% Discussion. instructional videos

**Grading:** 50% mid exam, 20% final exam, 15% reports/papers, 5% class participation, 10% laboratory evaluation.

**Exam Format:** multiple choice

#### **CPSY 2301 Introductory Child Psychology**

**4 credit(s); Credit will not be granted if credit has been received for: CPSY 3301;**

**Instructor:** Puig, Jennifer

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

#### **CPSY 2301 Introductory Child Psychology**

**4 credit(s); Credit will not be granted if credit has been received for: CPSY 3301;**

**Instructor:** Supkoff, Laura Michelle

**Description:** This undergraduate survey course will examine social and cognitive development from the prenatal period through adolescence. The major goals include fostering an understanding of the usefulness of a developmental approach to psychological issues, and familiarizing students with current research and methodology in child psychology. This course emphasizes normal physical, cognitive, emotional, and social development. Class sessions will include a mixture of lectures, discussion, videos, and group activities.

**Style:** 80% Lecture, 10% Discussion. instructional videos

**Grading:** 50% mid exam, 20% final exam, 15% reports/papers, 5% class participation, 10% laboratory evaluation.

**Exam Format:** multiple choice

#### **CPSY 3301 Introductory Child Psychology for Social Sciences**

**4 credit(s); Credit will not be granted if credit has been received for: CPSY 2301;**

**Instructor:** Heinrichs PhD, Marian R

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In this course, we will learn about each phase of development, and address the factors that influence it. We will look to research to answer these questions, but the answers are not always clear. Consider these examples: Children raised in a home with domestic violence will have a high probability of negative outcomes, but how is it that some children show great resilience? We know that the early relationship that develops between the child and caregiver is essential to the healthy development of the child's socio-emotional and cognitive functioning; what is the effect of mothers returning to work within the first year of a child's life? Each of the issues is complex, and critical to our communities.

**Style:** Online with handwritten exams

**Grading:** 15% mid exam, 15% final exam, 4% reflection paper.

Also: 6 essays--36% 2 research projects--20% 1 research proposal--10%

**Exam Format:** Supervised, in-person (not online) exams

**CPSY 3301 Introductory Child Psychology for Social Sciences**  
**4 credit(s); Credit will not be granted if credit has been received for: CPSY 2301;**  
**Instructor:** Lafavor,Theresa Lynn  
**Description:** Student may contact the instructor or department for information.

**CPSY 3301 Introductory Child Psychology for Social Sciences**  
**4 credit(s); Credit will not be granted if credit has been received for: CPSY 2301;**  
**Instructor:** Corrow,Sherryse Leanna  
**Description:** Student may contact the instructor or department for information.

**CPSY 3301 Introductory Child Psychology for Social Sciences**  
**4 credit(s); Credit will not be granted if credit has been received for: CPSY 2301;**  
**Instructor:** Johnson,Anna E  
**Description:** Student may contact the instructor or department for information.

**CPSY 3301 Introductory Child Psychology for Social Sciences**  
**4 credit(s); Credit will not be granted if credit has been received for: CPSY 2301;**  
**Instructor:** Warren,Henriette  
**Description:** This undergraduate survey course will examine social and cognitive development from the prenatal period through adolescence. The major goals include fostering an understanding of the usefulness of a developmental approach to psychological issues, and familiarizing students with current research and methodology in child psychology. This course emphasizes normal physical, cognitive, emotional, and social development. Class sessions will include a mixture of lectures, discussion, videos, and group activities.  
**Style:** 80% Lecture, 10% Discussion. instructional videos  
**Grading:** 40% mid exam, 20% final exam, 25% reports/papers, 5% class participation, 10% laboratory evaluation.  
**Exam Format:** multiple choice

**CPSY 3301 Introductory Child Psychology for Social Sciences**  
**4 credit(s); Credit will not be granted if credit has been received for: CPSY 2301;**  
**Instructor:** Puig,Jennifer  
**Description:** Student may contact the instructor or department for information.

**CPSY 3301 Introductory Child Psychology for Social Sciences**  
**4 credit(s); Credit will not be granted if credit has been received for: CPSY 2301;**  
**Instructor:** Supkoff,Laura Michelle  
**Description:** This undergraduate survey course will examine social and cognitive development from the prenatal period through adolescence. The major goals include fostering an understanding of the usefulness of a developmental approach to psychological issues, and familiarizing students with current research and methodology in child psychology. This course emphasizes normal physical, cognitive, emotional, and social development. Class sessions will include a mixture of lectures, discussion, videos, and group activities.  
**Style:** 80% Lecture, 10% Discussion. instructional videos  
**Grading:** 40% mid exam, 20% final exam, 25% reports/papers, 5% class participation, 10% laboratory evaluation.  
**Exam Format:** multiple choice

**CPSY 3308 Introduction to Research Methods in Child Psychology**  
**A-F only, 4 credit(s); prereq 2301, Psy 1001;**  
**Instructor:** Karatekin,Canan  
**Description:**  
**Style:** 100% Lecture.  
**Grading:** The course will include many ways of evaluating students. Please contact the instructor for the specific grading criteria.  
**Exam Format:** Short-response

**CPSY 3308 Introduction to Research Methods in Child Psychology**  
**A-F only, 4 credit(s); prereq 2301, Psy 1001;**  
**Instructor:** Martin MA,David Myron  
**Description:** Student may contact the instructor or department for information.

**CPSY 3360H Child Psychology Honors Seminar**  
**A-F only, 2 credit(s);**  
**Instructor:** Yussen,Steve  
**Description:** Student may contact the instructor or department for information.

**CPSY 4302 Infant Development**  
**A-F only, 4 credit(s); prereq 2301 or instr consent;**  
**Instructor:** Corrow,Sherryse Leanna  
**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policy, fee, and financial aid restrictions. This course will help students gain an understanding of human development during the first two years of life. This includes both scientific and practical knowledge about development during infancy. The key areas covered in the course are: perceptual, motor, social, cognitive, and nervous-system development. Additionally, students will come to understand the strengths and limitations of the methods used in infancy research.  
**Style:** Online with handwritten exams  
**Grading:** 25% mid exam, 25% final exam, 15% special projects, 35% written homework.  
**Exam Format:** Supervised, in-person exams.

**CPSY 4303 Adolescent Psychology**  
**A-F only, 4 credit(s); prereq Psy 1001;**  
**Instructor:** Clarke,Stephanie Blair  
**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course provides an overview of the distinctive characteristics of adolescent development and its links to development during childhood and emerging adulthood. By discussing both theories and research, you will come to understand the roles physical, cognitive, and social changes, as well as changing contexts, play in shaping a teen's growth. We will address typical adolescent development as well as abnormal teen behavior and its antecedents and consequences. Finally, the implications of research for adolescent and family policy and intervention will be explored.  
**Style:** Online with handwritten exams  
**Grading:** --2 reflection and practice assignments (3.3%) --8 application assignments (53.3%) --midcourse exam (16.7%) --cumulative final exam (26.7%)  
**Exam Format:** Supervised, in-person exams.

**CPSY 4303 Adolescent Psychology**  
**A-F only, 4 credit(s); prereq Psy 1001;**  
**Instructor:** Mathieson,Lindsay Catherine  
**Description:** Student may contact the instructor or department for information.

**CPSY 4310 Special Topics in Child Development: Cultural Perspectives on Child Development**  
**3 credit(s), max credits 12, 3 completions allowed;**  
**Instructor:** Lingras,Katie  
**Description:** Cultural Perspectives on Child Psychology This course provides students with a basic foundation in multicultural research and cultural competence in the study of child development. The course has an emphasis on cultural issues in the study of children's development, the cultural adaptation of preventive interventions, and the integration of empirical research with community-based practice. We will examine theoretical models, research methods, and applied techniques and interventions for studying child development from a culturally informed perspective. Students will also consider how classic empirical research addresses cultural perspectives. The course

will be conducted in a seminar format, emphasizing discussion but also including lecture material, experiential activities, and outside guest speakers.

#### **CPSY 4313 Disabilities and Development**

**4 credit(s); prereq Psy 1001;**

**Instructor:** Abery,Brian Hinton

**Description:** The purpose of this course is to provide students with a broad understanding of disabilities and their impact upon child development, taking into consideration the ecology within which growth and maturation take place. Content areas covered will include: disabilities and the educational system, disability and the family, multi-cultural issues and disability, mental retardation, learning disabilities, attention deficit disorder, physical and health related disabilities, autism and traumatic brain injury, communication disorders, hearing and visual impairments, and emotional and behavioral challenges. When covering each disability, issues of etiology, identification, assessment, intervention and developmental outcome will be discussed. A number of additional disability-related topics will also be explored over the course of the semester. These include self-advocacy and self-determination, social inclusion, and ethical and legal issues.

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

**Grading:** 30% mid exam, 30% final exam, 20% reports/papers, 20% problem solving.

**Exam Format:** Multiple choice and essay

#### **CPSY 4329 Biological Foundations of Development**

**A-F only, 4 credit(s); prereq 2301 or equiv;**

**Instructor:** Thomas,Kathleen M

**Description:** Overview of the biological correlates of developmental processes, with special attention to genetic and environmental influences on brain development. Topics include an overview of brain development, the role of pre- and perinatal environments on biological and brain development, neurobehavioral approaches to sensory, cognitive, social and emotional development, and biological and neurophysiological correlates of atypical child development. This course is only offered Spring semesters.

**Style:** 80% Lecture, 5% Discussion, 5% Small Group Activities, 5% Student Presentation, 5% Guest Speakers.

#### **CPSY 4331 Social and Personality Development**

**A-F only, 4 credit(s); prereq 2301, Psy 1001;**

**Instructor:** Pleuss,Jessica C

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

#### **CPSY 4331 Social and Personality Development**

**A-F only, 4 credit(s); prereq 2301, Psy 1001;**

**Instructor:** Lingras,Katie

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit Class URL for ODL policies, including fee and financial aid restrictions. The purpose of this course is to consider how the individual child develops personality--patterns of social behavior, attitudes, and values--in light of the diversity of personal characteristics and social experiences contributing to that development. The readings and this study guide are not organized according to chronological age or the specific characteristics of any age group; instead, the course focuses on developmental principles and processes that help us understand growth and change throughout childhood and middle adolescence.

**Style:** Online with take-home exams

**Grading:** 20% mid exam, 20% final exam, 20% reports/papers, 40% written homework.

**Exam Format:** Take-home exams

#### **CPSY 4334W Children, Youth in Society**

**A-F only, 4 credit(s); prereq 2301; Meets CLE req of Writing Intensive;**

**Instructor:** Reynolds,Arthur J.

**Description:** Student may contact the instructor or department

for information.

#### **CPSY 4336W Development and Interpersonal Relations**

**A-F only, 4 credit(s); prereq 2301 or equiv, 4331; Meets CLE req of Writing Intensive;**

**Instructor:** Gower,Amy L

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

#### **CPSY 4343 Cognitive Development**

**A-F only, 3 credit(s); prereq 2301;**

**Instructor:** Zelazo,Philip David

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

#### **CPSY 4345 Language Development and Communication**

**A-F only, 3 credit(s); prereq 2301;**

**Instructor:** Sera PhD,Maria D

**Description:** This course is designed to introduce students to the study of language development. The course is organized into four sections: Speech Perception, Lexical Semantics, Syntax and Morphology, and Language and Cognition.

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

**Grading:** 40% mid exam, 40% final exam, 15% reports/papers, 5% class participation.

**Exam Format:** multiple choice and short answer

#### **CPSY 4347W Senior Project**

**A-F only, 2 credit(s); prereq CPsy sr; Meets CLE req of Writing Intensive;**

**Instructor:** Carlson,Stephanie M

**Description:** Students will learn how to plan, organize, draft, edit, and rewrite a literature review on a selected topic in developmental psychology. APA style will be discussed and implemented. Students are expected to become increasingly independent as the semester proceeds.

#### **CPSY 4993 Directed Experiences in Early Childhood Education**

**A-F only, 3 credit(s);**

**Instructor:** Carlson,Ann Ruhl

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

#### **CPSY 4994 Directed Research in Child Psychology**

**1-4 credit(s), max credits 8, 8 completions allowed; prereq 4 cr in CPsy, instr consent , dept consent ;**

**Instructor:** STAFF

**Description:** This is an opportunity for students to assist in developmental research. Many opportunities are listed on our CPSY undergraduate advising board in Room 106. Possible tasks might include making phone calls to solicit subjects; scheduling and confirming appointments; updating information; filming subjects; coding data, entering data into a computer; tabulating data; analyzing data statistically; sitting with siblings during experiments; doing library research; collecting archival data. This list is not exhaustive. A contract and override are required to register. The student uses a contract as an opportunity to clarify opportunities, responsibilities, and desires, etc.

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

**Grading:** 20% special projects, 70% laboratory evaluation, 10% problem solving.

#### **CPSY 4994V Directed Research in Child Psychology (Honors Thesis)**

**1-6 credit(s), max credits 6, 4 completions allowed; prereq 4 cr in CPsy, CPsy honors, instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Cicchetti PhD,Dante

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

#### **CPSY 4994V Directed Research in Child Psychology (Honors Thesis)**

**1-6 credit(s), max credits 6, 4 completions allowed; prereq 4 cr in CPsy, CPsy honors, instr consent , dept consent ;**

**Meets CLE req of Writing Intensive;**

**Instructor:** Maratsos,Michael P

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

**CPSY 4994V Directed Research in Child Psychology (Honors Thesis)**

**1-6 credit(s), max credits 6, 4 completions allowed; prereq 4 cr in CPsy, CPsy honors, instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Masten,Ann S.

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

**CPSY 4994V Directed Research in Child Psychology (Honors Thesis)**

**1-6 credit(s), max credits 6, 4 completions allowed; prereq 4 cr in CPsy, CPsy honors, instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Georgieff,Michael K

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

**CPSY 4994V Directed Research in Child Psychology (Honors Thesis)**

**1-6 credit(s), max credits 6, 4 completions allowed; prereq 4 cr in CPsy, CPsy honors, instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Thomas,Kathleen M

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

**CPSY 4994V Directed Research in Child Psychology (Honors Thesis)**

**1-6 credit(s), max credits 6, 4 completions allowed; prereq 4 cr in CPsy, CPsy honors, instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Pick Jr,Herbert L

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

**CPSY 4994V Directed Research in Child Psychology (Honors Thesis)**

**1-6 credit(s), max credits 6, 4 completions allowed; prereq 4 cr in CPsy, CPsy honors, instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Yonas,Albert

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

**CPSY 4994V Directed Research in Child Psychology (Honors Thesis)**

**1-6 credit(s), max credits 6, 4 completions allowed; prereq 4 cr in CPsy, CPsy honors, instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Sera PhD,Maria D

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

**CPSY 4994V Directed Research in Child Psychology (Honors Thesis)**

**1-6 credit(s), max credits 6, 4 completions allowed; prereq 4 cr in CPsy, CPsy honors, instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Crick,Nicki R

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

**CPSY 4994V Directed Research in Child Psychology (Honors Thesis)**

**1-6 credit(s), max credits 6, 4 completions allowed; prereq 4 cr in CPsy, CPsy honors, instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Weinberg,Richard A

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

**CPSY 4994V Directed Research in Child Psychology (Honors Thesis)**

**1-6 credit(s), max credits 6, 4 completions allowed; prereq 4 cr in CPsy, CPsy honors, instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Collins,W Andrew

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

**CPSY 4994V Directed Research in Child Psychology (Honors Thesis)**

**1-6 credit(s), max credits 6, 4 completions allowed; prereq 4 cr in CPsy, CPsy honors, instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Egeland,Byron R

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

**CPSY 4994V Directed Research in Child Psychology (Honors Thesis)**

**1-6 credit(s), max credits 6, 4 completions allowed; prereq 4 cr in CPsy, CPsy honors, instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Gunnar PhD,Megan R

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

**CPSY 4994V Directed Research in Child Psychology (Honors Thesis)**

**1-6 credit(s), max credits 6, 4 completions allowed; prereq 4 cr in CPsy, CPsy honors, instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Yussen,Steve

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

**CPSY 4994V Directed Research in Child Psychology (Honors Thesis)**

**1-6 credit(s), max credits 6, 4 completions allowed; prereq 4 cr in CPsy, CPsy honors, instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Karatekin,Canan

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

**CPSY 4994V Directed Research in Child Psychology (Honors Thesis)**

**1-6 credit(s), max credits 6, 4 completions allowed; prereq 4 cr in CPsy, CPsy honors, instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Gewirtz,Abigail

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

**CPSY 4994V Directed Research in Child Psychology (Honors Thesis)**

**1-6 credit(s), max credits 6, 4 completions allowed; prereq 4 cr in CPsy, CPsy honors, instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Reynolds,Arthur J.

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

**CPSY 4994V Directed Research in Child Psychology (Honors Thesis)**

**1-6 credit(s), max credits 6, 4 completions allowed; prereq 4 cr in CPsy, CPsy honors, instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Zelazo,Philip David

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

**CPSY 4994V Directed Research in Child Psychology (Honors Thesis)**

**1-6 credit(s), max credits 6, 4 completions allowed; prereq 4 cr in CPsy, CPsy honors, instr consent , dept consent ;**

**Meets CLE req of Writing Intensive;**

**Instructor:** Carlson, Stephanie M

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

**CPSY 4994V Directed Research in Child Psychology (Honors Thesis)**

**1-6 credit(s), max credits 6, 4 completions allowed; prereq 4 cr in CPSy, CPSy honors, instr consent, dept consent; Meets CLE req of Writing Intensive;**

**Instructor:** Koenig, Melissa

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

**CPSY 4996 Field Study in Child Psychology**

**S-N only, 1-4 credit(s), max credits 8, 8 completions allowed; prereq 4 cr CPSy, instr consent;**

**Instructor:** Benish, Amy Marie

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

**CPSY 5252 Facilitating Social and Emotional Learning in Early Childhood Education**

**A-F only, 3 credit(s); prereq ECE student credit will not be granted if credit received for: CI 5252;**

**Instructor:** Carlson PhD, LaVonne

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

**CPSY 5281 Student Teaching in Early Childhood Education**

**S-N only, 1-6 credit(s), max credits 6, 1 completion allowed; prereq MEd student in early childhood ed or early childhood special ed credit will not be granted if credit received for: 5281;**

**Instructor:** Murphy, Barbara Ann

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

**CPSY 5521 Prevention and Intervention in Infant and Early Childhood Mental Health II**

**A-F only, 3 credit(s); prereq 5518;**

**Instructor:** Schultz, Susan Kristine

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

**CPSY 5525 Reflective Supervision in Infant and Early Childhood Mental Health: Clinical**

**S-N only, 1 credit(s); prereq Concurrent registration is required (or allowed) in 5518 or Concurrent registration is required (or allowed) in 5521;**

**Instructor:** Schultz, Susan Kristine

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

**CPSY 8302 Developmental Psychology: Social and Emotional Processes**

**4 credit(s); prereq Doctoral student, instr consent;**

**Instructor:** Collins, W Andrew

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

**CPSY 8322 Apprenticeship in Teaching Developmental Psychology**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq Child psychology doctoral student;**

**Instructor:** Warren, Henriette

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

**CPSY 8360 Special Topics in Developmental Psychology**

**1 credit(s), max credits 21, 7 completions allowed; prereq Doctoral student;**

**Instructor:** Maratsos, Michael P

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

**CPSY 8360 Special Topics in Developmental Psychology**

**1-3 credit(s), max credits 21, 7 completions allowed; prereq**

**Doctoral student;**

**Instructor:** Gunnar PhD, Megan R

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

**CPSY 8360 Special Topics in Developmental Psychology**

**3 credit(s), max credits 21, 7 completions allowed; prereq Doctoral student;**

**Instructor:** Gewirtz, Abigail

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

**CPSY 8360 Special Topics in Developmental Psychology:**

**Developmental Sport and Exercise Psychology**

**3 credit(s), max credits 21, 7 completions allowed; prereq Doctoral student;**

**Instructor:** Weiss, Maureen R

**Description:** Sport and exercise psychology from a life span developmental perspective. Theoretical perspectives, self-perceptions, social influences, emotional development, motivational processes, self-regulation, development of expertise, moral development, sport injury, and gender and cultural diversity

**CPSY 8606 Advanced Developmental Psychopathology**

**3 credit(s); prereq Doctoral student or instr consent;**

**Instructor:** Cicchetti PhD, Dante

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

**CPSY 8994 Research Problems in Child Psychology**

**1-6 credit(s), max credits 15, 15 completions allowed; prereq Doctoral student or instr consent;**

**Instructor:** Cicchetti PhD, Dante

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

**CPSY 8994 Research Problems in Child Psychology**

**1-6 credit(s), max credits 15, 15 completions allowed; prereq Doctoral student or instr consent;**

**Instructor:** Maratsos, Michael P

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

**CPSY 8994 Research Problems in Child Psychology**

**1-6 credit(s), max credits 15, 15 completions allowed; prereq Doctoral student or instr consent;**

**Instructor:** Masten, Ann S.

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

**CPSY 8994 Research Problems in Child Psychology**

**1-6 credit(s), max credits 15, 15 completions allowed; prereq Doctoral student or instr consent;**

**Instructor:** Georgieff, Michael K

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

**CPSY 8994 Research Problems in Child Psychology**

**1-6 credit(s), max credits 15, 15 completions allowed; prereq Doctoral student or instr consent;**

**Instructor:** Thomas, Kathleen M

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

**CPSY 8994 Research Problems in Child Psychology**

**1-6 credit(s), max credits 15, 15 completions allowed; prereq Doctoral student or instr consent;**

**Instructor:** Pick Jr, Herbert L

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

**CPSY 8994 Research Problems in Child Psychology**



**1-6 credit(s), max credits 15, 15 completions allowed; prereq**  
**Doctoral student or instr consent ;**  
**Instructor:** Yonas,Albert  
**Description:** Student may contact the instructor or department for information.

**CPSY 8994 Research Problems in Child Psychology**  
**1-6 credit(s), max credits 15, 15 completions allowed; prereq**  
**Doctoral student or instr consent ;**  
**Instructor:** Sera PhD,Maria D  
**Description:** Student may contact the instructor or department for information.

**CPSY 8994 Research Problems in Child Psychology**  
**1-6 credit(s), max credits 15, 15 completions allowed; prereq**  
**Doctoral student or instr consent ;**  
**Instructor:** Crick,Nicki R  
**Description:** Student may contact the instructor or department for information.

**CPSY 8994 Research Problems in Child Psychology**  
**1-6 credit(s), max credits 15, 15 completions allowed; prereq**  
**Doctoral student or instr consent ;**  
**Instructor:** Weinberg,Richard A  
**Description:** Student may contact the instructor or department for information.

**CPSY 8994 Research Problems in Child Psychology**  
**1-6 credit(s), max credits 15, 15 completions allowed; prereq**  
**Doctoral student or instr consent ;**  
**Instructor:** Collins,W Andrew  
**Description:** Student may contact the instructor or department for information.

**CPSY 8994 Research Problems in Child Psychology**  
**1-6 credit(s), max credits 15, 15 completions allowed; prereq**  
**Doctoral student or instr consent ;**  
**Instructor:** Egeland,Byron R  
**Description:** Student may contact the instructor or department for information.

**CPSY 8994 Research Problems in Child Psychology**  
**1-6 credit(s), max credits 15, 15 completions allowed; prereq**  
**Doctoral student or instr consent ;**  
**Instructor:** Gunnar PhD,Megan R  
**Description:** Student may contact the instructor or department for information.

**CPSY 8994 Research Problems in Child Psychology**  
**1-6 credit(s), max credits 15, 15 completions allowed; prereq**  
**Doctoral student or instr consent ;**  
**Instructor:** Sroufe,L Alan  
**Description:** Student may contact the instructor or department for information.

**CPSY 8994 Research Problems in Child Psychology**  
**1-6 credit(s), max credits 15, 15 completions allowed; prereq**  
**Doctoral student or instr consent ;**  
**Instructor:** Yussen,Steve  
**Description:** Student may contact the instructor or department for information.

**CPSY 8994 Research Problems in Child Psychology**  
**1-6 credit(s), max credits 15, 15 completions allowed; prereq**  
**Doctoral student or instr consent ;**  
**Instructor:** Karatekin,Canan  
**Description:** Student may contact the instructor or department for information.

**CPSY 8994 Research Problems in Child Psychology**  
**1-6 credit(s), max credits 15, 15 completions allowed; prereq**  
**Doctoral student or instr consent ;**  
**Instructor:** Gewirtz,Abigail  
**Description:** Student may contact the instructor or department for information.

**CPSY 8994 Research Problems in Child Psychology**  
**1-6 credit(s), max credits 15, 15 completions allowed; prereq**  
**Doctoral student or instr consent ;**  
**Instructor:** Reynolds,Arthur J.  
**Description:** Student may contact the instructor or department for information.

**CPSY 8994 Research Problems in Child Psychology**  
**1-6 credit(s), max credits 15, 15 completions allowed; prereq**  
**Doctoral student or instr consent ;**  
**Instructor:** Zelazo,Philip David  
**Description:** Student may contact the instructor or department for information.

**CPSY 8994 Research Problems in Child Psychology**  
**1-6 credit(s), max credits 15, 15 completions allowed; prereq**  
**Doctoral student or instr consent ;**  
**Instructor:** Carlson,Stephanie M  
**Description:** Overview: This course will provide a general overview of the primary issues, methods, and findings in the field of cognitive development. We will examine the development of processes involved in perception, language, knowledge acquisition, reasoning, and the control of behavior, including consideration of the sociocultural context in which these processes develop. The course will begin with a review of some major theories of cognitive development and the empirical observations on which they are based. Current issues & findings will be introduced with reference to these theories. Some background in the scientific study of child development is assumed. Class Format: Typically, the instructors will lecture on Tuesday of each week and lead a seminar discussion on the same topic on Thursday. Students will be expected to participate in the seminar discussions.

**CPSY 8994 Research Problems in Child Psychology**  
**1-6 credit(s), max credits 15, 15 completions allowed; prereq**  
**Doctoral student or instr consent ;**  
**Instructor:** Koenig,Melissa  
**Description:** Student may contact the instructor or department for information.

## Child and Adolescent Psychiatry

*F-256/2b West*

**CAPY 5630 Workshop: Psychotherapy in Children and Adolescents**  
**1 credit(s);**  
**Instructor:** Bloomquist PhD,Michael Leonard  
**Description:** Student may contact the instructor or department for information.

## Chinese

*136 Klaeber Court*

**CHN 1012 Beginning Modern Chinese**  
**6 credit(s); prereq 1011 or equiv or instr consent; Credit will not be granted if credit has been received for: CHN 4002;**  
**Instructor:** Stone,Jin YaLiang  
**Description:** Student may contact the instructor or department for information.

**CHN 1012 Beginning Modern Chinese**  
**6 credit(s); prereq 1011 or equiv or instr consent; Credit will not be granted if credit has been received for: CHN 4002;**  
**Instructor:** Wang,Ling  
**Description:** This is the second semester of the two-semester sequence in first-year Chinese. This course is designed for those who have completed Chinese 1011. Students with equivalent preparation may also register this course with the written permission of the instructor. In this course, students are

introduced to additional modern standard Chinese (Mandarin) grammar, vocabulary, and sentence structures. As with Chinese 1011, the course consists of two lectures and five recitation classes each week. By the end of the semester, students should be able to recognize about 700 characters, write about 500 of them, conduct simple conversations on various daily topics, read texts on general topics, and write a short composition in Chinese. Textbook: Integrated Chinese, Level 1, Part 2 (Cheng & Tsui Company), Third Edition. Class time: 7 class hours/week  
**Style:** 30% Lecture, 70% Discussion.

**Grading:** 10% mid exam, 15% final exam, 10% quizzes, 10% written homework, 10% attendance, 10% class participation, 10% laboratory evaluation, 10% other evaluation. Character writing, vocabulary quizzes, tests

**Exam Format:** Listening, speaking, reading and writing

**CHN 1016 Accelerated Intermediate Modern Chinese**  
**5 credit(s); prereq 1012 or 1015; oral/aural skills or speaker of other Chinese dialect recommended credit will not be granted if credit received for: 3021 or 3022;;**

**Instructor:** Stone, Jin YaLiang

**Description:** prerequisite: 1012 or 1015 or instructor consent; credit will not be granted if credit received for: 3021 or 3022; 5.0 cr Instructor: Jin Stone As the second part Accelerated Modern Chinese course series, this course is the continuation of Chinese 1015. It is designed for students who are heritage speakers of Chinese and /or who can understand and speak modern Chinese. The purpose of this course is to help students improve their ability in listening, speaking, reading and writing Chinese. It particularly aims to help students develop more sophisticated vocabulary and enhance reading and writing ability in Chinese. As an accelerated course, we will cover the whole of second year Chinese within one semester, and the pace of the course will be approximately one lesson every three days. Students should be ready to take the Chinese LPE and/or take third year Chinese after this course. Text book: Integrated Chinese, Level 2 (Cheng & Tsui Company) Class time: 40% lecture, 50% discussion, 10% testing Work load: 20 pages of reading per week, 5 pages of writing per semester, 6 exam(s), sentence and paragraph translation Grade: 30% Mid-semester Exam, 30% Final exam(s), 15% Quizzes and Tests, 10% Attendance and Class Participation, 10% Homework; 5% Vocab Quizzes; Exam format: Oral interview and reading, writing

**CHN 3022 Intermediate Modern Chinese**

**5 credit(s); prereq 3021;**

**Instructor:** Li, Chi-Ping

**Description:** Principal Instructor: Jiahong Quan Recitation Leader: Chiping Li, Jiangang Huang prereq 3021, 5.0 cr This course, the second segment of a two-semester course in intermediate modern Chinese language, is intended for students who have completed Chinese 3021 at U of MN or the equivalent. Students who have not completed Chinese 3021 but wish to register need the instructor's consent. The course will help students improve their ability to understand, speak, read, and write Chinese, and particularly aims to help students develop more sophisticated vocabulary and more complex sentence structures so that they can meet the standard of Chinese GPT. It will cover lessons 11-20 of the textbook "Integrated Chinese" Level 2 by Yuehua Liu, Tao-chung Yao et al (Chen & Tsui Company). By the end of the semester, students should be able to understand spoken Chinese, conduct fairly sustained conversations in Chinese, read Chinese articles of some sophistication, and write compositions in Chinese for general communication purposes. Class URL: [http://www.all.umn.edu/chinese\\_language](http://www.all.umn.edu/chinese_language) Class time: 40% lecture, 60% discussion Work load: exam(s), homework, quizzes, mid-term, and final Grade: 10% mid-semester exam(s), 15% final exam(s), 20% quizzes & tests, 30% class participation, 20% Homework; 5% vocab quizzes; Exam format: Listening comprehension, oral interview, reading comprehension, grammar, translation

**CHN 3022 Intermediate Modern Chinese**

**5 credit(s); prereq 3021;**

**Instructor:** Quan, Jiahong

**Description:** Principal Instructor: Jiahong Quan Recitation Leader: Chiping Li prereq 3021, 5.0 cr This course, the second segment of a two-semester course in intermediate modern Chinese language, is intended for students who have completed Chinese 3021 at U of MN or the equivalent. Students who have not completed Chinese 3021 but wish to register need the instructor's consent. The course will help students improve their ability to understand, speak, read, and write Chinese, and particularly aims to help students develop more sophisticated vocabulary and more complex sentence structures so that they can meet the standard of Chinese GPT. It will cover lessons 11-20 of the textbook "Integrated Chinese" Level 2 by Yuehua Liu, Tao-chung Yao et al (Chen & Tsui Company). By the end of the semester, students should be able to understand spoken Chinese, conduct fairly sustained conversations in Chinese, read Chinese articles of some sophistication, and write compositions in Chinese for general communication purposes. Class URL: [http://www.all.umn.edu/chinese\\_language](http://www.all.umn.edu/chinese_language) Class time: 40% lecture, 60% discussion Work load: exam(s), homework, quizzes, mid-term, and final Grade: 10% mid-semester exam(s), 15% final exam(s), 20% quizzes & tests, 30% class participation, 20% Homework; 5% vocab quizzes; Exam format: Listening comprehension, oral interview, reading comprehension, grammar, translation

**CHN 3032 Advanced Modern Chinese**

**4 credit(s); prereq 3031 or equiv or instr consent;**

**Instructor:** Li, Chi-Ping

**Description:** Description: This course is open to students who have successfully completed Chinese 3031 or an equivalent course. This course will focus on Chinese listening and reading skills, but will also include writing assignments and student-led discussions in Chinese. Readings from the textbook will be supplemented with online news articles and at least one Chinese film (To Live or Shower)

**Style:** 30% Lecture, 30% Discussion, 30% Small Group Activities, 10% Student Presentation.

**Grading:** 20% mid exam, 20% final exam, 20% quizzes, 20% written homework, 5% attendance, 10% in-class presentation, 5% class participation.

**Exam Format:** multiple choice, fill the blanks, complete the sentences, etc.

**CHN 3201 Chinese Calligraphy**

**2 credit(s);**

**Instructor:** Zhang, Hong

**Description:** A beginning course in Chinese Calligraphy. Chinese language background is NOT required. Lectures include introducing various Chinese Calligraphy techniques and exposing students to Chinese Calligraphy history and the cultural background in general. Students will be taught to develop a sense of self-cultivation through practicing the art of Chinese Calligraphy. Exercises in the class will give students hands-on experience of proper use of Chinese brush and ink to perform Chinese calligraphy. Students will also have the opportunity to write a complete calligraphy art piece in terms of Chinese Couplets, Chinese Poems. In addition, students will be taught to understand the literature and meaning of the calligraphy projects. The Calligraphy book is written by the instructor.

**Style:** 30% Lecture, 10% Discussion. Classroom exercises, with instructor's coaching students individually

**Grading:** 30% special projects, 30% written homework, 30% attendance, 10% class participation.

**CHN 3202 Intermediate Chinese Calligraphy**

**2 credit(s); prereq 3201 or instr consent;**

**Instructor:** Zhang, Hong

**Description:** This is the second semester of a two-semester sequence in Chinese Calligraphy. The course is designed for those who have completed the course CHN 3201. Students with Chinese Calligraphy background may also enroll with the permission of the instructor. The knowledge of Chinese language is NOT required. Students will learn more advanced writing techniques relating to the Chinese characters structure and composition. The regular script of Chinese calligraphic style will be taught. Students are introduced to Chinese culture with varied

Chinese classical poems and couplets. Students will also have the opportunity to learn the literature and meaning of the Chinese Couplets and Poems calligraphy project. By the end of this course, students will be able to understand and appreciate the art of Chinese Calligraphy. The calligraphy book written by the instructor will be used in this course.

**Style:** 30% Lecture, 10% Discussion. class room practice with instructor's coaching students individually.

**Grading:** 30% special projects, 30% written homework, 30% attendance, 10% class participation. Class attendance and participation; homework assignments and special projects.

#### **CHN 3290 Chinese Language Teaching Tutorial**

**S-N only, 1 credit(s), max credits 2; prereq Grade of A in 3032;**

**Instructor:** Wang,Ling

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

#### **CHN 4002 Beginning Modern Chinese**

**3 credit(s); prereq 4001, grad student; Credit will not be granted if credit has been received for: CHN 1012;**

**Instructor:** Stone,Jin YaLiang

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

#### **CHN 4002 Beginning Modern Chinese**

**3 credit(s); prereq 4001, grad student; Credit will not be granted if credit has been received for: CHN 1012;**

**Instructor:** Wang,Ling

**Description:** This is the second semester of the two-semester sequence in first-year Chinese. This course is designed for those who have completed Chinese 1011. Students with equivalent preparation may also register this course with the written permission of the instructor. In this course, students are introduced to additional modern standard Chinese (Mandarin) grammar, vocabulary, and sentence structures. As with Chinese 1011, the course consists of two lectures and five recitation classes each week. By the end of the semester, students should be able to recognize about 700 characters, write about 500 of them, conduct simple conversations on various daily topics, read texts on general topics, and write a short composition in Chinese. Textbook: Integrated Chinese, Level 1, Part 2 (Cheng & Tsui Company). Class time: 7 class hours/week

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

**Grading:** 10% mid exam, 15% final exam, 10% quizzes, 20% laboratory evaluation, 15% other evaluation. Tests; 5% Homework: Characters; 10% Tapes; 10% Written; 5% Vocabulary Quizzes

**Exam Format:** Listening, speaking, reading and writing

#### **CHN 4004 Intermediate Modern Chinese**

**3 credit(s); prereq 4003, grad student;**

**Instructor:** Li,Chi-Ping

**Description:** Principal Instructor: Jiahong Quan Recitation Leader: Chiping Li, Jiangang Huang prereq 3021, 5.0 cr This course, the second segment of a two-semester course in intermediate modern Chinese language, is intended for students who have completed Chinese 3021 at U of MN or the equivalent. Students who have not completed Chinese 3021 but wish to register need the instructor's consent. The course will help students improve their ability to understand, speak, read, and write Chinese, and particularly aims to help students develop more sophisticated vocabulary and more complex sentence structures so that they can meet the standard of Chinese GPT. It will cover lessons 11-20 of the textbook "Integrated Chinese" Level 2 by Yuehua Liu, Tao-chung Yao et al (Chen & Tsui Company). By the end of the semester, students should be able to understand spoken Chinese, conduct fairly sustained conversations in Chinese, read Chinese articles of some sophistication, and write compositions in Chinese for general communication purposes. Class URL:

[http://www.all.umn.edu/chinese\\_language](http://www.all.umn.edu/chinese_language) Class time: 40% lecture, 60% discussion Work load: exam(s), homework, quizzes, mid-term, and final Grade: 10% mid-semester exam(s), 15% final exam(s), 20% quizzes & tests, 30% class participation,

20% Homework; 5% vocab quizzes; Exam format: Listening comprehension, oral interview, reading comprehension, grammar, translation

#### **CHN 4004 Intermediate Modern Chinese**

**3 credit(s); prereq 4003, grad student;**

**Instructor:** Quan,Jiahong

**Description:** Principal Instructor: Jiahong Quan prereq 3021, 5.0 cr This course, the second segment of a two-semester course in intermediate modern Chinese language, is intended for students who have completed Chinese 3021 at U of MN or the equivalent. Students who have not completed Chinese 3021 but wish to register need the instructor's consent. The course will help students improve their ability to understand, speak, read, and write Chinese, and particularly aims to help students develop more sophisticated vocabulary and more complex sentence structures so that they can meet the standard of Chinese GPT. It will cover lessons 11-20 of the textbook "Integrated Chinese" Level 2 by Yuehua Liu, Tao-chung Yao et al (Chen & Tsui Company). By the end of the semester, students should be able to understand spoken Chinese, conduct fairly sustained conversations in Chinese, read Chinese articles of some sophistication, and write compositions in Chinese for general communication purposes. Class URL:

[http://www.all.umn.edu/chinese\\_language](http://www.all.umn.edu/chinese_language) Class time: 40% lecture, 60% discussion Work load: exam(s), homework, quizzes, mid-term, and final Grade: 10% mid-semester exam(s), 15% final exam(s), 20% quizzes & tests, 30% class participation, 20% Homework; 5% vocab quizzes; Exam format: Listening comprehension, oral interview, reading comprehension, grammar, translation

#### **CHN 4006 Accelerated Intermediate Modern Chinese**

**3 credit(s); prereq [[1012 or 1015], grad student] or instr consent ; oral/aural skills or other Chinese dialect recommended credit will not be granted if credit received for: 3021, 3022;**

**Instructor:** Stone,Jin YaLiang

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

#### **CHN 4008 Advanced Modern Chinese**

**3 credit(s); prereq 4007, grad student;**

**Instructor:** Li,Chi-Ping

**Description:** Description: This course is open to students who have successfully completed Chinese 3031 or an equivalent course. This course will focus on Chinese listening and reading skills, but will also include writing assignments and student-led discussions in Chinese. Readings from the textbook will be supplemented with online news articles and at least one Chinese film (To Live or Shower)

**Style:** 30% Lecture, 30% Discussion, 30% Small Group Activities, 10% Student Presentation.

**Grading:** 20% mid exam, 20% final exam, 20% quizzes, 20% written homework, 5% attendance, 10% in-class presentation, 5% class participation.

**Exam Format:** multiple choice, fill the blanks, complete the sentences,etc.

#### **CHN 4042 Advanced Readings in Modern Chinese**

**4 credit(s); prereq 3032 or instr consent ;**

**Instructor:** Wang,Ling

**Description:** This course will expose advanced students to various Chinese writings and improve their ability to read Chinese articles, short stories, and essays in the original. We will study Chinese writings on various topics in modern China during the first half of the twentieth century, a time when the pros and cons of Chinese culture was under heated discussion. The aspects of Chinese culture covered in this course, among others, include the May 4th Movement, religion, filial piety, ancestral worship, Chinese characteristics, and male and female positions at home and in society. The genres of these writings include essays, short stories, newspapers, extracts of novels, and films. These works reflect both a changing Chinese society and Chinese intellectuals' efforts to awaken the general public and to bring China into the modern world. The lectures and

discussions will focus on the use of the language, the contents of the texts, and the Chinese cultural and philosophical messages found in those works. The instructor hopes that this course will inspire students to further explore modern Chinese society and culture. The course will be taught in Modern Standard Chinese (Mandarin).

**CHN 5040 Readings in Chinese Texts**

**A-F only, 3 credit(s), max credits 12, 4 completions allowed; prereq 4042 or equiv or instr consent ;**

**Instructor:** Zou,Zhen

**Description:** Prerequisite: 3-4 years of college Chinese or equivalent or instructor consent Instructor: Zou, Zhen In the fall semester, the contents of the Chinese 5040 course include contemporary Chinese short stories, novelettes, and prose written since 1950 to the present, especially in the 1980s, 1990s, and 2000s, a peak time of Chinese literature since China's reform and open to the world. These literary works explore various aspects of contemporary Chinese society, history, and culture, including social prejudices against the mentally and physically disadvantaged, the Anti-Rightist Movement, the Cultural Revolution, the drug problem, male-female relationship, education, parental love, traditional Chinese view of life, rape and sex, and hot issues discussed in Taiwan. Class discussion will focus on the use of the language, the social interpretation of the texts, and the Chinese cultural and philosophical messages found in those works. The course will be taught in standard modern Chinese (Mandarin). Class time: 65% Discussion, 30% Lecture, 5% Lab, film and internet. Work load: 5-10 Pages of reading per week, quizzes, 2 exams, oral reading presentation, and a final essay. Grade: 15% class participation, 15% quizzes, 20% midterm exam, 20% final exam, 10% reading presentation, 20% final essay. Exam format: Short answers and essay questions. Course URL:

[http://www.all.umn.edu/chinese\\_language](http://www.all.umn.edu/chinese_language)

**CHN 5393 Directed Study**

**1-5 credit(s), max credits 18, 18 completions allowed; prereq instr consent , dept consent , college consent ;**

**Instructor:** Allen,Joseph R

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

**CHN 5393 Directed Study**

**1-5 credit(s), max credits 18, 18 completions allowed; prereq instr consent , dept consent , college consent ;**

**Instructor:** Zou,Zhen

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

**CHN 5393 Directed Study**

**1-5 credit(s), max credits 18, 18 completions allowed; prereq instr consent , dept consent , college consent ;**

**Instructor:** McGrath,Jason

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

**CHN 5393 Directed Study**

**1-5 credit(s), max credits 18, 18 completions allowed; prereq instr consent , dept consent , college consent ;**

**Instructor:** Rouzer,Paul F

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

**Civil Engineering****122 Civil Engineering Building****CE 5 Refresher Course for Civil Engineers**

**S-N only, 0 credit(s); prereq BCE or equivalent degree or completion of Parts I and II of the State Board Examination;**

**Instructor:** Labuz,Joseph F

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

**CE 1101 Civil Engineering Orientation**

**S-N only, 1 credit(s); prereq Lower div;**

**Instructor:** Detournay,Emmanuel Michel

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

**CE 3101 Computer Applications in Civil Engineering I**

**A-F only, 3 credit(s); prereq MATH 1272, PHYS 1301, CSE;**

**Instructor:** Voller,Vaughan Richard

**Description:** This course will present the computer as an engineering tool. The specific focus of the course will be problem solving using numerical methods on microcomputers. You will be programming and solving problems in a group format. This course is not a classic "computer programming" course. This course is for civil and geological engineers, and all tools, techniques, and concepts will be presented within these contexts. This course is specifically designed to address problems in all sub-disciplines represented within the Department of Civil Engineering. Main topics: Numerical methods -- (Numerical Integration, Linear and Non-linear Solvers, Differential Equations), Computer Tools -- (Use of Excel, Visual Basic, HTML, and MathCad), Problems Studied -- Contamination Transport, Forces in Structures, Groundwater Flow, Flow Systems, Consolidation.

**Style:** 70% Lecture, 20% Discussion, 10% Laboratory.

**Grading:** 25% mid exam, 35% final exam, 30% reports/papers, 5% quizzes.

**Exam Format:** Open book, 5-6 problems

**CE 3102 Uncertainty and Decision Analysis in Civil Engineering**

**A-F only, 3 credit(s); prereq [MATH 1371, MATH 1372] or equiv;**

**Instructor:** Barnes,Randal J

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

**CE 3102 Uncertainty and Decision Analysis in Civil Engineering**

**A-F only, 3 credit(s); prereq [MATH 1371, MATH 1372] or equiv;**

**Instructor:** Barnes,Randal J

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

**CE 3111 CADD for Civil Engineers**

**S-N only, 2 credit(s); prereq 3201;**

**Instructor:** Johnson,Ann M

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

**CE 3201 Transportation Engineering**

**3 credit(s); prereq PHYS 1301, 3101, 3102;**

**Instructor:** Liu,Henry X.

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

**CE 3301 Soil Mechanics I**

**A-F only, 3 credit(s); prereq CSE, AEM 3031;**

**Instructor:** Guzina,Bojan B

**Description:** The mechanics of soils forms the basis of geotechnical engineering involving the design of civil engineering structures such as foundations, retaining walls, dams and slopes. The course focuses on the fundamentals of soil mechanics and covers the topics such as index properties of soils and their classification, consolidation of saturated soils due to one-dimensional compression, partition of stresses between the soil particles and water, stress distribution in soil deposits due to foundation loads, permeability and seepage. Text: B.M. Das, "Fundamentals of Geotechnical Engineering."

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

**Grading:** 27% mid exam, 30% final exam, 10% quizzes, 21% laboratory evaluation, 12% problem solving.

**Exam Format:** Multiple choice

**CE 3401 Linear Structural Analysis**

**A-F only, 3 credit(s); prereq Grade of at least C- in AEM 3031, CSE;**

**Instructor:** French,Catherine Ellen

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

#### **CE 3402W Civil Engineering Materials**

**A-F only, 3 credit(s); prereq Grade of at least C- in [AEM 3031 or BBE 3001], IT; Meets CLE req of Writing Intensive;**

**Instructor:** Khazanovich,Lev

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

#### **CE 3501 Environmental Engineering**

**A-F only, 3 credit(s); prereq Chem 1022, Phys 1302; Meets CLE req of Environment;**

**Instructor:** Novak,Paige J

**Description:** This course is an introduction to the field of environmental engineering. It is for undergraduate majors and non-majors. The course covers topics of global climate change, solid and hazardous waste treatment, air pollution, and water and wastewater treatment. A discussion of mass and energy balances and basic chemistry and microbiology is also presented.

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

**Grading:** 60% mid exam, 10% reports/papers, 10% quizzes, 20% problem solving.

**Exam Format:** Short answer and problems

#### **CE 3502 Fluid Mechanics**

**A-F only, 4 credit(s); prereq [AEM 2012 or AEM 3031], Math 2373, [CSE or ForP major];**

**Instructor:** Hondzo,Miki

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

#### **CE 3502 Fluid Mechanics**

**A-F only, 4 credit(s); prereq [AEM 2012 or AEM 3031], Math 2373, [CSE or ForP major];**

**Instructor:** Hondzo,Miki

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

#### **CE 4000H Honors Research Seminar**

**A-F only, 1 credit(s), max credits 2; prereq Upper div CE; Credit will not be granted if credit has been received for: GEOE 4000H;**

**Instructor:** Barnes,Randal J

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

#### **CE 4101W Project Management**

**3 credit(s); prereq [CE or construction management] student; prereq for 2010-11 acad yr only; Meets CLE req of Writing Intensive;**

**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 4101W Project Management**

**3 credit(s); prereq [CE or construction management] student; prereq for 2010-11 acad yr only; Meets CLE req of Writing Intensive;**

**Instructor:** Lemer,Cherie M

**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 4102W Capstone Design**

**A-F only, 4 credit(s); prereq 4301, 4401, 4501, 4502; Meets CLE req of Writing Intensive;**

**Instructor:** Stolarski,Henryk Konstanty

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

#### **CE 4102W Capstone Design**

**A-F only, 4 credit(s); prereq 4301, 4401, 4501, 4502; Meets CLE req of Writing Intensive;**

**Instructor:** Lemer,Cherie M

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

#### **CE 4121 Computer Applications in Civil Engineering II**

**A-F only, 3 credit(s); prereq 3101, MATH 2243, MATH 2263, [CE or upper div GeoE];**

**Instructor:** Barnes,Randal J

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

#### **CE 4180 Independent Study II**

**1-4 credit(s), max credits 4, 4 completions allowed; prereq instr consent;**

**Instructor:** STAFF

**Description:** Special studies in planning, design, or analysis of civil engineering systems. Individual lab research problems, literature studies, reports. Supervised by staff.

#### **CE 4190 Engineering Co-op Assignment**

**S-N only, 2-6 credit(s), max credits 6, 1 completion allowed; prereq Upper div CE, approval of department co-op director;**

**Instructor:** Gulliver,John Stephen

**Description:**

**Style:** Industry work assignment

**Grading:** 100% reports/papers.

#### **CE 4201 Highway Design**

**A-F only, 3 credit(s); prereq CE or upper div GeoE or grad, 3202, 3201 or instr consent;**

**Instructor:** Johnson,Ann M

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

#### **CE 4211 Traffic Engineering**

**3 credit(s); prereq 3201 or Stat 3021 or equiv;**

**Instructor:** Davis,Gary Arnold

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

#### **CE 4253 Pavement Engineering and Management**

**3 credit(s); prereq [3201, 3301, 3402, upper div CSE] or grad student or instr consent ;**

**Instructor:** Marasteanu,Mihai

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

#### **CE 4301 Soil Mechanics II**

**A-F only, 3 credit(s); prereq [[3301 or GeoE 3301], upper div CSE] or instr consent; Credit will not be granted if credit has been received for: GEOE 4301;**

**Instructor:** Labuz,Joseph F

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

#### **CE 4352 Groundwater Modeling**

**A-F only, 3 credit(s); prereq [4351, GEOE 4351, [upper div CSE or grad student]] or instr consent ; Credit will not be granted if credit has been received for: GEOE 4352;**

**Instructor:** Strack PhD,Otto D

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

#### **CE 4401 Steel and Reinforced Concrete Design**

**A-F only, 4 credit(s); prereq Grade of at least C- in 3401, Concurrent registration is required (or allowed) in 3402, [upper div CSE or grad student];**

**Instructor:** Shield,Carol K

**Description:****Style:** 90% Lecture, 10% Small Group Activities.**Grading:** 20% mid exam, 20% final exam, 40% written homework, 20% additional semester exams.**Exam Format:** two 1 hour exams, one two-hour in-class midterm and one two-hour final exam**S-N only, 1 credit(s), max credits 3, 3 completions allowed;****Instructor:** Liu, Henry X.**Description:** Student may contact the instructor or department for information.**CE 4411 Matrix Structural Analysis****A-F only, 3 credit(s); prereq [Grade of at least C- in [3101, 3401] or in a CSci programming course], [upper div CSE or grad student]] or instr consent ;****Instructor:** Wojtkiewicz Jr, Steven F**Description:** Student may contact the instructor or department for information.**CE 8202 Networks and Places: Transportation, Land Use, and Design****A-F only, 4 credit(s);****Instructor:** Bolan, Richard Stuart**Description:** Student may contact the instructor or department for information.**CE 4412 Reinforced Concrete Design II****A-F only, 3 credit(s); prereq [Grade of at least C- in 4401, [upper div CSE or grad student]] or instr consent ; 4411 recommended;****Instructor:** Schultz, Arturo Ernest**Description:** Student may contact the instructor or department for information.**CE 8212 Advanced Travel Demand Modeling and Supply Analysis****3 credit(s); prereq 5211 or equiv, Stat 3021;****Instructor:** Davis, Gary Arnold**Description:** Student may contact the instructor or department for information.**CE 4502 Water and Wastewater Treatment****A-F only, 3 credit(s); prereq 3501 or CHEN 2001;****Instructor:** LaPara, Timothy M**Description:** Student may contact the instructor or department for information.**CE 8300 Seminar: Geomechanics****S-N only, 1-3 credit(s), max credits 4, 4 completions allowed;****Credit will not be granted if credit has been received for:****GEOE 8300;****Instructor:** Guzina, Bojan B**Description:** Student may contact the instructor or department for information.**CE 4561 Solid Hazardous Wastes****3 credit(s); prereq CSE or grad, Chem 1022, 3501 or instr consent ;****Instructor:** Novak, Paige J**Description:** The target audiences for this course are upper-level undergraduate and graduate students in technical majors. The course covers the characterization of solids hazards wastes, regulations, waste minimization and resource recovery, chemical, physical, biological, and thermal waste treatment, and disposal practices. The course will include several field trips to waste treatment and disposal facilities.**Style:** 70% Lecture, 10% Discussion. Group problems and field trips.**Grading:** 40% mid exam, 20% final exam, 20% reports/papers, 20% problem solving.**Exam Format:** Problem and short answer/discussion.**CE 8321 Thermoporoelasticity****A-F only, 4 credit(s); prereq CSE grad student, 5321 or GeoE 5321 or instr consent ; Credit will not be granted if credit has been received for: GEOE 8321;****Instructor:** Detournay, Emmanuel Michel**Description:** Student may contact the instructor or department for information.**CE 5180 Special Topics****A-F only, 3 credit(s), max credits 4, 3 completions allowed; prereq instr consent ;****Instructor:** Gulliver, John Stephen**Description:** Student may contact the instructor or department for information.**CE 8352 Advanced Groundwater Mechanics II****A-F only, 3 credit(s); prereq 4351, CSE grad student or instr consent ; Credit will not be granted if credit has been received for: GEOE 8352;****Instructor:** Strack PhD, Otto D**Description:** Student may contact the instructor or department for information.**CE 5180 Special Topics****A-F only, 3 credit(s), max credits 4, 3 completions allowed; prereq instr consent ;****Instructor:** Levinson, David M**Description:** Student may contact the instructor or department for information.**CE 8400 Seminar: Structures****S-N only, 1 credit(s), max credits 3, 3 completions allowed;****Instructor:** Wojtkiewicz Jr, Steven F**Description:** Student may contact the instructor or department for information.**CE 8401 Fundamentals of Finite Element Method****A-F only, 3 credit(s); prereq 4411 or instr consent;****Instructor:** Stolarski, Henryk Konstany**Description:** Elements of calculus of variations; weak and strong formulations of various problems, with emphasis on linear continuum and structural mechanics problems. Isoparametric elements and numerical integration. Basic concepts of error analysis and convergence. Analysis of plates and shells. Introduction to mixed methods and time dependent problems.**CE 5211 Traffic Engineering****3 credit(s); prereq 3201, Stat 3021 or equiv;****Instructor:** Davis, Gary Arnold**Description:** Student may contact the instructor or department for information.**CE 8443 Fracture of Materials and Structures****A-F only, 3 credit(s); prereq 4401 or instr consent ;****Instructor:** Ballarini PhD, Roberto**Description:** Student may contact the instructor or department for information.**CE 5415 Masonry Structures****A-F only, 3 credit(s); prereq [Grade of at least C- in 3401, [upper div CSE or grad student]] or instr consent ; 4401 recommended;****Instructor:** Schultz, Arturo Ernest**Description:** Student may contact the instructor or department for information.**CE 8451 Behavior of Reinforced Concrete Structures****A-F only, 3 credit(s); prereq 4412 or instr consent;****Instructor:** French, Catherine Ellen**Description:** Student may contact the instructor or department for information.**CE 8200 Seminar: Transportation****CE 8490 Special Topics****A-F only, 3 credit(s), max credits 8; prereq instr consent;****Instructor:** Gonella, Stefano

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

#### CE 8490 Special Topics

**A-F only, 3 credit(s), max credits 8; prereq instr consent;**

**Instructor:** Le,Jialiang

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

#### CE 8500 Environmental Seminar

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq grad CE major or instr consent;**

**Instructor:** LaPara,Timothy M

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

#### CE 8502 Environmental Fluid Mechanics II

**A-F only, 4 credit(s); prereq 8501 or instr consent;**

**Instructor:** Hill,Kimberly M.

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

#### CE 8504 Theory of Unit Operations

**A-F only, 4 credit(s); prereq 4541, 4531;**

**Instructor:** Hozalski PhD,Raymond M

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

#### CE 8572 Computational Environmental Fluid Dynamics

**A-F only, 4 credit(s); prereq grad student in CSE or COAFES or instr consent ;**

**Instructor:** Sotiropoulos,Fotis

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

#### CE 8581 Research and Professional Ethics in Water Resources and Environmental Science

**S-N only, 0.5 credit(s); prereq [Environmental engineering or water resource science] grad student or instr consent; Credit will not be granted if credit has been received for: CE 8442;**

**Instructor:** Newman,Raymond M

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

## Classical Civilization

245 Nicholson Hall

#### CLCV 3993 Directed Studies in Classical Civilization

**1-4 credit(s), max credits 4, 1 completion allowed; prereq instr consent ;**

**Instructor:** STAFF

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

#### CLCV 3994 Directed Research in Classical Civilization

**1-4 credit(s), max credits 4, 1 completion allowed; prereq instr consent ;**

**Instructor:** STAFF

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

#### CLCV 3996 Directed Instruction in Classical Civilization

**1-4 credit(s), max credits 4, 1 completion allowed; prereq instr consent ;**

**Instructor:** STAFF

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

## Classical and Near Eastern Studies

### 245 Nicholson Hall

#### CNES 1001 World of the Bible: Religions, Empires, and Discourses of Power

**3 credit(s); prereq credit will not be granted if credit received for: CLAS 1051; Credit will not be granted if credit has been received for: RELS 1003; Meets CLE req of Arts/Humanities;**

**Instructor:** Ipsen,Avaren Elizabeth

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

#### CNES 1003 World of Rome

**3 credit(s); Meets CLE req of Historical Perspectives;**

**Instructor:** Cole,Spencer E

**Description:** In this course we will ask ourselves: why does Rome refuse to go away? What is it about ancient Rome that captured the imaginations of Shakespeare and the framers of the U.S. Constitution as well as Hollywood and HBO? The course examines the world of ancient Rome from early Etruscan and Eastern origins to the Christian Rome of late antiquity. We will explore the diverse mix of cultures and religions that converged in this great Mediterranean melting pot and chart the rise of the West's first great superpower. Through art, literature, and archeology we will study Roman imperialism and civil wars as well as political institutions, class structures, gender roles, sexuality, entertainment, and the rhythms of daily life. Weekly Quizzes 30%, Midterm 30%, Final 40%.

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

**Grading:** 30% mid exam, 40% final exam, 30% quizzes.

#### CNES 1042 Greek and Roman Mythology

**4 credit(s); Credit will not be granted if credit has been received for: CNES 1042H; Meets CLE req of Arts/Humanities;**

**Instructor:** Smith,Stephen

**Description:** The gods and heroes of Greek and Roman mythology have appeared in our art, literature, and popular culture for centuries. Mythology, however, is more than just a collection of stories. The myths of the Greeks and Romans, like those of any culture, reflect the hopes, concerns, fears, and history of the societies that produced them. In this course we shall examine the major Greek and Roman myths, looking not only at the stories and characters themselves but also at how they reflect differing conceptions of the world. This course fulfills the liberal education requirement of Humanities ? Other. There is no prerequisite.

#### CNES 1042 Greek and Roman Mythology

**4 credit(s); Credit will not be granted if credit has been received for: CNES 1042H; Meets CLE req of Arts/Humanities;**

**Instructor:** Woods,Heather A

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In this course you will become familiar with the characters, stories and themes that compose Greek and Roman mythology, and will learn a bit about how they relate to the societies that created and perpetuated them. The readings are selected from a variety of primary texts, including Homer's Odyssey, Ovid's Metamorphoses, the plays of Greek tragedians, and Mesopotamian epic as well as a central Classical Mythology textbook. Assignments range from short auto-graded quizzes (4) to critical essays (2), image identification exercises (2) and assignments that offer more scope for creativity (2). This course is self-paced with an extended 9-month term, but can be completed in less time if the student chooses to work steadily and consistently. There are two paper-based, proctored exams in this course, (scheduled by the student and taken at a testing facility in person) but all other course components are online. Upon successful completion of this course you will: --be familiar with a wide corpus of Classical myths and will be able to offer insight

into their interpretation --be able to identify mythological characters and situations in visual media (paintings, sculpture, mosaics, etc.) and interpret their significance in context --have a broad base of terms and vocabulary to use in discussing Classical mythology critically --have a greater understanding of the role of myth and story in helping a society make sense of the world and gain greater insight into the differences between and similarities among ancient cultures and our own.

**Style:** Online with handwritten exams. Course takes a \*minimum\* of 4 months to complete.

**Grading:** 15% mid exam, 20% final exam, 20% reports/papers, 15% special projects, 30% quizzes.

**Exam Format:** Supervised, in-person (not online) exams.

**CNES 1042H Honors Course: Greek and Roman Mythology A-F only, 4 credit(s); prereq Honors or instr consent ; Credit will not be granted if credit has been received for: CNES 1042; Meets CLE req of Arts/Humanities;**

**Instructor:** Smith, Stephen

**Description:** The gods and heroes of Greek and Roman mythology have appeared in our art, literature, and popular culture for centuries. Mythology, however, is more than just a collection of stories. The myths of the Greeks and Romans, like those of any culture, reflect the hopes, concerns, fears, and history of the societies that produced them. In this course we shall examine the major Greek and Roman myths, looking not only at the stories and characters themselves but also at how they reflect differing conceptions of the world. This course fulfills the liberal education requirement of Humanities ? Other. There is no prerequisite.

**CNES 1046 Technical Terminology for the Health Professions 3 credit(s); prereq credit will not be granted if credit received for: CLAS 1148;**

**Instructor:** Willey, Andrew James

**Description:** This is a fully online section offered online through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Although only used in a specialized, technical environment, medical terminology is nevertheless a vocabulary in its own right, with its own history and rules of morphology (word-formation). This course emphasizes linguistics and etymology. Rather than attempt to impart all the specialized vocabulary necessary for the study of, e.g. anatomy or physiology, you will learn how medical terms are constructed from Greek and Latin prefixes, roots, and suffixes. You will also learn by heart most of the commonly found roots of medical terms. Armed with this knowledge, you will have the skills and knowledge to "decode" or "translate" unfamiliar terms as you come upon them. In addition, you will also possess a solid base of vocabulary to build upon--whatever your future involvement in the health professions may be, as a doctor, nurse, occupational therapist, or simply as an occasional patient.

**Style:** Online with handwritten exam

**Grading:** 40% final exam, 60% quizzes.

**Exam Format:** Supervised, in-person (not online) exam.

**CNES 3106 Ancient Rome: The Age of Nero 3 credit(s);**

**Instructor:** STAFF

**Description:** Did Nero really fiddle while Rome burned? This course will consider the reign of Nero as well as those of his immediate predecessors, which together comprise one of the better known periods of Roman history. The early empire was a time of dramatic change, growth, and ferment on many levels. Literary evidence from Tacitus, Suetonius, Seneca, Petronius, and others, as well as material and visual evidence, will provide context by illustrating various aspects of social, cultural, religious, and political life in the Mediterranean world in the 1st century C.E.

**CNES 3162 Roman Art and Archaeology**

**4 credit(s); Credit will not be granted if credit has been received for: ARTH 3162;**

**Instructor:** Wells, Martin Gregory

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

**CNES 3502 Ancient Israel: From Conquest to Exile**

**3 credit(s); prereq Knowledge of Hebrew not required, 3501 recommended credit will not be granted if credit already received for: ANE 3502/5502, RelA 3502/5502; Credit will not be granted if credit has been received for: CNES 5502;**

**Instructor:** von Dassow, Eva

**Description:** Israel and Judah were not states of great importance in the ancient Near East. Their population, territory, and economy were small, and they could not resist conquest by larger, more powerful states like Assyria and Rome. So why is their history significant still? The historical experiences of the people of ancient Israel and Judah were transmogrified in literary form into the Hebrew Bible (Old Testament), which became the foundation and wellspring for much of Western and Islamic civilization. Innumerable aspects of modern history and culture are predicated on some element of Israel's ancient past, as mediated to us through the Bible; so it behoves us to understand that past. But the Bible is a religious work, not a transcript of events, and it is not the only source of information about ancient Israel. Archaeological excavations have revealed the physical remains of the cultures of Israel and neighboring lands, as well as bringing to light documents, inscriptions, and literary works produced by these cultures. This course treats the history of ancient Israel and Judah from the Late Bronze Age through the period of Roman rule, on the basis of archaeological, epigraphic, and literary sources. Historical study entails inquiring into the ideology of the sources, including the Bible. Implicit in the methods of inquiry are issues of the nature of historical knowledge is created. Students taking the course for graduate credit will do additional reading and a research paper.

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

**Grading:** 20% final exam, 45% reports/papers, 20% quizzes, 15% class participation.

**Exam Format:** Essays, short IDs, maps

**CNES 3601 Sexuality and Gender in Ancient Greece and Rome 3 credit(s); Credit will not be granted if credit has been received for: CNES 5601; Meets CLE req of Arts/Humanities;**

**Instructor:** Nappa, Christopher

**Description:** An understanding of ancient expectations about gender, sexuality, and sexual behavior is both necessary for understanding classical literary texts and Greco-Roman history and important for the role it often plays in contemporary debates about western ideas about sexuality and the body. There is an extensive body of evidence (textual and visual) from ancient Greece and Rome, but it poses certain problems of methodology not always faced in the study of sexuality in the modern world and generally alien to students. Thus the course seeks not only to expose students to "facts" about ancient sexuality, but to survey the range of evidence that exists, and help them confront the problems that arise from studying primary sources from the ancient world. The course will also expose students to some of the main debates among scholars of ancient sexuality: the so-called Dover model of same-sex behavior in classical Greece, the relevance (and reliability) of Foucault's work on antiquity, the functions of the frequent depictions of rape in classical (especially Roman) literature, the sexualization of the figure of the Roman emperor, and the limits of the evidence for authentic female voices in classical texts. Readings will come from ancient sources in translation, modern scholarly accounts of antiquity, and works on theory and method in the study of gender and sexuality.

**Style:** 50% Lecture, 30% Discussion, 20% Small Group Activities.

**Grading:** 15% mid exam, 15% final exam, 50% reports/papers, 20% journal.

**CNES 3951W Major Project**

**4 credit(s); prereq Three 3xxx ANE courses, [major in ANE or CNEA or RelS], instr consent ; Meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department



for information.

#### **CNES 3993 Directed Studies**

**1-4 credit(s), max credits 16, 4 completions allowed; prereq instr consent ;**  
**Instructor:** Sellew, Philip  
**Description:** Student may contact the instructor or department for information.

#### **CNES 3993 Directed Studies**

**1-4 credit(s), max credits 16, 4 completions allowed; prereq instr consent ;**  
**Instructor:** Cole, Spencer E  
**Description:** Student may contact the instructor or department for information.

#### **CNES 5188 Art and Archaeology of Early Christianity and the Late Roman Empire**

**3 credit(s);**  
**Instructor:** Canepa PhD, Matthew P.  
**Description:** Student may contact the instructor or department for information.

#### **CNES 5502 Ancient Israel: From Conquest to Exile**

**3 credit(s); prereq credit will not be granted if credit already received for: ANE 3502/5502, ReIA 3502/5502; Credit will not be granted if credit has been received for: CNES 3502;**  
**Instructor:** von Dassow, Eva

**Description:** Israel and Judah were not states of great importance in the ancient Near East. Their population, territory, and economy were small, and they could not resist conquest by larger, more powerful states like Assyria and Rome. So why is their history significant still? The historical experiences of the people of ancient Israel and Judah were transmogrified in literary form into the Hebrew Bible (Old Testament), which became the foundation and wellspring for much of Western and Islamic civilization. Innumerable aspects of modern history and culture are predicated on some element of Israel's ancient past, as mediated to us through the Bible; so it behoves us to understand that past. But the Bible is a religious work, not a transcript of events, and it is not the only source of information about ancient Israel. Archaeological excavations have revealed the physical remains of the cultures of Israel and neighboring lands, as well as bringing to light documents, inscriptions, and literary works produced by these cultures. This course treats the history of ancient Israel and Judah from the Late Bronze Age through the period of Roman rule, on the basis of archaeological, epigraphic, and literary sources. Historical study entails inquiring into the ideology of the sources, including the Bible. Implicit in the methods of inquiry are issues of the nature of historical knowledge is created. Students taking the course for graduate credit will do additional reading and a research paper.  
**Style:** 60% Lecture, 40% Discussion.  
**Grading:** 20% final exam, 45% reports/papers, 20% quizzes, 15% class participation.

**Exam Format:** Essays, short IDs, maps

#### **CNES 5601 Sexuality and Gender in Ancient Greece and Rome**

**3 credit(s); Credit will not be granted if credit has been received for: CNES 3601;**  
**Instructor:** Nappa, Christopher  
**Description:** An understanding of ancient expectations about gender, sexuality, and sexual behavior is both necessary for understanding classical literary texts and Greco-Roman history and important for the role it often plays in contemporary debates about sexuality and the body. There is an extensive body of evidence (textual and visual) from ancient Greece and Rome, but it poses certain problems of methodology not always faced in the study of sexuality in the modern world and generally alien to students. This course seeks not only to expose students to "facts" about ancient sexuality, but to survey the range of evidence that exists, and help them confront the problems that arise from studying primary sources from the ancient world. The course will also expose students to some of the main debates among scholars of ancient sexuality: the so-called Dover model of same-sex behavior in classical Greece, the relevance (and

reliability) of Foucault's work on antiquity, the functions of the frequent depictions of rape in classical (especially Roman) literature, the sexualization of the figure of the Roman emperor, and the limits of the evidence for authentic female voices in classical texts. Readings will come from ancient sources in translation, modern scholarly accounts of antiquity, and works on theory and method in the study of gender and sexuality. This course is an advanced version of CNES 3601. All students registered for CNES 5601 will meet the same requirements whether they are undergraduate or graduate students.

**Style:** 50% Lecture, 25% Discussion, 25% Web Based.

**Grading:** 15% mid exam, 15% final exam, 50% reports/papers, 20% class participation.

#### **CNES 5713 Introduction to Ugaritic**

**3 credit(s); prereq Adv Hebrew, previous study of biblical texts or instr consent;**

**Instructor:** von Dassow, Eva

**Description:** Ugaritic, which belongs to the northwestern branch of the Semitic language family, was the language of the ancient city-state of Ugarit, located on the coast of Syria. This language is only attested in texts from the last two centuries of the Late Bronze Age (14th-13th centuries BCE), when, as well as writing in the Akkadian language using the Mesopotamian cuneiform script, the scribes and literati of Ugarit used a cuneiform version of the alphabet to write in their own language on clay tablets. They wrote myths, epics, ritual texts, letters, accounting records, and contracts in the Ugaritic language. Their mythic and epic compositions are precious testimony to the Syro-Canaanite religion reflected in the Hebrew Bible, and these texts are therefore of great interest to scholars of the Bible and the ancient Near East. This course will cover the grammar and writing system of Ugaritic and introduce students to a variety of different text genres, focussing especially on letters, myths, and epics. Since our understanding of the Ugaritic language is based largely on better-known Semitic languages such as Hebrew and Arabic, study of at least one other Semitic language is a prerequisite for the study of Ugaritic.

**Style:** 50% Lecture, 45% Discussion, 5% Student Presentation.

**Grading:** 20% reports/papers, 30% quizzes, 30% written homework, 5% in-class presentation, 15% class participation.

## **Clinical Laboratory Science**

*D-242 Mayo (Box 609 UMHC)*

#### **CLS 5090 Special Laboratory Methods**

**A-F only, 1-2 credit(s), max credits 2, 1 completion allowed; prereq instr consent;**

**Instructor:** Wells, Carol Lee

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

#### **CLS 5100 Virology, Mycology, and Parasitology for Medical Technologists**

**A-F only, 2 credit(s); prereq microbiology course with lab, biochem course;**

**Instructor:** Conway-Klaassen, Janice M.

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

#### **CLS 5120 Seminar: Clinical Laboratory Science**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq instr consent;**

**Instructor:** Panoskaltis-Mortari PhD, Angela

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

#### **CLS 5121 Journal Presentations**

**S-N only, 1 credit(s), max credits 2; prereq 1st yr CLS grad student;**

**Instructor:** Panoskaltis-Mortari PhD, Angela

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

**CLS 5125 Practicum Teaching**

**A-F only, 1-2 credit(s), max credits 2, 1 completion allowed; prereq instr consent ;**  
**Instructor:** Tsai,Michael Y  
**Description:** Student may contact the instructor or department for information.

**CLS 5768 Advanced Hematology**

**A-F only, 5-10 credit(s), max credits 30, 6 completions allowed; prereq instr consent ;**  
**Instructor:** Larsen,Karen B  
**Description:** Student may contact the instructor or department for information.

**CLS 5864 Research Seminar**

**S-N only, 1 credit(s), max credits 10, 10 completions allowed; prereq instr consent;**  
**Instructor:** Pennell PhD,Christopher A  
**Description:** Student may contact the instructor or department for information.

**CLS 5865 Departmental Seminar**

**S-N only, 1 credit(s), max credits 10, 10 completions allowed; prereq instr consent;**  
**Instructor:** Furcht,Leo T  
**Description:** Student may contact the instructor or department for information.

**CLS 8193 Advanced Topics in Clinical Chemistry**

**2 credit(s); prereq instr consent;**  
**Instructor:** Tsai,Michael Y  
**Description:** Student may contact the instructor or department for information.

**CLS 8194 Research on Clinical Laboratory Problems**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq instr consent;**  
**Instructor:** Tsai,Michael Y  
**Description:** Student may contact the instructor or department for information.

## Clinical Laboratory Sciences Program

*15-170 Phillips Wangensteen Bldg (MMC 711)*

**CLSP 4092 Honors Program: Laboratory Methods**

**3 credit(s); prereq instr consent;**  
**Instructor:** Conway-Klaassen,Janice M.  
**Description:** Student may contact the instructor or department for information.

**CLSP 4101 Diagnostic Microbiology II**

**A-F only, 2 credit(s); prereq One microbiology course with lab, one biochem course, enrolled CLSP student, instr consent ;**  
**Instructor:** Conway-Klaassen,Janice M.  
**Description:** Student may contact the instructor or department for information.

**CLSP 4202 Hematology II**

**A-F only, 2 credit(s); prereq [4201 or 5201], enrolled CLSP student, instr consent ;**  
**Instructor:** Swinehart,Cheryl D  
**Description:** Student may contact the instructor or department for information.

**CLSP 4202 Hematology II**

**A-F only, 2 credit(s); prereq [4201 or 5201], enrolled CLSP student, instr consent ;**  
**Instructor:** Swinehart,Cheryl D

**Description:** Lecture and laboratory course covering the morphology of normal and abnormal blood cells. Target audience: Medical technology senior students.  
**Style:** 33% Lecture, 66% Laboratory.  
**Exam Format:** Multiple choice

**CLSP 4203 Hemostasis**

**A-F only, 1 credit(s); prereq [4201 or 5201], enrolled CLSP student, instr consent ;**  
**Instructor:** Swinehart,Cheryl D  
**Description:** Lecture and laboratory course covering hemostasis. Theory of hemostasis and laboratory tests of plasma and platelets will be discussed. Target audience: Senior medical technology students.  
**Style:** 66% Lecture, 33% Laboratory.  
**Exam Format:** multiple choice

**CLSP 4263 Comparative Hemostasis**

**A-F only, 1 credit(s);**  
**Instructor:** Swinehart,Cheryl D  
**Description:** Lecture course covering hemostasis in humans. Theory of hemostasis and laboratory tests of plasma and platelets will be discussed. Target audience: Veterinary Medicine students.  
**Style:** 100% Lecture.  
**Exam Format:** Multiple choice.

**CLSP 4301 Urinalysis**

**A-F only, 1 credit(s); prereq CLSP student;**  
**Instructor:** Brunzel,Nancy A  
**Description:** Student may contact the instructor or department for information.

**CLSP 4304 Clinical Chemistry II: Lecture**

**A-F only, 2 credit(s); prereq [4302 or 5302], two organic chem courses with lab, one biochem course;**  
**Instructor:** Brunzel,Nancy A  
**Description:** Student may contact the instructor or department for information.

**CLSP 4305 Clinical Chemistry II: Laboratory**

**A-F only, 2 credit(s); prereq [4302 or 5302], two organic chem courses with lab, one biochem course;**  
**Instructor:** Brunzel,Nancy A  
**Description:** Student may contact the instructor or department for information.

**CLSP 4501 Introduction to Transfusion Medicine**

**A-F only, 2 credit(s);**  
**Instructor:** George,Joanna L  
**Description:** Student may contact the instructor or department for information.

**CLSP 4502 Introduction to Transfusion Medicine: Laboratory**

**A-F only, 2 credit(s); prereq 4401 or 5401;**  
**Instructor:** George,Joanna L  
**Description:** Student may contact the instructor or department for information.

**CLSP 4601W Management and Professional Issues**

**A-F only, 2 credit(s), max credits 4; prereq 4602, CLSP student; Meets CLE req of Writing Intensive;**  
**Instructor:** Wiesner,Stephen Michael  
**Description:** Student may contact the instructor or department for information.

**CLSP 4701 Applied Diagnostic Microbiology**

**S-N only, 2 credit(s); prereq 4102, 4101 enrolled CLSP student, instr consent ;**  
**Instructor:** Brennecke,Patricia Johnson  
**Description:** Student may contact the instructor or department for information.

**CLSP 4702 Applied Clinical Hematology/Hemostasis**

**S-N only, 2 credit(s); prereq 4201, 4202, 4203, enrolled CLSP**

student, instr consent ;

**Instructor:** Brennecke, Patricia Johnson

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

**CLSP 4703 Applied Clinical Chemistry and Urinalysis**

**S-N only, 2 credit(s); prereq 4301, 4302, 4304, 4305, enrolled CLSP student, instr consent ;**

**Instructor:** STAFF

**Description:** Application of basic methods and techniques in the clinical chemistry lab. Upon completion of the chemistry rotation, the student will be able to: Organize and take responsibility for the performance of selected methods. Perform the procedure with limited supervision, maintain accurate records, while following all prescribed laboratory safety procedures, recognize signs of instrument malfunction, perform necessary corrective measures, and clean up area. Obtain appropriate blood samples by venipuncture. Handle specimens properly once they are received in the laboratory. Understand the principles of clinical chemistry methods presented during the course. Describe the principles of instruments covered during the course. Understand the clinical usefulness of laboratory results. Perform routine urinalysis according to laboratory protocol. Target audience: medical technology students after they have completed their senior medical technology courses. Course is scheduled at various clinical/hospital sites.

**Style:** 100% Laboratory.

**Grading:** 5% in-class presentation, 95% laboratory evaluation.

**CLSP 4704 Applied Transfusion Medicine**

**S-N only, 2 credit(s); prereq 4501, 4502, enrolled CLSP student, instr consent ;**

**Instructor:** Brennecke, Patricia Johnson

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

**CLSP 4705 Specialty Rotation**

**S-N only, 1 credit(s); prereq Enrollment in CLS program;**

**Instructor:** Brennecke, Patricia Johnson

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

**CLSP 4901 Special Laboratory Methods**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq CLSP student, instr consent ;**

**Instructor:** Spannaus-Martin, Donna J

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

## Cognitive Science

205 Elliott Hall

**CGSC 8000 Seminar: Philosophy of the Cognitive Sciences**

**3 credit(s), max credits 6; prereq Grad cog sci minor or instr consent ; Credit will not be granted if credit has been received for: PHIL 8640;**

**Instructor:** Savage, C Wade

**Description:** This course will provide a philosophical framework for understanding, evaluating, and employing cognitive science. General topics will include differences between scientific and unscientific theories, and differences between cognitive and other sciences. Theories of perception and autism will be examined and evaluated by applying the framework provided. Written requirements will include a class presentation dealing with one of the readings and a term paper of 10-15 pages on a topic of the participant's choice.

**Style:** 20% Lecture, 10% Film/Video, 30% Discussion, 20% Small Group Activities, 10% Student Presentation, 10% Guest Speakers.

**Grading:** 40% reports/papers, 40% attendance, 20% class participation.

**CGSC 8410 Perspectives in Learning, Perception, and**

**Cognition**

**S-N only, 2 credit(s), max credits 24, 12 completions allowed;**

**Instructor:** Gershenson, Celia Wolk

**Description:** Course Objectives/Goals: The objectives of the course are to provide exposure to current knowledge in the many-faceted field of cognitive sciences. The weekly presentations are designed to encompass the wide range of research areas that comprise the cognitive sciences. Class Structure: The course is in the form of a colloquium series. Each session consists of a 40-50 minute presentation followed by a question and discussion period. Course Requirements: Enrolled students are required to attend all colloquia, read references provided, (the references of which available online at <http://www.cogsci.umn.edu/calendar/colloquia.htm>), and actively participate in discussion sessions. Students will submit a five to six page paper at the end of the semester in lieu of a final examination.

## Collaborative Arts Interdisciplinary Program

E211 Regis Center for Art

**COLA 3950 Topics in Collaborative Arts**

**1-4 credit(s), max credits 32, 8 completions allowed; prereq instr consent ;**

**Instructor:** STAFF

**Description:** The Body Acoustic aims to heighten awareness of the reciprocal relationship between the built environment and our senses. As with sound and light, distances, height, volume, surfaces, angles/curves and a symmetries all affect one's movement through space; one's movement, in disciplines of architecture, design, visual and movement-based art. The Body Acoustic provides an ideal opportunity for student from all of these disciplines to engage in inter-and trans-disciplinary research and practice. This course will allow students to study the physical sense of place in three major cultural institutions in Minneapolis: Walker Art Center, Guthrie Theater and Minneapolis Institute of Art.

## College of Food, Agri & Natural Resource Sciences

**CFAN 1201 Discovering Majors and Careers**

**A-F only, 1 credit(s);**

**Instructor:** Hruska, Elizabeth Suzanne

**Description:** Are you anxious or stressed about making career decisions or settling in on an appropriate major? Would you like to investigate career and major options in more detail and how they relate to your personality, strengths, values and skills? Discovering Majors and Careers Course is a course that can help you learn more about your skills, values, interests, strengths and personality. Then learn about how you can use your major to find a career you'll enjoy. We'll also introduce you to many of the resources available on campus, and help you explore the ways internships, community service, work experience, and travel can impact your future success. The goal of the class is to help you be proactive about the future and learn strategies that will help with a lifetime of decision making.

**Style:** 30% Lecture, 30% Discussion, 30% Small Group Activities, 5% Student Presentation, 5% Guest Speakers.

**CFAN 1501 Biotechnology, People, and the Environment**  
**A-F only, 3 credit(s); Meets CLE req of Technology and Society;**

**Instructor:** Young, Nevin Dale

**Description:** Biotechnology, People and the Environment (CFAN 1501; Spring Semester, 3 credits) is a non-technical introduction to biotechnology, genetic engineering, and their

impact on agriculture, food, medicine and the environment. The class does not have formal lab or recitation sections, but it does include discussions and demonstrations. CFAN 1501 fulfills the TECHNOLOGY AND SOCIETY theme of the Council on Liberal Education. Along with readings, CFAN 1501 requires: 1) internet-based learning activities, 2) a personal biotechnology journal, and 3) a public perception survey on biotechnology. CFAN is organized into four blocks. The course begins with a brief overview/introduction to genetic engineering technology, followed by the biotechnology of plants (including genetically modified foods and crops), biotechnology of microbes (including bioremediation, biocontrol, and food microbiology), and the biotechnology of animals and medicine (including biopharmaceuticals, genetic screening, genome sequencing, animal cloning, bioterrorism, and genetic therapy).

**Style:** 65% Lecture, 10% Discussion, 15% Small Group Activities, 5% Demonstration, 5% Guest Speakers.

**Grading:** 40% mid exam, 20% final exam, 15% special projects, 5% quizzes, 20% journal. There are generally three exams during the semester and each is worth 20%.

**Exam Format:** Exams are generally 25% multiple choice; 25% matching; 25% short answer; 25% essay question.

**CFAN 1902 Topics: Freshman Seminar: Amer Indian Ways of Knowing the Environment**  
**3 credit(s); prereq freshman; Meets CLE req of Diversity and Soc Justice US;**

**Instructor:** Bellcourt EdD, Mark A

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

**CFAN 1910W Freshman Seminar: Topics**

**A-F only, 2 credit(s), max credits 3, 1 completion allowed; prereq freshman; Meets CLE req of Writing Intensive;**

**Instructor:** Muscoplat, Charles Craig

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

**CFAN 3000 Directed Studies in International Agriculture**

**A-F only, 2-4 credit(s), max credits 8, 3 completions allowed; prereq instr consent ;**

**Instructor:** STAFF

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

**CFAN 3100H Honors Experience**

**A-F only, 2-3 credit(s), max credits 6; prereq instr consent ;**

**Instructor:** STAFF

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

**CFAN 3201 Strategic Career Planning**

**A-F only, 1 credit(s); prereq Soph or jr or sr or grad student credit will not be granted if credit received for: 3201;**

**Instructor:** Newberg, Sara Nagel

**Description:** Want to be sure your ready to put your best foot forward when searching for jobs and internships? This 1 credit course is ideal for students in any major seeking internships and/or full time work. This course covers topics that will prepare you for your job/internship search including communicating your skills, resume writing, interviewing, job searching and salary negotiation.

**Style:** 50% Lecture, 10% Discussion, 30% Small Group Activities, 10% Guest Speakers. Class Activities

**Grading:** 25% reports/papers, 50% special projects, 10% class participation, 15% other evaluation. inventories & class activities

**CFAN 3201 Strategic Career Planning**

**A-F only, 1 credit(s); prereq Soph or jr or sr or grad student credit will not be granted if credit received for: 3201;**

**Instructor:** Okstad, Brian Clay

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

**CFAN 3201 Strategic Career Planning**

**A-F only, 1 credit(s); prereq Soph or jr or sr or grad student**

**credit will not be granted if credit received for: 3201;**

**Instructor:** Hanson, Matthew R

**Description:** Want to get ahead of the competition when searching for jobs and internships? This 1 credit course is ideal for undergraduate and graduate students in any major seeking internships and/or full time work. This course covers topics that will prepare you for your job/internship search including skills assessment, resume writing, interviewing, job searching and salary negotiation.

**Grading:** 25% reports/papers, 50% special projects, 10% class participation, 15% other evaluation. Inventories and Class Activities

**CFAN 3201 Strategic Career Planning**

**A-F only, 1 credit(s); prereq Soph or jr or sr or grad student credit will not be granted if credit received for: 3201;**

**Instructor:** Fredrickson, Heather Nagle

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

**CFAN 3480 Topics in CFANS: Grad & Prof School:Success Strategies Prep, Adm**

**1 credit(s), max credits 8;**

**Instructor:** Sage PhD, Starr Kelly

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

**CFAN 3480 Topics in CFANS: How We Talk About Fixing Food**

**1 credit(s), max credits 8;**

**Instructor:** Shannon, Jerry

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

**CFAN 3500 International Field Studies Seminar: Thailand - Mammal Survey Design and Techniques**

**A-F only, 3 credit(s), max credits 6; prereq instr consent ;**

**Instructor:** Smith, James L David

**Description:** Based at the Agricultural College Plantahof in Chur, this course explores several different types of farming operations in Switzerland. The agriculture systems that will be visited include animal, orchards, vineyards and vegetable production both in valleys and in the mountains. Opportunities will be provided to visit cooperatives, a cheese factory and meet with local farmers and representatives in Landquart. Tourism abounds in the region alongside agriculture. Students will be able to experience a mountain hike, climb a glacier and even take the longest toboggan ride in the world--nearly 3 km long! All students will have a home stay with farmers in locations in the Alps near the summer pastures for cattle. This course includes visits to the historic cities of Chur, Zurich and Bern. Estimated cost is \$3,400. Ms. Julie Tesch leads the group. Dates of travel are: May 17 to 25, 2008 tentative.

**CFAN 3500 International Field Studies Seminar: Jamaica - Tourism and Development**

**A-F only, 3 credit(s), max credits 6; prereq instr consent ;**

**Instructor:** Vreyens, John Robert

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

**CFAN 3500 International Field Studies Seminar: Europe - Global Environmental Leadership**

**A-F only, 3 credit(s), max credits 6; prereq instr consent ;**

**Instructor:** Vreyens, John Robert

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

**CFAN 3500 International Field Studies Seminar: France - Sustainable Food Culture**

**A-F only, 3 credit(s), max credits 6; prereq instr consent ;**

**Instructor:** Vreyens, John Robert

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

**CFAN 3500 International Field Studies Seminar: Thailand - Mammal Survey Design and Techniques**

**A-F only, 3 credit(s), max credits 6; prereq instr consent ;**

**Instructor:** Vreyens, John Robert

**Description:** Based at the Agricultural College Plantahof in Chur, this course explores several different types of farming operations in Switzerland. The agriculture systems that will be visited include animal, orchards, vineyards and vegetable production both in valleys and in the mountains. Opportunities will be provided to visit cooperatives, a cheese factory and meet with local farmers and representatives in Landquart. Tourism abounds in the region alongside agriculture. Students will be able to experience a mountain hike, climb a glacier and even take the longest toboggan ride in the world--nearly 3 km long! All students will have a home stay with farmers in locations in the Alps near the summer pastures for cattle. This course includes visits to the historic cities of Chur, Zurich and Bern. Estimated cost is \$3,400. Ms. Julie Tesch leads the group. Dates of travel are: May 17 to 25, 2008 tentative.

**CFAN 3500 International Field Studies Seminar: Switzerland - Mountain Agriculture**

**A-F only, 3 credit(s), max credits 6; prereq instr consent ;**

**Instructor:** Vreyens, John Robert

**Description:** This course will provide participants with a brief overview of Thailand's culture and conservation challenges and then focus on applying a set of well-developed field survey and conservation tools. The course begins with a 2-day trip up Thailand's central waterway on a live-aboard barge designed for research and education. The group then travels to Thailand's premier conservation research site which will provide a comfortable home base for daily field activities and a launching point for a wilderness trip to more remote parts of western Thailand. Many activities will revolve around and contribute to a long-term tiger conservation project of which UMN has been a principle partner. Specific activities will include camera trapping techniques, prey assessment methods and radio-telemetry approaches to the study of large mammals. Estimated costs \$3,000. Dr. Dave Smith and Mr. Pete Cutter lead this group to Thailand. Dates of travel are: December 27 to January 18, 2008.

**CFAN 3500 International Field Studies Seminar: Bahamas - Tropical Marine Biology & Shark Ecology**

**A-F only, 2 credit(s), max credits 6; prereq instr consent ;**

**Instructor:** Vreyens, John Robert

**Description:** Water quality techniques and land use-water quality relationships in tropical marine and freshwater ecosystems. We follow a ridge-to-reef concept, analyzing watershed land use, water quality and the ways the local community influence and value water quality. The class is taught primarily at Greencastle Estate, St. Mary's Parish on the north coast of Jamaica. Greencastle is a 560 ha organic ranch which produces tropical fruits and vegetables as well as Jamaican beef cattle. Students stay on the Estate; nearly all field work is conducted within 2 miles of the Estate House. The class is offered in collaboration with the University of the West Indies, and cross-cultural exchanges between Minnesota and UWI students are central to the class. The class focuses on discovery and inquiry based learning. The objectives of the course are to help students understand tropical land use/water quality relationships through experiential and active learning activities. Students sample streams, rivers, groundwaters, and coral reef habitats; they also interview community residents. Teams measure transects to understand the quality of, and human impacts to the beach and the coral reef. We analyze fish, substrate and aquatic insects in streams and rivers. The class is highly interactive; we talk in depth about what we saw and learned, and connect our learning to environmental management. A highly structured Excel spread sheet model is used to store and guide analysis of current and historical data. The final days include snorkeling at the Discovery Bay marine lab on the north coast and at Lime Cay on the south coast, as well as two nights in Kingston. Students must be able to swim, to walk and work in rigorous outdoor settings, and to work in groups. Estimated cost \$2,950. Dates of travel: January 2 to 16, 2010.

**Style:** 10% Lecture, 30% Discussion, 60% Field Trips.

**Grading:** 10% reports/papers, 30% class participation, 40%

problem solving, 20% other evaluation.

**CFAN 3500 International Field Studies Seminar: Costa Rica - Sustainability**

**A-F only, 3 credit(s), max credits 6; prereq instr consent ;**

**Instructor:** Vreyens, John Robert

**Description:** This agro-forestry course offers a balance between scientific background information and hands-on experiences. The environments explored range from high- to low-elevation forests and from conventional high-input farms to sustainable organic and bird-friendly coffee, cocoa and banana plantations. Students learn about payment for environmental services, certification of forest products, ecotourism, and other environmental programs using coffee systems and natural and managed forests as examples. Estimated costs \$2,800. Dr. Dean Current leads this group to Costa Rica. Dates of travel are: January 6 to January 20, 2008.

**CFAN 3500 International Field Studies Seminar: South Africa**

**A-F only, 3 credit(s), max credits 6; prereq instr consent ;**

**Instructor:** Vreyens, John Robert

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

**CFAN 3500 International Field Studies Seminar: Switzerland - Mountain Agriculture**

**A-F only, 3 credit(s), max credits 6; prereq instr consent ;**

**Instructor:** Tesch, Julie L

**Description:** This course will provide participants with a brief overview of Thailand's culture and conservation challenges and then focus on applying a set of well-developed field survey and conservation tools. The course begins with a 2-day trip up Thailand's central waterway on a live-aboard barge designed for research and education. The group then travels to Thailand's premier conservation research site which will provide a comfortable home base for daily field activities and a launching point for a wilderness trip to more remote parts of western Thailand. Many activities will revolve around and contribute to a long-term tiger conservation project of which UMN has been a principle partner. Specific activities will include camera trapping techniques, prey assessment methods and radio-telemetry approaches to the study of large mammals. Estimated costs \$3,000. Dr. Dave Smith and Mr. Pete Cutter lead this group to Thailand. Dates of travel are: December 27 to January 18, 2008.

**CFAN 3500 International Field Studies Seminar: Bahamas - Tropical Marine Biology & Shark Ecology**

**A-F only, 2 credit(s), max credits 6; prereq instr consent ;**

**Instructor:** Sorensen, Peter William

**Description:** Water quality techniques and land use-water quality relationships in tropical marine and freshwater ecosystems. We follow a ridge-to-reef concept, analyzing watershed land use, water quality and the ways the local community influence and value water quality. The class is taught primarily at Greencastle Estate, St. Mary's Parish on the north coast of Jamaica. Greencastle is a 560 ha organic ranch which produces tropical fruits and vegetables as well as Jamaican beef cattle. Students stay on the Estate; nearly all field work is conducted within 2 miles of the Estate House. The class is offered in collaboration with the University of the West Indies, and cross-cultural exchanges between Minnesota and UWI students are central to the class. The class focuses on discovery and inquiry based learning. The objectives of the course are to help students understand tropical land use/water quality relationships through experiential and active learning activities. Students sample streams, rivers, groundwaters, and coral reef habitats; they also interview community residents. Teams measure transects to understand the quality of, and human impacts to the beach and the coral reef. We analyze fish, substrate and aquatic insects in streams and rivers. The class is highly interactive; we talk in depth about what we saw and learned, and connect our learning to environmental management. A highly structured Excel spread sheet model is used to store and guide analysis of current and historical data. The final days include snorkeling at the Discovery Bay marine lab on the north coast and at Lime Cay on the south coast, as

well as two nights in Kingston. Students must be able to swim, to walk and work in rigorous outdoor settings, and to work in groups. Estimated cost \$2,950. Dates of travel: January 2 to 16, 2010.

**Style:** 10% Lecture, 30% Discussion, 60% Field Trips.

**Grading:** 10% reports/papers, 30% class participation, 40% problem solving, 20% other evaluation.

**CFAN 3500 International Field Studies Seminar: Costa Rica - Sustainability**

**A-F only, 3 credit(s), max credits 6; prereq instr consent ; Instructor:** Messer,Cynthia Cosdon

**Description:** This agro-forestry course offers a balance between scientific background information and hands-on experiences. The environments explored range from high- to low-elevation forests and from conventional high-input farms to sustainable organic and bird-friendly coffee, cocoa and banana plantations. Students learn about payment for environmental services, certification of forest products, ecotourism, and other environmental programs using coffee systems and natural and managed forests as examples. Estimated costs \$2,800. Dr. Dean Current leads this group to Costa Rica. Dates of travel are: January 6 to January 20, 2008.

**CFAN 3900 Topics in International Agriculture**

**A-F only, 1-4 credit(s), max credits 25, 10 completions allowed; prereq instr consent ;**

**Instructor:** Vreyens,John Robert

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

**CFAN 3900 Topics in International Agriculture**

**A-F only, 1-4 credit(s), max credits 25, 10 completions allowed; prereq instr consent ;**

**Instructor:** Vreyens,John Robert

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

**CFAN 3900 Topics in International Agriculture**

**A-F only, 1-4 credit(s), max credits 25, 10 completions allowed; prereq instr consent ;**

**Instructor:** Vreyens,John Robert

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

**CFAN 3900 Topics in International Agriculture**

**A-F only, 1-4 credit(s), max credits 25, 10 completions allowed; prereq instr consent ;**

**Instructor:** Vreyens,John Robert

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

**CFAN 3900 Topics in International Agriculture**

**A-F only, 1-4 credit(s), max credits 25, 10 completions allowed; prereq instr consent ;**

**Instructor:** Vreyens,John Robert

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

**CFAN 3900 Topics in International Agriculture**

**A-F only, 1-4 credit(s), max credits 25, 10 completions allowed; prereq instr consent ;**

**Instructor:** Vreyens,John Robert

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

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

**A-F only, 1-6 credit(s), max credits 12, 12 completions allowed; prereq [Jr or sr] major in ScAg, instr consent ;**

**Meets CLE req of Writing Intensive;**

**Instructor:** STAFF

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

**CFAN 4293 Directed Study: Engaged Learning in a Native American Community**

**1-5 credit(s), max credits 15, 3 completions allowed; prereq instr consent ;**

**Instructor:** Bellcourt EdD,Mark A

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

**CFAN 5201 Career and Job Search Preparation for Graduate Students**

**S-N only, 1 credit(s); prereq Grad student;**

**Instructor:** Kubak,Maggie

**Description:** Job search preparation and career development tools for all graduate students. Focus on non-academic careers though some class content can be targeted to academic search. Topics: goal setting, networking, job search, resume/CV, interviewing. Offered S/N. Meets 10 times over 15 weeks (plus individual appointments). Assignments include resume/CV, informational interview, career development plan.

**CFAN 5500 International Field Studies Seminar: Thailand - Mammal Survey Design and Techniques**

**A-F only, 3 credit(s), max credits 6; prereq instr consent ;**

**Instructor:** Smith,James L David

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

**CFAN 5500 International Field Studies Seminar: Europe - Global Environmental Leadership**

**A-F only, 3 credit(s), max credits 6; prereq instr consent ;**

**Instructor:** Vreyens,John Robert

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

**CFAN 5500 International Field Studies Seminar: Jamaica - Tourism and Development**

**A-F only, 3 credit(s), max credits 6; prereq instr consent ;**

**Instructor:** Vreyens,John Robert

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

**CFAN 5500 International Field Studies Seminar: France - Sustainable Food Culture**

**A-F only, 3 credit(s), max credits 6; prereq instr consent ;**

**Instructor:** Vreyens,John Robert

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

**CFAN 5500 International Field Studies Seminar: Thailand - Mammal Survey Design and Techniques**

**A-F only, 3 credit(s), max credits 6; prereq instr consent ;**

**Instructor:** Vreyens,John Robert

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

**CFAN 5500 International Field Studies Seminar: Switzerland - Mountain Agriculture**

**A-F only, 3 credit(s), max credits 6; prereq instr consent ;**

**Instructor:** Vreyens,John Robert

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

**CFAN 5500 International Field Studies Seminar: Bahamas - Tropical Marine Biology & Shark Ecology**

**A-F only, 2 credit(s), max credits 6; prereq instr consent ;**

**Instructor:** Vreyens,John Robert

**Description:** Based at the Agricultural College Plantahof in Chur, this course explores several different types of farming operations in Switzerland. The agriculture systems that will be visited include animal, orchards, vineyards and vegetable production both in valleys and in the mountains. Opportunities will be provided to visit cooperatives, a cheese factory and meet with local farmers and representatives in Landquart. Tourism abounds in the region alongside agriculture. Students will be able to experience a mountain hike, climb a glacier and even take the longest toboggan ride in the world-nearly 3 km long! All

students will have a home stay with farmers in locations in the Alps near the summer pastures for cattle. This course includes visits to the historic cities of Chur, Zurich and Bern. Estimated cost is \$3,400. Ms. Julie Tesch leads the group. Dates of travel are: May 17 to 25, 2008 tentative.

**CFAN 5500 International Field Studies Seminar: South Africa A-F only, 3 credit(s), max credits 6; prereq instr consent ; Instructor:** Vreyens,John Robert  
**Description:** Student may contact the instructor or department for information.

**CFAN 5500 International Field Studies Seminar: Costa Rica - Sustainability A-F only, 3 credit(s), max credits 6; prereq instr consent ; Instructor:** Vreyens,John Robert  
**Description:** Student may contact the instructor or department for information.

**CFAN 5500 International Field Studies Seminar: Bahamas - Tropical Marine Biology & Shark Ecology A-F only, 2 credit(s), max credits 6; prereq instr consent ; Instructor:** Sorensen,Peter William  
**Description:** Based at the Agricultural College Plantahof in Chur, this course explores several different types of farming operations in Switzerland. The agriculture systems that will be visited include animal, orchards, vineyards and vegetable production both in valleys and in the mountains. Opportunities will be provided to visit cooperatives, a cheese factory and meet with local farmers and representatives in Landquart. Tourism abounds in the region alongside agriculture. Students will be able to experience a mountain hike, climb a glacier and even take the longest toboggan ride in the world--nearly 3 km long! All students will have a home stay with farmers in locations in the Alps near the summer pastures for cattle. This course includes visits to the historic cities of Chur, Zurich and Bern. Estimated cost is \$3,400. Ms. Julie Tesch leads the group. Dates of travel are: May 17 to 25, 2008 tentative.

## College of Liberal Arts

### 49 Johnston Hall

**CLA 2005 Introduction to Liberal Education and Responsible Citizenship A-F only, 3 credit(s); prereq 1005; Instructor:** Williams,Andrew L  
**Description:** Student may contact the instructor or department for information.

## College of Science and Engineering

### 106 Lind Hall

**CSE 1 Fundamentals of Engineering Review (E.I.T. Refresher) S-N only, 0 credit(s); prereq Bachelor's degree in engineering; Instructor:** Nordell,Daniel Edwin  
**Description:** This course is a review of engineering fundamentals required to pass the National Council of Engineering Examiners Fundamentals of Engineering examination. It is designed to aid in preparation for the FE examination by presenting an organized review of material ordinarily contained in a college engineering curriculum. Primary emphasis will be on problem solving with orientation as close as possible to the type of questions contained in the exam. Prerequisite: Engineering or equivalent degree or candidate for degree  
**Style:** 75% Lecture, 25% Discussion.  
**Grading:** 100% successful completion of the FE exam  
**Exam Format:** National Fundamentals of Engineering exam. Multiple choice.

**CSE 1101 Environmental Issues and Solutions 4 credit(s); prereq High school chemistry or equiv, one yr high school algebra; Meets CLE req of Environment; meets CLE req of Physical Sciences; Instructor:** LaPara,Timothy M  
**Description:** Student may contact the instructor or department for information.

**CSE 1311 Engineering Basics A-F only, 2 credit(s); Instructor:** Imbertson,Paul Jay  
**Description:** Student may contact the instructor or department for information.

**CSE 1411 Exploring Careers in Science and Engineering A-F only, 1 credit(s), max credits 2; Instructor:** Hinz,Katy Irene  
**Description:** This course is for students who are undecided on their major/career direction. COURSE OBJECTIVES -Examine current major/career direction -Assess interests, values, skills, strengths, and personality preferences to determine careers/work environments in which they may fit -Investigate careers of interest through primary and secondary resources -Become knowledgeable about fields within engineering, science, or other industries through informational interviewing and industry guest speakers -Understand how your skill set may transfer to other occupations -Learn techniques for gaining experience in your chosen field - Create goals related to your career aspirations ASSESSMENT FEES This course uses five self-assessments to assist you in clarifying your personality, interests, values, skills, strengths: -Personality: Myers-Briggs Type Indicator-MBTI (\$10) -Interests: Strong Interest Inventory (\$10) -StrengthsQuest (\$10) -Values: Values Assessment (Free) -Transferrable Skills Inventory (Free)

**CSE 1413 Preparing for Careers in Science and Engineering 1 credit(s); Instructor:** Hinz,Katy Irene  
**Description:** This course is designed for students who have already chosen a major. COURSE OBJECTIVES -Learn how to research companies, industries, and careers -Discover career options related to your major -Learn how to access career information from a variety of resources -Learn how to gain experience related to your career objective -Discover resources for finding internships and full-time job opportunities -Gain interviewing skills -Develop a resume and cover letter that markets your experience ASSESSMENT FEES This course uses a self-assessment, StrengthsQuest to assist you in identify your strengths. (\$10 cash or check payable to the University of Minnesota)

## Communication Studies

### 225 Ford Hall

**COMM 1313W Analysis of Argument 3 credit(s); Meets CLE req of Writing Intensive; Instructor:** Helwich,David A  
**Description:** Student may contact the instructor or department for information.

**COMM 1681W Rhetorical Fictions and 20th Century Conflicts 4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Literature; meets CLE req of Writing Intensive; Instructor:** Walzer,Arthur Eugene  
**Description:**  
**Style:** 35% Lecture, 5% Film/Video, 60% Discussion.  
**Grading:** 50% reports/papers, 25% quizzes, 25% class participation.

**COMM 3110 Topics in Speech-Communication 3 credit(s), max credits 15, 5 completions allowed; Instructor:** Helwich,David A  
**Description:** Student may contact the instructor or department

for information.

**COMM 3190H Honors Course: Research Seminar in Communication**  
**A-F only, 3 credit(s), max credits 6; prereq Honors candidate in comm, instr consent, dept consent ;**  
**Instructor:** STAFF  
**Description:** Student may contact the instructor or department for information.

**COMM 3202 Audio Production and Media Literacy**  
**3 credit(s); prereq 3201, able to meet outside of designated course window;**  
**Instructor:** Gregg, Peter Benjamin  
**Description:** Student may contact the instructor or department for information.

**COMM 3204 Advanced Electronic Media Production**  
**A-F only, 4 credit(s); prereq 3201 or instr consent ;**  
**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 three major projects. Students will apply the aesthetic and critical knowledge they acquired in Comm 3201, and learning further techniques, technologies, and theories. This course requires extensive out-of-class work. Comm 3201 is a required prerequisite.  
**Style:** 33% Lecture, 33% Discussion, 34% Laboratory.  
**Grading:** 10% reports/papers, 60% special projects, 5% class participation, 25% laboratory evaluation.

**COMM 3204 Advanced Electronic Media Production**  
**A-F only, 4 credit(s); prereq 3201 or instr consent ;**  
**Instructor:** Neuman-Scott, Mark A  
**Description:** This course is designed to provide students with experience in single camera video production, including post production on video editing workstations, shooting and lighting on locations, and sound recording. The course emphasis is on field production. Students will work in groups on three major projects. Students will apply the aesthetic and critical knowledge they acquired in Comm 3201, and learning further techniques, technologies, and theories. This course requires extensive out-of-class work. Comm 3201 is a required prerequisite.  
**Style:** 33% Lecture, 33% Discussion, 34% Laboratory.  
**Grading:** 10% reports/papers, 60% special projects, 5% class participation, 25% laboratory evaluation.

**COMM 3211 Introduction to U.S. Electronic Media**  
**3 credit(s);**  
**Instructor:** Johnson, Thomas C  
**Description:** Student may contact the instructor or department for information.

**COMM 3231 Reality TV: History, Culture, and Economics**  
**3 credit(s);**  
**Instructor:** Ouellette, Laurie Jean  
**Description:** Student may contact the instructor or department for information.

**COMM 3401 Introduction to Communication Theory**  
**3 credit(s);**  
**Instructor:** Isaacs, Alyssa Marie  
**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid information. Social scientific theory in communication. Communication history. Logic of scientific/communication theories in interpersonal, small group, organizational, intercultural, and electronically mediated communication.  
**Style:** 100% Web Based.  
**Grading:** 26% special projects, 48% quizzes. -1 self-introduction: 2% -4 discussions: 16% -2 application exercises: 8% -reflection paper: 3% extra credit (optional)

**COMM 3401 Introduction to Communication Theory**  
**3 credit(s);**  
**Instructor:** Koerner, Ascan Felix  
**Description:** Student may contact the instructor or department for information.

**COMM 3402 Introduction to Interpersonal Communication**  
**3 credit(s);**  
**Instructor:** STAFF  
**Description:** Student may contact the instructor or department for information.

**COMM 3409 Nonverbal Communication**  
**3 credit(s); Meets CLE req of Social Sciences;**  
**Instructor:** Jones, Susanne 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.  
**Style:** 75% Lecture, 25% Discussion.  
**Grading:** 16% mid exam, 12% final exam, 50% reports/papers, 10% quizzes. 12% for second exam  
**Exam Format:** multiple choice

**COMM 3411 Introduction to Small Group Communication**  
**3 credit(s);**  
**Instructor:** Larsen, Nan Gesche  
**Description:** In a growing world, our ability to "play well with others" is a life skill that will be valuable in the job market and your personal interactions. Thus small group communication skills are critical to everyone to make groups and group members more effective. Not only do you obtain a greater knowledge of group dynamics, you also learn more about them in group settings. In this course we will examine case studies, learn different methods of group decision making, analyze the different stages of group development, manage group conflicts, and understand how leadership advances effect group problems. Topics such as virtual and nonverbal communication are also covered and discussed. You will learn these concepts using multiple tools such as lectures, readings, and small group assignments in class. The small group interaction provides a hands on approach for you to practice the things you learn in class.

**COMM 3411 Introduction to Small Group Communication**  
**3 credit(s);**  
**Instructor:** Freeman, Linda K  
**Description:** In a growing world, our ability to "play well with others" is a life skill that will be valuable in the job market and your personal interactions. Thus small group communication skills are critical to everyone to make groups and group members more effective. Not only do you obtain a greater knowledge of group dynamics, you also learn more about them in group settings. In this course we will examine case studies, learn different methods of group decision making, analyze the different stages of group development, manage group conflicts, and understand how leadership advances effect group problems. Topics such as virtual and nonverbal communication are also covered and discussed. You will learn these concepts using multiple tools such as lectures, readings, and small group



assignments in class. The small group interaction provides a hands on approach for you to practice the things you learn in class.

**COMM 3411 Introduction to Small Group Communication**  
3 credit(s);

**Instructor:** Shada,Andrea

**Description:** In a growing world, our ability to "play well with others" is a life skill that will be valuable in the job market and your personal interactions. Thus small group communication skills are critical to everyone to make groups and group members more effective. Not only do you obtain a greater knowledge of group dynamics, you also learn more about them in group settings. In this course we will examine case studies, learn different methods of group decision making, analyze the different stages of group development, manage group conflicts, and understand how leadership advances effect group problems. Topics such as virtual and nonverbal communication are also covered and discussed. You will learn these concepts using multiple tools such as lectures, readings, and small group assignments in class. The small group interaction provides a hands on approach for you to practice the things you learn in class.

**COMM 3411 Introduction to Small Group Communication**  
3 credit(s);

**Instructor:** Schowalter,Dana M

**Description:** In a growing world, our ability to "play well with others" is a life skill that will be valuable in the job market and your personal interactions. Thus small group communication skills are critical to everyone to make groups and group members more effective. Not only do you obtain a greater knowledge of group dynamics, you also learn more about them in group settings. In this course we will examine case studies, learn different methods of group decision making, analyze the different stages of group development, manage group conflicts, and understand how leadership advances effect group problems. Topics such as virtual and nonverbal communication are also covered and discussed. You will learn these concepts using multiple tools such as lectures, readings, and small group assignments in class. The small group interaction provides a hands on approach for you to practice the things you learn in class.

**COMM 3411 Introduction to Small Group Communication**  
3 credit(s);

**Instructor:** Tofteland,Rachel Marie

**Description:** In a growing world, our ability to "play well with others" is a life skill that will be valuable in the job market and your personal interactions. Thus small group communication skills are critical to everyone to make groups and group members more effective. Not only do you obtain a greater knowledge of group dynamics, you also learn more about them in group settings. In this course we will examine case studies, learn different methods of group decision making, analyze the different stages of group development, manage group conflicts, and understand how leadership advances effect group problems. Topics such as virtual and nonverbal communication are also covered and discussed. You will learn these concepts using multiple tools such as lectures, readings, and small group assignments in class. The small group interaction provides a hands on approach for you to practice the things you learn in class.

**COMM 3411 Introduction to Small Group Communication**  
3 credit(s);

**Instructor:** Zhu,Min

**Description:** In a growing world, our ability to "play well with others" is a life skill that will be valuable in the job market and your personal interactions. Thus small group communication skills are critical to everyone to make groups and group members more effective. Not only do you obtain a greater knowledge of group dynamics, you also learn more about them in group settings. In this course we will examine case studies, learn different methods of group decision making, analyze the different stages of group development, manage group conflicts,

and understand how leadership advances effect group problems. Topics such as virtual and nonverbal communication are also covered and discussed. You will learn these concepts using multiple tools such as lectures, readings, and small group assignments in class. The small group interaction provides a hands on approach for you to practice the things you learn in class.

**COMM 3431 Persuasion Theories**

3 credit(s); prereq Soph recommended;

**Instructor:** STAFF

**Description:** This course is designed to familiarize you with the complex and dynamic phenomenon of persuasion as a form of human communication. There are three basic objectives for the course: 1) To be able to understand the concept of persuasion from a theoretical perspective, and be familiar with the research findings on the persuasion process. 2) To demonstrate understanding of the process of persuasion in a variety of communication contexts, through oral and written exercises. 3) To be a critical consumer of persuasive messages.

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

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

**Exam Format:** Mixture of multiple choice and short answer/definition questions

**COMM 3451W Intercultural Communication: Theory and Practice**

3 credit(s); prereq Planning an intercultural experience;

Meets CLE req of Writing Intensive;

**Instructor:** Albert,Rosita D

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

**COMM 3452W Communication and the Intercultural Reentry**

3 credit(s); prereq Return from an intercultural experience;

Meets CLE req of Writing Intensive;

**Instructor:** STAFF

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

**COMM 3601 Introduction to Rhetorical Theory**

3 credit(s);

**Instructor:** Walzer,Arthur Eugene

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

**COMM 3605W Persuasive Speaking and Speech Writing**

3 credit(s); prereq 1101, soph; Meets CLE req of Writing Intensive;

**Instructor:** Kunde,Meg H.

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

**COMM 3615 Argumentation**

3 credit(s); prereq Soph;

**Instructor:** STAFF

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

**COMM 3625 Communication Ethics**

A-F only, 3 credit(s);

**Instructor:** STAFF

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

**COMM 3635W Famous Speeches**

A-F only, 3 credit(s); Meets CLE req of Writing Intensive;

**Instructor:** Campbell,Karlynn Kohrs

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

**COMM 3682W Communicating War**

3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Civic Life and Ethics; meets CLE req of Writing

**Intensive;****Instructor:** Gross, Alan G

**Description:** Peace, the ancient Greek historian, Thucydides truly said, is a hiatus in a war that never really ends. The American case exemplifies this maxim: the Revolutionary War, the War of 1812, the Mexican War, the Civil War, the Indian Wars, the Spanish-American War, World War One, World War Two, Korea, Vietnam, Panama, Granada, the Gulf War, the Afghan War, the Iraq War. Only the dead, Plato said, have seen the end of war. In this course, we will study four books: E. B. Sledge's compelling memoir of his experience as a combat marine in World War Two, *With the Old Breed*; Xenophon's hair-raising personal account of his fighting retreat with an army of 10,000 Greek mercenaries across a thousand miles of hostile territory, *Anabasis*; John Nagl's insightful analysis of counter-insurgency, *Learning to Eat Soup with a Knife*, required reading at the White House and in the Pentagon; and, finally, Michael Walzer's profound study of the ethics of warfare, *Just and Unjust Wars*. In these works, we will examine how nations communicate with themselves and with others concerning the meaning of war. We will investigate how nations and individual soldiers justify their participation and their conduct in their wars. We will look at these issues from the perspective of the individual soldier and the commander; we will also look at these issues from the point of view of the nation. On this topic, we will look specifically at two contentious matters. One concerns the best way to conduct campaigns of counter-insurgency, the most pressing problem in contemporary warfare; the other concerns the best way for nations to wage war in manner least likely to cast shame or dishonor upon their citizens. Students will have an opportunity to grapple with these issues in discussion and to reflect on their implications. Reflection will also be promoted because this course is Writing Intensive. Four short essays will give the students an opportunity to reflect on issues brought up by each of the books that are read.

**Style:** 40% Lecture, 20% Film/Video, 40% Discussion.**Grading:** 100% reports/papers.**COMM 3990 Research Practicum****1-3 credit(s), max credits 6, 6 completions allowed;****Instructor:** Jones, Susanne Margarethe**Description:** Student may contact the instructor or department for information.**COMM 4471 Communication in Marriage and Family****3 credit(s); prereq 3401 or 3402 or instr consent ;****Instructor:** Rose, Jeremy H**Description:** Student may contact the instructor or department for information.**COMM 4621W Rhetoric of Feminism****3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive;****Instructor:** Campbell, Karlyn Kohrs**Description:** Student may contact the instructor or department for information.**COMM 5110 Special Topics in Communication Theory****3 credit(s), max credits 9, 3 completions allowed;****Instructor:** Gross, Alan G

**Description:** This course will examine the role of images play in America's self-understanding and the values these images exemplify and promote. In examining the ways in which such images may be understood and analyzed, we will look first at one of the greatest depicors of American life, the painter, Norman Rockwell. We will also look at scholarship whose wide scope deals with everything from political cartoons to photojournalism. We will look critically at the methods this scholarship exemplifies under the reigning assumption that the meaning of texts that involve images and words must be the product of their interaction.

**Style:** 20% Lecture, 80% Discussion.**Grading:** 100% reports/papers.**COMM 5110 Special Topics in Communication Theory****3 credit(s), max credits 9, 3 completions allowed;****Instructor:** Nordin, John P

**Description:** Arguments on religious subjects are a key aspect of public life, and texts privileged by the particular faith are a critical source of evidence used to advance these arguments. The class will examine the strategies employed in religious arguments and develop the student's ability to engage this type of argument. The focus will be provided by discussion of a series of particularly conflicted or ?difficult? texts such as those that seem to advocate violence, a dismissive attitude to women, or seem unable to support any stable coherent meaning. Context for these debates will be provided by a discussion of historical context and by introducing various hermeneutical methods such as textual criticism, rhetorical criticism and literary criticism, among others. Argumentation in the Qur'an will also be briefly considered. This class is intended for undergraduates only. A class in argumentation or Biblical studies is strongly recommended as a prerequisite.

**COMM 5221 Media, Race, and Identity****3 credit(s); prereq 3211, sr, instr consent ;****Instructor:** Rodman, Gilbert B.**Description:** Student may contact the instructor or department for information.**COMM 5261 Political Economy of Media Culture****3 credit(s); prereq 3211 or instr consent Credit will not be granted if the student has already completed: Spch 5261;****Instructor:** Vavrus, Mary D**Description:** Student may contact the instructor or department for information.**COMM 5401 Advanced Theories of Communication****3 credit(s); prereq 3401 or grad;****Instructor:** STAFF**Description:** Student may contact the instructor or department for information.**COMM 5431 The Process of Persuasion****3 credit(s); prereq 3431;****Instructor:** Koerner, Ascan Felix

**Description:** This course covers theory and practice of public persuasion campaigns. The theoretical part includes a review of relevant literature in audience analysis, persuasion theories, and message design. The practical part involves the design and implementation of a public persuasion campaign. For the Spring 06 semester, this campaign will be the Bihar project, which entails two campaigns. One is a public health campaign advocating behaviors to avoid black fever in Bihar, India, the other is a local fund raising campaign to finance the Bihar project. The emphasis in this course is on translating sound theoretical knowledge into an effective campaign and on combining learning with effecting positive change in the world.

**Style:** 30% Lecture, 20% Discussion. Filed work

**Grading:** 20% mid exam, 20% final exam, 60% other evaluation. project work

**COMM 5441 Communication in Human Organizations****3 credit(s); prereq 9 cr social science, 3441 or instr consent ;****Instructor:** STAFF**Description:** Student may contact the instructor or department for information.**COMM 5441 Communication in Human Organizations****3 credit(s); prereq 9 cr social science, 3441 or instr consent ;****Instructor:** Jacobi, Laura Jean

**Description:** This fully online section is offered through Online and Distance Learning (ODL), College of the Continuing Education. It may be taken for either undergraduate or graduate credit. (Graduate students are advised to register for A-F grading.) Visit "Class URL" for ODL policies, including fee and financial aid information. This course helps students understand the distinct nature of human communication in organizations. Students will learn to recognize the key factors that influence individuals and apply theories of organizational communication.

After identifying and using established methods to diagnose issues and problems related to communication, students will develop their own strategies for discovering and explaining organizational and individual interactions.

**Style:** 100% Web Based.

**Grading:** --12 weekly online discussion submissions and responses (33.3% undergrad, 28.6% grad) --2 brief reviews (33.3% undergrad, 28.6% grad) --1 research project (33.4% undergrad, 28.6% grad) --1 profile of a communications scholar (14.2% grad only)

**COMM 5615W Introduction to Rhetorical Criticism**  
**3 credit(s); prereq 1101; 3601 recommended; Meets CLE req of Writing Intensive;**

**Instructor:** Schiappa, Edward

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

**COMM 8210 Seminar: Selected Topics in U.S. Electronic Media**  
**3 credit(s), max credits 18, 6 completions allowed; prereq 5210 or instr consent ; offered when feasible;**

**Instructor:** Ouellette, Laurie Jean

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

**COMM 8403 Seminar: Emotion and Communication**  
**3 credit(s);**

**Instructor:** Jones, Susanne Margarethe

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

**COMM 8452 Seminar: Methods of Intercultural/Diversity Facilitation**

**3 credit(s); prereq 4451 or 5452 recommended;**

**Instructor:** Albert, Rosita D

**Description:** The seminar will focus on various approaches/methods of improving intercultural relations, whether domestically, or internationally. We will consider major methods for intercultural sensitization and training, read academic articles and chapters by the leading figures in the field of intercultural relations and training (most of whom I know personally), consider intercultural training in different settings, examine the effectiveness of various approaches, read research on effectiveness, address practical issues and challenges in designing and carrying out such sensitization, try versions of various methods and so on. Graduate students from various departments and with a variety of interests in intercultural and diversity sensitization are warmly welcome. While previous courses in intercultural communication are helpful, they are not required. Participants will have an opportunity to develop a project related to the topic that focuses on their interest. Each participant will receive comments and suggestions from the instructor and from other participants in developing their project, and in turn, will contribute ideas and suggestions to help other participants in their projects. Projects can focus on designing a program, developing a research project, or can have another focus that is approved by the instructor. Participants will also help summarize, analyze and discuss the academic literature in this area. As the instructor I will serve as a resource person, and will share my long experience in teaching, training, research (both in intercultural relations and training), and consulting with cultural diversity both domestically and internationally. I am a Founding Fellow and current member of the Board of Directors of the interdisciplinary International Academy for Intercultural Research, the premier organization in the field of intercultural relations and training. The program in the Department of Communication has been a pioneer in the field of intercultural communication not only nationally, but internationally. MA students who take 6 credits and Ph.D. students who take 9 credits can have a Minor in Intercultural Communication. As a member of the graduate faculty in the department, I serve on MA. and Ph.D. committees of students with intercultural/diversity interests.

**COMM 8611 Seminar: Rhetoric**  
**3 credit(s), max credits 6; prereq 5611 or instr consent ;**

**Instructor:** Greene, Ronald Walter

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

## Comparative Literature

### 235 Nicholson Hall

**CL 5555 Introduction to Semiotics**

**3 credit(s);**

**Instructor:** Pepper, Thomas Adam

**Description:** This course is a rigorous introduction to the thought of the sign during this last century. The emphasis is on the word "thought", that is to say, on the way in which semiotics, far from being an isolated discipline, is essentially related to all its neighbors, including: anthropology, feminsim, linguistics, literature, marxism, philosophy, psychoanalysis. Readings include: Althusser, Austin, Barthes, Borges, Deleuze, Derrida, Eichenbaum, Foucault, Freud, Jakobson, Kristeva, Mitchell and Rose, Lacan, Levinas, Levi-Strauss, Lotman, Peirce, Saussure, Shklovsky, Wimsatt and Beardsley, Winnicott.

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

**Grading:** 70% reports/papers, 10% in-class presentation, 20% class participation.

**Exam Format:** Paper

**CL 5910 Topics in Comparative Literature: Theories of the Other**

**3 credit(s), max credits 24, 8 completions allowed;**

**Instructor:** Ganguly, Keya

**Description:** This course presents an interdisciplinary exploration of alterity and representation. It addresses themes of otherness and difference in the disciplines of philosophy, history, cinema, and literature. We will examine the strategies by which demarcations between Self and Other and corollary distinctions between high/low, First World/Third World, local/global, and masculine/feminine, are produced and deployed in various discursive formations. Readings will (1) take up the question of how the Other is imagined and constituted by Western forms of knowledge production; and (2) examine the possibilities for the Other's reformulation of dominant ideas about historical and political subjectivity. (Lecture-discussion; two papers; some familiarity with basic semiotic concepts and vocabulary is assumed.)

**CL 5910 Topics in Comparative Literature**

**3 credit(s), max credits 24, 8 completions allowed;**

**Instructor:** Allen, Joseph R

**Description:** This course is a review of the issues surrounding translation, including theories of representation, ideological work, as well as actual practice. The course is structured around a series of readings and discussion of both historical and contemporary writing on translation? Lawrence Venuti's Translation Studies Reader is the base text. While most of the readings center on the theory and particulars of literary translation, students will be encouraged to explore other manifestations of translation as a historical, cultural or aesthetic issue. Along with those interested in languages and literature, students in disciplines such as creative writing, performance, and the plastic arts are also welcomed. You should be native or near-native speaker of English, as well as an advanced speaker/reader of at least one other language, either classical or vernacular.

**CL 5910 Topics in Comparative Literature: Masters of Cinema: Ophuls and Renoir**

**3 credit(s), max credits 24, 8 completions allowed;**

**Instructor:** Bizri, Hisham M.

**Description:** The course will focus on the films of French filmmaker Jean Renoir and German-born filmmaker Max Ophuls. We will study their filmmaking philosophies and methods and how these shaped and were shaped by the cultural, historical, artistic, and political changes that took place in Europe and the United States.

**CL 5992 Directed Reading in Comparative Literature**  
**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent;**  
**Instructor:** STAFF  
**Description:** Student may contact the instructor or department for information.

**CL 8910 Advanced Topics in Comparative Literature: Critical Pedagogy and the New Humanities**  
**3 credit(s), max credits 24, 8 completions allowed;**  
**Instructor:** Brown Jr, Robert L  
**Description:** Let's get real: the essays often suck, and we beat ourselves up, asking what we didn't give 'them,' what we mis-said, how our prompts could have been clearer to prevent this heartbreaking mess. Or worse: we fall into those endless, guilty-pleasurable conversations about why our students are so awful and how we really deserve better ones. They are not that bad. Nor are we. And those are the wrong questions. This workshop/seminar identifies the underlying and often occulted structures determining our teaching lives and those of our students. Paulo Freire calls them 'limit conditions.' They were there before we arrived; identify them and we have some measure of agency. At stake (but not limited to): disciplines, institutions, literacy (big sense), 'development' (and its discontents), technology and techne, liberation? all engaged through the multiple lenses of theory, history, and economics. We'll create a community where we can talk, safely, about what goes on in classrooms, and how things might go better. We'll read 'pedagogical theory'? some good, some not-so-good, and other relevant theory as needed. We'll read it for what it can give us, but also? following Freire's 'ethnoscience'? as data about teaching and the sites where it's conducted and theorized. The 'critical' trope doesn't name any particular orthodoxy; it's a stance toward teaching as a complex, local, always-political practice that can be interpreted, understood, and improved, and a commitment to that reflexive practice. It's a workshop, with really practical goals. Anyone with an opportunity to build and teach a course is welcome (any discipline? not just 'humanities'), and we'll work in our 'workshop' to build courses? ones we can teach and then take on the job market. We'll each end up with a course (and/or a paper to present, if that's more useful), and a lot of material to use in the next teaching situations we face. Good course choice for you? Write to me, and we'll talk. I've a personal stake in this, having worked in teacher development, curriculum design and academic management for most of my career. Participants in our seminar can share their own invaluable, particular expertise, but also avail themselves of a vast body of curricular materials free for the taking. The best pedagogy is built and conducted collectively. We can start here. All disciplines are welcome; no particular body of theory is assumed. Bring what you've got.

**CL 8910 Advanced Topics in Comparative Literature: Postcolonial Cinemas**  
**3 credit(s), max credits 24, 8 completions allowed;**  
**Instructor:** Mowitt, John W  
**Description:** This seminar is conceived as a sustained inquiry into the ?implicative? relation between postcolonialism (as both concept and condition) and the cinema (as both concept and institution). That is, we will examine how postcolonialism has come to be implicated in (entwined with, incriminated by) the cinema, and how the cinema has likewise come to implicate postcolonialism. To this end our readings and conversations will be grouped into three clusters. The first cluster will consider debates over, in, and around postcolonialism (how, for example, does it stand in relation to post-structuralism, to Marxism, to globalization etc.). The second cluster will examine the extant literature on ?postcolonial cinemas? beginning with the discussion of tercer cine in the sixties and continuing on to consider some of the more ?nationally? or ?continentally? inflected articulations (Africa, Asia) of this material. The final cluster will involve readings of some representative films, starting with some of the theoretical and analytical challenges raised by a film like Khliefi and Sivan?s Route 181. Our aim is twofold: to become more conversant with and engaged in the scholarly debates that have arisen around the topic of postcolonial

cinema; and to become more mindful of the analytical challenges posed by films that have informed, and, in some cases been informed by, these debates.  
**Style:** 33% Lecture, 33% Film/Video, 33% Discussion.  
**Grading:** 50% reports/papers, 50% in-class presentation.

**CL 8910 Advanced Topics in Comparative Literature: Questioning Identity and Representation**  
**3 credit(s), max credits 24, 8 completions allowed;**  
**Instructor:** Pepper, Thomas Adam  
**Description:** At Odds with Identity and Representation Under this rubric, we seek to accompany Friedrich Nietzsche, who was at odds with his own time just as he is with ours. While the blossoms of French philosophy of the postwar period were steeped in Nietzsche, his works themselves would seem to have disappeared down a memory hole, since they are highly literary and defy the current rules of "communication." Readings to include: The Birth of Tragedy from the Spirit of Music; The Genealogy of Morals: An Attack together with St. Paul's Letter to the Romans; The Gay Science; Ecce Homo; On Truth and Lie in their Extra-Moral Sense, as well as many other aphorisms and essays. Other works to be discussed as readings of Nietzsche include: Heidegger, What is Called Thinking? and parts of his massive study of Nietzsche; essays by Gilles Deleuze, Pierre Klossowski, Michel Foucault, and Jacques Derrida.

**CL 8910 Advanced Topics in Comparative Literature: Ringtone Culture**  
**3 credit(s), max credits 24, 8 completions allowed;**  
**Instructor:** Gopinath, Sumanth S  
**Description:** Student may contact the instructor or department for information.

## Comparative Studies in Discourse and Society

*235 Nicholson Hall*

**CSDS 5910 Topics in Comparative Studies in Discourse and Society: Theories of the Other**  
**3 credit(s), max credits 24, 8 completions allowed;**  
**Instructor:** Ganguly, Keya  
**Description:** This course presents an interdisciplinary exploration of alterity and representation. It addresses themes of otherness and difference in the disciplines of philosophy, history, cinema, and literature. We will examine the strategies by which demarcations between Self and Other and corollary distinctions between high/low, First World/Third World, local/global, and masculine/feminine, are produced and deployed in various discursive formations. Readings will (1) take up the question of how the Other is imagined and constituted by Western forms of knowledge production; and (2) examine the possibilities for the Other?s reformulation of dominant ideas about historical and political subjectivity. (Lecture-discussion; two papers; some familiarity with basic semiotic concepts and vocabulary is assumed.)

**CSDS 5910 Topics in Comparative Studies in Discourse and Society: Masters of Cinema: Ophuls and Renoir**  
**3 credit(s), max credits 24, 8 completions allowed;**  
**Instructor:** Bizri, Hisham M.  
**Description:** The course will focus on the films of French filmmaker Jean Renoir and German-born filmmaker Max Ophuls. We will study their filmmaking philosophies and methods and how these shaped and were shaped by the cultural, historical, artistic, and political changes that took place in Europe and the United States.

**CSDS 5993 Directed Study**  
**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent;**  
**Instructor:** STAFF  
**Description:** Directed study - arranged

**CSDS 8910 Advanced Topics in Comparative Studies in Discourse and Society: Critical Pedagogy and the New Humanities****3 credit(s), max credits 24, 8 completions allowed;****Instructor:** Brown Jr, Robert L

**Description:** Let's get real: the essays often suck, and we beat ourselves up, asking what we didn't give 'them,' what we mis-said, how our prompts could have been clearer to prevent this heartbreaking mess. Or worse: we fall into those endless, guilty-pleasurable conversations about why our students are so awful and how we really deserve better ones. They are not that bad. Nor are we. And those are the wrong questions. This workshop/seminar identifies the underlying and often occulted structures determining our teaching lives and those of our students. Paulo Freire calls them 'limit conditions.' They were there before we arrived; identify them and we have some measure of agency. At stake (but not limited to): disciplines, institutions, literacy (big sense), 'development' (and its discontents), technology and techne, liberation? all engaged through the multiple lenses of theory, history, and economics. We'll create a community where we can talk, safely, about what goes on in classrooms, and how things might go better. We'll read 'pedagogical theory'? some good, some not-so-good, and other relevant theory as needed. We'll read it for what it can give us, but also? following Freire's 'ethnoscience'? as data about teaching and the sites where it's conducted and theorized. The 'critical' trope doesn't name any particular orthodoxy; it's a stance toward teaching as a complex, local, always-political practice that can be interpreted, understood, and improved, and a commitment to that reflexive practice. It's a workshop, with really practical goals. Anyone with an opportunity to build and teach a course is welcome (any discipline? not just 'humanities'), and we'll work in our 'workshop' to build courses? ones we can teach and then take on the job market. We'll each end up with a course (and/or a paper to present, if that's more useful), and a lot of material to use in the next teaching situations we face. Good course choice for you? Write to me, and we'll talk. I've a personal stake in this, having worked in teacher development, curriculum design and academic management for most of my career. Participants in our seminar can share their own invaluable, particular expertise, but also avail themselves of a vast body of curricular materials free for the taking. The best pedagogy is built and conducted collectively. We can start here. All disciplines are welcome; no particular body of theory is assumed. Bring what you've got.

**CSDS 8910 Advanced Topics in Comparative Studies in Discourse and Society: Postcolonial Cinemas****3 credit(s), max credits 24, 8 completions allowed;****Instructor:** Mowitz, John W

**Description:** This seminar is conceived as a sustained inquiry into the ?implicative? relation between postcolonialism (as both concept and condition) and the cinema (as both concept and institution). That is, we will examine how postcolonialism has come to be implicated in (entwined with, incriminated by) the cinema, and how the cinema has likewise come to implicate postcolonialism. To this end our readings and conversations will be grouped into three clusters. The first cluster will consider debates over, in, and around postcolonialism (how, for example, does it stand in relation to post-structuralism, to Marxism, to globalization etc.). The second cluster will examine the extant literature on ?postcolonial cinemas? beginning with the discussion of tercer cine in the sixties and continuing on to consider some of the more ?nationally? or ?continentally? inflected articulations (Africa, Asia) of this material. The final cluster will involve readings of some representative films, starting with some of the theoretical and analytical challenges raised by a film like Khliefi and Sivan?'s Route 181. Our aim is twofold: to become more conversant with and engaged in the scholarly debates that have arisen around the topic of postcolonial cinema; and to become more mindful of the analytical challenges posed by films that have informed, and, in some cases been informed by, these debates.

**Style:** 33% Lecture, 33% Film/Video, 33% Discussion.**Grading:** 50% reports/papers, 50% in-class presentation.**CSDS 8910 Advanced Topics in Comparative Studies in Discourse and Society: Questioning Identity and Representation****3 credit(s), max credits 24, 8 completions allowed;****Instructor:** Pepper, Thomas Adam

**Description:** At Odds with Identity and Representation Under this rubric, we seek to accompany Friedrich Nietzsche, who was at odds with his own time just as he is with ours. While the blossoms of French philosophy of the postwar period were steeped in Nietzsche, his works themselves would seem to have disappeared down a memory hole, since they are highly literary and defy the current rules of "communication." Readings to include: The Birth of Tragedy from the Spirit of Music; The Genealogy of Morals: An Attack together with St. Paul's Letter to the Romans; The Gay Science; Ecce Homo; On Truth and Lie in their Extra-Moral Sense, as well as many other aphorisms and essays. Other works to be discussed as readings of Nietzsche include: Heidegger, What is Called Thinking? and parts of his massive study of Nietzsche; essays by Gilles Deleuze, Pierre Klossowski, Michel Foucault, and Jacques Derrida.

**CSDS 8910 Advanced Topics in Comparative Studies in Discourse and Society: Ringtone Culture****3 credit(s), max credits 24, 8 completions allowed;****Instructor:** Gopinath, Sumanth S**Description:** Student may contact the instructor or department for information.**Comparative and Molecular Biosciences****CMB 5594 Directed Research in Comparative and Molecular Biosciences****1-4 credit(s), max credits 8, 8 completions allowed; prereq****Jr, instr consent ;****Instructor:** STAFF**Description:** Student may contact the instructor or department for information.**CMB 5910 Grantwriting: What Makes a Winning Proposal?****S-N only, 1 credit(s); Credit will not be granted if credit has been received for: VMED 5910;****Instructor:** Matchett, Karin Elizabeth**Description:** Student may contact the instructor or department for information.**CMB 8100 Research Rotation in Comparative and Molecular Biosciences****S-N only, 1 credit(s), max credits 2; prereq CMB grad student;****Instructor:** Murtaugh, Michael P**Description:** Student may contact the instructor or department for information.**CMB 8303 Comparative Models of Disease****A-F only, 2 credit(s); prereq Enrollment in a biological sciences grad program or instr consent ;****Instructor:** Collister, John Peter**Description:** Student may contact the instructor or department for information.**CMB 8335 Molecular Biology Techniques****3 credit(s); prereq Biol 5001, Biol 5003 or equiv or instr consent ; Credit will not be granted if credit has been received for: ANSC 8131;****Instructor:** Foster, Douglas N**Description:** Student may contact the instructor or department for information.**CMB 8394 Research in Comparative Biomedical Sciences****1-6 credit(s), max credits 18, 5 completions allowed; prereq Grad CMB major;**

**Instructor:** Murtaugh, Michael P

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

**Style:** 50% Lecture, 50% Laboratory.

**Grading:** 25% mid exam, 25% final exam, 50% problem solving.

**Exam Format:** problems

**CMB 8550 Comparative and Molecular Biosciences Seminar**  
**S-N only, 1 credit(s), max credits 8, 8 completions allowed;**  
**prereq Biol sciences grad student;**  
**Instructor:** Rutherford, Mark Stephen  
**Description:** Student may contact the instructor or department for information.

**CSCI 1901 Structure of Computer Programming I**  
**4 credit(s); prereq Concurrent registration is required (or allowed) in MATH 1271 or equiv or instr consent ;**  
**Instructor:** Carlis, John Vincent  
**Description:** Student may contact the instructor or department for information.

**CMB 8560 Research and Literature Reports**  
**S-N only, 1 credit(s), max credits 8, 8 completions allowed;**  
**prereq Grad CMB major or instr consent ;**  
**Instructor:** Skinner, Pamela Jo  
**Description:** Student may contact the instructor or department for information.

**CSCI 1902 Structure of Computer Programming II**  
**4 credit(s); prereq 1901 or instr consent;**  
**Instructor:** Dovolis, Chris John  
**Description:** CSci 1902 is an object oriented programming course that builds on the fundamentals of design, abstraction and algorithm development presented the prerequisite course CSci 1901. Students will use their knowledge of data abstraction, objects, iterative and recursive algorithm design, and problem solving as they are introduced to object oriented programming with Java. Classic data structures and algorithms will provide the context for practical application of object design and implementation. Included are basic Java syntax, structure, control constructs, classes, and programming techniques. Data structures covered include queues, stacks, trees, and related fundamental algorithms. Upon completing this course students should be able to write moderately complex object oriented Java programs that make appropriate use of the data structures and algorithms presented. The programming project component of this course is substantial and includes a simulation project. CSci 1902 is a required course for CSci majors, and is a prerequisite for many of the higher level CSci courses.  
**Style:** 70% Lecture, 30% Discussion.  
**Grading:** 30% mid exam, 30% final exam, 40% laboratory evaluation.  
**Exam Format:** Programming, short answer, and some writing

**CMB 8560 Research and Literature Reports**  
**S-N only, 1 credit(s), max credits 8, 8 completions allowed;**  
**prereq Grad CMB major or instr consent ;**  
**Instructor:** Murtaugh, Michael P  
**Description:** Student may contact the instructor or department for information.

**CMB 8570 Comparative Biomedical Sciences Seminar**  
**S-N only, 1 credit(s), max credits 8, 8 completions allowed;**  
**prereq Biol sciences grad student;**  
**Instructor:** Walcheck, Bruce Kenneth  
**Description:** Student may contact the instructor or department for information.

## Computer Science

4-192 EE/CSci Building

**CSCI 1001 Overview of Computer Science**  
**4 credit(s); prereq None; Meets CLE req of Mathematical Thinking; meets CLE req of Technology and Society;**  
**Instructor:** Hopper, Nicholas J  
**Description:** Foundations of today's computing and information technology. How to reason about applications and technological advances. Logic, algorithms and abstraction as problem solving techniques. Concepts of computer databases, networks, human-computer interaction, Internet, Web, and computer security and privacy.

**CSCI 1905 Freshman Seminar**  
**3 credit(s), max credits 6; prereq Fr;**  
**Instructor:** Interrante, Victoria  
**Description:** Student may contact the instructor or department for information.

**CSCI 1113 Introduction to C/C++ Programming for Scientists and Engineers**  
**4 credit(s); prereq Math 1271 or Math 1371;**  
**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.  
**Style:** 50% Lecture, 50% Laboratory.  
**Grading:** 25% mid exam, 25% final exam, 50% laboratory evaluation.  
**Exam Format:** Problems

**CSCI 2011 Discrete Structures of Computer Science**  
**4 credit(s); prereq MATH 1271 or MATH 1371 or instr consent ;**  
**Instructor:** Sturtivant, Carl  
**Description:** Student may contact the instructor or department for information.

**CSCI 1113 Introduction to C/C++ Programming for Scientists and Engineers**  
**4 credit(s); prereq Math 1271 or Math 1371;**  
**Instructor:** Barry, Phillip  
**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.

**CSCI 2021 Machine Architecture and Organization**  
**4 credit(s); prereq 1902 or instr consent;**  
**Instructor:** Weissman, Jon B  
**Description:** Student may contact the instructor or department for information.

**CSCI 2033 Elementary Computational Linear Algebra**  
**4 credit(s); prereq MATH 1271 or MATH 1371 or instr consent ;**  
**Instructor:** Saad, Yousef  
**Description:** Matrices and linear transformations, basic theory. Linear vector spaces. Inner product spaces. Systems of linear equations, Eigenvalues, and singular values. Algorithms and computational matrix methods using MATLAB. Use of matrix methods to solve a variety of computer science problems.  
**Style:** 70% Lecture, 30% Discussion.  
**Grading:** 30% mid exam, 30% final exam, 40% written homework.  
**Exam Format:** written exam. problem solving.

**CSCI 3003 Introduction to Computing in Biology**  
**3 credit(s); prereq 1002H or Biol 1002 or 1009H or Biol 1009 or equiv or instr consent ;**  
**Instructor:** Myers, Chad Leighton  
**Description:** Introduction to computing for biology. New genomic and proteomic technologies are generating enormous

amounts of data, giving us an unprecedented view of cellular function. To make sense of these data, biology researchers are becoming increasingly dependent on using computation in their work. This course will provide a practical introduction to several programming concepts including variables, flow control, input/output, strings, pattern matching, arrays, hash tables, functions, and subroutines. Students will complete lab assignments in the Perl and Matlab programming languages, which will focus on answering biological questions through analysis of real genomic and proteomic data.

#### CSCI 3081W Program Design and Development

**4 credit(s); prereq [1902, 2021] or instr consent; Meets CLE req of Writing Intensive;**

**Instructor:** Keefe, Dan F

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

#### CSCI 3970 Industrial Student Co-op Assignment

**S-N only, 2 credit(s), max credits 4; prereq CSci, in co-op program, instr consent ;**

**Instructor:** Swanson, Charles D

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

#### CSCI 4011 Formal Languages and Automata Theory

**4 credit(s); prereq [1902, 2011] or instr consent ;**

**Instructor:** Nadathur, Gopalan

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

#### CSCI 4041 Algorithms and Data Structures

**4 credit(s); prereq 1902 and 2011 or instr consent ; cannot be taken for grad CSci cr;**

**Instructor:** Sturtivant, Carl

**Description:** Algorithms & Data structures, their implementation, and the analysis of their performance are the subjects of this class. We will examine many well known algorithms that solve important problems efficiently, and also learn something of the art of algorithm design, especially through the paradigms of "divide and conquer", "dynamic programming", and "greedy methods", as well as through adapting existing algorithms and data structures to the task at hand. Performance analysis will be a central feature of the class, both for well known algorithms, and for ones we have newly designed as exercises. Subject areas we cover will include sorting & searching, priority queues, hash tables, binary search trees, disjoint set forests, elementary graph algorithms, minimum spanning trees, single-source shortest paths, all-pairs shortest paths and Huffman coding.

**Style:** 70% Lecture. Recitation

**Grading:** 10% mid exam, 35% final exam, 40% problem solving, 15% other evaluation. Programming assignments

**Exam Format:** Problem-solving

#### CSCI 4061 Introduction to Operating Systems

**4 credit(s); prereq 2021 or EE 2361; no cr for grads in CSci;**

**Instructor:** STAFF

**Description:**

#### CSCI 4107 Introduction to Computer Graphics Programming

**3 credit(s); prereq 4041 or instr consent ; cannot be taken for grad CSci cr; Credit will not be granted if credit has been received for: CSCI 5107;**

**Instructor:** Meyer, Gary W

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

#### CSCI 4131 Internet Programming

**3 credit(s); prereq 4061, 4211 recommended, cannot be taken for grad CSci cr; Credit will not be granted if credit has been received for: CSCI 5131;**

**Instructor:** Sturtivant, Carl

**Description:** JavaScript enhancement of HTML documents; CGI programming in Perl using CGI.pm; Java servlet programming as an alternative to CGI programming in Perl; CGI programming in Perl with database servers via DBI.pm; Socket programming in

both Perl and Java: clients, servers and protocols; Perl programming with ftp, telnet, ssh, mail protocols, etcetera.

**Style:** 100% Lecture.

**Grading:** 10% mid exam, 35% final exam, 55% other evaluation. Programming assignments

**Exam Format:** Essay

#### CSCI 4203 Computer Architecture

**4 credit(s); prereq 2021 or instr consent credit will not be granted if credit received for: 5201, EE 5361; Credit will not be granted if credit has been received for: EE 4363;**

**Instructor:** Sapatnekar, Sachin Suresh

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

#### CSCI 4211 Introduction to Computer Networks

**3 credit(s); prereq 4061 or instr consent ; basic knowledge of [computer architecture, operating systems] recommended, cannot be taken for grad CSci cr; Credit will not be granted if credit has been received for: CSCI 5211;**

**Instructor:** Du, David Hung-Chang

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

#### CSCI 4211 Introduction to Computer Networks

**3 credit(s); prereq 4061 or instr consent ; basic knowledge of [computer architecture, operating systems] recommended, cannot be taken for grad CSci cr; Credit will not be granted if credit has been received for: CSCI 5211;**

**Instructor:** Raabe, John J

**Description:** Concepts, principles, protocols, and applications of computer networks. Layered network architectures, data link protocols, local area networks, routing, transport, network programming interfaces, networked applications. Examples from Ethernet, Token Ring, TCP/IP, HTTP, WWW.

#### CSCI 4511W Introduction to Artificial Intelligence

**4 credit(s); prereq 2011 or instr consent ; cannot be taken for grad CSci cr; Credit will not be granted if credit has been received for: CSCI 5511; Meets CLE req of Writing Intensive;**

**Instructor:** wetzel, baylor

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

#### CSCI 4707 Practice of Database Systems

**3 credit(s); prereq 4041 or instr consent ; Credit will not be granted if credit has been received for: CSCI 5707;**

**Instructor:** Srivastava, Jaideep

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

#### CSCI 4950 Senior Software Project

**A-F only, 3 credit(s), max credits 6; prereq Upper div CSci, instr consent ;**

**Instructor:** Riedl, John T

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

#### CSCI 4970W Advanced Project Laboratory

**3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;**

**Instructor:** Swanson, Charles D

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

#### CSCI 4970W Advanced Project Laboratory

**3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;**

**Instructor:** Carlis, John Vincent

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

#### CSCI 4970W Advanced Project Laboratory

**3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;**

**Instructor:** Dovolis,Chris John

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

**CSCI 4970W Advanced Project Laboratory**

**3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;**

**Instructor:** Collins,John

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

**CSCI 4970W Advanced Project Laboratory**

**3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;**

**Instructor:** Karypis,George

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

**CSCI 4970W Advanced Project Laboratory**

**3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;**

**Instructor:** Hopper,Nicholas J

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

**CSCI 4970W Advanced Project Laboratory**

**3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;**

**Instructor:** Yew,Pen-Chung

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

**CSCI 4970W Advanced Project Laboratory**

**3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;**

**Instructor:** Zhang,Zhi-Li

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

**CSCI 4970W Advanced Project Laboratory**

**3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;**

**Instructor:** Barry,Phillip

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

**CSCI 4970W Advanced Project Laboratory**

**3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;**

**Instructor:** Konstan,Joseph Andrew

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

**CSCI 4970W Advanced Project Laboratory**

**3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;**

**Instructor:** Boley,Daniel L

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

**CSCI 4970W Advanced Project Laboratory**

**3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;**

**Instructor:** Papanikolopoulos,Nikolaos P

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

**CSCI 4970W Advanced Project Laboratory**

**3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;**

**Instructor:** Riedl,John T

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

**CSCI 4970W Advanced Project Laboratory**

**3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;**

**Instructor:** Janardan,Ravi

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

**CSCI 4970W Advanced Project Laboratory**

**3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;**

**Instructor:** Saad,Yousef

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

**CSCI 4970W Advanced Project Laboratory**

**3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;**

**Instructor:** Sturtivant,Carl

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

**CSCI 4970W Advanced Project Laboratory**

**3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;**

**Instructor:** Kumar,Vipin

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

**CSCI 4970W Advanced Project Laboratory**

**3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;**

**Instructor:** Tripathi,Anand R

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

**CSCI 4970W Advanced Project Laboratory**

**3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;**

**Instructor:** Du,David Hung-Chang

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

**CSCI 4970W Advanced Project Laboratory**

**3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;**

**Instructor:** Heimdahl,Mats

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

**CSCI 4970W Advanced Project Laboratory**

**3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;**

**Instructor:** Shekhar,Shashi

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



**CSCI 4970W Advanced Project Laboratory**

3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;  
 Instructor: Gini, Maria L  
 Description: Student may contact the instructor or department for information.

**CSCI 4970W Advanced Project Laboratory**

3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;  
 Instructor: Schrater, Paul Robert  
 Description: Student may contact the instructor or department for information.

**CSCI 4970W Advanced Project Laboratory**

3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;  
 Instructor: Srivastava, Jaideep  
 Description: Student may contact the instructor or department for information.

**CSCI 4970W Advanced Project Laboratory**

3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;  
 Instructor: Interrante, Victoria  
 Description: Student may contact the instructor or department for information.

**CSCI 4970W Advanced Project Laboratory**

3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;  
 Instructor: Kuang, Rui  
 Description: Student may contact the instructor or department for information.

**CSCI 4970W Advanced Project Laboratory**

3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;  
 Instructor: Weissman, Jon B  
 Description: Student may contact the instructor or department for information.

**CSCI 4970W Advanced Project Laboratory**

3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;  
 Instructor: He, Tian  
 Description: Student may contact the instructor or department for information.

**CSCI 4970W Advanced Project Laboratory**

3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;  
 Instructor: Nadathur, Gopalan  
 Description: Student may contact the instructor or department for information.

**CSCI 4970W Advanced Project Laboratory**

3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;  
 Instructor: Meyer, Gary W  
 Description: Student may contact the instructor or department for information.

**CSCI 4970W Advanced Project Laboratory**

3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for

grad cr; Meets CLE req of Writing Intensive;

Instructor: Van Wyk, Eric

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

**CSCI 4970W Advanced Project Laboratory**

3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;  
 Instructor: Terveen, Loren Gilbert  
 Description: Student may contact the instructor or department for information.

**CSCI 4970W Advanced Project Laboratory**

3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;  
 Instructor: Roumeliotis, Stergios  
 Description: Student may contact the instructor or department for information.

**CSCI 4970W Advanced Project Laboratory**

3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;  
 Instructor: Kim, Yongdae  
 Description: Student may contact the instructor or department for information.

**CSCI 4970W Advanced Project Laboratory**

3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;  
 Instructor: Chandra, Abhishek  
 Description: Student may contact the instructor or department for information.

**CSCI 4970W Advanced Project Laboratory**

3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;  
 Instructor: Zhai, Antonia Bingheng  
 Description: Student may contact the instructor or department for information.

**CSCI 4970W Advanced Project Laboratory**

3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;  
 Instructor: Mokbel, Mohamed F  
 Description: Student may contact the instructor or department for information.

**CSCI 4970W Advanced Project Laboratory**

3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;  
 Instructor: Banerjee, Arindam  
 Description: Student may contact the instructor or department for information.

**CSCI 4970W Advanced Project Laboratory**

3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;  
 Instructor: Myers, Chad Leighton  
 Description: Student may contact the instructor or department for information.

**CSCI 4970W Advanced Project Laboratory**

3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;  
 Instructor: Keefe, Dan F  
 Description: Student may contact the instructor or department

for information.

**CSCI 4970W Advanced Project Laboratory**

**3 credit(s), max credits 9, 3 completions allowed; prereq Upper div CSci, 4061, instr consent ; cannot be taken for grad cr; Meets CLE req of Writing Intensive;**  
**Instructor:** Isler,Ibrahim Volkan  
**Description:** Student may contact the instructor or department for information.

**CSCI 4994H Honors Thesis**

**A-F only, 1-3 credit(s), max credits 6; prereq Honors student, instr consent ;**  
**Instructor:** Terveen,Loren Gilbert  
**Description:** Student may contact the instructor or department for information.

**CSCI 5125 Collaborative and Social Computing**

**3 credit(s); prereq 5115 or instr consent ;**  
**Instructor:** Konstan,Joseph Andrew  
**Description:** Student may contact the instructor or department for information.

**CSCI 5131 Advanced Internet Programming**

**3 credit(s); prereq 5106 or 5211 or instr consent ; [[4081 or 5801], 5707, grad student] recommended; Credit will not be granted if credit has been received for: CSCI 4131;**  
**Instructor:** Tripathi,Anand R  
**Description:** Student may contact the instructor or department for information.

**CSCI 5221 Foundations of Advanced Networking**

**3 credit(s); prereq 4211 or 5211 or equiv; intro course in computer networks recommended;**  
**Instructor:** Zhang,Zhi-Li  
**Description:** Student may contact the instructor or department for information.

**CSCI 5302 Analysis of Numerical Algorithms**

**3 credit(s); prereq 2031 or 2033 or instr consent ;**  
**Instructor:** Barry,Phillip  
**Description:** This course introduces the basic numerical techniques to solve mathematical problems on a digital computer. Algorithms for several common problems encountered in mathematics, science and engineering are introduced. The pitfalls and errors that can arise when solving mathematical problems with methods taking finite time and in finite precision arithmetic are discussed, and measures to predict when such pitfalls are encountered will be introduced.  
**Style:** 65% Lecture, 35% Small Group Activities.  
**Grading:** 25% mid exam, 25% final exam, 5% quizzes, 40% written homework, 5% class participation.  
**Exam Format:** short problem

**CSCI 5421 Advanced Algorithms and Data Structures**

**3 credit(s); prereq 4041 or instr consent;**  
**Instructor:** Janardan,Ravi  
**Description:** Student may contact the instructor or department for information.

**CSCI 5451 Introduction to Parallel Computing: Architectures, Algorithms, and Programming**

**3 credit(s); prereq 4041 or instr consent ;**  
**Instructor:** Karypis,George  
**Description:** Student may contact the instructor or department for information.

**CSCI 5461 Functional Genomics, Systems Biology, and Bioinformatics**

**3 credit(s); prereq 3003 or 4041 or instr consent ;**  
**Instructor:** Kuang,Rui  
**Description:** Computational methods for analyzing, integrating, and deriving predictions from genomic/proteomic data. Analyzing gene expression, proteomic data, and protein-protein interaction networks. Protein/gene function prediction, Integrating diverse

data, visualizing genomic datasets.

**CSCI 5471 Modern Cryptography**

**3 credit(s); prereq [2011, 4041, [familiarity with number theory or finite fields]] or instr consent ;**  
**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.  
**Style:** 90% Lecture, 10% Discussion.  
**Grading:** 20% mid exam, 30% final exam, 30% special projects, 4% class participation, 16% problem solving.  
**Exam Format:** Problem solving and brief essay (5 lines maxium)

**CSCI 5512 Artificial Intelligence II**

**3 credit(s); prereq [STAT 3021, 4041] or instr consent ; Credit will not be granted if credit has been received for: CSCI 5512W;**  
**Instructor:** Schrater,Paul Robert  
**Description:** Student may contact the instructor or department for information.

**CSCI 5561 Computer Vision**

**3 credit(s); prereq 5511 or instr consent;**  
**Instructor:** Isler,Ibrahim Volkan  
**Description:** Student may contact the instructor or department for information.

**CSCI 5708 Architecture and Implementation of Database Management Systems**

**3 credit(s); prereq 4707 or 5707 or instr consent ;**  
**Instructor:** Shekhar,Shashi  
**Description:** Student may contact the instructor or department for information.

**CSCI 5802 Software Engineering II**

**3 credit(s); prereq 5801 or instr consent ;**  
**Instructor:** Whalen,Michael W  
**Description:** Student may contact the instructor or department for information.

**CSCI 5980 Special Topics in Computer Science: The UI Tools that are Making Web 2.0 Possible**

**3 credit(s), max credits 9, 9 completions allowed;**  
**Instructor:** Riedl,John T  
**Description:** Student may contact the instructor or department for information.

**CSCI 5991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**  
**Instructor:** Swanson,Charles D  
**Description:** Student may contact the instructor or department for information.

**CSCI 5991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**  
**Instructor:** Carlis,John Vincent  
**Description:** Student may contact the instructor or department for information.

**CSCI 5991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Dovolis,Chris John

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

**CSCI 5991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Collins,John

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

**CSCI 5991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Karypis,George

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

**CSCI 5991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Hopper,Nicholas J

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

**CSCI 5991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Yew,Pen-Chung

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

**CSCI 5991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Zhang,Zhi-Li

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

**CSCI 5991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Barry,Phillip

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

**CSCI 5991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Konstan,Joseph Andrew

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

**CSCI 5991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Boley,Daniel L

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

**CSCI 5991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Papanikolopoulos,Nikolaos P

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

**CSCI 5991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Riedl,John T

**Description:** Student may contact the instructor or department

for information.

**CSCI 5991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Janardan,Ravi

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

**CSCI 5991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Saad,Yousef

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

**CSCI 5991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Sturtivant,Carl

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

**CSCI 5991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Kumar,Vipin

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

**CSCI 5991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Tripathi,Anand R

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

**CSCI 5991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Du,David Hung-Chang

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

**CSCI 5991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Heimdahl,Mats

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

**CSCI 5991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Shekhar,Shashi

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

**CSCI 5991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Gini,Maria L

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

**CSCI 5991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Schrater,Paul Robert

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

**CSCI 5991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Srivastava,Jaideep

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

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Chandra,Abhishek

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

**CSCI 5991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Interrante,Victoria

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

**CSCI 5991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Zhai,Antonia Bingheng

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

**CSCI 5991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Kuang,Rui

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

**CSCI 5991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Mokbel,Mohamed F

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

**CSCI 5991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Weissman,Jon B

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

**CSCI 5991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Banerjee,Arindam

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

**CSCI 5991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** He,Tian

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

**CSCI 5991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Myers,Chad Leighton

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

**CSCI 5991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Nadathur,Gopalan

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

**CSCI 5991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Keefe,Dan F

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

**CSCI 5991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Meyer,Gary W

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

**CSCI 5991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Isler,Ibrahim Volkan

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

**CSCI 5991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Van Wyk,Eric

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

**CSCI 5994 Directed Research**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Swanson,Charles D

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

**CSCI 5991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Terveen,Loren Gilbert

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

**CSCI 5994 Directed Research**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Carlis,John Vincent

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

**CSCI 5991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Roumeliotis,Stergios

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

**CSCI 5994 Directed Research**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Dovolis,Chris John

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

**CSCI 5991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Kim,Yongdae

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

**CSCI 5994 Directed Research**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Collins,John

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

**CSCI 5991 Independent Study**

**CSCI 5994 Directed Research**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Karypis,George

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

**CSCI 5994 Directed Research**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Hopper,Nicholas J

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

**CSCI 5994 Directed Research**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Yew,Pen-Chung

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

**CSCI 5994 Directed Research**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Zhang,Zhi-Li

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

**CSCI 5994 Directed Research**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Barry,Phillip

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

**CSCI 5994 Directed Research**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Konstan,Joseph Andrew

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

**CSCI 5994 Directed Research**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Boley,Daniel L

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

**CSCI 5994 Directed Research**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Papanikolopoulos,Nikolaos P

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

**CSCI 5994 Directed Research**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Riedl,John T

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

**CSCI 5994 Directed Research**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Janardan,Ravi

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

**CSCI 5994 Directed Research**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Saad,Yousef

**Description:** Student may contact the instructor or department

for information.

**CSCI 5994 Directed Research**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Sturtivant,Carl

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

**CSCI 5994 Directed Research**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Kumar,Vipin

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

**CSCI 5994 Directed Research**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Tripathi,Anand R

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

**CSCI 5994 Directed Research**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Du,David Hung-Chang

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

**CSCI 5994 Directed Research**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Heimdahl,Mats

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

**CSCI 5994 Directed Research**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Shekhar,Shashi

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

**CSCI 5994 Directed Research**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Gini,Maria L

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

**CSCI 5994 Directed Research**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Schrater,Paul Robert

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

**CSCI 5994 Directed Research**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Srivastava,Jaideep

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

**CSCI 5994 Directed Research**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Interrante,Victoria

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

**CSCI 5994 Directed Research**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;

**Instructor:** Kuang,Rui

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

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Mokbel,Mohamed F

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

**CSCI 5994 Directed Research**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Weissman,Jon B

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

**CSCI 5994 Directed Research**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Banerjee,Arindam

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

**CSCI 5994 Directed Research**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** He,Tian

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

**CSCI 5994 Directed Research**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Myers,Chad Leighton

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

**CSCI 5994 Directed Research**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Nadathur,Gopalan

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

**CSCI 5994 Directed Research**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Keefe,Dan F

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

**CSCI 5994 Directed Research**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Meyer,Gary W

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

**CSCI 5994 Directed Research**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Isler,Ibrahim Volkan

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

**CSCI 5994 Directed Research**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Van Wyk,Eric

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

**CSCI 5996 Curricular Practical Training**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq [CSci or CompE] major, instr consent ;**

**Instructor:** Swanson,Charles D

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

**CSCI 5994 Directed Research**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Terveen,Loren Gilbert

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

**CSCI 5996 Curricular Practical Training**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq [CSci or CompE] major, instr consent ;**

**Instructor:** Carlis,John Vincent

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

**CSCI 5994 Directed Research**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Roumeliotis,Stergios

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

**CSCI 5996 Curricular Practical Training**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq [CSci or CompE] major, instr consent ;**

**Instructor:** Dovolis,Chris John

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

**CSCI 5994 Directed Research**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Kim,Yongdae

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

**CSCI 5996 Curricular Practical Training**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq [CSci or CompE] major, instr consent ;**

**Instructor:** Collins,John

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

**CSCI 5994 Directed Research**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Chandra,Abhishek

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

**CSCI 5996 Curricular Practical Training**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq [CSci or CompE] major, instr consent ;**

**Instructor:** Karypis,George

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

**CSCI 5994 Directed Research**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ; may be repeated for cr;**

**Instructor:** Zhai,Antonia Bingheng

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

**CSCI 5996 Curricular Practical Training**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq [CSci or CompE] major, instr consent ;**

**Instructor:** Hopper,Nicholas J

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

**CSCI 5994 Directed Research**

**CSCI 5996 Curricular Practical Training**

S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
 prereq [CSci or CompE] major, instr consent ;  
 Instructor: Yew, Pen-Chung  
 Description: Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
 prereq [CSci or CompE] major, instr consent ;  
 Instructor: Zhang, Zhi-Li  
 Description: Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
 prereq [CSci or CompE] major, instr consent ;  
 Instructor: Barry, Phillip  
 Description: Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
 prereq [CSci or CompE] major, instr consent ;  
 Instructor: Konstan, Joseph Andrew  
 Description: Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
 prereq [CSci or CompE] major, instr consent ;  
 Instructor: Boley, Daniel L  
 Description: Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
 prereq [CSci or CompE] major, instr consent ;  
 Instructor: Papanikolopoulos, Nikolaos P  
 Description: Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
 prereq [CSci or CompE] major, instr consent ;  
 Instructor: Riedl, John T  
 Description: Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
 prereq [CSci or CompE] major, instr consent ;  
 Instructor: Janardan, Ravi  
 Description: Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
 prereq [CSci or CompE] major, instr consent ;  
 Instructor: Saad, Yousef  
 Description: Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
 prereq [CSci or CompE] major, instr consent ;  
 Instructor: Sturtivant, Carl  
 Description: Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
 prereq [CSci or CompE] major, instr consent ;  
 Instructor: Kumar, Vipin  
 Description: Student may contact the instructor or department

for information.

**CSCI 5996 Curricular Practical Training**

S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
 prereq [CSci or CompE] major, instr consent ;  
 Instructor: Tripathi, Anand R  
 Description: Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
 prereq [CSci or CompE] major, instr consent ;  
 Instructor: Du, David Hung-Chang  
 Description: Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
 prereq [CSci or CompE] major, instr consent ;  
 Instructor: Heimdahl, Mats  
 Description: Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
 prereq [CSci or CompE] major, instr consent ;  
 Instructor: Shekhar, Shashi  
 Description: Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
 prereq [CSci or CompE] major, instr consent ;  
 Instructor: Gini, Maria L  
 Description: Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
 prereq [CSci or CompE] major, instr consent ;  
 Instructor: Schrater, Paul Robert  
 Description: Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
 prereq [CSci or CompE] major, instr consent ;  
 Instructor: Srivastava, Jaideep  
 Description: Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
 prereq [CSci or CompE] major, instr consent ;  
 Instructor: Interrante, Victoria  
 Description: Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
 prereq [CSci or CompE] major, instr consent ;  
 Instructor: Kuang, Rui  
 Description: Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
 prereq [CSci or CompE] major, instr consent ;  
 Instructor: Weissman, Jon B  
 Description: Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

S-N only, 1 credit(s), max credits 3, 3 completions allowed;  
 prereq [CSci or CompE] major, instr consent ;

**Instructor:** He,Tian

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

**CSCI 5996 Curricular Practical Training**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq [CSci or CompE] major, instr consent ;**

**Instructor:** Nadathur,Gopalan

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

**CSCI 5996 Curricular Practical Training**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq [CSci or CompE] major, instr consent ;**

**Instructor:** Meyer,Gary W

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

**CSCI 5996 Curricular Practical Training**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq [CSci or CompE] major, instr consent ;**

**Instructor:** Van Wyk,Eric

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

**CSCI 5996 Curricular Practical Training**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq [CSci or CompE] major, instr consent ;**

**Instructor:** Terveen,Loren Gilbert

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

**CSCI 5996 Curricular Practical Training**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq [CSci or CompE] major, instr consent ;**

**Instructor:** Roumeliotis,Stergios

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

**CSCI 5996 Curricular Practical Training**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq [CSci or CompE] major, instr consent ;**

**Instructor:** Kim,Yongdae

**Description:** Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq [CSci or CompE] major, instr consent ;**

**Instructor:** Chandra,Abhishek

**Description:** Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq [CSci or CompE] major, instr consent ;**

**Instructor:** Zhai,Antonia Bingheng

**Description:** Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq [CSci or CompE] major, instr consent ;**

**Instructor:** Mokbel,Mohamed F

**Description:** Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq [CSci or CompE] major, instr consent ;**

**Instructor:** Banerjee,Arindam

**Description:** Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq [CSci or CompE] major, instr consent ;**

**Instructor:** Myers,Chad Leighton

**Description:** Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq [CSci or CompE] major, instr consent ;**

**Instructor:** Keefe,Dan F

**Description:** Student may contact the instructor or department for information.

**CSCI 5996 Curricular Practical Training**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq [CSci or CompE] major, instr consent ;**

**Instructor:** Isler,Ibrahim Volkan

**Description:** Student may contact the instructor or department for information.

**CSCI 8002 Introduction to Research in Computer Science, II**

**A-F only, 2 credit(s); prereq 8001, 1st yr CS PhD student;**

**Instructor:** Zhang,Zhi-Li

**Description:** Student may contact the instructor or department for information.

**CSCI 8205 Parallel Computer Organization**

**3 credit(s); prereq 5204 or EE 5364 or instr consent ; Credit will not be granted if credit has been received for: EE 8367;**

**Instructor:** Zhai,Antonia Bingheng

**Description:** Student may contact the instructor or department for information.

**CSCI 8442 Computational Geometry and Applications**

**3 credit(s); prereq 5421 or instr consent;**

**Instructor:** Janardan,Ravi

**Description:** Student may contact the instructor or department for information.

**CSCI 8735 Advanced Database Systems**

**A-F only, 3 credit(s); prereq 4707 or 5707 or 5708;**

**Instructor:** Mokbel,Mohamed F

**Description:** Student may contact the instructor or department for information.

**CSCI 8760 Plan B Project**

**S-N only, 3 credit(s); prereq CSci MS student, instr consent;**

**Instructor:** Swanson,Charles D

**Description:** Student may contact the instructor or department for information.

**CSCI 8760 Plan B Project**

**S-N only, 3 credit(s); prereq CSci MS student, instr consent;**

**Instructor:** Carlis,John Vincent

**Description:** Student may contact the instructor or department for information.

**CSCI 8760 Plan B Project**

**S-N only, 3 credit(s); prereq CSci MS student, instr consent;**

**Instructor:** Dovolis,Chris John

**Description:** Student may contact the instructor or department for information.

**CSCI 8760 Plan B Project**

**S-N only, 3 credit(s); prereq CSci MS student, instr consent;**

**Instructor:** Collins,John

**Description:** Student may contact the instructor or department for information.

**CSCI 8760 Plan B Project**

**S-N only, 3 credit(s); prereq CSci MS student, instr consent;**

**Instructor:** Karypis,George

**Description:** Student may contact the instructor or department for information.



**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Hopper,Nicholas J**Description:** Student may contact the instructor or department for information.**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Yew,Pen-Chung**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Du,David Hung-Chang**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Zhang,Zhi-Li**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Heimdahl,Mats**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Barry,Phillip**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Shekhar,Shashi**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Konstan,Joseph Andrew**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Gini,Maria L**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Boley,Daniel L**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Schrater,Paul Robert**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Papanikolopoulos,Nikolaos P**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Srivastava,Jaideep**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Riedl,John T**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Interrante,Victoria**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Janardan,Ravi**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Kuang,Rui**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Saad,Yousef**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Weissman,Jon B**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Sturtivant,Carl**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** He,Tian**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Kumar,Vipin**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Nadathur,Gopalan**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Tripathi,Anand R**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Meyer,Gary W**Description:** Student may contact the instructor or department for information.

**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Van Wyk, Eric**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Terveen, Loren Gilbert**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Roumeliotis, Stergios**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Kim, Yongdae**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Chandra, Abhishek**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Zhai, Antonia Bingheng**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Mokbel, Mohamed F**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Banerjee, Arindam**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Myers, Chad Leighton**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Keefe, Dan F**Description:** Student may contact the instructor or department for information.**CSCI 8760 Plan B Project****S-N only, 3 credit(s); prereq CSci MS student, instr consent;****Instructor:** Isler, Ibrahim Volkan**Description:** Student may contact the instructor or department for information.**CSCI 8980 Special Advanced Topics in Computer Science:****Mining Biomedical Data Sets****3 credit(s), max credits 27, 9 completions allowed; prereq instr consent ;****Instructor:** Steinbach, Michael Scott**Description:** Mining Biomedical Data Course Description:

Recently, various high throughput technologies have been developed that capture a wide variety of genomic and metabolic information such as Single Nucleotide Polymorphisms (SNPs),

gene expression, copy number variation, and metabolite and protein abundance. A major goal of analyzing such data sets is the discovery of patterns (biomarkers) in the data that are associated with disease development and prognosis. Another key goal in the analysis of these data sets is to better understand the underlying biology. Whether for understanding or discovery of biomarkers, analysis of high throughput data sets faces a multitude of challenges including high dimensionality, heterogeneity of the attributes, missing data, and auto-correlation. In addition, different types of high-throughput data are quite diverse in their characteristics, creating significant challenges in data integration when several types of data sets are employed. Additional integration challenges arise when integrating clinical data, which is increasing available from electronic health care records. Techniques from data mining and machine learning have been applied to address many of these challenges. This course provides an overview of supervised and unsupervised data mining approaches that have been used for a variety of biomedical problems including biomarker discovery, biclustering and protein function prediction. This course will also discuss practices for evaluating the results obtained from applying these techniques. The objective of this course is to prepare students to successfully analyze the challenging biomedical datasets which are often encountered. Course Design: The instructor will provide introductory lectures on data mining. Students will be asked to read papers, write reviews and present selected papers in the area of biomedical data mining. Students are expected to participate and contribute to the class discussion. A major component of the course will be a research project that involves analyzing biomedical datasets using data mining techniques. A tentative breakdown of the course grade is as follows: \* Class participation (25%) \* Paper reviews (15%) \* Paper presentations (2-3 throughout the semester) (30%) \* Research project (30%) Prerequisites: The course is self-contained, and is designed to be accessible to a typical computer science graduate student. A general background in data analysis and biology is recommended but not required.

**CSCI 8980 Special Advanced Topics in Computer Science:****Readings in Computational Vision and Robotics****3 credit(s), max credits 27, 9 completions allowed; prereq instr consent ;****Instructor:** Papanikolopoulos, Nikolaos P**Description:** Student may contact the instructor or department for information.**CSCI 8991 Independent Study****1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;****Instructor:** Swanson, Charles D**Description:** Student may contact the instructor or department for information.**CSCI 8991 Independent Study****1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;****Instructor:** Carlis, John Vincent**Description:** Student may contact the instructor or department for information.**CSCI 8991 Independent Study****1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;****Instructor:** Dovolis, Chris John**Description:** Student may contact the instructor or department for information.**CSCI 8991 Independent Study****1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;****Instructor:** Collins, John**Description:** Student may contact the instructor or department for information.**CSCI 8991 Independent Study****1-3 credit(s), max credits 9, 9 completions allowed; prereq**

**instr consent ;**

**Instructor:** Karypis,George

**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**

**Instructor:** Hopper,Nicholas J

**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**

**Instructor:** Yew,Pen-Chung

**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**

**Instructor:** Zhang,Zhi-Li

**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**

**Instructor:** Barry,Phillip

**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**

**Instructor:** Konstan,Joseph Andrew

**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**

**Instructor:** Boley,Daniel L

**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**

**Instructor:** Papanikolopoulos,Nikolaos P

**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**

**Instructor:** Riedl,John T

**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**

**Instructor:** Janardan,Ravi

**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**

**Instructor:** Saad,Yousef

**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**

**Instructor:** Sturtivant,Carl

**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**

**Instructor:** Kumar,Vipin

**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**

**Instructor:** Tripathi,Anand R

**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**

**Instructor:** Du,David Hung-Chang

**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**

**Instructor:** Heimdahl,Mats

**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**

**Instructor:** Shekhar,Shashi

**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**

**Instructor:** Gini,Maria L

**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**

**Instructor:** Schrater,Paul Robert

**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**

**Instructor:** Srivastava,Jaideep

**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**

**Instructor:** Interrante,Victoria

**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**

**Instructor:** Kuang,Rui

**Description:** Student may contact the instructor or department for information.

for information.

**CSCI 8991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Weissman,Jon B  
**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** He,Tian  
**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Nadathur,Gopalan  
**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Meyer,Gary W  
**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Van Wyk,Eric  
**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Terveen,Loren Gilbert  
**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Roumeliotis,Stergios  
**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Kim,Yongdae  
**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Chandra,Abhishek  
**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Zhai,Antonia Bingheng  
**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;

**Instructor:** Mokbel,Mohamed F

**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Banerjee,Arindam  
**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Myers,Chad Leighton  
**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Keefe,Dan F  
**Description:** Student may contact the instructor or department for information.

**CSCI 8991 Independent Study**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Isler,Ibrahim Volkan  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Swanson,Charles D  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Carlis,John Vincent  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Dovolis,Chris John  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Collins,John  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Karypis,George  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Hopper,Nicholas J  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**

**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**  
**Instructor:** Yew, Pen-Chung  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**  
**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**  
**Instructor:** Zhang, Zhi-Li  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**  
**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**  
**Instructor:** Barry, Phillip  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**  
**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**  
**Instructor:** Konstan, Joseph Andrew  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**  
**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**  
**Instructor:** Boley, Daniel L  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**  
**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**  
**Instructor:** Papanikolopoulos, Nikolaos P  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**  
**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**  
**Instructor:** Riedl, John T  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**  
**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**  
**Instructor:** Janardan, Ravi  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**  
**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**  
**Instructor:** Saad, Yousef  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**  
**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**  
**Instructor:** Sturtivant, Carl  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**  
**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**  
**Instructor:** Kumar, Vipin  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**  
**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**  
**Instructor:** Tripathi, Anand R  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**  
**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**  
**Instructor:** Du, David Hung-Chang  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**  
**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**  
**Instructor:** Heimdahl, Mats  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**  
**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**  
**Instructor:** Shekhar, Shashi  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**  
**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**  
**Instructor:** Gini, Maria L  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**  
**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**  
**Instructor:** Schrater, Paul Robert  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**  
**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**  
**Instructor:** Srivastava, Jaideep  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**  
**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**  
**Instructor:** Interrante, Victoria  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**  
**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**  
**Instructor:** Kuang, Rui  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**  
**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**  
**Instructor:** Weissman, Jon B  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**  
**1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;**  
**Instructor:** He, Tian  
**Description:** Student may contact the instructor or department for information.

for information.

**CSCI 8994 Directed Research in Computer Science**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Nadathur,Gopalan  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Meyer,Gary W  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Van Wyk,Eric  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Terveen,Loren Gilbert  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Roumeliotis,Stergios  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Kim,Yongdae  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Chandra,Abhishek  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Zhai,Antonia Bingheng  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Mokbel,Mohamed F  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Banerjee,Arindam  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;

**Instructor:** Myers,Chad Leighton

**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Keefe,Dan F  
**Description:** Student may contact the instructor or department for information.

**CSCI 8994 Directed Research in Computer Science**

1-3 credit(s), max credits 9, 9 completions allowed; prereq instr consent ;  
**Instructor:** Isler,Ibrahim Volkan  
**Description:** Student may contact the instructor or department for information.

## Conservation Biology

*199 McNeal Hall*

**CBIO 8001 Conservation Biology Seminar**

S-N only, 1 credit(s), max credits 6, 6 completions allowed; prereq instr consent;  
**Instructor:** Oberhauser,Karen S  
**Description:** Student may contact the instructor or department for information.

**CBIO 8004 Economic and Social Aspects of Conservation Biology**

3 credit(s); prereq CBio student or instr consent;  
**Instructor:** Polasky,Stephen  
**Description:** Student may contact the instructor or department for information.

**CBIO 8095 Contemporary Problems in Conservation Biology**

S-N only, 1 credit(s), max credits 3, 1 completion allowed; prereq 8004, FW 8452, instr consent;  
**Instructor:** Jordan,Nicholas Royal  
**Description:** Student may contact the instructor or department for information.

## Construction Management

*20 Classroom Office Building*

**CMGT 2019 AutoCAD for Construction Managers**

S-N only, 2 credit(s); prereq 30 sem cr;  
**Instructor:** Johnson,Ann M  
**Description:** Introduction to AutoCAD software skills. Learn and apply the techniques of computer-aided design and drafting (CAD) at a job entry level of proficiency. Combined lecture and laboratory.

**CMGT 3001 Introduction to Construction**

3 credit(s);  
**Instructor:** Kuehni,Rose Marie  
**Description:** Introduction to construction and processes that shape our environment. A discussion of the construction industry, key participants and their vocabulary, building systems, planning and scheduling, project delivery systems, construction documents, sustainability, and project management. Course consists of lectures, site visits, guest speakers.

**CMGT 3011 Construction Plan Reading**

2 credit(s);  
**Instructor:** Kuehni,Rose Marie  
**Description:** Introductory level course in construction plan reading and construction documents. Course materials include architectural, civil, mechanical, electrical drawings and project

manual. The emphasis is on the development of skills necessary for the reading, understanding and interpretation of commercial construction plans and project manuals, including notes, symbols, and plan layout. This course is appropriate for third year Construction Management and CALA students, and at any time for students in IT and other colleges.

**CMGT 4011 Construction Documents and Contracts**

**3 credit(s); prereq 3001, 45 sem cr;**

**Instructor:** Hauser, Stephen George

**Description:** Definition, interpretation, and utilization of drawings; specifications; agreements; bidding forms; general conditions; bonds, contracts, subcontracts, and related documents. Appropriate provisions for minority business participation will be included such as tax exempt status and wage rates.

**CMGT 4021 Construction Planning and Scheduling**

**3 credit(s); prereq 3001, [3011 or CE 4101], 45 sem cr;**

**Instructor:** Styrhund, Kenneth Andre

**Description:** Concepts of project planning, scheduling, and control. Understanding project scheduling models with emphasis on the critical path method. Introduction to the techniques used in the industry utilizing commercial software on personal computers. The importance of periodic updating and analysis of schedules and of considering and understanding alternatives will be stressed.

**CMGT 4022 Construction Estimating**

**3 credit(s); prereq 3001, [3011 or CE 4101], 45 sem cr;**

**Instructor:** Adamson, Mark Richard

**Description:** Student may contact the instructor or department for information.

**CMGT 4031 Construction Safety and Loss Control**

**3 credit(s); prereq 3001, 45 sem cr;**

**Instructor:** Carroll, Mil

**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 4041 Specifications and Technical Writing for Construction Professionals**

**3 credit(s); prereq 4011 or Concurrent registration is required (or allowed) in 4011;**

**Instructor:** Hilger, Peter

**Description:** Application of written communication throughout the construction process, including information gathering, bidding and contract documentation, project manual use and interpretation, and construction administration tools and processes related to communication from the perspectives of all team members (designers, contractors, owners, suppliers). In-depth technical writing exercises exploring a variety of communication formats will develop skills associated with effective construction communication.

**CMGT 4051 Construction Materials for Managers**

**3 credit(s); prereq 3001, [AEM 2011 or BP 3001 or BP 3101], 45 sem cr;**

**Instructor:** Hale, Jupe

**Description:** Basic concepts of physical properties, manufacture and installation of construction materials such as wood, concrete, aggregate/soils, and steel. Engineering design methods, specifications and laboratory techniques for evaluation and use of each material.

**Style:** 70% Lecture, 20% Laboratory, 10% Field Trips.

**Grading:** 16% mid exam, 12% final exam, 10% reports/papers, 42% written homework, 5% class participation, 15% laboratory evaluation.

**CMGT 4111 Construction Productivity Management**

**2 credit(s); prereq 4021, 4022, CE 4101;**

**Instructor:** Elthon, Dwight J

**Description:** The construction project superintendent, foreperson and the project manager of a construction project

have the responsibility to manage and supervise a project in the most effective and efficient way possible. This course focuses on maximizing productivity through the supervision of labor, management of materials, equipment, job overhead and communications.

**CMGT 4196 Construction Management Internship**

**S-N only, 1-4 credit(s), max credits 12, 3 completions**

**allowed; prereq [CMgt major or minor or certificate student], [jr or sr], dept consent ;**

**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 4542 Building Energy Systems**

**A-F only, 3 credit(s); prereq [3001, [jr or sr]] or instr consent ;**

**Instructor:** Jain, Nirmal

**Description:** Conceptual understanding of functions of building mechanical systems and their integration with other building components through case studies. Residential and commercial HVAC systems, alternative energy sources, energy efficiency, structural implications of mechanical systems, indoor air quality, and environmental control strategies.

**CMGT 4861 Construction Management Capstone**

**A-F only, 2 credit(s); prereq 4011, 4013, 4021, 4022, 4031,**

**Concurrent registration is required (or allowed) in 4041,**

**Concurrent registration is required (or allowed) in 4201;**

**Instructor:** Hilger, Peter

**Description:** Student may contact the instructor or department for information.

## Continuing Dental Education

*6-406 Moos Tower*

**CDED 6101 Postgraduate Contemporary Esthetic Dentistry I: Level I--Lecture/Laboratory Series**

**S-N only, 5 credit(s);**

**Instructor:** Olin, Paul S

**Description:** Student may contact the instructor or department for information.

**CDED 6202 Postgraduate Contemporary Esthetic Dentistry: Level II--Patient Series**

**S-N only, 5 credit(s); prereq 6101;**

**Instructor:** Olin, Paul S

**Description:** Student may contact the instructor or department for information.

**CDED 7302 Postgraduate Contemporary Esthetic Dentistry: Level III--Orthodontic and Periodontal Esthetics**

**S-N only, 1-1.5 credit(s), max credits 1.5, 1 completion allowed;**

**Instructor:** Olin, Paul S

**Description:** Student may contact the instructor or department for information.

**CDED 7307 Postgraduate Contemporary Esthetic Dentistry: Level III--Technology in Restorative Dentistry**

**S-N only, 1 credit(s);**

**Instructor:** Olin, Paul S

**Description:** Student may contact the instructor or department for information.

## Control Science and Dynamical Systems

107 Akerman Hall

### CSDY 8899 Seminar in Control Science and Dynamical Systems

**S-N only, 1-3 credit(s), max credits 9, 9 completions allowed; prereq CSDy or IT grad;**

**Instructor:** Balas, Gary John

**Description:** Student may contact the instructor or department for information.

## Coptic

330 Folwell Hall

### COPT 5002 Elementary Coptic

**3 credit(s); prereq 5001 or equiv;**

**Instructor:** Sellew, Philip

**Description:** This course will involve reading and discussion of a wide range of Coptic texts in various dialects, including saints' lives, prayers and spells, apocryphal gospels, and hymns. Students should have completed Coptic 5001 to enroll in this class.

**Style:** 20% Lecture, 80% Discussion.

**Grading:** 40% mid exam, 40% final exam, 20% class participation.

**Exam Format:** Translation.

## Cultural Studies and Comparative Literature

235 Nicholson Hall

### CSCL 1001 Introduction to Cultural Studies: Rhetoric, Power, Desire

**4 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US;**

**Instructor:** Opitz, Andrew Michael

**Description:** This course is designed to serve as a general introduction to the field of cultural studies. This semester we will explore different understandings of the term "culture" and work together to understand how cultural forces shape our understanding of the world and our place in it. We will study how culture and economics (the two are bound together) determine our day to day activities--our daily work routines, our leisure pursuits, our social interactions with friends and even our love lives. We will examine how popular culture and mass media influence our personal tastes (in food, art, music, clothing etc.) and shape our understanding of science, religion, politics and nature itself. This is a course designed for both majors and non-majors interested making sense of the cultural world(s) in which we live.

**Style:** 60% Lecture, 10% Film/Video, 30% Discussion.

**Grading:** 20% final exam, 10% quizzes, 20% additional semester exams, 10% attendance, 40% reflection paper.

### CSCL 1101 Literature

**4 credit(s); Meets CLE req of Literature;**

**Instructor:** Dooghan, Daniel M

**Description:** This course is an introduction to the field of Comparative Literature. As a discipline, Comparative Literature takes whole of global literary history as its object, and does not limit itself to a single period or language, as do other types of literary studies. As a result, Comparative Literature has the unique task of investigating the underlying structures of literature and their ability to express similar ideas in otherwise dissimilar

places. In short, Comparative Literature asks how literature works and why it seems to work everywhere. In the course, students will learn the basic methodologies of comparative literary study. In addition, students will learn the basic historical and philosophical concepts that are fundamental to Comparative Literature. The course covers a broad variety of texts from several historical periods and geographical places so students will have the opportunity to practice applying the comparative frameworks learned in class. The course will prepare students not only for further study in Comparative Literature, but also for any endeavor that requires a historical or global perspective.

### CSCL 1201 Introduction to Cinema and Media Culture

**4 credit(s); Credit will not be granted if credit has been received for: SCMC 1201; Meets CLE req of Arts/Humanities; Instructor: STAFF**

**Description:** The emergence of what is variously referred to as the "Information Age" and "Society of the Spectacle" has made it necessary for us to think critically about the media. Since visual media have the most pervasive influence on our everyday lives, this course will focus on how forms such as advertising, film, and television work, affect perception, and structure meaning. We will read some of the most important theoretical and historical texts that provide insight into our "ways of seeing." No prior exposure to media theory is expected, but although this is an introductory class, students will be expected to read and work through challenging material. We will read a variety of critics who have attempted to analyze cinema and media culture and we will also begin to develop a vocabulary for formal visual analysis.

### CSCL 1301W Reading Culture: Theory and Practice

**4 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive;**

**Instructor: STAFF**

**Description:** CSCL 1301W Reading Culture: Theory and Practice 4 credits, meets Lib Ed req of Other Humanities Core; meets Lib Ed req of Writing Intensive Instructor: STAFF  
**Description:** This course turns on one central question: How do things 'mean?' Specifically, how do cultural texts mean in relation to each other and to human life in society and across history? 'Cultural texts' are made objects and forms of communication that encode messages and values, and that produce effects--anything from movies, TV shows, magazine ads and rock concerts to 'high art' (paintings, classical music, plays, poems, etc.). The course specifically examines: (1) the role played by cultural forms in creating, maintaining or challenging social boundaries and power relationships; and (2) the ways art and culture function as sites where creative and alternative visions of 'the good life' come into being. Small classes emphasize close reading, discussion, and practice in critical writing. An introductory course in every sense, it's a good place to start thinking about what "culture" is and how it works. It will also help you develop reading and writing techniques useful for many courses and majors. Class Time: 40% lecture, 60% discussion

### CSCL 1401W Reading Literature: Theory and Practice

**4 credit(s); Meets CLE req of Literature; meets CLE req of Writing Intensive;**

**Instructor: STAFF**

**Description:** CSCL 1401W Reading Literature: Theory and Practice 4 credits, meets Lib Ed req of Literature Core; meets Lib Ed req of Writing Intensive Instructor: STAFF  
**Description:** What is Literature? How do definitions of it differ over time and across cultures? How does literature play a role in the ways people see themselves and others? How do our histories - personal and cultural - determine how we read it? CSCL 1401W examines such questions in relation to larger patterns of culture and power. You'll emerge from the course with a solid sense of the differences among various genres, and the cultural contexts from which they arise - between an epic poem emerging from a Greek city state and a novel by a German civil servant, say. Small classes emphasize close reading, discussion, and practice in critical writing. An introductory course in every sense, it will give you a good sense of the field of Comparative Literature as well as reading and writing skills useful in many other courses and



disciplines. Class Time: 40% lecture, 60% discussion

**CSCL 1501W Reading History: Theory and Practice**  
**4 credit(s); Meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive;**  
**Instructor:** STAFF

**Description:** CSCL 1501W Reading History: Theory and Practice 4 credits, meets Lib Ed req of Historical Perspective Core; meets Lib Ed req of Writing Intensive Instructor: STAFF  
**Description:** What is history - is it what we get on The History Channel, or is it something else? Who controls it, who decides what gets included and what's important? Why has history become such a hot political topic - textbooks in schools, for example? This course examines such questions, starting from two assumptions: (1) that history can have explanatory power--it can tell us why things got to be the way they are; but (2) that all history comes to us in a mediated way, that is, as a "text" that encodes someone's or some group's version of it. Small classes focus on reading a variety of texts "in" history - the Mall of America, a Nazi rally, a 17th century Dutch painting; "history on television," the representation of the human body, etc., as well as some critical theory "about" history, designed to help you think about its importance, its uses and abuses. Class Time: 40% lecture, 60% discussion

**CSCL 1921 Introduction to Film Study**  
**4 credit(s); Credit will not be granted if credit has been received for: ARTH 1921W; Meets CLE req of Arts/Humanities;**  
**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 3115 Cinema and Ideology**  
**4 credit(s); Meets CLE req of Arts/Humanities;**  
**Instructor:** Ganguly,Keya

**Description:** This is a course in film criticism and theories of ideology. Our concern will be to gain a critical perspective on the problem of ideology as it pertains to the cinema (rather than with the ideological content of films per se--though that too will be addressed). Theorizing issues of cinema and ideology requires that we have a shared understanding of (1) film form: how the technical apparatus of film functions to produce ideological understandings of the world; (2) film content: how ideology is inscribed in and through filmic narrative; and (3) film spectatorship: how (and whether) the ways that viewers are positioned to make sense of themselves and the world have implications for social relations at large (outside the cinema). Using formal, theoretical and interpretive arguments, we will attempt to formulate readings both of recurrent ideological themes in the cinema (such as: class conflict; corporate crime; political repression and conspiracy) as well as develop conceptual arguments about the nature of the cinematic image.

**CSCL 3172 Music as Discourse**  
**3 credit(s); Meets CLE req of Arts/Humanities;**  
**Instructor:** Leppert,Richard

**Description:** The real or imagined power of music (whether for evil or good), as well as its social uses, and its psychic and cultural meanings have been the subject of human reflection--and anxiety--from Plato to the present. This course will examine the ways in which music can be considered a "discursive practice," i.e., how music participates in the formation of social norms, as well as human consciousness, identities, and attitudes toward the self and others; how and for what purposes music is used; what (and who) distinguishes "music" from

"noise"; and why some musics are policed and censored. Two comments by the modern philosopher of music, Theodor Adorno, nicely frame what this course is about: "I believe in the strict knowability of music, because music is itself knowledge, and in its way very strict knowledge"; and "As soon as one starts to discuss music, one enters the realm of thought, and no power on earth has the right to silence this." Blues, country, r & b, punk, rock, jazz, opera, orchestral, and other musics.

**Style:** 70% Lecture, 20% Discussion, 10% Small Group Activities.

**Grading:** 25% mid exam, 25% final exam, 25% reports/papers, 25% additional semester exams. 3 exams (including final), each worth 25% of total grade + 1 paper (approximately 6 pp.)

**Exam Format:** principally essay

**CSCL 3173W The Rhetoric of Everyday Life**  
**3 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive;**

**Instructor:** Lekas,Michelle Yvonne

**Description:** "The Rhetoric of Everyday Life" (CSCL 3173W) is a fascinating course which examines the interface between, you guessed it, rhetoric and everyday life! We will work with units on critical theory, everyday experience, other lives, and ideology at the juncture. Texts include the novels RANDOM FAMILY and COLUMBINE (and possibly another), articles from Slavoj Zizek, Roland Barthes, Michel de Certeau, Jean Baudrillard, and more. Viewing will include reality television, LOVE ME IF YOU DARE, and one documentary. This is a writing intensive class, so there will be a unit on grammar and composition (it is actually interesting!), one 8-10 page paper (drafts required), one debate, and one solo project due in the 12th week of the term. Personal requirements for this class include the ability to participate in class and to work with others, as well as receptivity to new ideas. My office hours will take place on Mondays from 2:00 to 4:00, and you want to be sure that your schedule works with that time.

**CSCL 3173W The Rhetoric of Everyday Life**  
**3 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive;**

**Instructor:** Opitz,Andrew Michael

**Description:** It is a well-worn truism that we tend to overlook things that are at our feet or right under our noses. Close and familiar things are often invisible to us. For example, we engage in numerous everyday activities--we wake up at a certain time, eat breakfast, watch TV, drive to school or work, go shopping etc.--without thinking much, if at all, about the social meaning(s) of these behaviors. In this course we will work to rediscover the political and historical features of a number of important but largely overlooked everyday practices. This is an active-learning course that sets out to make sense of our lived experience and the history that surrounds it. By examining select literary, film, and television texts, as well as scholarly essays addressing key debates in rhetoric and cultural theory, we will explore the different and historically variable rules governing the quotidian rhythms of our day to day lives. Specifically, we will examine the rules of the workday, modern shopping/advertising practices, automobile cultures and our everyday interactions with communication and social networking technologies.

**Style:** 60% Lecture, 15% Film/Video, 25% Discussion.

**CSCL 3176 Oppositional Cinemas**  
**4 credit(s); Meets CLE req of Global Perspectives;**  
**Instructor:** Sweet,Paige

**Description:** The first question we will address pertains to the title of the course: cinema in opposition to what? The quick answer would define oppositional cinema as films (or filmmaking practices) that oppose classical Hollywood cinema or the conventions of mainstream filmmaking. As such, oppositional cinema might attempt to counter the formal and ideological dominance of Hollywood films, it may experiment with non-linear and anti-realist narrative, it might challenge cultural stereotypes, or it might challenge the material supports (financial or corporate structures) of filmmaking. The longer answer is one we will work out over the course of the semester by watching a range of films from various genres and regions of the world that approach this question from different angles. We will consider the films within

the historical, political, and technological contexts. In this respect, we will also study the cultural contexts out of which oppositional cinematic forms have emerged and to which they respond?those dealing with gender, race, sexuality, resistance to capitalism and imperialism, etc. In essence, the goal of this course is to expand our understanding of cinematic practices and the cultural functions of film.

#### CSCL 3177 On Television

**4 credit(s);**

**Instructor:** Labidi,Imed

**Description:** That the impact of television on our daily life, political views, and social habits is stronger than ever before is perhaps unarguably correct. Television, consumer society, and the culture of commercialism, as Benjamin would argue replaced the real world by representations of the real. Sustained with the rapid reproduction and replication of auditory and visual images, embedded messages, and manipulative advertising strategies, these simulations serve to validate ideas about culture, behavior, gender, race, class, and social interaction, while promoting commercial values. Hence, the purpose of this course is to use a variety of critical approaches to study mass media and address analytical questions such as: who owns the media? Who are the architects behind certain programs? What are their intentions? Has television been transformed into an elitist instrument of hegemony? And how does it manage to shape consciously or subconsciously our beliefs, attitudes, and understanding of abstract concepts such as beauty. Answers to these questions will help us understand how the role of television developed over time. Through the study of different formats of production, theories of spectatorship, and the alliance between television and the state we uncover certain how propagandist ideas are transmitted to legitimize discipline, obedience, and conformity and place them among the highest values in society. Readings: 50-100 pages Assignments: 3 Essays, 1 presentation, a final 8-page paper

#### CSCL 3177 On Television

**4 credit(s);**

**Instructor:** Hudecova,Eva Ruth

**Description:** It was the German theoretician Theodor Adorno who argued that the manner in which members of advanced industrial societies spent their "free time" had in fact nothing to do with relaxation and was only a way to keep the working citizen in a regular routine. Watching TV at night after a long days' work had no enjoyment in it. The TV-viewer did not 'collect' any food for thought or discussion. It was a bland, brainless activity that gave the worker the illusion of not having worked while in actuality being a mere extension of work. TV, with its own specific routine prepared the viewer for the routine of the coming day. These are the kinds of -- still widely believed -- reservations a course dealing with a critical examination of the current world of TV and TV criticism will have to face. Some of the examined questions will be: What is entertainment? What makes the private watching of TV in our living rooms TV different from other forms of entertainment? Is TV a useful escape from the world or is it a dangerous threat to the world? Or, is TV, as a key element of reality, filled with contradiction and struggle? TV mediates relationships, whether it is on the inter-personal level, between races, classes, or in our relationship to technology. It is constantly changing. It is the largest export of the USA. And, as many have argued, it is one of the most important nation-building factors in the USA. TV has made the private public in a way no other medium heretofore ever has. These are just a few of the reasons to build a critical vocabulary and develop a watchful eye towards something that takes up significant sections of the day for many of us.

#### CSCL 3178W Documentary Cinema: History and Politics

**4 credit(s); Meets CLE req of Writing Intensive;**

**Instructor:** Lekas,Michelle Yvonne

**Description:** This course will cover the theoretical history and development of documentary cinema, beginning with the question of how we define documentary as a genre and what, if anything, distinguishes non-fiction film from standard narrative cinema. Students will write one paper (8-10 pages: drafts

required), compose a documentary project, and take a multiple choice midterm and final. Participation is a necessary component to this course. Texts are from authors including Deleuze, Affron, Nichols and Renov. Films include MAN WITH A MOVIE CAMERA, PARADISE LOST, GRIZZLY MAN, WE LIVE IN PUBLIC, A LIFE WITHOUT PAIN, SENIORITA EXTRAVIADA, and BUS 174.

#### CSCL 3321W Theories of Culture

**3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive;**

**Instructor:** Stork,Benedict H

**Description:** "Theories of Culture" will engage some, though far from all, of the major approaches to the study of culture. We will read, discuss and analyze texts from a variety of discourses, including (but not limited to) philosophy, political economy, anthropology, literary theory, historiography, as well as cultural studies proper. More specifically, the course will negotiate this open terrain by following the paths called "Marxism" and "Psychoanalysis." In their attempt to analyze and change culture both Marx and Freud map the relationship of the individual subject and the social collective in at once overlapping and divergent ways. To be clear students will NOT be asked to dogmatically follow these routes but as two of the most prevalent, fruitful, and compelling conceptualizations of culture these fields serve as compasses for organizing our venture into theory. In addition, though we will read work from both Marx and Freud, we will work with many authors who are neither Freudian nor Marxist. The work for "Theories of Culture" is divided between reading and producing critical writing. These activities require hard conceptual work and repetition. As the course's primary methodology is textual analysis, students will need to reread (70-100pgs/wk)and rewrite multiple times (cf. writing intensive guidelines: 12 revised pages). No previous experience in cultural studies (or other particular discipline) is expected and the course takes as one of its fundamental precepts that theorizing culture is a practice that requires doing; though students may not begin with all of the requisite skills the course assumes they have the capacity to acquire them.

**Style:** 25% Lecture, 60% Discussion, 15% Small Group Activities.

**Grading:** 85% reports/papers, 5% attendance, 10% class participation.

#### CSCL 3331 Science and Culture

**3 credit(s);**

**Instructor:** Brown Jr,Robert L

**Description:** Driving to my doctor, I passed a health-food store advertising shark cartilage to 'rebuild damaged joints.' Doctor Mike said 'eating dead sharks won't fix your knee.' That night, as research, I attended a Charismatic healing service at which people threw away crutches and walked. Each of these 'medical events' involved money-exchange; each assumed a theory of the body. My doctor works from 'normal science'; the health food store from 'alternative medicine'; Reverend Bob Larson from 'faith.' The narratives supporting these three 'theories' of human nature are contradictory, each with a definable history, each setting relations to knowledge, politics, economics and their supporting discourses. How do the different discourses of 'science' and 'the humanities' construct human nature, the societies we inhabit, and the consciousness through which we encounter our worlds? How do the different histories behind our conceptions help us understand how we got our political, religious and scientific beliefs, our sense of what's logical, natural and believable? We'll read central works in science and the humanities to support 'case studies' of conflict over human nature and society: issues of drugs (legal and illegal) and 'conditions'; climate change and the public relations of science; food, bodies and the economy. Scientists, social theorists and anyone interested, all welcome. No special background assumed. This course takes on the Big Questions.

**Style:** 10% Lecture, 30% Discussion, 40% Small Group Activities, 10% Student Presentation, 10% Web Based. Active learning at all times; every effort made never to bore any of us. 'Anyone? Bueller?', Bueller?'--Not.

**Grading:** 20% reports/papers, 45% special projects, 5% class

participation, 30% other evaluation. Blog mediated; many small, defined projects; active group work and presentations--do what we ask, and you'll do well.

**CSCL 3361 Visions of Nature: The Natural World and Political Thought**

**3 credit(s); Credit will not be granted if credit has been received for: EEB 3361; Meets CLE req of Environment;**

**Instructor:** Opitz, Andrew Michael

**Description:** This course will examine the origins and the historical evolution of our modern understanding of the natural world. How do we imagine nature, and do other cultures (past and present) imagine it differently? Where exactly did our current understanding of the natural world come from, and where does it seem to be heading in the future? In asking these questions, we will also explore how different visions of nature (nature as God's creation, nature as a mechanical structure, nature as a complex ecosystem, human nature etc.) have shaped our approach to politics, economics and government. Students will examine a mix of biology, political philosophy, literature, film and cultural theory texts as part of a course of study designed to investigate where, why and how politics and nature intersect in our world today. Readings will likely include works by Thomas Aquinas, Thomas Jefferson, Rousseau, Mary Shelley, Charles Darwin, Karl Marx, Rachel Carson, Stephen Jay Gould and others. Screenings may include Frankenstein (1931) and Godzilla (1954) as well as other films that explore the relationship between nature and politics.

**Style:** 50% Lecture, 20% Film/Video, 30% Discussion.

**CSCL 3456W Sexuality and Culture**

**3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive;**

**Instructor:** Labidi, Imed

**Description:** Anchored in Postcolonial, psychoanalysis, and feminist theories, this course engages the dialectics of sexuality and power and the way cultural forms as texts and images represent, express, and capture the constructions of sexuality. Concepts such as biopolitics, masculinity, femininity, gender, and sexual difference are central topics in the course's debate. Moving between political discourse, theoretical texts, and media essentialist notions, we interrogate the (in)visible cultural structures that dictate popular understanding of sexual roles and contest the amorphous conceptualization of race and sexuality. In particular, our discussion places extraordinary emphasis on the political intersection of race, sexuality, and violence. What does it mean to mark some people with excessive sexual appetite and stigmatize others as sexual predators that must be contained? When politicized, how does sexualizing/de-sexualizing facilitate the marginalization of "Others"? Can sexuality serve the purposes of domination? And how does sexual violence become an interrogation technique? We seek to answer these questions through the careful study of influential thinkers such as Bell Hooks, Judith Butler, Frantz Fanon, Michel Foucault, and Sigmund Freud among others. Readings 50-75 pages a week Assignments: 3 essays, 1 presentation, 1 final 8 page paper Attendance is a must

**CSCL 3456W Sexuality and Culture**

**3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive;**

**Instructor:** August, Tim

**Description:** This course examines the historical construction of our two central terms: sexuality and culture. The goal is not to gain a comprehensive overview of all sexualities and cultures, but rather to show how each term defines and pushes against the other to create social order. We will investigate how struggles over binaries like: homo/hetero, natural/unnatural, normal/deviant, bio-function/pleasure, have been articulated in theory, literature, cinema and politics. While doing this work it should become clear that sexuality is crucial to how race, gender, class, and colonialism are imagined. Possible texts include works by Michel Foucault, Sigmund Freud, Richard Fung, Andre Gide, bell hooks, Jasbir Puar, Monique Truong, Jeffrey Weeks, Monique Wittig, among others. This is a writing intensive course and as such you will be required to write two three-page close reading assignments, one six to nine-page final

essay, as well as contribute to a peer-to-peer writing workshop. Class time will be discussion-based so attendance and participation are mandatory.

**Style:** 25% Lecture, 60% Discussion, 15% Small Group Activities.

**Grading:** 55% reports/papers, 10% quizzes, 10% in-class presentation, 25% class participation.

**CSCL 3458W The Body and the Politics of Representation**

**3 credit(s); Meets CLE req of Writing Intensive;**

**Instructor:** Gasterland-Gustafsson, Gretchen

**Description:** We will in this course investigate the history of representations of the human body, primarily Western European representations from about 1500 to the present, and later American representations. What are the roles and positions that the body has occupied in Western thought, philosophy and cultural practice and why have certain positions attained a privileged status over others? How has the corporeal body been shaped, formed molded, and adorned to conform to the changing historical demands and ideals of society? What is the experience of embodiment in these given cultural contexts? We will address these questions to a wide range of materials including visual art in the forms of film, photography, performance, installations, oil paintings, and sculptures, as well as literary representations. In order to facilitate discussion and enhance class participation, every week a group of students will be responsible for a 20 minute presentation designed in conjunction with the instructor to both add to and compliment the materials examined that week. Other requirements are short weekly response papers, a midterm essay, and a final paper and presentation.

**CSCL 3461 Monsters, Robots, Cyborgs**

**3 credit(s); Meets CLE req of Literature;**

**Instructor:** Dooghan, Daniel M

**Description:** What do Beowulf, Frankenstein, Dracula, I Robot, Neuromancer, Blade Runner and The Terminator have in common? You'll see them all in Monsters, Robots, Cyborgs! This class will examine how humanity portrays these and other fantastic figures and to what ends we put them. Our investigation will cover the topic in its historical, cultural, and philosophical dimensions. We will look at materials ranging from literary portrayals of the monster to the challenges to bioethics posed by cybernetic implants. By the end of the course, students will have the tools to explain the pervasive influence of these supposedly fictional creatures on political debate, international relations, and medical research. The course would be especially good preparation for students interested in medical ethics, global development, or cultural studies. The monster does not think itself monstrous; that is the prerogative of the normal. But what then defines the normal? Notoriously elusive, we know the normal when we see it, but again we are faced with the question of how we know. In the search for the normal, the monster is a most helpful guide, for it serves as the foil to the normal. By inventing or naming monsters, we can define the normal by contrast: it is what the monstrous isn't. An examination of monstrosity in any given setting can tell us much about what the inventors of those monsters feared as threats to their perceived normalcy. Like the monster, the robot calls into question the nature of the normal human. Is the robot a cruel parody of humanity, reducing us to our most basic, mechanistic aspects? Or is it a sign of our mastery over nature, as we create servants in our image? The cyborg takes this question even further, demanding that we acknowledge our inseparability from technology, and how powerless we are without it. These creatures are not limited to fantasy, science fiction, and horror, but have a contemporary, real existence. They shape how we define both ourselves in relation to others, and humanity itself.

**CSCL 3910 Topics in Cultural Studies and Comparative**

**Literature: The Worker in Art, Politics & Philosophy**

**3 credit(s), max credits 24, 8 completions allowed;**

**Instructor:** Rothe, Matthias

**Description:** Student may contact the instructor or department for information.

**CSCL 3979 Issues in Cultural Pluralism**

**3 credit(s);****Instructor:** Hudecova,Eva Ruth

**Description:** The phrase "cultural pluralism" encompasses a wide range of issues; it addresses the more literal pluralism of groups formed according to races, ethnicities and religious affiliations. Cultural pluralism, however, can also be found in groups which are harder to delineate; these groups are based on ideas and opinions regarding politics, education, or the exercise of power. The rules governing the creation and functioning of such groups are often left unexamined. This class will ask questions such as: How does power flow through the decision-making and group-forming actions of individuals? Who creates it, who destroys it? What do we mean when we talk about culture? Is this term imbued with value-judgments, and if so, what do these judgments mean? What is high culture, what is middle-brow, what is low culture? What does culture have to do with identity? Is multiculturalism what societies should strive for, or is it assimilation? We will facilitate our discussions by close readings of major thinkers such as Nietzsche, Freud and Foucault. We will also examine topics such as fandom, postmodernism, postcolonialism and TV news. There will be one midterm and one final test, along with one essay and several small quizzes.

**CSSL 5256W Suburbia****3 credit(s); Meets CLE req of Writing Intensive;****Instructor:** Archer,John

**Description:** In contrast to the stereotypical portrayal of suburbs as monotonous and banal, suburbia is a complex and diverse part of the American cultural landscape. It is a physical and cultural terrain that embodies many of America's most cherished ideals, yet consistently it is blamed for much of what is wrong with the country. "Suburbia" remains a term that defies simple definition--historically, geographically, politically, demographically, or architecturally. This course examines the historical circumstances that gave rise to modern suburbia as we know it, beginning in 18th century England and continuing to the present day, with the greatest emphasis on the United States. Among the central issues for examination are: changes in domesticity, family, technology, transportation, design, planning, politics, and economy. Equally important is analysis of ways in which suburbia has served to alter the balance in American society of high, low, and popular culture, of politics, of economy, of work, of family, of race and gender, and of domesticity. The course examines specific sites and designs, as well as representations of suburbia in such media as film, television, advertising, popular literature, and music. Lectures and readings are organized around such topics as: suburbia in music and film; house, yard, and neighborhood; the American Dream, family and domesticity; automobile culture; edge cities, new urbanism and sprawl. ---(Note: the next offering of this course will not be until Fall 2013 or Spring 2014.)

**Style:** 100% Lecture.**Grading:** 25% mid exam, 30% final exam, 45% reports/papers.**Exam Format:** short- and long-answer essay**CSSL 5555 Introduction to Semiotics****3 credit(s);****Instructor:** Pepper,Thomas Adam

**Description:** This course is a rigorous introduction to the thought of the sign during this last century. The emphasis is on the word "thought", that is to say, on the way in which semiotics, far from being an isolated discipline, is essentially related to all its neighbors, including: anthropology, feminism, linguistics, literature, marxism, philosophy, psychoanalysis. Readings include: Althusser, Austin, Barthes, Borges, Deleuze, Derrida, Eichenbaum, Foucault, Freud, Jakobson, Kristeva, Mitchell and Rose, Lacan, Levinas, Levi-Strauss, Lotman, Peirce, Saussure, Shklovsky, Wimsatt and Beardsley, Winnicott.

**Style:** 70% Lecture, 30% Discussion.**Grading:** 70% reports/papers, 10% in-class presentation, 20% class participation.**Exam Format:** Paper**CSSL 5910 Topics in Cultural Studies and Comparative****Literature: Theories of the Other****3 credit(s), max credits 24, 8 completions allowed;****Instructor:** Ganguly,Keya

**Description:** This course presents an interdisciplinary exploration of alterity and representation. It addresses themes of otherness and difference in the disciplines of philosophy, history, cinema, and literature. We will examine the strategies by which demarcations between Self and Other and corollary distinctions between high/low, First World/Third World, local/global, and masculine/feminine, are produced and deployed in various discursive formations. Readings will (1) take up the question of how the Other is imagined and constituted by Western forms of knowledge production; and (2) examine the possibilities for the Other's reformulation of dominant ideas about historical and political subjectivity. (Lecture-discussion; two papers; some familiarity with basic semiotic concepts and vocabulary is assumed.)

**CSSL 5910 Topics in Cultural Studies and Comparative****Literature: Work of Translation: Theory, Function and Practice****3 credit(s), max credits 24, 8 completions allowed;****Instructor:** Allen,Joseph R

**Description:** This course is a review of the issues surrounding translation, including theories of representation, ideological work, as well as actual practice. The course is structured around a series of readings and discussion of both historical and contemporary writing on translation?Lawrence Venuti's Translation Studies Reader is the base text. While most of the readings center on the theory and particulars of literary translation, students will be encouraged to explore other manifestations of translation as a historical, cultural or aesthetic issue. Along with those interested in languages and literature, students in disciplines such as creative writing, performance, and the plastic arts are also welcomed. You should be native or near-native speaker of English, as well as an advanced speaker/reader of at least one other language, either classical or vernacular.

**CSSL 5910 Topics in Cultural Studies and Comparative****Literature: Masters of Cinema: Ophuls and Renoir****3 credit(s), max credits 24, 8 completions allowed;****Instructor:** Bizri,Hisham M.

**Description:** The course will focus on the films of French filmmaker Jean Renoir and German-born filmmaker Max Ophuls. We will study their filmmaking philosophies and methods and how these shaped and were shaped by the cultural, historical, artistic, and political changes that took place in Europe and the United States.

## Curriculum and Instruction

### 145 Peik Hall

**CI 1001 Introduction to the Elementary School****A-F only, 3 credit(s);****Instructor:** Hansen,Sarah Elizabeth**Description:** Student may contact the instructor or department for information.**CI 1001 Introduction to the Elementary School****A-F only, 3 credit(s);****Instructor:** DeLapp,Peggy Reed

**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.

**Style:** 30% Lecture, 40% Discussion, 15% Laboratory. small group projects**Grading:** 13% mid exam, 25% final exam, 32% reports/papers, 15% special projects, 15% class participation. Course includes group projects

**Exam Format:** Multiple choice, short answer

**CI 1903 Freshman Seminar: Citizenship and Public Ethics**  
**3 credit(s), max credits 6; prereq Fr; Meets CLE req of Civic Life and Ethics;**

**Instructor:** Englund,Lynn A.

**Description:** Students in this class look at historic and contemporary examples of intentional communities to see what ideals for social change motivated their formation. Students also discuss the communities in which they participate to think about what it is to bring intention to what we do. And we create an intentional community within our classroom where people get to know each other and share stories from their experience and comment on readings and videos. There are four reflective essays and a final paper, but no tests or exams.

**Style:** 10% Film/Video, 65% Discussion, 10% Small Group Activities, 10% Student Presentation, 5% Guest Speakers.

Students share stories from their experience to help connect course concepts to lived experience of family and community life.

**Grading:** 15% reports/papers, 40% reflection paper, 5% in-class presentation, 40% class participation. On-time class attendance and in class participation is important. Participation includes listening attentively to others and being prepared to share your response to readings and videos

**Exam Format:** No exams.

**CI 1911 Ethics, Wealth, and Education in a Democracy**

**A-F only, 3 credit(s);**

**Instructor:** Christie,Hk

**Description:** Student may contact the instructor or department for information.

**CI 2311W Introduction to Technology and Ethics in Society**  
**3 credit(s); prereq credit will not be granted if credit already received for: WHRE 3011W or CI 3311W; Credit will not be granted if credit has been received for: CI 4311W; Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive;**

**Instructor:** Knapp,Wendy M

**Description:** Student may contact the instructor or department for information.

**CI 2311W Introduction to Technology and Ethics in Society**  
**3 credit(s); prereq credit will not be granted if credit already received for: WHRE 3011W or CI 3311W; Credit will not be granted if credit has been received for: CI 4311W; Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive;**

**Instructor:** Feyissa,Solen Desalegn

**Description:** Student may contact the instructor or department for information.

**CI 2312 Sex, Drugs, and the Internet: Educational Perspectives**  
**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: CI 4312; Meets CLE req of Technology and Society;**

**Instructor:** Pazurek,Angelica

**Description:** This discussion-based course is designed as an introductory exploration of the current dangers lurking on the Internet, particularly for children, and those which could potentially arise with future developments and innovations. A humanitarian perspective will provide the lens by which we will examine universal concerns and explore strategies and measures we can take in the community as well as in educational institutions to combat these dangers. As we investigate the impact of online technologies within educational environments, we will also focus our attention on their potential for teaching and learning. All topics will be introduced and discussed in terms of current educational practices.

**CI 3001 Survey of Art Activities**

**A-F only, 2 credit(s);**

**Instructor:** Delisle,Heather A

**Description:** Student may contact the instructor or department for information.

**CI 3001 Survey of Art Activities**

**A-F only, 2 credit(s);**

**Instructor:** Johnson,Jeremy L

**Description:** Student may contact the instructor or department for information.

**CI 3150 Special Topics: Education and Society**

**1-6 credit(s), max credits 6, 1 completion allowed;**

**Instructor:** Chhuon,Vichet

**Description:** Student may contact the instructor or department for information.

**CI 3211 Introduction to Elementary Teaching**

**A-F only, 3 credit(s); prereq [Elementary ed or early childhood ed foundations major], concurrent practicum experience;**

**Instructor:** Byrn,Katherine Margaret

**Description:** Student may contact the instructor or department for information.

**CI 3211 Introduction to Elementary Teaching**

**A-F only, 3 credit(s); prereq [Elementary ed or early childhood ed foundations major], concurrent practicum experience;**

**Instructor:** DeLapp,Peggy Reed

**Description:** Student may contact the instructor or department for information.

**CI 3212 Practicum: Elementary Teaching**

**S-N only, 2 credit(s); prereq Concurrent registration is required (or allowed) in 5111, [elementary education foundations or early childhood foundations] major;**

**Instructor:** Johnson,Lisa Ann

**Description:** Student may contact the instructor or department for information.

**CI 3283 Practicum: Special Education K-6**

**S-N only, 2 credit(s); prereq Concurrent registration is required (or allowed) in EDPSY 5613, Concurrent registration is required (or allowed) in EDPSY 5616, elementary education: foundations major;**

**Instructor:** Fautsch-Patridge,Terri

**Description:** Student may contact the instructor or department for information.

**CI 3401 Diversity in Children's Literature**

**A-F only, 3 credit(s); prereq Jr or sr or instr consent ;**

**Instructor:** Galda,Lee

**Description:** Classic/contemporary books for children in all genres, created by authors/illustrators. Research in transactional theory. Cultural authenticity. Reading, discussion, group activities, interactive lectures, projects.

**CI 3401 Diversity in Children's Literature**

**A-F only, 3 credit(s); prereq Jr or sr or instr consent ;**

**Instructor:** Causey,Lauren L

**Description:** Student may contact the instructor or department for information.

**CI 3401 Diversity in Children's Literature**

**A-F only, 3 credit(s); prereq Jr or sr or instr consent ;**

**Instructor:** Laster,Lori A

**Description:** Student may contact the instructor or department for information.

**CI 4311W Technology and Ethics in Society**

**3 credit(s); prereq credit will not be granted if credit already received for: CI 5311, WHRE 5011W; Credit will not be granted if credit has been received for: CI 2311W; Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive;**

**Instructor:** Knapp,Wendy M

**Description:** Student may contact the instructor or department for information.

**CI 4311W Technology and Ethics in Society**  
**3 credit(s); prereq credit will not be granted if credit already received for: CI 5311, WHRE 5011W; Credit will not be granted if credit has been received for: CI 2311W; Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive;**  
**Instructor:** Feyissa,Solen Desalegn  
**Description:** Student may contact the instructor or department for information.

**CI 4312 Sex, Drugs, and the Internet: Educational Perspectives**  
**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: CI 2312; Meets CLE req of Technology and Society;**  
**Instructor:** Pazurek,Angelica  
**Description:** This discussion-based course is designed as a critique and analysis of the current dangers lurking on the Internet, particularly for children, and those which could potentially arise with future developments and innovations. A humanitarian perspective will provide the lens by which we will examine universal concerns and explore strategies and measures we can take in the community as well as in educational institutions to combat these dangers. As we investigate the impact of online technologies within educational environments, we will also focus our attention on their potential for teaching and learning. All topics will be introduced and discussed in terms of current educational practices.

**CI 4413 Practicum: Working With Developing Readers**  
**S-N only, 2 credit(s); prereq 5413, elementary education foundations major;**  
**Instructor:** Frederick,Amy Rae  
**Description:** Student may contact the instructor or department for information.

**CI 4413 Practicum: Working With Developing Readers**  
**S-N only, 2 credit(s); prereq 5413, elementary education foundations major;**  
**Instructor:** Israelson,Madeleine Sarah Heins  
**Description:** CI 4413 - Practicum: Working with Developing Readers Course Description This is a field-based practicum for undergraduates and preservice teachers (PTs) who are enrolled in the required reading development course, CI 5413. PTs are expected to apply learning from their university course to working with developing readers. Course instructors will provide PTs with specific assignment to be completed in the practicum. Course Goals/Objectives Upon completion of this course each student will have demonstrated knowledge of, or competency in, the following: Preservice teachers (PTs) will learn how to use data to improve instruction and drive a cycle of continuous learning for students. PTs will complete specific assignments?based on content learned in CI 5413 & CI 4413 ? with K-6 students in a field setting or with case study materials. PTs are expected to apply learning from their university course to working with developing readers in a rigorous, practicum/clinical experience with K-6 learners from a variety of backgrounds including high-poverty students in high-need schools. PTs will observe and work with several K-6 students (one-on-one) at various grade levels during reading lessons; PTs will also observe particular classrooms to see a range of learners and how teachers adapt instruction. PTs will work with classroom teachers during the field-based practicum and design their work with K-6 students to fit the needs of the classroom teacher.

**CI 4413 Practicum: Working With Developing Readers**  
**S-N only, 2 credit(s); prereq 5413, elementary education foundations major;**  
**Instructor:** Mahowald,Megan Catherine  
**Description:** Student may contact the instructor or department for information.

**CI 5008 Theory and Practice of Teaching Art in Elementary Schools**  
**A-F only, 1-2 credit(s), max credits 3, 1 completion allowed;**  
**Instructor:** Delisle,Heather A  
**Description:** Art concepts, skills, and processes appropriate for

elementary school. Methods of art instruction. Children's production of/responses to art.

**CI 5008 Theory and Practice of Teaching Art in Elementary Schools**  
**A-F only, 1-2 credit(s), max credits 3, 1 completion allowed;**  
**Instructor:** Johnson,Jeremy L  
**Description:** Student may contact the instructor or department for information.

**CI 5008 Theory and Practice of Teaching Art in Elementary Schools**  
**A-F only, 1-2 credit(s), max credits 3, 1 completion allowed;**  
**Instructor:** Bequette,James W  
**Description:** Student may contact the instructor or department for information.

**CI 5050 Issues in Art Education**  
**2 credit(s), max credits 12, 12 completions allowed;**  
**Instructor:** Clover,Faith M.  
**Description:** Student may contact the instructor or department for information.

**CI 5097 Student Teaching in Art Education**  
**S-N only, 8 credit(s); prereq Licensure student in art ed;**  
**Instructor:** STAFF  
**Description:** Observation of, participation in, and supervisory experiences with various types and levels of art classes.

**CI 5145 Critical Pedagogy**  
**A-F only, 3 credit(s);**  
**Instructor:** Lensmire,Timothy J.  
**Description:** Dominant groups determine dominant meanings, but not without a struggle, and never once and for all. The educational and political project of critical pedagogy is exactly to enable students to engage in this struggle over meaning?in solidarity with the wretched of the earth; in the name of social justice, equality, and democratic community; and in preparation for and as part of transformative social action. This seminar explores critical pedagogy?not as a single or finished thing, but as a multivocal and unfinalizable word about how we might live and teach and learn together. We begin with two attempts to name critical pedagogy, by Freire and Kincheloe. Then, we extend and interrogate our understandings of critical pedagogy by reading the work of educators and scholars who draw on various critical perspectives?including indigenous, environmental, feminist, and postmodern?to imagine and practice a worthy pedagogy. Finally, we complicate and revise our developing conceptions of critical pedagogy, again, as we work with texts and films chosen by members of the class.

**CI 5155 Contemporary Approaches to Curriculum: Instruction and Assessment**  
**A-F only, 3 credit(s); prereq Grad students only;**  
**Instructor:** Casey,Zachary Anders  
**Description:** Student may contact the instructor or department for information.

**CI 5177 Practical Research**  
**A-F only, 3 credit(s); prereq CI MEd student, or CI or EdPA Teacher Leadership MEd student;**  
**Instructor:** STAFF  
**Description:** Preparation for identifying a research and development topic, reviewing the existing knowledge on the topic, planning and carrying out a project, further investigating the topics, and writing a report on the project.

**CI 5181 Clinical Experience in Elementary School Teaching**  
**S-N only, 2-8 credit(s), max credits 16, 3 completions allowed; prereq Foundations of education and elem ed initial licensure only;**  
**Instructor:** Olson,Judith Martha  
**Description:** Student may contact the instructor or department for information.

**CI 5181 Clinical Experience in Elementary School Teaching  
S-N only, 2-8 credit(s), max credits 16, 3 completions allowed; prereq Foundations of education and elem ed initial licensure only;****Instructor:** Carlson,Ann Ruhl**Description:** Students spend full days in the elementary classroom gradually assuming responsibility for teaching the class. Students prepare a portfolio based on criteria given. One seminar per week.**CI 5183 Applying Instructional Methods in the Elementary Classroom****S-N only, 1-2 credit(s), max credits 8, 4 completions allowed; prereq Foundations of ed major or elem ed initial licensure only;****Instructor:** Peterson,Debra Stevens**Description:** Student may contact the instructor or department for information.**CI 5183 Applying Instructional Methods in the Elementary Classroom****S-N only, 1-2 credit(s), max credits 8, 4 completions allowed; prereq Foundations of ed major or elem ed initial licensure only;****Instructor:** Jacobson,Mary J.**Description:** Supervised experience in elementary classrooms.**CI 5183 Applying Instructional Methods in the Elementary Classroom****S-N only, 1-2 credit(s), max credits 8, 4 completions allowed; prereq Foundations of ed major or elem ed initial licensure only;****Instructor:** Winkelaar,Jessica**Description:** Student may contact the instructor or department for information.**CI 5183 Applying Instructional Methods in the Elementary Classroom****S-N only, 1-2 credit(s), max credits 8, 4 completions allowed; prereq Foundations of ed major or elem ed initial licensure only;****Instructor:** Boehm,Eva Lynn**Description:** Student may contact the instructor or department for information.**CI 5183 Applying Instructional Methods in the Elementary Classroom****S-N only, 1-2 credit(s), max credits 8, 4 completions allowed; prereq Foundations of ed major or elem ed initial licensure only;****Instructor:** Nichols-Besel,Kristen M**Description:** Student may contact the instructor or department for information.**CI 5186 School-Related Projects****A-F only, 1-4 credit(s), max credits 4, 1 completion allowed; prereq MEd student;****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****S-N only, 2-3 credit(s), max credits 3, 1 completion allowed; prereq MEd student in elem or early childhood ed;****Instructor:** STAFF**Description:** Elementary school classroom teaching project designed to improve specific teaching skills. Approved and directed by advisor.**CI 5190 Directed Individual Study in Curriculum and Instruction****1-6 credit(s), max credits 12, 12 completions allowed; prereq****Grad student, instr consent ;****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 5300 Teaching Introductory Computer Concepts and Skills  
A-F only, 1-3 credit(s), max credits 3, 1 completion allowed; prereq credit will not be granted if credit already received for: BIE 5463;****Instructor:** Cherry,Jennifer E**Description:****Style:** 25% Lecture, 25% Discussion, 25% Small Group Activities, 10% Student Presentation, 5% Demonstration, 10% Guest Speakers.**Grading:** 20% mid exam, 20% final exam, 20% reports/papers, 20% special projects, 20% in-class presentation.**CI 5303 Data Analysis and Information Design for Business and Education****3 credit(s); prereq credit will not be granted if credit already received for: BIE 5013;****Instructor:** Horazdovsky PhD,Jerry Edward**Description:** Student may contact the instructor or department for information.**CI 5304 Data Management for Online Integration****3 credit(s); prereq credit will not be granted if credit already received for: BIE 5014;****Instructor:** Roggenkamp,Joel D**Description:** Student may contact the instructor or department for information.**CI 5323 Online Learning Communities****A-F only, 3 credit(s);****Instructor:** Scharber,Cassie Marie**Description:** Student may contact the instructor or department for information.**CI 5361 Teaching and Learning with the Internet****3 credit(s); prereq credit will not be granted if credit already received for: BIE 5662;****Instructor:** Donna,Joel Dominic**Description:** Student may contact the instructor or department for information.**CI 5390 Learning Technologies Field Experiences****S-N only, 1-3 credit(s), max credits 3, 3 completions allowed; prereq Students in teachers of****computers/keyboarding/related technology applications additional licensure program;****Instructor:** Cherry,Jennifer E**Description:** Student may contact the instructor or department for information.**CI 5403 Creative Writing For and By Children****A-F only, 3 credit(s); prereq Children's lit course or instr consent ;****Instructor:** Galda,Lee**Description:** Does the word "poetry" fill you with delight or dread? In either case, CI 5403, Creative Writing for and by Children, Spring 2011, with a focus on poetry for children, grades K-8, is just what you need. During the course of the semester we will discuss teaching writing K-8, read and discuss a great deal of poetry written for children (and some by children), write a lot ourselves, and talk specifically about reading and writing poetry with K-8 students. Join us if you are interested in writing WITH or FOR children.**CI 5410 Special Topics in the Teaching of Literacy: Gender Construction Children's and Adolescent Lit****3 credit(s), max credits 12, 12 completions allowed;****Instructor:** Brendler,Beth**Description:** Student may contact the instructor or department for information.**CI 5410 Special Topics in the Teaching of Literacy****3 credit(s), max credits 12, 12 completions allowed;**

**Instructor:** Swiss,Thom

**Description:** This course is taught using a combination of on-campus meetings and workshops (4 weeks) and online meetings and workshops (10 weeks). Interested in thinking about creative writing in the classroom and in the community? And learning how to teach poetry and fiction? And developing your own assignments for students and others? And trying your own hand at creative writing? This course will focus on these topics -- with readings, examples of creative writing, some of your own creative writing, and so on. You will learn how to 'workshop' creative writing, improve others work (and your own), make assignments and encourage writing in general. Thom Swiss is a poet and Professor of Culture and Teaching. His many books include volumes of poems such as ROUGH CUT (U. of Illinois Press), and volumes of criticism on topics that range from new media writing to the global impact of Bob Dylan's work.  
<[http://en.wikipedia.org/wiki/Thomas\\_Swiss](http://en.wikipedia.org/wiki/Thomas_Swiss)>

**Style:** 10% Lecture, 50% Discussion, 30% Small Group Activities, 10% Student Presentation.

**Grading:** NO exams. Written work, evaluation, workshops, small groups, participation.

**Description:** Curricular/methodological issues in teaching of reading. Reading/orthographic processes, strategy instruction for word recognition/comprehension, authentic assessment strategies, and teaching diverse students.

**CI 5425 Reading Instruction in the Elementary Grades A-F only, 3 credit(s); prereq [Elementary or early childhood] licensure student;**

**Instructor:** Jacobson,Mary J.

**Description:** Curricular/methodological issues in teaching of reading. Reading/orthographic processes, strategy instruction for word recognition/comprehension, authentic assessment strategies, and teaching diverse students.

**CI 5425 Reading Instruction in the Elementary Grades A-F only, 3 credit(s); prereq [Elementary or early childhood] licensure student;**

**Instructor:** Boehm,Eva Lynn

**Description:** Student may contact the instructor or department for information.

**CI 5426 Language Arts Instruction in the Elementary Grades A-F only, 3 credit(s); prereq Elementary or early childhood licensure student;**

**Instructor:** Peterson,Debra Stevens

**Description:** Curricular/methodological issues of language arts. Oral language development, response to literature, writing processes, authentic assessment strategies. Teaching diverse students.

**CI 5426 Language Arts Instruction in the Elementary Grades A-F only, 3 credit(s); prereq Elementary or early childhood licensure student;**

**Instructor:** Rapport,Rebecca T

**Description:** Student may contact the instructor or department for information.

**CI 5426 Language Arts Instruction in the Elementary Grades A-F only, 3 credit(s); prereq Elementary or early childhood licensure student;**

**Instructor:** Jacobson,Mary J.

**Description:** Student may contact the instructor or department for information.

**CI 5433 Instructional Leadership in Reading for the Middle and Secondary Grades**

**A-F only, 3 credit(s); prereq 5432;**

**Instructor:** Rummel,Andrew Michael

**Description:** Student may contact the instructor or department for information.

**CI 5435 Instructional Leadership in Preventing Reading Difficulties**

**A-F only, 3 credit(s); prereq 5434;**

**Instructor:** Coffino,Kara Lee

**Description:** Student may contact the instructor or department for information.

**CI 5452 Reading in the Content Areas for Initial Licensure Candidates**

**A-F only, 1-2 credit(s), max credits 2, 1 completion allowed; prereq Enrolled in Initial Licensure Program, concurrent enrollment in licensure area methods course(s), Internet access, basic understanding of [computer use, Web browsers, e-mail, word-processing software];**

**Instructor:** Kolb,Christopher L

**Description:** Student may contact the instructor or department for information.

**CI 5452 Reading in the Content Areas for Initial Licensure Candidates**

**A-F only, 1-2 credit(s), max credits 2, 1 completion allowed; prereq Enrolled in Initial Licensure Program, concurrent enrollment in licensure area methods course(s), Internet access, basic understanding of [computer use, Web**

**CI 5413 Foundations of Reading**

**A-F only, 3 credit(s);**

**Instructor:** Frederick,Amy Rae

**Description:** Student may contact the instructor or department for information.

**CI 5413 Foundations of Reading**

**A-F only, 3 credit(s);**

**Instructor:** Israelson,Madeleine Sarah Heins

**Description:** CI 5413 FOUNDATIONS OF READING Course Description The course is designed to acquaint future pre K -6 preservice teachers (PTs) with how reading develops and how assessments can be used to understand typical and struggling readers. PTs will learn about the foundations of reading processes, including phonemic awareness, phonics, fluency, vocabulary development, comprehension, and students' motivation to read. In later coursework, PTs will learn about specific instructional techniques and their application. This course also involves tutoring individual children in reading and other literacy practices. Course Goals/Objectives Upon completion of this course each student will have demonstrated knowledge of, or competency in, the following: The Minnesota reading standards for early childhood/elementary teachers and the Minnesota Statute 122A.06, Subdivision 4, (see statement after course calendar and grading procedures). Theoretical frameworks that undergird the process of reading and its development, including language and linguistic foundations and how oral language is related to facility with written language. Research on reading processes used to inform teachers' understanding of reading and students' literacy learning. Research on comparisons between traditional print literacies and digital media and literacies. Research on motivation and engagement and its importance for K-6 learners. Research undergirding the development of comprehensive and balanced K-6 curriculum in reading, and what this instruction looks like. Approaches to assessment and types of reading assessment tools used to establish reading proficiency and engagement.

**CI 5413 Foundations of Reading**

**A-F only, 3 credit(s);**

**Instructor:** Mahowald,Megan Catherine

**Description:** Student may contact the instructor or department for information.

**CI 5422 Teaching Writing in Schools**

**A-F only, 3 credit(s);**

**Instructor:** Lensmire,Timothy J.

**Description:** Theory/practice of teaching writing in schools. How race, gender, and social class impact teaching/learning.

**CI 5425 Reading Instruction in the Elementary Grades**

**A-F only, 3 credit(s); prereq [Elementary or early childhood] licensure student;**

**Instructor:** Peterson,Debra Stevens



- browsers, e-mail, word-processing software];  
**Instructor:** Biggs,Brad  
**Description:** Web-based course for content disciplines whose primary responsibility is to foster students' reading related to learning from text.
- CI 5461 Teaching Composition in the Secondary School**  
**A-F only, 2 credit(s);**  
**Instructor:** Lybeck,Rick Jason  
**Description:** Student may contact the instructor or department for information.
- CI 5481 Developments in Teaching English and Speech**  
**A-F only, 3 credit(s);**  
**Instructor:** Pyscher,Tracey Michelle  
**Description:** Current theories of English/speech curriculum. Teaching oral language. Organizing curriculum. Linking components of English/speech curriculum. Reflecting on pre-student-teaching experience.
- CI 5496 Directed Experiences in Teaching English**  
**S-N only, 8 credit(s); prereq MEd/initial licensure students in English ed only;**  
**Instructor:** STAFF  
**Description:** Student teaching/clinical experience for English post-baccalaureate students only.
- CI 5501 Teaching Science and Health in the Elementary School**  
**A-F only, 2 credit(s); prereq Elem ed initial licensure only;**  
**Instructor:** Ryan,Mark  
**Description:** Student may contact the instructor or department for information.
- CI 5501 Teaching Science and Health in the Elementary School**  
**A-F only, 2 credit(s); prereq Elem ed initial licensure only;**  
**Instructor:** Tank,Kristina Maruyama  
**Description:** Student may contact the instructor or department for information.
- CI 5501 Teaching Science and Health in the Elementary School**  
**A-F only, 2 credit(s); prereq Elem ed initial licensure only;**  
**Instructor:** Upadhyay,Bhaskar  
**Description:** Methods and materials for teaching science and health at the elementary school level.
- CI 5532 Teaching Secondary School Science**  
**A-F only, 3 credit(s); prereq Admission to initial licensure program in science;**  
**Instructor:** Billington,Barbara Lynne  
**Description:** Student may contact the instructor or department for information.
- CI 5532 Teaching Secondary School Science**  
**A-F only, 3 credit(s); prereq Admission to initial licensure program in science;**  
**Instructor:** Nyachwaya,James Mochoge  
**Description:** Student may contact the instructor or department for information.
- CI 5535 Foundations of Science Education**  
**A-F only, 3 credit(s); prereq M.Ed., grad student, or instr consent;**  
**Instructor:** Finley,Fred N  
**Description:** Analysis of present science teaching practices in light of historical and philosophical foundations of science education.
- CI 5597 Clinical Experience in Secondary School Science Teaching**  
**S-N only, 4-8 credit(s), max credits 8, 1 completion allowed; prereq initial licensure or instr consent;**  
**Instructor:** STAFF  
**Description:** Supervised clinical experience in secondary school science teaching.
- CI 5634 Content-Based Instruction in Second Language Settings**  
**A-F only, 3 credit(s); prereq SLC initial licensure only;**  
**Instructor:** Ranney,Susan Elaine  
**Description:** Content-based language instruction; principles, models and methods; learning strategy instruction; developing content-based language curriculum; traditional and alternative approaches to assessing cognitive-academic language proficiency; use of technology to enhance content-based instruction.
- CI 5635 Culture and Diversity in Second Language Classrooms**  
**3 credit(s); prereq initial licensure program only;**  
**Instructor:** King PhD,Kendall Amy  
**Description:** Developing skills for teaching a diverse student population in both foreign language and English as a second language instructional settings through study, practice, and reflection.
- CI 5644 Working with Linguistically and Culturally Diverse Students in the Mainstream Classroom**  
**1 credit(s);**  
**Instructor:** Stolpestad,Amy O'Connor  
**Description:** Benefits and challenges of working with linguistically and culturally diverse students; instructional practices and strategies; issues related to language learning, cultural considerations, and integration of culturally and linguistically diverse learners in the classroom.
- CI 5644 Working with Linguistically and Culturally Diverse Students in the Mainstream Classroom**  
**1 credit(s);**  
**Instructor:** Aleixo,Marina Bandeira  
**Description:** Benefits and challenges of working with linguistically and culturally diverse students; instructional practices and strategies; issues related to language learning, cultural considerations, and integration of culturally and linguistically diverse learners in the classroom.
- CI 5644 Working with Linguistically and Culturally Diverse Students in the Mainstream Classroom**  
**1 credit(s);**  
**Instructor:** Benegas,Michelle Elizabeth  
**Description:** Benefits and challenges of working with linguistically and culturally diverse students; instructional practices and strategies; issues related to language learning, cultural considerations, and integration of culturally and linguistically diverse learners in the classroom.
- CI 5647 Teaching Middle and Secondary Immigrant and Refugee Students With Limited Formal Schooling**  
**3 credit(s);**  
**Instructor:** Bigelow,Martha  
**Description:** This course is for teachers and researchers interested in the schooling of middle and high school refugee and immigrant students with interrupted or limited formal schooling. Topics include the institutional, academic, political and social factors that affect their success in school. Teachers and researchers will have the opportunity to explore the cognitive and cultural strengths these English language learners bring to school and learn about various educational experiences that can maximize strengths while addressing academic needs.
- CI 5660 Special Topics in the Teaching of Second Languages and Cultures**  
**3 credit(s), max credits 12, 12 completions allowed;**  
**Instructor:** Ranney,Susan Elaine  
**Description:** This course will help ESL teachers, as well as content area teachers, develop the expertise they need to deliberately target academic language skills. The course will raise awareness of the academic language structures and functions needed for success in content classes, and it will guide teachers to develop a range of instructional strategies to integrate academic language development with instruction and assessment in content areas. Some of the issues to be addressed in the course are: 1) What are the linguistic

differences between informal spoken English and formal written English? How do language learners acquire both types of English? 2) What are the language functions and discourse patterns that are required in schools? How do the language demands of school vary by content area? 3) What is the intersection of language and content instruction? How can teachers create space for attention to language while focusing on content? 4) How does language proficiency interact with performance on standardized tests? 5) How can teachers scaffold academic language in instruction and assessment? Course requirements: Students will read current textbooks and research publications on the development of academic English and will analyze the language demands of academic materials. Students will have options for some of the readings as well as the course project in order to make them relevant to their particular areas of teaching or research.

**CI 5662 Issues in Second Language Curriculum Design**  
A-F only, 3 credit(s);

**Instructor:** Rambow, Adam C

**Description:** Historical overview of curriculum development in second language education; contexts that influence curriculum development; models for curriculum development in second language settings; politics of curricular reform; national and state standards and implications for curriculum development; effects of technology on second language curriculum.

**CI 5671 Content-Based Second Language Curriculum, Instruction, and Assessment**  
3 credit(s); prereq instr consent ;

**Instructor:** Tedick PhD, Diane J

**Description:** Student may contact the instructor or department for information.

**CI 5693 Directed Study in Second Languages and Cultures**  
1-4 credit(s), max credits 4, 1 completion allowed; prereq Instr consent;

**Instructor:** STAFF

**Description:** Individual or group work on curricular, instructional, or assessment problems.

**CI 5696 Practicum: Teaching World Languages and Cultures in Elementary Schools**  
2-6 credit(s), max credits 6, 1 completion allowed; prereq 5619, adviser approval; credits cannot be counted on a graduate degree program for endorsement candidates;

**Instructor:** STAFF

**Description:** Teaching and learning experiences in second languages and cultures at the elementary school level. Requires students to work in a public school setting.

**CI 5697 Practicum: ESL in the Elementary School**  
2-6 credit(s), max credits 6, 1 completion allowed; prereq Adviser approval;

**Instructor:** STAFF

**Description:** Teaching and learning experiences in an English as a second language setting at the elementary school level. Requires students to work in a public school setting.

**CI 5698 Student Teaching in Second Languages and Cultures**  
2-6 credit(s), max credits 14, 5 completions allowed; prereq Adviser approval; credits cannot be counted on a graduate degree program;

**Instructor:** STAFF

**Description:** Student teaching in Second Languages and Cultures at the secondary level for teachers already licensed in another field. Requires students to work in a public school setting.

**CI 5699 Clinical Experiences in Second Languages**  
A-F only, 6-8 credit(s), max credits 16; prereq SLC initial licensure program only;

**Instructor:** Rambow, Adam C

**Description:** Teaching and learning experiences in elementary and secondary second language instructional settings. Includes a seminar held concurrently to support the student teaching

experience.

**CI 5699 Clinical Experiences in Second Languages**  
A-F only, 6-8 credit(s), max credits 16; prereq SLC initial licensure program only;

**Instructor:** Ennsner-Kananen, Johanna

**Description:** Teaching and learning experiences in elementary and secondary second language instructional settings. Includes a seminar held concurrently to support the student teaching experience.

**CI 5701 Teaching Social Studies in the Elementary School**  
A-F only, 2 credit(s); prereq Elementary ed or early childhood ed initial licensure;

**Instructor:** Winkelaar, Jessica

**Description:** Student may contact the instructor or department for information.

**CI 5701 Teaching Social Studies in the Elementary School**  
A-F only, 2 credit(s); prereq Elementary ed or early childhood ed initial licensure;

**Instructor:** Engebretson, Kathryn Ellerhoff

**Description:** Student may contact the instructor or department for information.

**CI 5744 Seminar: Reflecting on Professional Development in Social Studies Education**  
A-F only, 3 credit(s); prereq Secondary social studies initial licensure student;

**Instructor:** Beaton, Jehanne Helena

**Description:** Student may contact the instructor or department for information.

**CI 5745 Engaging Youth With Social Studies Texts**  
A-F only, 3 credit(s);

**Instructor:** Avery, Patricia Grant

**Description:** Student may contact the instructor or department for information.

**CI 5746 Global and Multicultural Education in the Secondary Classroom**  
A-F only, 3 credit(s);

**Instructor:** Mayo Jr, J B

**Description:** Issues, classroom practices, and controversies surrounding global/multicultural perspective-taking in social studies education. Strategies for helping secondary social studies students develop global/multicultural worldviews.

**CI 5762 Developing Civic Discourse in the Social Studies**  
A-F only, 3 credit(s);

**Instructor:** Mayo Jr, J B

**Description:** This course is designed for middle and high school teachers, and other educators, who wish to improve the quality of discussions in their courses. Through reading and reflecting on educational philosophy, research, and techniques, we will explore key questions about the purposes and methods of incorporating discussion as an instructional strategy into social studies courses. A combination of papers, original lesson plans, and participation in various discussion techniques in class will help participants accomplish their goals, which will promote excellent classroom practices.

**Style:** 10% Lecture, 60% Discussion, 20% Small Group Activities, 10% Student Presentation.

**Grading:** 55% reports/papers, 30% special projects, 15% class participation.

**CI 5782 Clinical Experiences in Teaching Social Studies**  
S-N only, 1-8 credit(s), max credits 7, 1 completion allowed; prereq MEd/initial licensure student;

**Instructor:** Harrington, Judith M.

**Description:** Student may contact the instructor or department for information.

**CI 5821 Teaching Mathematics in the Elementary School**  
A-F only, 2 credit(s); prereq Elementary ed or early

**childhood initial licensure;****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.

development.

**Style:** 30% Lecture, 5% Film/Video, 50% Discussion, 10% Small Group Activities, 5% Student Presentation.**Grading:** 75% reports/papers, 25% written homework.**CI 5900 Special Topics in Family, Youth, and Community:****Learning through personal narrative and reflection****3 credit(s), max credits 20, 20 completions allowed;****Instructor:** Englund,Lynn A.**Description:** Learning through Narrative and Reflection (3 cr.) This class will be of interest to students, educators, and other professionals who work in classroom and community settings. Students will examine case studies and theoretical foundations of small-group educational processes that support adult development and growth through the use of shared personal narratives, reflection, and engaging all participants in roles as both teachers and learners. These processes are conducted with participants seated in a circle and are often referred to as "circles." Students will distinguish the role of the facilitator in these small-group learning environments and will practice facilitating small groups in class and outside of class using one or more of the circle models that are examined. Developmental outcomes for individuals and groups using circles will be discussed; for example, increased social capital and capacity for work toward small-scale social change, reports of increased self-understanding, integration and re-framing life experiences, emergence of cooperative social networks to meet life challenges, and enhance satisfaction and meaning in life. An online version of the syllabus is available to University students below.**Style:** 60% Discussion, 20% Small Group Activities, 10% Web Based, 10% Service Learning.**Grading:** 20% reports/papers, 60% reflection paper, 20% class participation.**CI 5900 Special Topics in Family, Youth, and Community:****Critical Perspectives on Family-School Involvement****1 credit(s), max credits 20, 20 completions allowed;****Instructor:** Knutson,Asha**Description:** Student may contact the instructor or department for information.**CI 5900 Special Topics in Family, Youth, and Community:****Fatherhood****1 credit(s), max credits 20, 20 completions allowed;****Instructor:** Buzzetta,Chris Anthony**Description:** Topics not dealt with in regular courses. Topics vary by offering.**CI 5900 Special Topics in Family, Youth, and Community:****Parents as Couples / Couples as Parents****1 credit(s), max credits 20, 20 completions allowed;****Instructor:** Magistad,Beth Maddock**Description:** Student may contact the instructor or department for information.**CI 5906 Program Planning in Family Education****A-F only, 3 credit(s); prereq credit will not be granted if credit received for: FE 5301;****Instructor:** Walker,Susan K**Description:** Education is a key component to effectively working for positive change for all families. Designing and delivering and understanding the impact of effective education programs is a skill required for any professional who works directly with or in support of families. This course supports the development of skill in two key perspectives of family education: outcomes-based education, and empowerment/social change. Through readings, discussion and applied activities students will explore the issues, theories and research for each perspective. Each student will demonstrate competency in the development of two programs representing each perspective as their final projects. The course emphasizes the use of technology in family education program delivery and invites students to be part of a growing dialogue on the use social media in human learning and**CI 5923 Educational Strategies in Family Education****A-F only, 3 credit(s); prereq credit will not be granted if credit received for: FE 5303;****Instructor:** Gentzler,Yvonne S.**Description:** Examination, development, and implementation of a variety of educational strategies.**CI 5926 Family and Consumer Sciences Student Teaching III****8 credit(s); prereq 5925;****Instructor:** Lundell,Amy Jo**Description:** Full-time supervised teaching experience in family/consumer sciences programs. On-campus seminars.**CI 5927 Family and Consumer Sciences Student Teaching IV****1 credit(s); prereq 5926; Credit will not be granted if credit has been received for: WHRE 5699;****Instructor:** Lundell,Amy Jo**Description:** Full-time supervised student teaching experience in family/consumer sciences programs.**CI 5937 Parent-Child Interaction****A-F only, 3 credit(s); prereq credit will not be granted if credit received for: FE 5712;****Instructor:** Cline,Heather Marie**Description:** Student may contact the instructor or department for information.**CI 5942 Everyday Experiences of Families****A-F only, 2 credit(s);****Instructor:** Jerpbak,Michael**Description:** Student may contact the instructor or department for information.**CI 5943 Parent Learning and Development: Implications for Parent Education****A-F only, 2 credit(s);****Instructor:** Walker,Susan K**Description:** Students will examine adult, adolescent, and parent learning and development from the perspective of their relevance for parent education. Research information and a variety of theoretical perspectives will be presented and critiqued. Personal professional development will be facilitated through challenging assumptions and examining knowledge and competencies required for parent educators. This course meets a requirement for the Teachers of Parent and Family Education Minnesota Board of Teaching teacher license. Course Goals: Students will: ? Analyze theories of adolescent, adult, and parent learning and development and their implications for parent education ? Explore the nature of attachment and reciprocity in parent-child relationships ? Examine how the context of parenting impacts parent-child relationships and parent development and learning ? Develop insight into the parenting experience and development of parents through reflection on the lives of parents and theories of learning and development ? Gain insight into professional development and parent education through critical reflection on one's assumptions about parent learning and development NOTE: This is an 8 week, ONLINE course.**Style:** 60% Discussion.**Grading:** 62% written homework, 38% class participation.**CI 5945 Teaching and Learning in Parent Education****A-F only, 2 credit(s); prereq 5943 or instr consent ;****Instructor:** Buzzetta,Chris Anthony**Description:** Student may contact the instructor or department for information.**CI 5946 Assessment and Evaluation in Parent Education****A-F only, 2 credit(s); prereq 5943 or instr consent ;****Instructor:** Walker,Susan K**Description:** Students will be introduced to theory, terminology,

issues, and approaches in assessment and evaluation. Students will apply this new material to the tasks of monitoring program performance, assessing program quality, and measuring parent learning and development. This course is taught online for 8 weeks. Asynchronous weekly discussion, weekly synchronous discussion, and short reflection papers are regular features. Student activities include practical application of parent education program evaluation and review of instruments. This course meets a requirement for the Teachers of Parent and Family Education Minnesota Board of Teaching teacher license, and is a required course in the Parent Education Certificate.  
**Style:** 100% Web Based.

**CI 5949 Student Teaching in Parent Education****A-F only, 2 credit(s); prereq instr consent ;****Instructor:** Brown, Michael Patrick**Description:** Supervised parent education practice to meet individual student needs/interests. Online discussion, reflection, cooperative learning.**CI 5954 Experiential Learning: Pedagogy for Community and Classroom****3 credit(s); prereq credit will not be granted if credit received for: WCFE 5412;****Instructor:** Ross PhD, Terrance Kwame**Description:** Student may contact the instructor or department for information.**CI 5958 Community: Context for Youth Development Leadership****A-F only, 3 credit(s); prereq credit will not be granted if credit received for: WCFE 5414;****Instructor:** Stein, Jerome A**Description:** Issues/policies in family, school, and community that drive the professional practice of community-based youth work. Practical projects explore what it means to be local, to build social capital for youth, and to involve youth in community change.**CI 5960 Seminar in Youth Development Leadership****S-N only, 1-4 credit(s), max credits 4, 4 completions allowed; prereq YDL student or instr consent credit will not be granted if credit received for: WCFE 5451;****Instructor:** Stein, Jerome A**Description:** Student may contact the instructor or department for information.**CI 5962 Leadership Field Experience: Youth Development****S-N only, 4 credit(s); prereq YDL student;****Instructor:** Stein, Jerome A**Description:** Student may contact the instructor or department for information.**CI 5974 The Democratic Learning Community****3 credit(s);****Instructor:** Stein, Jerome A**Description:** The course will examine the history and philosophy of communities that support learning and inquiry as general processes of social living. Concepts of democracy, community, and learning will be examined drawing on a broad range of perspectives, including Native American and indigenous conceptions, Colonial American ideals, Transcendentalist thought, the tradition of progressivism in American education, and pragmatist and postmodern philosophies. Class discussions will explore education as a way of living that is at the heart of the democratic ideal while also reconsidering what that ideal might be.**CI 8075 Seminar: Art Education****A-F only, 2 credit(s); prereq Educ grad student or instr consent;****Instructor:** Bequette, James W**Description:** Student may contact the instructor or department for information.**CI 8079 Research in Art Education****A-F only, 3 credit(s); prereq Educ grad student or instr consent;****Instructor:** Bequette, James W**Description:** Student may contact the instructor or department for information.**CI 8115 Curriculum and Achievement Outcomes in a Diverse Society****A-F only, 3 credit(s); prereq Doctoral student;****Instructor:** Walker, Constance L**Description:** Student may contact the instructor or department for information.**CI 8131 Curriculum and Instruction Core: Critical Examination of Curriculum in Context****A-F only, 3 credit(s); prereq CI PhD or MA student or instr consent;****Instructor:** Ngo, Bic**Description:** Central concepts, ideas, and debates in professional field of curriculum. Curriculum in general education.**CI 8132 Curriculum and Instruction Core: Teaching Theory and Research****A-F only, 3 credit(s); prereq CI PhD or MA student or instr consent;****Instructor:** Sato, Mistilina**Description:** Overview of research on teaching: historical perspective, modern research/findings, implications for practice/research.**CI 8133 Research Methods in Curriculum and Instruction****A-F only, 3 credit(s); prereq CI PhD or MA student or instr consent;****Instructor:** Upadhyay, Bhaskar**Description:** Survey of educational research methods, comparison of underlying assumptions/procedures.**CI 8146 Critical Ethnography in Education****A-F only, 3 credit(s); prereq [8148, EDPA 5061, WOST 5101] or instr consent ;****Instructor:** Ngo, Bic**Description:** Student may contact the instructor or department for information.**CI 8148 Conducting Qualitative Studies in Educational Contexts****3 credit(s); prereq CI MA or PhD student or instr consent;****Instructor:** Chhuon, Vichet**Description:** Student may contact the instructor or department for information.**CI 8149 Qualitative Research: Coding, Analysis, Interpretation, and Writing****A-F only, 3 credit(s); prereq [8133, 8148, grad student, completion of a qualitative research study] or instr consent;****Instructor:** O'Brien, David**Description:** Student may contact the instructor or department for information.**CI 8162 Research Experience II: Data Analysis and Manuscript Preparation****OPT No Aud, 3 credit(s); prereq 8161;****Instructor:** Bigelow, Martha**Description:** Student may contact the instructor or department for information.**CI 8391 Instructional Systems Seminar****1-3 credit(s), max credits 6, 6 completions allowed; prereq CI grad student or instr consent;****Instructor:** Scharber, Cassie Marie**Description:** This course is a Ph.D.-level seminar focused on research and writing in the Learning Technologies field. Students will assume a lead role in developing this course. The course provides up-to-date orientation to the field of LT as well as in depth study in a range of topics current to LT. The focus of the

course is research and academic writing.

**Style:** 65% Discussion, 10% Small Group Activities, 10% Student Presentation, 5% Demonstration, 5% Studio, 5% Guest Speakers.

**CI 8461 Sociocultural Theory, Education, and Literacy**

**3 credit(s);**

**Instructor:** Lewis, Cynthia

**Description:** Sociocultural theories, from 1960s to present. Vygotskian/neo-Vygotskian. Genre/activity dialogic. New literacy studies. Critical sociocultural. Multimodality. Empirical studies informed by theoretical perspectives.

**CI 8470 Special Topics on Literacy: The Role of Motivation in Teaching and Learning**

**3 credit(s), max credits 6, 6 completions allowed; prereq [MA or PhD] student;**

**Instructor:** Dillon, Deborah R.

**Description:** CI 8470 ?The Role of Motivation in Teaching and Learning? Course Description This course is organized around identifying motivational challenges in teaching and learning, understanding multidisciplinary theoretical constructs of motivation related to learners? development and growth, and constructing environments and teaching and learning practices to optimize engagement for all students. Course Goals/Objectives The goals for this course include understanding the research and practical implications related to: 1. individual motivations, beliefs and self efficacy in learners? development 2. classroom contexts that promote engagement 3. classroom structures and instruction (including curriculum and tasks) that motivate and engage students, particularly those who struggle 4. tools students need to develop to be self-regulated learners 5. the role of motivation and engagement in assessment  
**Grading:** 50% reports/papers, 30% special projects, 20% in-class presentation.

**CI 8511 Seminar: Research in Science Education**

**1 credit(s), max credits 6, 6 completions allowed; prereq CI grad student or instr consent;**

**Instructor:** Finley, Fred N

**Description:** Student may contact the instructor or department for information.

**CI 8595 Problems: Science Education**

**1-6 credit(s), max credits 12, 12 completions allowed; prereq CI grad student or instr consent;**

**Instructor:** Johnson, Roger T

**Description:** Independent research.

**CI 8795 Problems: Social Studies Education**

**1-6 credit(s), max credits 12, 12 completions allowed; prereq CI grad student or instr consent;**

**Instructor:** Avery, Patricia Grant

**Description:** Student may contact the instructor or department for information.

**CI 8796 Research Internship in Social Studies Education**

**A-F only, 1-6 credit(s), max credits 6, 1 completion allowed; prereq CI grad student;**

**Instructor:** Avery, Patricia Grant

**Description:** Student may contact the instructor or department for information.

**CI 8900 Family, Youth, and Community Colloquium**

**S-N only, 1-4 credit(s), max credits 4, 4 completions allowed; prereq [MA or PhD] student credit will not be granted if credit received for: FE 3900;**

**Instructor:** Gentzler, Yvonne S.

**Description:** Student may contact the instructor or department for information.

**CI 8904 Families, Youth, Communities, and Education: Historical and Contemporary Perspectives**

**A-F only, 3 credit(s); prereq MEd or MA or PhD student;**

**Instructor:** Gentzler, Yvonne S.

**Description:** Teaching/learning in family/community settings and

in formal education settings. Interrelationships, implications.

## Dakota

### 19 Scott Hall

**DAKOTA 1122 Beginning Dakota II**

**5 credit(s); prereq 1121; Credit will not be granted if credit has been received for: DAKO 4122;**

**Instructor:** Bendickson, Wayne Joseph

**Description:** Student may contact the instructor or department for information.

**DAKOTA 3124 Intermediate Dakota II**

**5 credit(s); prereq 1121, 1122, 3123; Credit will not be granted if credit has been received for: DAKO 4124;**

**Instructor:** Bendickson, Wayne Joseph

**Description:** Student may contact the instructor or department for information.

**DAKOTA 3127 Dakota Language for Teachers**

**A-F only, 3 credit(s); prereq 1121;**

**Instructor:** McKay, Neil Troy

**Description:** Student may contact the instructor or department for information.

**DAKOTA 4122 Beginning Dakota II**

**3 credit(s); prereq [1121, 1004 in another language] or passing score on LPE or grad student; Credit will not be granted if credit has been received for: DAKO 1122;**

**Instructor:** Bendickson, Wayne Joseph

**Description:** Student may contact the instructor or department for information.

**DAKOTA 4124 Intermediate Dakota II**

**3 credit(s); prereq 1121, 1122, 3123; Credit will not be granted if credit has been received for: DAKO 3124;**

**Instructor:** Bendickson, Wayne Joseph

**Description:** Student may contact the instructor or department for information.

**DAKOTA 5129 Advanced Dakota Language II**

**A-F only, 3 credit(s), max credits 12, 4 completions allowed;**

**Instructor:** McKay, Neil Troy

**Description:** Student may contact the instructor or department for information.

## Dance

### Barbara Barker Center for Dance

**DNCE 1002 Modern Dance Technique 2**

**1 credit(s); prereq 1001 or audition or instr consent ;**

**Instructor:** Jenson, Matthew Paul

**Description:** This course is a continuation of Dance 1001 and the second of a two-sequence introduction course to modern dance technique. In this course, students will gain greater self-awareness of the body, explore with greater depth the rhythms and dynamics underlying movement and explore orientation of the moving body through space. More emphasis will be placed on longer movement phrases and more in-depth improvisations. Emphasis will also be placed on the successful performance of fundamental elements that comprise modern dance technique. Successful completion of previous level, Modern Dance Technique 1, or departmental approval by audition required for registration.

**Style:** Studio

**DNCE 1020 Modern Dance Technique 4**

**1-2 credit(s), max credits 4; prereq 1010, dept consent , audition;**

**Instructor:** Thompson, Erin D

**Description:** This course is the fourth level of eight levels of modern dance technique offered in the Dance Program. Classwork is based on practical application of the principles of space, time and energy with specific emphasis on alignment, power from the pelvic center, rotation and turnout, muscular tonality, joint articulation, clarity of intent, musicality, stretch, strength and stamina. Class consists of in-place warm-ups, specific technical exercises and dance phrases applying the technique addressed.

approval by audition required for registration

**Style:** Studio

#### **DNCE 1020 Modern Dance Technique 4**

**1-2 credit(s), max credits 4; prereq 1010, dept consent , audition;**

**Instructor:** McGee, Debra

**Description:** Student may contact the instructor or department for information.

#### **DNCE 1302 Tap Technique 2**

**1 credit(s); prereq 1301 or instr consent ;**

**Instructor:** Keane, Ellen

**Description:** This studio class is the second semester in a six-semester sequence of tap dance technique. This course will focus on the fundamentals of tap dance with an emphasis on musicality and rhythm. Students will continue practice of basic footwork and combinations, beginning time steps, tap routines, and exercises for tap dance improvisation.

#### **DNCE 1102 Ballet Technique 2**

**1 credit(s); prereq 1101 or audition or instr consent ;**

**Instructor:** Wallum, Tina Anderson-

**Description:** This class is the second of a two-semester sequence of fundamental ballet technique. Class work is based on the practical application of the principles of classical ballet technique, including body alignment and placement, strength, flexibility, coordination and musicality. By the end of the semester, students should be able to execute all the elements of a basic level ballet class, including barre exercises, center work, turns, and jumps. Audition for technique placement or successful completion of level one with departmental approval required for registration

**Style:** Studio

#### **DNCE 1313 African Based Movement**

**1 credit(s);**

**Instructor:** STAFF

**Description:** This course will focus on varied movement of the African Diaspora, primarily West Africa, but not limited to the West African region or the continent of Africa. Class will include traditional movement, but will also focus on movement inspired by Africa, the Caribbean, and the African Diaspora at large. Coursework includes in-class movement participation, one movement midterm, and one two-page paper.

#### **DNCE 1315 Flamenco**

**1 credit(s);**

**Instructor:** STAFF

**Description:** This course is an introduction to Spanish Flamenco dance technique. The class will cover the basic terminology and movement styles of Flamenco, focusing on arm movements and footwork, but will also cover basic choreography. One class period is devoted to viewing videos of traditional Flamenco dance.

#### **DNCE 1120 Ballet Technique 4**

**2 credit(s), max credits 4; prereq 1110, dept consent , audition;**

**Instructor:** Wallum, Tina Anderson-

**Description:** This class is the second of the two-semester sequence in beginning ballet technique - level four in an eight-semester sequence. Class work is based on the practical application of the principles of classical ballet technique, including body alignment and placement, strength, flexibility, coordination and musicality. By the end of the semester, students should be able to execute beginning level ballet vocabulary with ease and confidence and with a physical understanding of classical ballet elements. Audition for technique placement or successful completion of level three with departmental approval required for registration.

**Style:** Studio

#### **DNCE 1331 Yoga**

**1 credit(s);**

**Instructor:** STAFF

**Description:** This course will give a basic introduction to the theory and practice of Yoga. The course will introduce the student to standing postures, forward bends and twists, balancing and seated postures, inversions, back bends, and guided relaxation and meditation. Course objectives include proper alignment, proper weight placement, body awareness, relaxation, and breathing techniques. Assignments will include a midterm paper and a movement demonstration final.

#### **DNCE 1202 Jazz Technique 2**

**1 credit(s); prereq 1201 or audition or instr consent ;**

**Instructor:** STAFF

**Description:** This is the second of an eight-semester sequence in jazz dance technique/style. Class work will continue to focus on fundamental jazz vocabulary and movement. Clear articulation of movement will continue to be emphasized, as well as the use of space, weight, dynamics, focus and musicality. The continued use of improvisation will be used to help build one's self confidence in dance movement. Successful completion of previous level or departmental approval by audition required for registration.

**Style:** studio

#### **DNCE 1335 T'ai Chi Ch'uan**

**1 credit(s);**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

#### **DNCE 1335 T'ai Chi Ch'uan**

**1 credit(s);**

**Instructor:** Abdella, Paul Edward

**Description:** This course is designed to give students an introduction to T'ai Chi Ch'uan. T'ai Chi Ch'uan is an ancient Chinese slow-motion exercise which provides benefits in the area of health, self-defense, mental development, and meditation. The slow, calm, continuous movements of T'ai Chi help the body and mind to become relaxed and centered by developing natural movement patterns, deep breathing and a tranquil stress-free mind. In addition, each movement has a practical application for self-defense, which is taught in a non-competitive and non-aggressive manner.

#### **DNCE 1220 Jazz Technique 4**

**1 credit(s), max credits 2; prereq 1210, dept consent , audition;**

**Instructor:** Lee, Linda Talcott

**Description:** This course is the fourth of an eight-semester sequence of jazz dance technique/style. Class work will concentrate on the basics of jazz dance and its origins. Movement vocabulary will include American vernacular styles based on the fundamentals of African dance and its strong influence. Emphasis will continue with the use of space, clear articulation of movement, dynamics and overall musicality. Successful completion of previous level or departmental

#### **DNCE 1345 Alexander Technique for Movement Artists**

**OPT No Aud, 1 credit(s);**

**Instructor:** Thompson, Erin D

**Description:** Student may contact the instructor or department for information.

#### **DNCE 1349 Contact Improvisation**

**1 credit(s);**

**Instructor:** STAFF

**Description:** This class will provide a safe, clear introduction to

the dance form Contact Improvisation. Students will learn technical skills such as the rolling point of contact, supporting and being supported, falling and recovering, connecting with the center as a source and support for movement. Classes will include a warm up designed to connect the body in order to dance with a sense of ease and power. Students will learn the fundamental principles of contact improvisation through skill work and through the experience of improving with other people.

**DNCE 1352 African Diasporic Movement 2**

**OPT No Aud, 1 credit(s); prereq 1351 or audition or instr consent ;**

**Instructor:** Brown,Patricia

**Description:** Student may contact the instructor or department for information.

**DNCE 1354 African Diasporic Movement 4**

**OPT No Aud, 1 credit(s); prereq 1353 or audition or instr consent ;**

**Instructor:** Silva Dos Santos, Marciano

**Description:** Student may contact the instructor or department for information.

**DNCE 1401 Introduction to Dance**

**OPT No Aud, 3 credit(s); Credit will not be granted if credit has been received for: CHIC 1401; Meets CLE req of Arts/Humanities;**

**Instructor:** Larasati,Diyah

**Description:** The course focuses on the dance practices of the 20th century. Course outcomes include understanding and appreciating dance as an art form with emphasis placed on examining dance in specific cultural contexts. We will focus on the United States, Asia, Africa, Europe and the Middle East. Observing the socio-political values and conditions that influence and transform dance practices, the course will introduce the role of dance as a symbolic element in the formation of concepts of nationhood and an important factor in social and ritual norms, visual and bodily pleasure, economic struggle, and the corporatized business of entertainment.

**DNCE 3020 Modern Dance Technique 6**

**2 credit(s), max credits 4; prereq 3010, dept consent , audition;**

**Instructor:** Flink,Carl Lindsay

**Description:** This course is the sixth level of eight levels of modern dance technique offered in the Dance Program. The purpose of the technique class is to allow the intermediate modern dance student to explore and discover him/herself as an articulate and expressive mover. Classwork continues to involve space, time and energy with specific emphasis on alignment, power, momentum, articulation, clarity of intent, musicality, strength, stretch, and stamina. Class consists of in-place warm-ups, technical exercises and dance phrases applying the technique addressed.

**DNCE 3020 Modern Dance Technique 6**

**2 credit(s), max credits 4; prereq 3010, dept consent , audition;**

**Instructor:** Mann,Paula

**Description:** This course is the sixth level of eight levels of modern dance technique offered in the Dance Program. The purpose of the technique class is to allow the intermediate modern dance student to explore and discover him/herself as an articulate and expressive mover. Class work continues to involve space, time and energy with specific emphasis on alignment, power, momentum, and articulation, clarity of intent, musicality, strength, stretch, and stamina. Class consists of in-place warm-ups, technical exercises and dance phrases applying the technique addressed. Successful completion of previous level or departmental approval by audition required for registration.

**Style:** Studio

**DNCE 3120 Ballet Technique 6**

**2 credit(s), max credits 4; prereq 3110, dept consent , audition;**

**Instructor:** Pierce,Toni L

**Description:** This course is the sixth level of an eight-semester sequence in classical ballet. This course continues to offer the intermediate ballet student principles of ballet technique.

Classwork will involve strong emphasis on proper alignment of the body, dynamic timings, and a command of ballet terminology. The class format will begin with barre, followed by a period of stretching. Turning and jumping will be re-introduced at the barre and subsequently transferred to the center. Centerwork will include all aspects of ballet technique including port de bras, adagio, turns, petite allegro and grade allegro. As the semester progresses the combinations will become more complex. A constant correlation between barre and centerwork will be explored. Successful completion of previous level or departmental approval by audition required for registration.

**Style:** Studio

**DNCE 3120 Ballet Technique 6**

**2 credit(s), max credits 4; prereq 3110, dept consent , audition;**

**Instructor:** Seipp-Roy,Peggy Ann

**Description:** Student may contact the instructor or department for information.

**DNCE 3220 Jazz Technique 6**

**1 credit(s), max credits 2; prereq 3210, dept consent , audition;**

**Instructor:** Grotting,Karla Kaye

**Description:** This course is the sixth of an eight-semester sequence of jazz dance technique/style. Classwork will continue to explore the eclectic range of jazz dance, covering traditional vernacular styles and the more contemporary styles of today. Focus will continue to be placed on increasing technical skill and more complex movement combinations. Stylistic qualities will be explored through improvisation, and emphasis will be placed on clarity of movement, intent, dynamics, phrasing, and expression.

**DNCE 3302 Tap Technique 4**

**1 credit(s); prereq 3301 or instr consent ;**

**Instructor:** Keane,Ellen

**Description:** This course is the fourth in a six-semester sequence of tap dance technique. This studio class will focus on intermediate skills of tap dance including pick-ups, pull-backs and wings. There will be a continuing emphasis on musicality and rhythm. The class will practice intermediate footwork and combinations, time steps, tap dance routines, and improvisation exercises.

**DNCE 3312 Contemporary Indian Dance 2**

**OPT No Aud, 1 credit(s); prereq 3311 or instr consent ;**

**Instructor:** Chatterjea,Ananya

**Description:** Student may contact the instructor or department for information.

**DNCE 3402W Dance History 2**

**3 credit(s); prereq 3401W; Meets CLE req of Writing Intensive;**

**Instructor:** Chatterjea,Ananya

**Description:** Student may contact the instructor or department for information.

**DNCE 3433 Articulate Body**

**3 credit(s); prereq Dnce major, dept consent;**

**Instructor:** STAFF

**Description:** This course will cover an introduction to kinesiology and biodynamics of dance. At the end of this course students will be able to apply the knowledge they gain of anatomical, physiological, and biomechanical principles to dance technique, conditioning and injury prevention. Classwork will include lecture, group exploration, readings, class projects, demonstrations, quizzes and a final exam.

**DNCE 3434 Nutrition and Body Maintenance for Movement Artists**

**OPT No Aud, 2 credit(s);**

**Instructor:** Swami,Sandra Christina

**Description:** Student may contact the instructor or department

for information.

#### **DNCE 3495 Dance and Global Tourism**

**OPT No Aud, 3 credit(s); prereq Jr or sr; Meets CLE req of Global Perspectives;**

**Instructor:** Larasati,Diyah

**Description:** This course will focus on the dancing body and its role in the representation of national identity through global tourism. A central element of the course will be the analysis of "traditional practices" which exist and function within "artistic," nationalistic and economic contexts as well as sacred/ritual ones, often combining and redefining such spaces in the process. Among other practices, we will examine trance dances and "ritual tourism" in Bali and Java, Thailand, Cambodian and Javanese court dance, the mixing of Islamic and pre-Islamic practice in Malay culture, and the interpretation of Catholicism in Philippines and other areas of Asia.

#### **DNCE 3500 Topics in Dance**

**1-3 credit(s), max credits 10, 10 completions allowed;**

**Instructor:** STAFF

**Description:** In this course, participants will learn and research effective ways to improve their nutrition and remain injury-free throughout their dance careers and beyond. Nutrition principles will be discussed in-depth and applied to the unique challenges, needs and interests of dancers. General anatomy of movement will be examined in order to develop constructive ways to prevent and manage injuries. Another course focus will be on stress reduction techniques designed to provide participants with tools to meet the grueling demands of a dance career.

#### **DNCE 3601 Dance Composition 1**

**3 credit(s); prereq 1020, 1601, concurrent regis in a modern dance technique course, dept consent ;**

**Instructor:** Mann,Paula

**Description:** This course is the second part of a six-semester sequence in Dance Composition. In this course, form and structural techniques will be explored through the creation, presentation and critique of solo studies. In-class work will consist of improvisation, experimentation, revision and analysis of movement in relation to space, time and energy, both as an end in itself and as a means to express ideas, emotions and narrative. Successful completion of Improvisation or departmental approval required for registration

#### **DNCE 3601 Dance Composition 1**

**3 credit(s); prereq 1020, 1601, concurrent regis in a modern dance technique course, dept consent ;**

**Instructor:** Bergeron,Maggie Marie

**Description:** This course is the second part of a six-semester sequence in Dance Composition. In this course, form and structural techniques will be explored through the creation, presentation and critique of solo studies. In-class work will consist of improvisation, experimentation, revision and analysis of movement in relation to space, time and energy, both as an end in itself and as a means to express ideas, emotions and narrative.

#### **DNCE 3622 Dance Production II**

**A-F only, 2 credit(s); prereq 3621, dance major, dept consent ;**

**Instructor:** Agustin,Sandra J

**Description:** Student may contact the instructor or department for information.

#### **DNCE 3700 Performance**

**1 credit(s), max credits 4; prereq Concurrent enrollment in a technique course, audition, dept consent;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

#### **DNCE 3901 Survival Strategies in Dance**

**A-F only, 3 credit(s); prereq Dance major, dept consent ;**

**Instructor:** STAFF

**Description:** In this course students will explore basic strategies

fundamental to a dancer's survival. Essential knowledge about injury prevention and care; the development of healthy dietary and muscular/skeletal habits; and information on career tracks in dance are covered.

#### **DNCE 4601 Dance Composition 3**

**3 credit(s); prereq 3602, concurrent regis in a modern dance technique course, dept consent ;**

**Instructor:** Flink,Carl Lindsay

**Description:** Student may contact the instructor or department for information.

#### **DNCE 4601 Dance Composition 3**

**3 credit(s); prereq 3602, concurrent regis in a modern dance technique course, dept consent ;**

**Instructor:** Smith,Joan A

**Description:** This course is the fourth of a six-semester sequence in Dance Composition. Class work will consist of exploration and structuring of dances for groups. Course Objectives include: developing and understanding and appreciation for the craft of group choreography, exploring the creative process, discovering movement vocabulary, and acquiring skills of compositional structures for groups.

#### **DNCE 5020 Modern Dance Technique 8**

**2 credit(s), max credits 4; prereq 5010, dept consent , audition;**

**Instructor:** Pierce,Toni L

**Description:** This course is the eighth level of eight levels in modern dance technique. This course will offer a variety of modern dance techniques and styles from various instructors and guest artists. This course is intended for the advanced dance major.

#### **DNCE 5120 Ballet Technique 8**

**1 credit(s), max credits 2; prereq 5110, dept consent , audition;**

**Instructor:** Leon,Barry D

**Description:** This course is the eighth in an eight-semester sequence of ballet technique. This advanced level ballet class will emphasize and further develop the following skills: clarity of arms and head positions, a strong stance, stability and balance, coordination of the joining of steps, use of feet in jumps, the ability to reverse and remember movement combinations. Successful completion of previous level or departmental approval by audition required for registration.

**Style:** studio

#### **DNCE 5495 Dance and Global Tourism**

**OPT No Aud, 3 credit(s); prereq Grad student;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

#### **DNCE 5500 Topics in Dance**

**1-3 credit(s), max credits 10, 10 completions allowed;**

**Instructor:** STAFF

**Description:** See instructor descriptions per section.

#### **DNCE 5601 Dance Composition 5**

**1 credit(s); prereq 4601, 4602, dept consent ;**

**Instructor:** Smith,Joan A

**Description:** This course is the final semester of a six-semester sequence in dance composition. Class work will consist of exploration and investigation of movement through independently scheduled rehearsals. Choreographic concepts will focus on the continued study of tools in the dance creation process, development and refinement of movement, and structure of group choreography and collaborative process. Successful completion of previous level and departmental approval required for registration.

**Style:** Studio/Rehearsal/Performance

#### **DNCE 5993 Directed Studies**

**1-4 credit(s), max credits 10, 10 completions allowed; prereq instr consent , dept consent , college consent ;**



**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**DNCE 5993 Directed Studies**

**1-4 credit(s), max credits 10, 10 completions allowed; prereq instr consent , dept consent , college consent ;**

**Instructor:** Chatterjea,Ananya

**Description:** Student may contact the instructor or department for information.

## Dental Hygiene

*9-406 Malcolm Moos Health Sciences Tower*

**DH 2212 Dental Hygienist-Patient Relationship**

**A-F only, 2 credit(s); prereq DH student;**

**Instructor:** STAFF

**Description:** This course introduces the use of clinical research and evidence-based clinical decision making when communicating scientifically based clinical therapy and treatment modalities; and promotion of active participation by the patient in clinical decision making.

**DH 2215 Oral Histology and Embryology**

**A-F only, 2 credit(s); prereq DH student;**

**Instructor:** Gopalakrishnan,Rajaram

**Description:** Student may contact the instructor or department for information.

**DH 2221 Periodontology**

**A-F only, 3 credit(s); prereq DH student;**

**Instructor:** STAFF

**Description:** This course introduces periodontal diseases; etiology, assessment and treatment options. It includes clinical experience in debridement, root planing with ultrasonic and hand instruments.

**DH 2222 Dental Hygiene Care Process Clinical Application II**

**A-F only, 3 credit(s); prereq DH student;**

**Instructor:** STAFF

**Description:** This course introduces the School of Dentistry clinical systems. It covers various medical and emergency conditions affecting patient care and preventative strategies for dental diseases. It covers skill development in fluoride, sealants, and air polishing techniques. Includes evaluation of products used in the treatment of dental caries and periodontal diseases.

**DH 2231 Cariology and Applied Nutrition in Dental Hygiene Care**

**A-F only, 3 credit(s); prereq DH student;**

**Instructor:** Danielson,Judy Ann

**Description:** Student may contact the instructor or department for information.

**DH 3151 Oral and Maxillofacial Radiology**

**A-F only, 2 credit(s); prereq DH student;**

**Instructor:** Ahmad,Mansur

**Description:** Student may contact the instructor or department for information.

**DH 3227 Oral and Maxillofacial Radiology Clinic II**

**A-F only, 0 credit(s); prereq DH student;**

**Instructor:** STAFF

**Description:** This course introduces exposing patient radiographs, interpretation, panoramic and extraoral technique, and quality assurance procedures.

**DH 4125W Dental Hygiene Care Process V: Social Justice and Oral Health Care Delivery**

**A-F only, 5 credit(s); prereq DH student; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** This course covers the advanced dental hygiene care process. You will learn to analyze patient preventive/treatment needs through case-based teaching. There is emphasis on cultural diversity, family violence issues, and using technology in patient care.

**DH 4128 Oral and Maxillofacial Radiology Clinic III**

**A-F only, 0 credit(s); prereq DH student;**

**Instructor:** Blue,Christine M

**Description:** Student may contact the instructor or department for information.

**DH 4130 Management and Supervision of a Dental Practice**

**A-F only, 2 credit(s); prereq Current Dental Hygiene Program student;**

**Instructor:** STAFF

**Description:** This course is a lecture series designed to establish skills in planning, organizing, leading, and controlling the clinical, business, and human aspects of a dental practice.

**DH 4135W Research Methods in Dental Hygiene**

**A-F only, 3 credit(s); prereq DH student; Meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** In this course you will develop skills in the scientific method and analyzing research findings. There is emphasis on types of research, problem selection, hypothesis writing, research planning and design, data collection and measuring techniques, analysis and interpretation of data, and writing the research proposal.

**DH 4136 Periodontology III Lecture**

**A-F only, 1 credit(s); prereq DH student;**

**Instructor:** Bakdash,Bashar

**Description:** Student may contact the instructor or department for information.

**DH 4139 Dental Public Health and Academic Service Learning II**

**A-F only, 2 credit(s); prereq DH student;**

**Instructor:** Poppe,Kjersta Lea

**Description:** Student may contact the instructor or department for information.

**DH 4211 Principles of Restorative Techniques II**

**S-N only, 3 credit(s);**

**Instructor:** Dittmar,Susan Kyle

**Description:** Student may contact the instructor or department for information.

**DH 4226 Dental Hygiene Care Process Clinical Application VI**

**A-F only, 6 credit(s); prereq DH student;**

**Instructor:** Ahmann,Lisa Webb

**Description:** Student may contact the instructor or department for information.

**DH 4233 Legislative, Social, Economic, and Practice Factors in Oral Health**

**A-F only, 2 credit(s); prereq DH student;**

**Instructor:** Dittmar,Susan Kyle

**Description:** Student may contact the instructor or department for information.

**DH 4300 Elective Academic Service Learning Experiences and Externships**

**S-N only, 0-13 credit(s), max credits 13, 1 completion allowed; prereq Dental hygiene student;**

**Instructor:** Blue,Christine M

**Description:** Student may contact the instructor or department for information.

**DH 4302 Dental Hygiene Care: Special Needs Patients**

**A-F only, 2 credit(s); prereq DH student;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

#### DH 4303 Information Literacy

**S-N only, 3 credit(s);**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

#### DH 5201 Management Internship

**S-N only, 5 credit(s); prereq Dental hygiene grad student;**

**Instructor:** Blue,Christine M

**Description:** Student may contact the instructor or department for information.

#### DH 5203 Capstone Project

**S-N only, 5 credit(s); prereq Dental hygiene grad student;**

**Instructor:** Blue,Christine M

**Description:** Student may contact the instructor or department for information.

#### DH 5403 The Discipline of Dental Hygiene

**A-F only, 2 credit(s); prereq Dental hygiene grad student;**

**Instructor:** Blue,Christine M

**Description:** Student may contact the instructor or department for information.

#### DH 5409 Dental Hygiene Clinic Administration

**A-F only, 2 credit(s); prereq Dental hygiene grad student;**

**Instructor:** Ahmann,Lisa Webb

**Description:** Student may contact the instructor or department for information.

#### DH 5413 Dental Hygiene Supervised Clinic Student Teaching

**A-F only, 3 credit(s); prereq Dental hygiene grad student;**

**Instructor:** Stoltenberg,Jill L

**Description:** Student may contact the instructor or department for information.

#### DH 5415 Dental Hygiene Supervised Didactic Course Student Teaching

**A-F only, 1-3 credit(s), max credits 6; prereq Dental hygiene grad student;**

**Instructor:** Blue,Christine M

**Description:** Student may contact the instructor or department for information.

#### DH 7777 Thesis

**S-N only, 9-10 credit(s), max credits 10, 1 completion allowed; prereq Dental hygiene grad student;**

**Instructor:** Blue,Christine M

**Description:** Student may contact the instructor or department for information.

## Dental Therapy

#### DT 3212 Local Anesthesia and Pain Management

**A-F only, 2 credit(s);**

**Instructor:** Kademani,Deepak

**Description:** Student may contact the instructor or department for information.

#### DT 3230 Oral and Maxillofacial Radiology

**A-F only, 2 credit(s); prereq Accepted into dental therapy program;**

**Instructor:** Ahmad,Mansur

**Description:** Student may contact the instructor or department for information.

#### DT 3250 Oral Histology and Embryology

**A-F only, 2 credit(s); prereq Enrolled in dental therapy program;**

**Instructor:** Gopalakrishnan,Rajaram

**Description:** Student may contact the instructor or department for information.

#### DT 3331 Provider Patient Relationships

**A-F only, 2 credit(s); prereq Enrolled in dental therapy program;**

**Instructor:** Tinberg,RDH, BS,Jacqueline A

**Description:** Student may contact the instructor or department for information.

#### DT 3332 Cariology and Applied Nutrition in Dental Therapy Care

**A-F only, 3 credit(s); prereq Enrolled in dental therapy program;**

**Instructor:** Danielson,Judy Ann

**Description:** Student may contact the instructor or department for information.

#### DT 4337 Dental Public Health and Service Learning II

**A-F only, 2 credit(s); prereq 2d yr dental therapy student;**

**Instructor:** Poppe,Kjersta Lea

**Description:** Student may contact the instructor or department for information.

#### DT 5212 Local Anesthesia and Pain Management

**A-F only, 2 credit(s); prereq DT grad program;**

**Instructor:** Kademani,Deepak

**Description:** Student may contact the instructor or department for information.

#### DT 5230 Oral and Maxillofacial Radiology

**A-F only, 2 credit(s); prereq DT grad program;**

**Instructor:** Ahmad,Mansur

**Description:** Student may contact the instructor or department for information.

#### DT 5332 Cariology and Applied Nutrition in Dental Therapy Care

**A-F only, 3 credit(s);**

**Instructor:** Danielson,Judy Ann

**Description:** Student may contact the instructor or department for information.

#### DT 5337 Dental Public Health and Service Learning II

**A-F only, 2 credit(s);**

**Instructor:** Poppe,Kjersta Lea

**Description:** Student may contact the instructor or department for information.

## Dentistry

*15-209 Malcolm Moos Health Sciences Tower*

#### DENT 5351 Introduction to Dental Biomaterials

**A-F only, 0.7 credit(s);**

**Instructor:** Combe,Edward Charles

**Description:** Student may contact the instructor or department for information.

#### DENT 5402 Prevention and Oral Health Promotion

**A-F only, 2.3 credit(s);**

**Instructor:** Born,David Omar

**Description:** Student may contact the instructor or department for information.

#### DENT 5412 Professional Problem Solving

**A-F only, 1 credit(s);**

**Instructor:** Bebeau,Muriel J

**Description:** Student may contact the instructor or department for information.

#### DENT 6133 Oral Medicine/Diagnosis Clinic III

- A-F only, 1 credit(s);**  
**Instructor:** Rhodus,Nelson L  
**Description:** Student may contact the instructor or department for information.
- DENT 6318 Oral and Maxillofacial Pathology Independent Study**  
**S-N only, 1 credit(s), max credits 2;**  
**Instructor:** Rohrer,Michael D  
**Description:** Student may contact the instructor or department for information.
- DENT 6414 Professional Problem Solving**  
**S-N only, 0 credit(s);**  
**Instructor:** Quick,Karin  
**Description:** Student may contact the instructor or department for information.
- DENT 6451 Dental Auxiliary Utilization (DAU) Clinic**  
**S-N only, 2 credit(s);**  
**Instructor:** Klein,David William  
**Description:** Student may contact the instructor or department for information.
- DENT 6465 Emergency Clinic**  
**S-N only, 2 credit(s);**  
**Instructor:** Miller,Robert Rodange  
**Description:** Student may contact the instructor or department for information.
- DENT 6515 Pediatric Dentistry Clinic**  
**A-F only, 5 credit(s); prereq credit will not be granted if credit received for: 6511, 6512, 6513, 6514, 6515;**  
**Instructor:** Yesil,Jasmine  
**Description:** Student may contact the instructor or department for information.
- DENT 6622 Periodontology Clinic**  
**A-F only, 2 credit(s);**  
**Instructor:** Carlson,Jeffrey F  
**Description:** Student may contact the instructor or department for information.
- DENT 6712 Endodontic Clinic**  
**A-F only, 2 credit(s);**  
**Instructor:** Bowles,Walter Ray  
**Description:** Student may contact the instructor or department for information.
- DENT 6714 Endodontic Topics for the General Dentist**  
**S-N only, 0 credit(s); prereq Completion of 3rd yr of dental school;**  
**Instructor:** Schwensohn,Jane Marie  
**Description:** Student may contact the instructor or department for information.
- DENT 6840 Introduction to CAD/CAM CEREC Restorations**  
**S-N only, 2 credit(s);**  
**Instructor:** Zidan,Omar  
**Description:** Student may contact the instructor or department for information.
- DENT 7021 Contemporary Diagnosis and Management of Orofacial Pain**  
**A-F only, 1 credit(s);**  
**Instructor:** Bowles,Walter Ray  
**Description:** Student may contact the instructor or department for information.
- DENT 7032 Field Experience: Administration in a Multidisciplinary Health Center**  
**1-3 credit(s), max credits 3, 1 completion allowed;**  
**Instructor:** Shuman,Stephen K  
**Description:** Student may contact the instructor or department for information.
- DENT 7033 Teaching and Evaluation in Dentistry**  
**A-F only, 3 credit(s); prereq Dent or OBio grad student or instr consent;**  
**Instructor:** Born,David Omar  
**Description:** Student may contact the instructor or department for information.
- DENT 7052 Oral and Maxillofacial Radiologic Interpretation**  
**A-F only, 2 credit(s);**  
**Instructor:** Ahmad,Mansur  
**Description:** Student may contact the instructor or department for information.
- DENT 7062 Special Oral Pathology II**  
**A-F only, 2 credit(s); prereq 7061, resident [or grad student] in discipline other than oral pathology;**  
**Instructor:** Koutlas,Ioannis George  
**Description:** Student may contact the instructor or department for information.
- DENT 7101 Management Philosophy for Dental Practices**  
**S-N only, 1 credit(s); prereq Dentistry grad student;**  
**Instructor:** Hinrichs DDS,MS,James Edward  
**Description:** Student may contact the instructor or department for information.
- DENT 7121 Psychological Issues in Medical and Dental Patient Management**  
**1 credit(s);**  
**Instructor:** Hathaway,Kate M  
**Description:** Student may contact the instructor or department for information.
- DENT 7991 Independent Study**  
**OPT No Aud, 1-4 credit(s), max credits 8; prereq Enrolled in an advanced dental education program;**  
**Instructor:** Shuman,Stephen K  
**Description:** Student may contact the instructor or department for information.
- DENT 8031 Topics and Problems in Dental Education**  
**1-3 credit(s), max credits 3, 1 completion allowed;**  
**Instructor:** Born,David Omar  
**Description:** Student may contact the instructor or department for information.
- DENT 8120 Advanced Principles and Techniques of TMJ and Orofacial Pain Disorders**  
**A-F only, 3 credit(s); prereq Participation in TMJ and orofacial pain advanced education program;**  
**Instructor:** Schiffman,Eric L  
**Description:** Student may contact the instructor or department for information.
- DENT 8121 Current Literature in TMJ and Craniofacial Pain**  
**A-F only, 1 credit(s);**  
**Instructor:** John,Mike Torsten  
**Description:** Student may contact the instructor or department for information.
- DENT 8123 Advanced Topics in Orofacial Pain**  
**A-F only, 3 credit(s); prereq Grad student in dentistry or other health sciences grad student or instr consent;**  
**Instructor:** Hathaway,Kate M  
**Description:** Student may contact the instructor or department for information.

## Design

- DES 1101W Introduction to Design Thinking**  
**A-F only, 4 credit(s); prereq credit will not be granted if credit already received for: DHA 1101W; Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive;**

**Instructor:** Hemmis, Patricia

**Description:** DHA 1101v-Introduction to Design Thinking is an introduction to the theories and processes that underpin design thinking and practice. In this writing-intensive course, students will investigate the interactions between humans and their natural, social, and designed environments where purposeful design helps determine the quality of those interactions. Students will be introduced to many facets of the design profession and will gain an interdisciplinary perspective about design and human behavior. This course offers students the opportunity to raise their awareness about the value, power, practice, and responsibility of design in our culture. Audience: 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. Rationale: 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. Texts: A required packet of readings and supplemental notes will be available from Books Underground, the bookstore in the St. Paul Student Center. A limited number of packets are also available from the Coffman Union Bookstore.

**Style:** 50% Lecture, 10% Film/Video, 25% Small Group Activities, 15% Guest Speakers. Students complete and present to hands-on group projects on design topics. Students work on projects in class, although outside time is also necessary.

**Grading:** 30% reports/papers, 30% special projects, 35% quizzes, 5% reflection paper.

**Exam Format:** Exams are composed of short answer, essay, and fill in the blank. Exams require students to identify and apply course concepts

#### **DES 1111 Creative Problem Solving**

**A-F only, 3 credit(s); prereq credit will not be granted if credit already received for: DHA 1111;**

**Instructor:** Hokanson, Brad

**Description:** Student may contact the instructor or department for information.

#### **DES 1111 Creative Problem Solving**

**A-F only, 3 credit(s); prereq credit will not be granted if credit already received for: DHA 1111;**

**Instructor:** Hokanson, Brad

**Description:** How we generate new ideas is a critical skill in any field. It is a skill that can be employed on a small project or on a large project, but it must be developed and practiced. All of us can improve our capability for creative output and innovation. This course presents classic and new techniques through student activities, research, papers, projects, and exams. The use and mastery of creativity is the goal for this class and this semester. Assignments, lectures, discussions, and projects all will focus on this development of creative skills. This is the course that is the center of student activities at the University; it is the one course that deals most directly with creativity and creation. It is not directly about artistic creation; creativity is needed in all fields including business, engineering, medicine, and sociology. The nature of a student's university experience, particularly as a first year student, is a unique and different cognitive experience. Students must learn to think logically, utilize their critical thinking skills, explore ideas and to combine, integrate, and re-invent the way they think. No longer is a paper limited to a reiteration of the same information. Independent thought is now required of the successful student and professional; new ideas must be developed. Too often our educational system insists on the development of one single

answer. At the University, we select our students on the basis of their ability to play by the rules of high school and standardized tests. Students, however, need the ability to go beyond linear, expected thinking and to be creative. Creativity is a skill that can be taught. It requires extensive work by the learners, but the lessons, while not conveying traditional content, will advance the learner in many ways. The principal activity of the course is the completion of a series of "differents". Starting from your own level of creativity, these exercises will challenge you to push your own limits. <br> <a href=

"http://www1.umn.edu/urelate/newsservice/Multimedia\_Videos/creative\_class target="new">Video of class activities. </a><br> <a href="http://hokanson.design.umn.edu/ZumbaFillsMc?MNDaily.pdf" target = "new"> Minnesota Daily story on creativity class.

</a><p><b>It sounds like...<embed src="http://hokanson.design.umn.edu/creativity/CreativeProblemSolvingMusic.mp target="new" height = "25" width = "25"></embed></b> NOTE: Students from all areas of study are encouraged to enroll in the class.

**Style:** 20% Lecture, 20% Discussion, 10% Laboratory, 20% Small Group Activities, 10% Demonstration, 5% Field Trips, 10% Guest Speakers, 5% Web Based.

**Grading:** 10% mid exam, 60% special projects, 10% attendance, 20% reflection paper.

#### **DES 1111 Creative Problem Solving**

**A-F only, 3 credit(s); prereq credit will not be granted if credit already received for: DHA 1111;**

**Instructor:** Yates, Rich

**Description:** Student may contact the instructor or department for information.

#### **DES 1111H Honors: Creative Problem Solving**

**A-F only, 3 credit(s); prereq Honors credit will not be granted if credit already received for: DHA 1111H;**

**Instructor:** Hokanson, Brad

**Description:** How we generate new ideas is a critical skill in any field. It is a skill that can be employed on a small project or on a large project, but it must be developed and practiced. All of us can improve our capability for creative output and innovation. This course presents classic and new techniques through student activities, research, papers, projects, and exams. The use and mastery of creativity is the goal for this class and this semester. Assignments, lectures, discussions, and projects all will focus on this development of creative skills. This is the course that is the center of student activities at the University; it is the one course that deals most directly with creativity and creation. It is not directly about artistic creation; creativity is needed in all fields including business, engineering, medicine, and sociology. The nature of a student's university experience, particularly as a first year student, is a unique and different cognitive experience. Students must learn to think logically, utilize their critical thinking skills, explore ideas and to combine, integrate, and re-invent the way they think. No longer is a paper limited to a reiteration of the same information. Independent thought is now required of the successful student and professional; new ideas must be developed. Too often our educational system insists on the development of one single answer. At the University, we select our students on the basis of their ability to play by the rules of high school and standardized tests. Students, however, need the ability to go beyond linear, expected thinking and to be creative. Creativity is a skill that can be taught. It requires extensive work by the learners, but the lessons, while not conveying traditional content, will advance the learner in many ways. The principal activity of the course is the completion of a series of "differents". Starting from your own level of creativity, these exercises will challenge you to push your own limits. <br> <a href=

"http://www1.umn.edu/urelate/newsservice/Multimedia\_Videos/creative\_class target="new">Video of class activities. </a><br> <a href="http://hokanson.design.umn.edu/ZumbaFillsMc?MNDaily.pdf" target = "new"> Minnesota Daily story on creativity class.

</a><p><b>It sounds like...<embed src="http://hokanson.design.umn.edu/creativity/CreativeProblemSolvingMusic.mp target="new" height = "25" width = "25"></embed></b> NOTE: Students from all areas of study are encouraged to enroll in the

class.

**Style:** 20% Lecture, 20% Discussion, 10% Laboratory, 20% Small Group Activities, 10% Demonstration, 5% Field Trips, 10% Guest Speakers, 5% Web Based.

**Grading:** 10% mid exam, 60% special projects, 10% attendance, 20% reflection paper.

#### DES 1202 Discovering Majors and Careers

**A-F only, 1 credit(s);**

**Instructor:** Hruska,Elizabeth Suzanne

**Description:** Are you anxious or stressed about making career decisions or settling in on an appropriate major? Would you like to investigate career and major options in more detail and how they relate to your personality, strengths, values and skills? Discovering Majors and Careers Course is a course that can help you learn more about your skills, values, interests, strengths and personality. Then learn about how you can use your major to find a career you'll enjoy. We'll also introduce you to many of the resources available on campus, and help you explore the ways internships, community service, work experience, and travel can impact your future success. The goal of the class is to help you be proactive about the future and learn strategies that will help with a lifetime of decision making.

**Style:** 30% Lecture, 30% Discussion, 30% Small Group Activities, 5% Student Presentation, 5% Guest Speakers.

#### DES 1904 Freshman Seminar

**A-F only, 3 credit(s), max credits 6; prereq Fr; Meets CLE req of Global Perspectives;**

**Instructor:** Wu,Juanjuan

**Description:** This seminar combines two popular topics -- China and Fashion -- that has the potential to stimulate common interest across disciplines at the University. Chinese fashion is also a meaningful and accessible topic to various majors at the freshman level, such as majors in design, cultural studies, business, anthropology, marketing, and retailing. Thus, this course can effectively attract and connect freshmen and serve "as a way to make the University samller." Class projects are designed for students to interact with each other and with the professor, as well as to develop skills in analysis, research, speaking in calss, writing, using the library. It is also designed to enhance students' cultural sensitivity and for them to adopt a global perspective. For example, the "Media Research Report and Discussions" project requires students to identify, analyze, synthesize, and critique relevant articles from trade and fashion newspapers and magazines and make a connection with what is happening in the fashion industries in the US and the world. Students also need to present their findings and lead a class discussion or debate on the topic. In another project "Designers and Chinese Fashion" students need to research contemporary Western designers and identify and analyze how their works are influenced by Chinese design elements, thinking, and aesthetic. It is a way for students to reflect upon Chinese design thinking and practices for the international community. Students will also have the opportunity to develop into a cohort where they learn from each other and share their experiences of Chinese fashion and culture. For example, they will work on an Innovation Group Project, for which they utilize their own specialties to communicate and produce innovatively, building upon what they learn from the class, and share their innovations in either fashion design, writing, photo shoot, or case studies. To summarize, I expect students coming out of the class not only with developed or enhanced skills in analysis, research, public speaking, and writing with related to Chinese fashion, but also with a good learning cohort that is engaging, stimulating, fun, and memorable.

**Grading:** 25% reports/papers, 50% special projects, 20% quizzes, 5% class participation.

#### DES 1910W Freshman Seminar

**A-F only, 3 credit(s), max credits 6; prereq Fr; Meets CLE req of Writing Intensive;**

**Instructor:** Hokanson,Brad

**Description:** <b>Storytelling and Narrative </b>How we convey information and convince others often occurs through the use of stories; we use narrative to structure our understanding of the

world or of our context; and we use myth as a means to provide order even in the most technological context. Examining the use of stories will provide tools and skills valuable in the world of the future; valuable for any university student. Skill with narrative, as taught in the Harvard Business School, can be a valuable tool and a worthwhile skill. Stories will be developed in written, oral, and visual form. The end products of the class will include oral presentations, written stories, and graphic novels or comic books. Class will have a number of components, all focused on the development of skills tied together by storytelling. We will have a final performance/presentation for the term of work from the semester.

#### DES 2101 Design and Visual Presentation

**A-F only, 3 credit(s); prereq Non-design major credit will not be granted if credit already received for: DHA 2101;**

**Instructor:** Fogg,Monica

**Description:** Student may contact the instructor or department for information.

#### DES 3170 Topics in Design

**A-F only, 0 credit(s), max credits 32, 8 completions allowed;**

**Instructor:** Kudrowitz,Barry Matthew

**Description:** Student may contact the instructor or department for information.

#### DES 3201 Strategic Career Planning for Design

**A-F only, 1 credit(s); prereq soph, jr, sr, [Graphic design or interior design or clothing design or environmental design or architecture] major;**

**Instructor:** Perman,Heidi J

**Description:** This course is meant to teach you the skills necessary to land a great job or internship in the field of design! By the end of this class, you will feel more confident about the steps necessary to obtain a good position. Through in-class activities and homework assignments, you will learn how to create a strong resume, how to market your skills to employers and how to find job openings for your field. The skills you learn in this class will help you throughout your future career!

#### DES 3201 Strategic Career Planning for Design

**A-F only, 1 credit(s); prereq soph, jr, sr, [Graphic design or interior design or clothing design or environmental design or architecture] major;**

**Instructor:** Daves,Christine

**Description:** This course is meant to teach you the skills necessary to land a great job or internship in the field of design! By the end of this class, you will feel more confident about the steps necessary to obtain a good position. Through in-class activities and homework assignments, you will learn how to create a strong resume, how to market your skills to employers and how to find job openings for your field. The skills you learn in this class will help you throughout your future career!

#### DES 3201 Strategic Career Planning for Design

**A-F only, 1 credit(s); prereq soph, jr, sr, [Graphic design or interior design or clothing design or environmental design or architecture] major;**

**Instructor:** Reile,Lucy

**Description:** This course is meant to teach you the skills necessary to land a great job or internship in the field of design! By the end of this class, you will feel more confident about the steps necessary to obtain a good position. Through in-class activities and homework assignments, you will learn how to create a strong resume, how to market your skills to employers and how to find job openings for your field. The skills you learn in this class will help you throughout your future career!

**Style:** 50% Lecture, 15% Discussion, 15% Small Group Activities, 20% Guest Speakers.

**Grading:** 35% reports/papers, 40% special projects, 10% class participation, 15% other evaluation.

#### DES 3311 Travels in Typography

**A-F only, 3 credit(s);**

**Instructor:** Moran,Bill

**Description:** Travels in Typography: A hands-on survey. From

Gutenberg to Gill, from papyrus to paper, immerse yourself in the tactile qualities of the printed word. This class will map the development of writing and its offspring, movable type, using the exceptional resources of the internationally-renowned James Ford Bell Library at the University of Minnesota. Throughout the semester students will use the Bell Library's rare book and map collection to undertake hands-on design exercises that take them on a historical and practical tour of all the major developments in typography, including stonecutting, calligraphy and letterpress printing.

#### **DES 3331 Street Life Urban Design Seminar**

**A-F only, 3 credit(s);**

**Instructor:** Schulte, Marcy

**Description:** In this seminar, we will focus on the street, not just defined as the gap between buildings or between destinations but as a place in itself. With street and streetlife as the subject of our inquiry, we will consider case studies and envision possible transformations through discourse, dissection and analysis. In this course, students will examine and make projects that reconfigure city spaces based on their assessment of how our daily lives intersect with the street. Our investigations will be guided by readings in urban studies, geography, design, economics and art history. Guest lecturers may include landscape architects, urban designers, public artists and engineers.

#### **DES 3341 (un)Wrapping It Up: New Materials for Design, Design for New Materials**

**A-F only, 3 credit(s);**

**Instructor:** Wright, Bruce N

**Description:** Are you interested in Architecture and product design? Do you feel restricted by wood, stone and plastic? Learn how new materials influence your work! In this seminar, we will explore the nature of new high-tech materials that have been revolutionizing many design arenas, from architecture to clothing, from products to landscapes and in between. A highly popular recent Cooper-Hewitt National Design Museum exhibition, "Extreme Textiles: Designing for High Performance," brought international attention to this exciting field of material development, as examples of specialty textiles carried scientific instruments to the surface of Mars, helped bring first responders safely back from volatile environments, and one billion people watched soccer teams compete for the World Cup in fabric-clad stadiums. In this course, students will learn about new materials - such as high-tech fabrics, foils, electrotextiles, and so-called "intelligent textiles" that respond to environmental stimuli - through hands-on materials research and testing of prototypes. Cross-disciplinary student teams will explore "appropriate use" modeling and applications, testing their design ideas through several quick one-week projects, leading to a larger, more integrated project at term's end. Seminar instructor: Bruce Wright, Editor, Fabric Architecture magazine.

#### **DES 4301 Design Minor Seminar**

**A-F only, 3 credit(s); prereq Design minor;**

**Instructor:** Hemmis, Patricia

**Description:** In this course, we will examine the powerful role of metaphors and related tropes when conceptualizing meanings within the designed environment. We will explore Lakoff and Johnson's notion that "our ordinary conceptual system is metaphorical in nature, and that as a result, metaphors affect the ways we perceive, think and act." We will use these ideas to raise questions about the role of tropes in the designed environment. Through discussion and assignments, students will analyze fundamental metaphoric conceptualizations in addition to identifying and analyzing newly emerging metaphors. We will examine the current role of metaphor in the design process and explore the possibility of an expanded usefulness.

#### **DES 5170 Topics in Design**

**A-F only, 0 credit(s), max credits 8, 8 completions allowed;**

**Instructor:** Kudrowitz, Barry Matthew

**Description:** Student may contact the instructor or department for information.

#### **DES 8103 Qualitative and Mixed Methods Research**

**A-F only, 3 credit(s); prereq credit will not be granted if credit already received for: DHA 8103;**

**Instructor:** Bruin, Marilyn J

**Description:** Student may contact the instructor or department for information.

#### **DES 8112 Design Theory**

**A-F only, 3 credit(s); prereq credit will not be granted if credit already received for: DHA 8112;**

**Instructor:** Bye, Elizabeth Kersch

**Description:** Student may contact the instructor or department for information.

#### **DES 8166 Material Culture and Design**

**A-F only, 3 credit(s); prereq DHA or DES grad student or instr consent credit will not be granted if credit already received for: DHA 8166;**

**Instructor:** Zollinger, Stephanie Watson

**Description:** Student may contact the instructor or department for information.

#### **DES 8181 Research Ethics**

**S-N only, 1 credit(s); prereq Grad student credit will not be granted if credit already received for: DHA 8181;**

**Instructor:** Zollinger, Stephanie Watson

**Description:** Student may contact the instructor or department for information.

## Development Studies and Social Change 537 Heller Hall

#### **DSSC 8112 Scholarship and Public Responsibility**

**S-N only, 2 credit(s); prereq Grad DSSC minor or instr consent ;**

**Instructor:** Frey, Barbara A

**Description:** Student may contact the instructor or department for information.

#### **DSSC 8212 Doctoral Research Workshop in Development Studies and Social Change**

**S-N only, 1 credit(s); prereq Grad DSSC minor or instr consent ;**

**Instructor:** Brown, Karen

**Description:** Student may contact the instructor or department for information.

#### **DSSC 8310 Topics in Development Studies and Social Change**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq Grad DSSC minor or instr consent ;**

**Instructor:** Johnstone, Christopher J

**Description:** Student may contact the instructor or department for information.

## Doctor of Dental Surgery 15-209 Malcolm Moos Health Sciences Tower

#### **DDS 6113 Periodontology III Lecture**

**A-F only, 1.5 credit(s);**

**Instructor:** Bakdash, Bashar

**Description:** Student may contact the instructor or department for information.

#### **DDS 6122 Periodontology Clinic**

**A-F only, 4 credit(s);**

**Instructor:** Carlson, Jeffrey F

**Description:** Student may contact the instructor or department for information.

**DDS 6141 Pediatric Dentistry Clinic**

**A-F only, 3.6 credit(s); prereq 3rd yr DDS student;**

**Instructor:** Yesil,Jasmine

**Description:** Student may contact the instructor or department for information.

**DDS 6142 Pediatric Dentistry Clinic**

**A-F only, 3 credit(s); prereq Credit will not be granted if credit received for 6511, 6512, 6513, 6514, 6515;**

**Instructor:** Yesil,Jasmine

**Description:** Student may contact the instructor or department for information.

**DDS 6151 Pain and Anxiety Control**

**A-F only, 1.2 credit(s);**

**Instructor:** Kademani,Deepak

**Description:** Student may contact the instructor or department for information.

**DDS 6153 Oral and Maxillofacial Surgery II**

**A-F only, 1.2 credit(s); prereq Oral Surgery I;**

**Instructor:** Basi,David Lawrence

**Description:** This course is an introduction to the fundamental concepts of oral and maxillofacial surgery. The fundamental clinical and diagnostic skills of oral and maxillofacial surgery that apply to the practice of general dentistry are emphasized in this course. Course Objectives Upon completion of the course, the student will understand the basic principles of: 1. Dental implants: the historical perspective and anatomic considerations; 2. Dental implants: surgical procedures; 3. Dental implants: surgical complications; 4. Management of mandibular fractures; 5. Management of facial fractures: midface and zygoma; 6. Diseases of the salivary glands; 7. Correction of skeletofacial deformities; 8. Obstructive sleep apnea; 9. Dentoalveolar Trauma; 10. Management of patients with orofacial clefts and congenital anomalies; 11. Temporomandibular joint surgery and indications; 12. Surgical management of TMJ disorders; 13. Management of head and neck cancer; 14. Osteoradionecrosis: prevention and management; 15. Surgical reconstruction of maxillofacial defects.

**DDS 6161 Oral & Maxillofacial Surgery Clinic Rotation**

**S-N only, 2.5 credit(s);**

**Instructor:** Swift,James Q

**Description:** Student may contact the instructor or department for information.

**DDS 6172 Orthodontics II**

**A-F only, 1.5 credit(s);**

**Instructor:** De Felipe,Nanci Lara

**Description:** Student may contact the instructor or department for information.

**DDS 6181 Orthodontic Clinic Rotation**

**S-N only, 0.2 credit(s);**

**Instructor:** De Felipe,Nanci Lara

**Description:** Student may contact the instructor or department for information.

**DDS 6211 Introduction to Oral Biology**

**S-N only, 1.1 credit(s); prereq 1st yr [DDS or DT student];**

**Instructor:** Rudney,Joel David

**Description:** Student may contact the instructor or department for information.

**DDS 6231 Physical Evaluation I**

**A-F only, 2.9 credit(s); prereq 1st yr [DDS or DT student];**

**Instructor:** Hamamoto,Darryl T

**Description:** Introduction to Oral Medicine and Diagnosis (Physical Evaluation I) is a dental course presenting essential aspects of patient evaluation that you will use during the examination of all patients in the various adult clinical programs

in the School of Dentistry. For every adult patient that is admitted to the dental school program, it is required that a complete database be collected and a comprehensive diagnosis be determined prior to providing non-emergency dental treatment. This course is the first of two courses (along with Physical Evaluation II). The goal of these two courses is for you to learn the basic skills that you will need to 1) understand how each patient's personality structure and emotional state affect his/her systemic and oral health, 2) assess the medical history and physical status of a dental patient, 3) determine the condition of the patient's oral structures, and 4) formulate and document in the dental record a plan to manage the care of the patient's oral health from both a medical and dental perspective. Physical Evaluation I builds upon what you have learned in previous courses or are learning in concurrent courses including, but not limited to, Gross Anatomy, Physiology, Neuroscience, and Biochemistry. Physical Evaluation I will teach you important concepts that will be built upon in Physical Evaluation II. Furthermore, the concepts and skills that you learn in these two courses will be the foundation of the clinical skills that you will need to become competent in Comprehensive Patient Evaluation in the Oral Medicine and Diagnosis Clinic.

**DDS 6232 Physical Evaluation II**

**A-F only, 1.9 credit(s);**

**Instructor:** Rhodus,Nelson L

**Description:** Student may contact the instructor or department for information.

**DDS 6233 Oral and Maxillofacial Radiology**

**A-F only, 2 credit(s);**

**Instructor:** Ahmad,Mansur

**Description:** Student may contact the instructor or department for information.

**DDS 6235 Oral Radiology Preclinical Lab I**

**S-N only, 0.9 credit(s); prereq In DDS program;**

**Instructor:** Ahmad,Mansur

**Description:** Student may contact the instructor or department for information.

**DDS 6243 Oral Radiology Clinic**

**S-N only, 0.5 credit(s); prereq 3rd yr DDS student;**

**Instructor:** Nadeau,Richard D

**Description:** Student may contact the instructor or department for information.

**DDS 6251 Oral Histology and Embryology and Medical Genetics**

**A-F only, 2.6 credit(s);**

**Instructor:** Gopalakrishnan,Rajaram

**Description:** The oral histology and embryology portion of this course focuses on basic knowledge of human embryology with emphasis on development of the oro-facial region, including the development of the face, palate and teeth. Structural microscopic anatomy of the oral hard and soft tissues is emphasized to provide a sound background for rendering clinical treatment. Examples of clinical and histopathologic variations of the hard and soft tissues will be presented to demonstrate clinical relevance. The material presented in this portion of the course is based upon you having a working knowledge of the general histology of cells and tissues as presented in DDS 6214 General Histology. The genetics portion of this course focuses on human chromosomes, single gene traits, complex traits, population genetics and genetic diagnosis. These topics provide a sound background for understanding chromosomal anomalies, the genetics of oral and maxillofacial conditions such as facial clefts, periodontal disease and oral cancer. Upon successful completion of the course, the student will be able to critically evaluate histologic appearance of normal tissues, understand the important developmental processes, and the structural specialization of the cells and tissues of the oral cavity. This is a basic course that should prepare the student for critical thinking and improve their problem-solving ability necessary for other basic and clinical courses.

**DDS 6252 Oral and Maxillofacial Pathology****A-F only, 3.1 credit(s);****Instructor:** Koutlas,Ioannis George**Description:** Student may contact the instructor or department for information.**DDS 6314 Treatment Planning and Introduction to Clinic****S-N only, 4.1 credit(s);****Instructor:** STAFF**Description:** Student may contact the instructor or department for information.**DDS 6322 Treatment Planning Clinic II****A-F only, 1 credit(s); prereq Patient Management II Resource Workbook;****Instructor:** Nadeau,Richard D**Description:** Student may contact the instructor or department for information.**DDS 6323 Treatment Planning Clinic IV****A-F only, 1 credit(s); prereq Patient Management II Resource Workbook;****Instructor:** Nadeau,Richard D**Description:** Student may contact the instructor or department for information.**DDS 6332 Prevention and Oral Health Promotion****S-N only, 2.3 credit(s);****Instructor:** Born,David Omar**Description:** Student may contact the instructor or department for information.**DDS 6334 Professional Problem Solving****S-N only, 0.8 credit(s); prereq DDS 3rd yr;****Instructor:** Quick,Karin**Description:** Student may contact the instructor or department for information.**DDS 6335 Professional Problem Solving****S-N only, 0.3 credit(s);****Instructor:** Quick,Karin**Description:** Student may contact the instructor or department for information.**DDS 6411 Applied Dental Biomaterials****A-F only, 2 credit(s); prereq In DDS program;****Instructor:** Combe,Edward Charles**Description:** Student may contact the instructor or department for information.**DDS 6438 Operative Dentistry III****A-F only, 3.8 credit(s); prereq Operative Dentistry [I, II],****Operative Dentistry [I, II] Lab;****Instructor:** Lee,Ignatius Kaiyan**Description:****DDS 6441 Operative Dentistry Clinic II****A-F only, 4 credit(s); prereq Operative Dentistry [I, II, III],****Operative Dentistry [I, II] lab;****Instructor:** Hildenbrand,Gary Lee**Description:** Student may contact the instructor or department for information.**DDS 6442 Operative Dentistry Clinic V****A-F only, 7.5 credit(s); prereq Operative Dentistry I, II, III,****Operative Dentistry I and II Lab;****Instructor:** Hildebrandt,Gary Howard**Description:** Student may contact the instructor or department for information.**DDS 6471 Preclinical Prosthodontics Lecture II****A-F only, 2.6 credit(s); prereq 5901, 5902;****Instructor:** Adarve,Ranier Marfil**Description:** Student may contact the instructor or department for information.**DDS 6472 Preclinical Prosthodontic Technique Laboratory II****A-F only, 2.6 credit(s); prereq 5901, 5902;****Instructor:** Adarve,Ranier Marfil**Description:** Student may contact the instructor or department for information.**DDS 6477 Preclinical Prosthodontics Technique Lecture V, Removable Partial Dentures****A-F only, 3.1 credit(s);****Instructor:** Palik DDS,MS,Joyce F.**Description:** Student may contact the instructor or department for information.**DDS 6478 Preclinical Prosthodontics Technique Laboratory V, Partial Dentures****A-F only, 2.6 credit(s);****Instructor:** Conrad,Heather Joan**Description:** This lecture/laboratory course is designed to provide the student with a fundamental level of theory and practice in complete denture construction. The purpose of this preclinical course is to introduce concepts of diagnosing, treatment planning, and treatment sequencing for the edentulous patient, as well as skill and knowledge necessary to restore form and function with complete dentures. The lecture and laboratory components will introduce the student to the instruments, terminology, basic principles, and technical/clinical procedures, used to fabricate complete dentures. This course should be considered as part of a continuum to expand on the fundamentals of removable partial dentures that are presented in DDS 6475/6 Preclinical Prosthodontics Technique IV, and provide the student with the fundamental knowledge and foundational skills to advance to DDS 6479 Clinical Occlusion, DDS 6491/2 Introduction to Clinical Implant Dentistry, and DDS 6482 Removable Prosthodontics Clinic I.**DDS 6478 Preclinical Prosthodontics Technique Laboratory V, Partial Dentures****A-F only, 2.6 credit(s);****Instructor:** Palik DDS,MS,Joyce F.**Description:** This lecture/laboratory course is designed to provide the student with a fundamental level of theory and practice in complete denture construction. The purpose of this preclinical course is to introduce concepts of diagnosing, treatment planning, and treatment sequencing for the edentulous patient, as well as skill and knowledge necessary to restore form and function with complete dentures. The lecture and laboratory components will introduce the student to the instruments, terminology, basic principles, and technical/clinical procedures, used to fabricate complete dentures. This course should be considered as part of a continuum to expand on the fundamentals of removable partial dentures that are presented in DDS 6475/6 Preclinical Prosthodontics Technique IV, and provide the student with the fundamental knowledge and foundational skills to advance to DDS 6479 Clinical Occlusion, DDS 6491/2 Introduction to Clinical Implant Dentistry, and DDS 6482 Removable Prosthodontics Clinic I.**DDS 6479 Clinical Occlusion****A-F only, 1.3 credit(s), max credits 2.6; prereq Enrolled in dentistry program;****Instructor:** Schulte,John K**Description:** Student may contact the instructor or department for information.**DDS 6481 Fixed Prosthodontics Clinic II****A-F only, 5 credit(s); prereq 4810 Fixed Prosthodontics Clinic I;****Instructor:** Cook,Gary Eugene**Description:** Student may contact the instructor or department for information.**DDS 6482 Removable Prosthodontics Clinic II****A-F only, 5 credit(s); prereq 4962;****Instructor:** Cook,Gary Eugene**Description:** Student may contact the instructor or department for information.



**DDS 6483 Fixed Prosthodontics Clinic IV****A-F only, 7.5 credit(s); prereq 4815;****Instructor:** Cook, Gary Eugene**Description:** Student may contact the instructor or department for information.**DDS 6493 Prosthodontics I****A-F only, 1.1 credit(s), max credits 2.2; prereq Fundamentals of prosthodontics shape/color, aesthetics of anterior prosthodontics;****Instructor:** Larson DDS, MS, William Richard**Description:** Student may contact the instructor or department for information.**DDS 6511 Foundations of Interprofessionalism, Communication, and Collaboration****S-N only, 1 credit(s);****Instructor:** Berthold, Peter**Description:** Student may contact the instructor or department for information.**DDS 6611 Elective Short Term Externship****S-N only, 1-5 credit(s), max credits 25, 5 completions allowed; prereq DDS Program;****Instructor:** Koskela, Carol J**Description:** Student may contact the instructor or department for information.**DDS 6621 Introduction to CAD/CAM Restorations****S-N only, 2 credit(s);****Instructor:** Zidan, Omar**Description:** Student may contact the instructor or department for information.**Dutch****192 Klæber Court****DTCH 1002 Beginning Dutch****5 credit(s); prereq 1001; Credit will not be granted if credit has been received for: DTCH 4002;****Instructor:** Oosterhoff, Jenneke A**Description:** Welkom terug in Nederlands 1002. This is the second course in the first-year language instruction sequence (1001-2), designed to develop a basic communicative proficiency in Dutch. Note: This is second semester beginning Dutch, so it is not a total beginner's course. Students will practice the four language skills (speaking, writing, reading, and listening) and learn to handle simple, everyday transactions. The main book is the text book package of Code volume 1. The book is accompanied by a cd-rom which is meant for independent work by the students at home. Class time will be devoted to mostly speaking and listening skills. Supplementary materials about life and culture in Holland (short authentic and literary texts, songs, video, and pictures) will be an integral part of the course. The first-year courses encourage extensive student interaction, partner activities, and group work. A selection of new topics to be introduced includes: health, comparing school systems, the arts, finding a job, friends and family etc. Students should expect an average of 2 hours of outside preparation for each class session. See the description for Dtch 4002 for an option for qualified students to register for this course for 2 credits instead of 5 credits.**Style:** 20% Lecture. Interactive exercises (inc. lab)**Grading:** 10% mid exam, 10% final exam, 40% quizzes, 20% class participation, 20% other evaluation. written homework**Exam Format:** Quizzes and essays**DTCH 1004 Intermediate Dutch****5 credit(s); prereq 1003; Credit will not be granted if credit has been received for: DTCH 4004;****Instructor:** Oosterhoff, Jenneke A**Description:** This course continues the presentation of language skills (speaking, writing, listening and reading) begun in Dtch

1003 with special focus on the extension of speaking and writing skills (in preparation for the LPE and OPI). The main course book used in this class is the textbook and dvd package of 'Nederlands in actie'. This book is accompanied by audio materials which the instructor will use in class and you are expected to use at home. Class time will be devoted mostly to speaking and pre-writing activities. You will write 6 formal essays, each of which will be followed by a rewrite. In addition, you will read two Dutch novels. The course includes a variety of supplementary materials on Dutch life and culture: video sections from Dutch TV, information from Dutch websites, Dutch film, etc. You should expect an average of three hours of outside preparation per class session. See the description for Dtch 4004 for an option for qualified students to register for this course for 2 credits instead of 5 credits.

**Style:** 20% Lecture. pre-writing and interactive exercises**Grading:** 10% mid exam, 10% final exam, 30% quizzes, 20% class participation, 30% other evaluation. written assignments**Exam Format:** quizzes, essays**DTCH 3993 Directed Studies****1-5 credit(s), max credits 12, 12 completions allowed; prereq instr consent, dept consent, college consent;****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 4002 Beginning Dutch****2 credit(s); prereq 1004 in another language or passing score on LPE or grad student; Credit will not be granted if credit has been received for: DTCH 1002;****Instructor:** Oosterhoff, Jenneke A**Description:** Welkom terug in Nederlands 1002. This is the second course in the first-year language instruction sequence (1001-2), designed to develop a basic communicative proficiency in Dutch. Note: This is second semester beginning Dutch, so it is not a total beginner's course. Students will practice the four language skills (speaking, writing, reading, and listening) and learn to handle simple, everyday transactions. The main book is the text book package of Code volume 1. The book is accompanied by a cd-rom which is meant for independent work by the students at home. Class time will be devoted to mostly speaking and listening skills. Supplementary materials about life and culture in Holland (short authentic and literary texts, songs, video, and pictures) will be an integral part of the course. The first-year courses encourage extensive student interaction, partner activities, and group work. A selection of new topics to be introduced includes: health, comparing school systems, the arts, finding a job, friends and family etc. Students should expect an average of 2 hours of outside preparation for each class session. See the description for Dtch 4002 for an option for qualified students to register for this course for 2 credits instead of 5 credits.**Style:** 20% Lecture. Interactive exercises (inc. lab)**Grading:** 10% mid exam, 10% final exam, 40% quizzes, 20% class participation, 20% other evaluation. written homework**Exam Format:** Quizzes and essays**DTCH 4004 Intermediate Dutch****2 credit(s); prereq 1004 in another language or passing score on LPE or grad student; Credit will not be granted if credit has been received for: DTCH 1004;****Instructor:** Oosterhoff, Jenneke A**Description:** This course continues the presentation of language skills (speaking, writing, listening and reading) begun in Dtch 1003 with special focus on the extension of speaking and writing skills (in preparation for the LPE and OPI). The main course book used in this class is the textbook and dvd package of 'Nederlands in actie'. This book is accompanied by audio materials which the instructor will use in class and you are expected to use at home. Class time will be devoted mostly to

speaking and pre-writing activities. You will write 6 formal essays, each of which will be followed by a rewrite. In addition, you will read two Dutch novels. The course includes a variety of supplementary materials on Dutch life and culture: video sections from Dutch TV, information from Dutch websites, Dutch film, etc. You should expect an average of three hours of outside preparation per class session. See the description for Dcht 4004 for an option for qualified students to register for this course for 2 credits instead of 5 credits.

**Style:** 20% Lecture, pre-writing and interactive exercises

**Grading:** 10% mid exam, 10% final exam, 30% quizzes, 20% class participation, 30% other evaluation, written assignments

**Exam Format:** quizzes, essays

**Instructor:** Watkins, John

**Description:** Student may contact the instructor or department for information.

**EMS 8500 Topics in Early Modern Studies: Music, Gender and Sexuality**

**3 credit(s), max credits 6; prereq Grad student;**

**Instructor:** Harness, Kelley A

**Description:** Student may contact the instructor or department for information.

**EMS 8500 Topics in Early Modern Studies: Philosophical Backgrounds in Modern Lit Theory**

**3 credit(s), max credits 6; prereq Grad student;**

**Instructor:** Brown, Tony C.

**Description:** To be fully conversant in contemporary theoretical debates one needs to know theory? s informing philosophical heritage. This course will aim to provide access to that knowledge by close attention to seven philosophers of crucial importance for contemporary theory. In Spring 2011, we will focus on Descartes, Spinoza, Leibniz, Hobbes, Locke, Kant, and Hegel.

**EMS 8500 Topics in Early Modern Studies: Borderlands of Latin America**

**3 credit(s), max credits 6; prereq Grad student;**

**Instructor:** Pilcher, Jeffrey Michael

**Description:** Student may contact the instructor or department for information.

**EMS 8500 Topics in Early Modern Studies: Baroque Rome: Art and Politics in the Papal Capita**

**3 credit(s), max credits 6; prereq Grad student;**

**Instructor:** Ostrow, Steven F

**Description:** Student may contact the instructor or department for information.

**EMS 8500 Topics in Early Modern Studies: Art of the Aztec Empire**

**3 credit(s), max credits 6; prereq Grad student;**

**Instructor:** Afanador-Pujol, Angelica J

**Description:** This upper-division course is designed to provide interested students with a greater knowledge of the art and architecture of the Aztecs of Central Mexico from the time of their first appearance in the archaeological record until the Spanish invasion of Central Mexico in 1521. We will focus on some of the major problems confronting scholars and the different theoretical and methodological approaches taken to address them.

## East Asian Studies

214 Social Sciences Tower

**EAS 3462 From Subjects to Citizens: The History of East Asia From 1500 to the Present**

**3-4 credit(s), max credits 4, 1 completion allowed; Credit will not be granted if credit has been received for: HIST 3462;**

**Instructor:** Isett, Christopher Mills

**Description:** This course is designed to introduce the main themes of East Asian history since 1500, focusing primarily on the histories of China, Japan, Korea and Vietnam. The course examines long-term changes, trends, and continuities in society, economy, politics and culture. The course also looks at the connections within Asia and between Asia and the rest of world over this period. Class time will be devoted mostly to lectures, but will also include time for questions, discussion, and film. .

**Style:** 70% Lecture, 20% Discussion.

**Grading:** 25% mid exam, 35% final exam, 30% reports/papers, 10% class participation.

**Exam Format:** Written exam/blue book/essay and identifications

**EAS 5940 Topics in Asian History: 20th Century China**

**3 credit(s), max credits 16, 16 completions allowed; prereq**

**Advanced undergrad or grad or instr consent ;**

**DTCH 5993 Directed Studies**

**1-4 credit(s), max credits 12, 12 completions allowed; prereq**

**instr consent, dept consent, college consent;**

**Instructor:** STAFF

**Description:** Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

## Early Modern Studies

1030 Heller Hall

**EMS 8100 Workshop in Early Modern Studies**

**S-N only, 1-3 credit(s), max credits 3, 3 completions allowed; prereq instr consent ;**

**Instructor:** Chambers, Sarah C

**Description:** Student may contact the instructor or department for information.

**EMS 8250 Seminar in Early Modern Studies**

**3 credit(s), max credits 6; prereq Grad student;**

**Instructor:** Shank, JB

**Description:** Student may contact the instructor or department for information.

**EMS 8500 Topics in Early Modern Studies: Later Medieval French Literature**

**3 credit(s), max credits 6; prereq Grad student;**

**Instructor:** Noakes, Susan J

**Description:** French 8120 Topics in Later French Medieval Literature Spring 2009 The Problem of the Fifteenth Century French literary historiography has long struggled with the literature of the fifteenth century. Perhaps the best-known and most coherent overview of the period and its cultures appears in Johan Huizinga's THE WANING OF THE MIDDLE AGES. The class will work to develop an understanding of this century of literary experimentation and change by studying especially the works of Christine de Pizan, Charles d'Orleans, and Francois Villon. Attention will also be given to THE FARCE OF PIERRE PATELIN, Rene d'Anjou's LE LIVRE DU CUER D'AMOUR EPRIS, LA BELLE DAME SANS MERCI, and Froissart's LA PRISON AMOUREUSE. Important themes will include nostalgia for courtliness, the reaction against courtliness, the representation of gender, and the literary effects of the Hundred Years' War. Some attention will be given to the development of Middle French and to the early history of French poetic forms and their relation to the history of music. Conducted in French. Middle French.

**Style:** 20% Lecture, 60% Discussion, 15% Student Presentation, 5% Guest Speakers.

**Grading:** 60% reports/papers, 10% in-class presentation, 30% class participation.

**EMS 8500 Topics in Early Modern Studies: Early Modern**

**Literature: Spenser and Milton**

**3 credit(s), max credits 6; prereq Grad student;**

**Instructor:** Wang,Liping

**Description:** Student may contact the instructor or department for information.

**Description:** Student may contact the instructor or department for information.

## Ecology, Evolution, and Behavior

### 100 Ecology Building

**EEB 5146 Science and Policy of Global Environmental Change**  
**A-F only, 3 credit(s); prereq Biol 3407 Biol 5407 or equiv;**  
**Credit will not be granted if credit has been received for: FR 5146;**  
**Instructor:** Hobbie,Sarah E  
**Description:**

#### EEB 3001 Ecology and Society

**A-F only, 3 credit(s); prereq [Jr or sr] recommended;**  
**biological sciences students may not apply cr toward major;**  
**Credit will not be granted if credit has been received for:**  
**BIOL 3407; Meets CLE req of Environment;**

**Instructor:** Borer,Elizabeth

**Description:** Because of rapid human population growth and even more rapid advances in technology, humans now affect nearly every aspect of our global environment. In this changing world, informed citizens need to understand the interconnectedness of issues such as global warming, habitat destruction, pollution, disease, and biodiversity. In this context, this course introduces basic concepts in ecology for non-majors, with an emphasis on understanding the science relevant to issues facing society. Through projects, readings, discussions, and lectures, we will explore the role of humans in - and reliance on - natural environments. The three main themes of the course are: 1) natural history of local, regional, and global environments, 2) biological diversity in a changing world, and 3) ecosystems that sustain us.

#### EEB 5601 Limnology

**3 credit(s); prereq Grad student or instr consent ;**

**Instructor:** Sterner,Robert Warner

**Description:** Limnological science embraces the geology, physics, chemistry and biology of non-oceanic aquatic habitats. Like most limnology courses, we will maintain a focus primarily on standing water (ponds and lakes). Limnology can also sometimes include wetlands, rivers, streams, and other aquatic habitats, and we will be looking at some of those too, just not as thoroughly. This course provides you with an overview of this diverse field. Specialized topics include the origin and modification of lakes and streams in the landscape; the properties of water; elementary fluid dynamics; water movements; light penetration; the composition of natural water and their geologic and geographic variations; lake food webs; effects of fish on aquatic systems; how nutrients alter lake communities; as well as a survey of the kinds of organisms in freshwater systems from microbes to monsters. One of Limnology's special strengths is in how fundamental science helps solve practical problems, and students will be exposed to current ideas in the fields of eutrophication, biodiversity protection, and climate change. Because Limnology is an interdisciplinary field, we will be covering chemical, physical, geological, and biological topics. Students tend to have individual strengths in these different areas, and thus likely each individual will find some sections of this course more challenging than others.

**Style:** 100% Lecture. The course is targeted at undergraduates who have some background coursework in science, ecology, water resources, or fisheries.

**Grading:** 40% mid exam, 30% final exam, 30% reports/papers.

Graduate students also are expected to write one book review.  
**Exam Format:** - Grades for undergraduates in this course will be based on performance on three in-class exams and three out-of-class essays. Both lecture and reading material will be covered on the exams.

#### EEB 3002 Sex, Evolution, and Behavior: Examining Human Evolutionary Biology

**A-F only, 4 credit(s); Credit will not be granted if credit has been received for: ANTH 3002;**

**Instructor:** Wilson,Michael Lawrence

**Description:** Evolutionary theory provides unique insights into fundamental aspects of human behavior, including sex differences, courtship, marriage, reproduction, aggression and cooperation. In this course, lectures, reading and discussion of primary literature help students develop a critical understanding of the theory, methods, and findings of this rapidly growing field.

#### EEB 8980 Seminar on Current Topics

**S-N only, 1 credit(s), max credits 30, 10 completions allowed; prereq [1st yr or 3rd sem] grad student, instr consent ;**

**Instructor:** Simons,Andrew M.

**Description:** Student may contact the instructor or department for information.

#### EEB 4134 Introduction to Ornithology

**4 credit(s); prereq Biol 1001 or Biol 2012;**

**Instructor:** Zink,Robert Martin

**Description:** Birds constitute one of the better known groups of organisms. In this course, we will deal with many aspects of bird biology in a lecture, field, and laboratory setting. Students will learn to identify many species of birds occurring in Minnesota through examination of specimens in lab and through field identification in weekly walks around the St. Paul campus. We will spend considerable time learning about ecology and behavior of birds, and students will gather data on the behavior of a common local species which will be pooled with observations of other class members. We will consider how the scientific study of birds can lead to better conservation practices. Course will be web-enhanced. Target Audience: Upper-division undergraduates and graduate students.

**Style:** 40% Lecture, 60% Laboratory.

**Grading:** 20% mid exam, 20% final exam, 60% laboratory evaluation.

**Exam Format:** multiple choice; essay

#### EEB 8980 Seminar on Current Topics

**S-N only, 1 credit(s), max credits 30, 10 completions allowed; prereq [1st yr or 3rd sem] grad student, instr consent ;**

**Instructor:** Simons,Andrew M.

**Description:** Student may contact the instructor or department for information.

#### EEB 4793W Directed Studies: Writing Intensive

**S-N only, 1-7 credit(s), max credits 7, 7 completions allowed;**  
**prereq instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Curtsinger,James W

**Description:** Student may contact the instructor or department for information.

#### EEB 8980 Seminar on Current Topics

**S-N only, 1 credit(s), max credits 30, 10 completions allowed; prereq [1st yr or 3rd sem] grad student, instr consent ;**

**Instructor:** Simons,Andrew M.

**Description:** Student may contact the instructor or department for information.

#### EEB 4993 Directed Studies

**S-N only, 1-7 credit(s), max credits 7, 7 completions allowed;**  
**prereq instr consent , dept consent ;**

**Instructor:** Packer,Craig

#### EEB 8980 Seminar on Current Topics

**S-N only, 1 credit(s), max credits 30, 10 completions allowed; prereq [1st yr or 3rd sem] grad student, instr consent ;**

**Instructor:** Simons,Andrew M.

**Description:** Student may contact the instructor or department for information.

#### EEB 8990 Graduate Seminar

**1-3 credit(s), max credits 30, 10 completions allowed; prereq instr consent ;**

**Instructor:** Waters,C. Kenneth

**Description:** Student may contact the instructor or department for information.

#### EEB 8990 Graduate Seminar

**1-3 credit(s), max credits 30, 10 completions allowed; prereq instr consent ;**

**Instructor:** Tiffin,Peter L

**Description:** Student may contact the instructor or department for information.

#### EEB 8990 Graduate Seminar

**1-3 credit(s), max credits 30, 10 completions allowed; prereq instr consent ;**

**Instructor:** Barker,Fredrick K

**Description:** Student may contact the instructor or department for information.

## Economics

4-101 Hanson Hall

#### ECON 1101 Principles of Microeconomics

**4 credit(s); prereq knowledge of plane geometry and advanced algebra credit will not be granted if credit received for: 1104, 1111, ApEc 1101; Credit will not be granted if credit has been received for: APEC 1101; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences; Instructor: STAFF**

**Description:** Econ 1101 satisfies the CLE requirements of the Social Science Core and of the Global Perspectives Theme. This is an introductory course in Economics. Topics covered include the behavior of consumers, firms, and markets in the domestic and world economy. Interdependencies in the global economy, and effects of global linkages on individual decisions.

**Style:** 75% Lecture, 25% Discussion.

**Grading:** All ECON 1101 students (in all sections) will take the midterm exams and final exam at the same time/day; there will be evening exams.

**Exam Format:** All ECON 1101 lectures (and accompanying recitation sections) will have two common midterm exams and one common final exam. These will be in the evening and will be announced on the course syllabi.

#### ECON 1101 Principles of Microeconomics

**4 credit(s); prereq knowledge of plane geometry and advanced algebra credit will not be granted if credit received for: 1104, 1111, ApEc 1101; Credit will not be granted if credit has been received for: APEC 1101; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences; Instructor: Sager,Erick**

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course examines the choices of individual consumers, firms, and markets. More specifically, you will explore a formal framework and analyze why people purchase certain goods, how firms choose a production strategy to maximize profit, and how changes in certain economic conditions and policies influence prices and quantities in markets.

**Style:** Online with handwritten assignments and exams

**Grading:** 20% mid exam, 30% final exam. -2 computerized introductory assignments (5%) -5 computerized assignments (35%) -2 written assignments

**Exam Format:** Supervised, in-person (not online) exams

#### ECON 1102 Principles of Macroeconomics

**4 credit(s); prereq [1101 or equiv], knowledge of plane geometry and advanced algebra credit will not be granted if credit received for: 1105, 1112, ApEc 1102; Credit will not be granted if credit has been received for: APEC 1102;**

**Instructor: STAFF**

**Description:** This is an introductory course in Economics, to be taken after completing Econ 1101. It includes the study of macroeconomic indicators; the role of money; role of fiscal and monetary policy; international trade; interdependencies among nations.

**Style:** 75% Lecture, 25% Discussion. discussion section

#### ECON 1102 Principles of Macroeconomics

**4 credit(s); prereq [1101 or equiv], knowledge of plane geometry and advanced algebra credit will not be granted if credit received for: 1105, 1112, ApEc 1102; Credit will not be granted if credit has been received for: APEC 1102;**

**Instructor:** Amin,Minesh Devendra

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This introductory course acquaints students with the basic tools in macroeconomics, including opportunity cost, debt, inflation, unemployment, the role of central banks, saving and investment, budget and trade deficits/surpluses, GDP, exchange rates, and fiscal and monetary policies. Basic macroeconomic tools and concepts are essential in understanding the economic way of thinking in a world with country interdependencies, multinational firms, and an increasingly open global economy. The concepts offer important insights into a variety of social, economic, and country interactions.

**Style:** Online with handwritten exams

**Grading:** 15% mid exam, 25% final exam. 29 Aplia assignments (40%) 2 essay assignments (20%)

#### ECON 3101 Intermediate Microeconomics

**4 credit(s); prereq 1101, 1102 or equiv, Math 1271 or equiv; Credit will not be granted if credit has been received for: APEC 3001;**

**Instructor: STAFF**

**Description:** This is a required course for Economics majors, and is a prerequisite for most upper-division Economics courses. It essentially provides you with tools necessary to work with economic theory. Students should have completed Calculus I successfully PRIOR to taking this course. Students are NOT permitted to take Calc I concurrently. The course includes the study of consumer and producer behavior under competitive and monopolistic conditions; factors influencing production, price, and other decisions of the firm; applications of the theory.

**Style:** 100% Lecture.

**Exam Format:** problems, short essays

#### ECON 3102 Intermediate Macroeconomics

**4 credit(s); prereq 3101 or equiv; Credit will not be granted if credit has been received for: APEC 3006;**

**Instructor: STAFF**

**Description:** This is one of the two basic tool courses for Economics majors. The prerequisite is Econ 3101, which students must have completed successfully PRIOR to taking this course. Students are NOT permitted to take both concurrently, or take Econ 3102 prior to Econ 3101. The course includes determinants of national income, employment, and price level; effects of fiscal and monetary policies; with an emphasis on a general equilibrium approach. Economic growth is also discussed.

**Style:** 100% Lecture.

**Exam Format:** Problems and short essays

#### ECON 3951 Major Project Seminar

**A-F only, 2 credit(s); prereq [3101 or 3102 or equiv], fr writing requirement satisfied;**

**Instructor: STAFF**

**Description:** A senior project is a requirement for the BA and BA-Q degrees in Economics. Students work with the instructor to produce a significant piece of written work in Economics. Criteria

for the paper: to demonstrate critical thinking in Economics; collection and analysis of data; economic analysis and effective interpretation of results. Should be modeled as an economics journal article. Check the Undergraduate Handbook (web version or hard copy) on the four ways to satisfy this requirement. Students will receive the syllabus via email.

**Style:** No formal meeting time. Please contact the instructor via email.

**Grading:** 100% reports/papers.

#### **ECON 4100W Undergraduate Writing in Economics**

**A-F only, 1 credit(s), max credits 2; prereq 3101, [concurrent enrollment in 4831 or concurrent enrollment in economics honors course], instr consent; Meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** Students can sign up for this one-credit course if they are concurrently registered for an Economics Honors course or for Econ 4831. This will enable them to make the honors course writing intensive. Students receive the assignment from the instructor of the honors course. The Econ 4100W TA works with students to help them write the paper. Students turn in various drafts to the TA and receive feedback on every assignment. The final product is the completed paper.

**Grading:** 100% reports/papers.

#### **ECON 4113 Introduction to Mathematical Economics**

**4 credit(s); prereq 3101, 3102 or equiv, Math 1271-1272-2243 or equiv;**

**Instructor:** STAFF

**Description:** The course includes the central mathematical techniques used in the mathematical approach to economic analysis. Includes optimization with constraints, emphasizing the approach derived from multivariate calculus.

**Style:** 95% Lecture, 5% Discussion.

#### **ECON 4171 History of Economic Thought**

**3 credit(s); prereq 3101, 3102 or equiv;**

**Instructor:** STAFF

**Description:** Covers history of economic thought - includes the Mercantilist and Physiocratic doctrines, Adam Smith, Ricardo, Malthus, Marx, Keynes, and modern theory. Some additional topics at the discretion of the instructor.

**Style:** 90% Lecture, 10% Discussion.

**Exam Format:** essays

#### **ECON 4261 Introduction to Econometrics**

**A-F only, 4 credit(s); 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;**

**Instructor:** STAFF

**Description:** This is a required course for Economics B.S. majors. Students must have completed all prerequisites successfully PRIOR to taking this course. The course includes the basic linear regression model, time series analysis, panel data, discrete choice models. Computer applications (normally GAUSS is used).

**Style:** 75% Lecture. Recitation discussion

**Exam Format:** problems

#### **ECON 4311 Economy of Latin America**

**3 credit(s); prereq [1101, 1102] or equiv;**

**Instructor:** STAFF

**Description:** Economic evolution in Latin America since the 1950s. Development, growth, trade, liberalization, poverty, inflation, budgets, other important issues in the Latin American economies.

**Style:** 90% Lecture, 10% Discussion.

**Exam Format:** essays

#### **ECON 4315 The Japanese Economy**

**3 credit(s); prereq 1101, 1102 or equiv;**

**Instructor:** STAFF

**Description:** Economic development of Japan. Issues covered include trade, development, growth, population, capital

formation, international economic relations, agricultural and industrial policies, role of government, and current issues.

**Style:** 95% Lecture, 5% Discussion.

#### **ECON 4331W Economic Development**

**3 credit(s); prereq 3101, 3102 or equiv; Credit will not be granted if credit has been received for: ECON 4301; Meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** Econ 4331W is a writing intensive course, and students need at least a C in the paper to pass the course. Economic growth and development - indicators, evidence in low and high income countries. Growth theory. Resource allocation.

**Style:** 90% Lecture, 10% Discussion.

#### **ECON 4337 Comparative Economic Systems**

**3 credit(s); prereq 3101, 3102 or equiv; Credit will not be granted if credit has been received for: ECON 4307;**

**Instructor:** STAFF

**Description:** Study of various economic systems, functions and comparisons. Post-socialist transitions in Eastern Europe, Russia, Asia, and China. Economic reforms. Case studies of various countries.

**Style:** 90% Lecture, 10% Discussion.

**Exam Format:** essay, short problems

#### **ECON 4401 International Economics**

**3 credit(s); prereq [[1101, 1102] or equiv], not open to econ majors; Meets CLE req of Global Perspectives;**

**Instructor:** STAFF

**Description:** Econ 4401 satisfies the Global Perspectives Theme requirement as set by the Council on Liberal Education. This course is not for Economics majors. Includes material on international trade and international finance. Theories of trade, trade restrictions, commercial policy. Exchange rates, international monetary systems. Students write a country paper.

**Style:** 90% Lecture, 10% Discussion.

**Exam Format:** problems, short essays

#### **ECON 4431V Honors Course: International Trade**

**4 credit(s); prereq [[3101, 3102] or equiv], Math 1271; Meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** Offered mainly for Economics majors. The course studies international trade including trade theories, trade and growth, trade restrictions, regional trading blocs, protection, and regional integration. This is a writing intensive course, and students need at least a C in the paper to pass the course. Main emphasis on trade theories. URL address will be available later.

**Style:** 95% Lecture, 5% Discussion.

#### **ECON 4431W International Trade**

**3 credit(s); prereq 3101, 3102 or equiv; Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive;**

**Instructor:** Sahi, Simran

**Description:** Econ 4431W satisfies the Global Perspectives Theme requirement of CLE. It is also a Writing Intensive course. Offered mainly for Economics majors, though we happily accept other students if they have successfully completed the prerequisites PRIOR to taking the course. The course studies international trade including trade theories, trade and growth, trade restrictions, regional trading blocs, protection, and regional integration. This is a writing intensive course, and students need at least a C in the paper to pass the course. Real world applications and examples abound. URL address will be available later.

**Style:** 90% Lecture, 10% Discussion.

**Grading:** 25% mid exam, 25% final exam, 25% reports/papers, 25% problem solving. Evaluation is subject to change.

**Exam Format:** essay and true/false explain.

#### **ECON 4432W International Finance**

**3 credit(s); prereq 3101, 3102 or equiv; 4431 or 4439 or equiv recommended; Meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** Balance of payments, international financial

markets, exchange rates, international monetary systems, international investment and capital flows, open economy macroeconomic policy.

**Style:** 95% Lecture, 5% Discussion.

#### **ECON 4531 Labor Economics**

**3 credit(s); prereq 3101, 3102 or equiv; Credit will not be granted if credit has been received for: ECON 3501;**

**Instructor:** STAFF

**Description:** Economic analysis of labor markets; population and labor force; labor market institutions; wage and employment theories; labor unions and bargaining; public policy.

**Style:** 90% Lecture, 10% Discussion.

**Exam Format:** problems, short essay

#### **ECON 4631 Industrial Organization and Antitrust Policy**

**3 credit(s); prereq 3101 or equiv; Credit will not be granted if credit has been received for: ECON 4631H;**

**Instructor:** STAFF

**Description:** Relations between market structure, economic efficiency and welfare. Economic origins of market imperfections - monopoly and other restraints on competition. Purpose of antitrust and related legislation and effects. Industrial policy. Some case studies. This course is sometimes offered concurrently with Econ 3601.

**Style:** 90% Lecture, 10% Discussion.

**Exam Format:** problems and short essays

#### **ECON 4721 Money and Banking**

**3 credit(s); prereq [3101, 3102] or equiv; Credit will not be granted if credit has been received for: ECON 3701;**

**Instructor:** STAFF

**Description:** Theories of money demand and money supply. Financial intermediation, banking, nonbank financial institutions, bank regulation. Role of the Federal Reserve System. Monetary policy.

**Style:** 95% Lecture, 5% Discussion.

#### **ECON 4731H Honors Course: Macroeconomic Policy**

**4 credit(s); prereq [[3101, 3102] or equiv], Math 1271, honors;**

**Instructor:** STAFF

**Description:** The emphasis of this course is on Macroeconomic Policy, studied in a quantitatively rigorous way. We begin by reviewing the household consumption and leisure choice, and the market-clearing model. We then study inflation, unemployment, growth, taxation, government debt, and monetary policy and fiscal policy. This honors section will analyze the topics more in-depth than the corresponding regular section and will require a couple of extra readings.

**Style:** 95% Lecture, 5% Discussion.

**Grading:** 45% mid exam, 45% final exam, 10% problem solving.

**Exam Format:** questions, essays

#### **ECON 4741H Honors: Quantitative Analysis of the Macroeconomy**

**4 credit(s); prereq [[3101, 3102] or equiv], [Stat 3011 or equiv];**

**Instructor:** STAFF

**Description:** Development/calibration of growth model. Effects of policies on output, employment, and other aggregate variables. Documentation of business cycle facts. Estimation of business cycles' costs. Real business theory. Prediction of business cycle facts. Money in the augmented model.

**Style:** 95% Lecture, 5% Discussion.

**Exam Format:** problems, short essays

#### **ECON 4751 Financial Economics**

**3 credit(s); prereq 3101 or equiv, Math 1271 or equiv, 1 sem statistics; Credit will not be granted if credit has been received for: ECON 4751H;**

**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.

**Style:** 95% Lecture, 5% Discussion.

**Exam Format:** problems

#### **ECON 4831 Cost-Benefit Analysis**

**3 credit(s); prereq 3101 or equiv; Credit will not be granted if credit has been received for: ECON 4611H;**

**Instructor:** STAFF

**Description:** Principles for evaluating benefits and costs of public projects or programs. Issues concerned with definition of benefits and costs. Rate of return, rate of discount. Market imperfections, risk, and uncertainty. Case studies.

**Style:** 95% Lecture, 5% Discussion.

**Exam Format:** Essay; problem solving

#### **ECON 4993 Directed Study**

**1-4 credit(s), max credits 4, 1 completion allowed; prereq**

**For honors thesis, instr consent ;**

**Instructor:** STAFF

**Description:** This is for economics honors theses only.

## Education and Human Development 110 Wulling Hall

#### **EDHD 1920 CEHD Special Topics: America Reads: Tutoring, Literacy & Social Justice**

**1 credit(s), max credits 6;**

**Instructor:** Miller,Rosemary F

**Description:** America Reads: Tutoring, Literacy, and Social Justice is the second class in the America Reads course requirement two-part series. Continued employment as an America Reads Tutor is required to register. This course includes four 2-hour class sessions and corresponding community engagement assignments. Students in this course will continue to develop their tutoring techniques and skills and more deeply explore what it means to be a civically engaged and aware citizen. Topics covered include- ?Tutoring English Language Learners?, ?Homelessness in the Twin Cities?, ?Social Justice and Civic Engagement?, and ?Eye on Literacy?. Grades are awarded based on attendance, in-class participation, and completion of all journal and community engagement assignments. Completion of this semester fulfills the course requirement for all first and second year America Reads Tutors.

#### **EDHD 1920 CEHD Special Topics: America Reads: Tutoring, Literacy & Social Justice**

**1 credit(s), max credits 6;**

**Instructor:** Miller,Rosemary F

**Description:** America Reads: Tutoring, Literacy, and Social Justice is the second class in the America Reads course requirement two-part series. Continued employment as an America Reads Tutor is required to register. This course includes four 2-hour class sessions and corresponding community engagement assignments. Students in this course will continue to develop their tutoring techniques and skills and more deeply explore what it means to be a civically engaged and aware citizen. Topics covered include- ?Tutoring English Language Learners?, ?Homelessness in the Twin Cities?, ?Social Justice and Civic Engagement?, and ?Eye on Literacy?. Grades are awarded based on attendance, in-class participation, and completion of all journal and community engagement assignments. Completion of this semester fulfills the course requirement for all first and second year America Reads Tutors.

#### **EDHD 1920 CEHD Special Topics: America Reads: Tutoring, Literacy & Social Justice**

**1 credit(s), max credits 6;**

**Instructor:** Miller,Rosemary F

**Description:** America Reads: Tutoring, Literacy, and Social Justice is the second class in the America Reads course requirement two-part series. Continued employment as an America Reads Tutor is required to register. This course includes four 2-hour class sessions and corresponding community engagement assignments. Students in this course will continue

to develop their tutoring techniques and skills and more deeply explore what it means to be a civically engaged and aware citizen. Topics covered include- ?Tutoring English Language Learners?, ?Homelessness in the Twin Cities?, ?Social Justice and Civic Engagement?, and ?Eye on Literacy?. Grades are awarded based on attendance, in-class participation, and completion of all journal and community engagement assignments. Completion of this semester fulfills the course requirement for all first and second year America Reads Tutors.

#### **EDHD 3002 Exploring the Teaching Profession II**

**A-F only, 2 credit(s); prereq 3001, admission to DirecTrack to Teaching;**

**Instructor:** Stone PhD,Karla

**Description:** Student may contact the instructor or department for information.

#### **EDHD 5001 Learning, Cognition, and Assessment**

**3 credit(s); prereq MEd/initial licensure student or CLA music ed or preteaching major or instr consent ; psych course recommended; Credit will not be granted if credit has been received for: EPSY 3119;**

**Instructor:** Swinburne Romine,Russell E.

**Description:** OBJECTIVES The main objectives of this course are to: 1. Educate students about current and historical issues in Educational Psychology 2. Introduce students to major psychological theories and research 3. Provide opportunities for students to apply psychological theories to educational practice. LEARNING GOALS Participants in this course will learn about: 1. Theories of cognitive and social development and how they relate to approaches to instruction 2. Behaviorist, cognitive, and social cognitive learning theories 3. Approaches to classroom management, motivation, intelligence, instruction and assessment 4. Issues related to assessment and measuring student learning (validity, reliability, interpretation, etc.) by participating in assessment design (traditional, performance-based)

#### **EDHD 5003 Developmental and Individual Differences in Educational Contexts**

**A-F only, 2 credit(s); prereq Jr or sr or post-bac or MEd/initial licensure or CLA music ed or preteaching major or FOE or agriculture or kinesiology or instr consent ;**

**Instructor:** Rodgerson,Richard W

**Description:** Overview of developmental and individual differences of children and adolescents in educational contexts; emphasis on a dynamic systems, evolutionary (selectionist), and ecological perspectives; development transitions in childhood and adolescence; interactions between the student, environment, and task; and accommodations and adaptations for students in special education.

**Grading:** 100% reports/papers.

#### **EDHD 5004 Teaching Students With Special Needs in Inclusive Settings**

**A-F only, 2 credit(s); prereq Teacher preparation program in [CEHD or music education or agriculture education or DirecTrack] or instr consent ; licensure students must take this course for a grade;**

**Instructor:** Seifert PhD,Kathy

**Description:** Student may contact the instructor or department for information.

#### **EDHD 5005 School and Society**

**A-F only, 2 credit(s); prereq Jr or sr or MEd/initial licensure student or CLA music ed major or preteaching major or instr consent ;**

**Instructor:** Howell,Monica Ruth

**Description:** Student may contact the instructor or department for information.

#### **EDHD 5005 School and Society**

**A-F only, 2 credit(s); prereq Jr or sr or MEd/initial licensure student or CLA music ed major or preteaching major or instr consent ;**

**Instructor:** Opsal,Christen Lynn

**Description:** Student may contact the instructor or department for information.

#### **EDHD 5005 School and Society**

**A-F only, 2 credit(s); prereq Jr or sr or MEd/initial licensure student or CLA music ed major or preteaching major or instr consent ;**

**Instructor:** Erickson,Erik Kristian

**Description:** Student may contact the instructor or department for information.

#### **EDHD 5007 Technology for Teaching and Learning**

**A-F only, 1.5 credit(s); prereq [MEd/initial licensure or CLA music ed major or preteaching major or instr consent], basic computer skills;**

**Instructor:** O'Leary,Patrick James

**Description:** Student may contact the instructor or department for information.

#### **EDHD 5007 Technology for Teaching and Learning**

**A-F only, 1.5 credit(s); prereq [MEd/initial licensure or CLA music ed major or preteaching major or instr consent], basic computer skills;**

**Instructor:** Peterson,Darrell Howard

**Description:** Student may contact the instructor or department for information.

#### **EDHD 5007 Technology for Teaching and Learning**

**A-F only, 1.5 credit(s); prereq [MEd/initial licensure or CLA music ed major or preteaching major or instr consent], basic computer skills;**

**Instructor:** Knapp,Wendy M

**Description:** Student may contact the instructor or department for information.

#### **EDHD 5007 Technology for Teaching and Learning**

**A-F only, 1.5 credit(s); prereq [MEd/initial licensure or CLA music ed major or preteaching major or instr consent], basic computer skills;**

**Instructor:** Scharber,Cassie Marie

**Description:** Student may contact the instructor or department for information.

#### **EDHD 5007 Technology for Teaching and Learning**

**A-F only, 1.5 credit(s); prereq [MEd/initial licensure or CLA music ed major or preteaching major or instr consent], basic computer skills;**

**Instructor:** Miller,Brant

**Description:** Student may contact the instructor or department for information.

#### **EDHD 5007 Technology for Teaching and Learning**

**A-F only, 1.5 credit(s); prereq [MEd/initial licensure or CLA music ed major or preteaching major or instr consent], basic computer skills;**

**Instructor:** Rogan,Peter A

**Description:** Student may contact the instructor or department for information.

#### **EDHD 5009 Human Relations: Applied Skills for School and Society**

**A-F only, 1 credit(s); prereq MEd/init lic or CLA music ed or preteaching or instr consent;**

**Instructor:** Burke,Caroline Anne

**Description:** Student may contact the instructor or department for information.

## **Educational Policy and Administration**

*330 Wulling Hall*

**EDPA 1301W Personal Leadership in the University**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: PA 1961W; Meets CLE req of Writing Intensive;**

**Instructor:** Rinehart,Gerald Dennis

**Description:** Student may contact the instructor or department for information.

**EDPA 1301W Personal Leadership in the University**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: PA 1961W; Meets CLE req of Writing Intensive;**

**Instructor:** Zentner Bacig,Karen

**Description:** This 1000 level course introduces leadership using a personal leadership perspectives and frameworks. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of leaders within the University of Minnesota and learn about the importance of personal development. This course is entirely on line.

**Style:** 100% Web Based. This course is entirely online.

**EDPA 1301W Personal Leadership in the University**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: PA 1961W; Meets CLE req of Writing Intensive;**

**Instructor:** Darg,Jules

**Description:** This online course introduces leadership through a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of effective leadership, and learn about the importance of personal development and University-community social betterment within a dynamic online community. EdPA 1301W also fulfills the 1xxx-level core course requirement for the Leadership Minor.

**Style:** 100% Web Based. This class is entirely online.

**EDPA 1301W Personal Leadership in the University**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: PA 1961W; Meets CLE req of Writing Intensive;**

**Instructor:** Bjarnadottir,Thorunn

**Description:** This 1000-level course introduces leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, examine aspects of identity and difference, learn about the differences between personal and positional leadership, and begin to explore concepts and skills relating to effective leadership, citizenship and positive change. Personal leadership topics are explored from the perspective of citizenship within a democracy, work, school, and your service experience at schools, community centers and volunteering.

**EDPA 1301W Personal Leadership in the University**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: PA 1961W; Meets CLE req of Writing Intensive;**

**Instructor:** Duenes,Michael

**Description:** This 1000-level course introduces leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, examine aspects of identity and difference, learn about the differences between personal and positional leadership, and begin to explore concepts and skills relating to effective leadership, citizenship and positive change. Personal leadership topics are explored from the perspective of citizenship within a democracy, work, school, and your service experience at schools, community centers and volunteering.

**EDPA 1301W Personal Leadership in the University**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: PA 1961W; Meets CLE req of Writing Intensive;**

**Instructor:** Dostal Dauer,Kevin

**Description:** Student may contact the instructor or department for information.

**EDPA 1301W Personal Leadership in the University**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: PA 1961W; Meets CLE req of Writing Intensive;**

**Instructor:** McFadden,Colin Hamilton

**Description:** Student may contact the instructor or department for information.

**EDPA 1301W Personal Leadership in the University**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: PA 1961W; Meets CLE req of Writing Intensive;**

**Instructor:** Gunzburger,Jessica S

**Description:** Student may contact the instructor or department for information.

**EDPA 1301W Personal Leadership in the University**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: PA 1961W; Meets CLE req of Writing Intensive;**

**Instructor:** Cottledge,Anitra D

**Description:** This introductory level course presents leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of effective leadership and learn about the importance of personal development.

**EDPA 1301W Personal Leadership in the University**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: PA 1961W; Meets CLE req of Writing Intensive;**

**Instructor:** Fredrickson,Brian Steven

**Description:** This introductory level course presents leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of effective leadership and learn about the importance of personal development.

**EDPA 1301W Personal Leadership in the University**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: PA 1961W; Meets CLE req of Writing Intensive;**

**Instructor:** Fink,Alexander J

**Description:** This 1000 level course introduces leadership using a personal leadership perspectives and frameworks. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of leaders within the University of Minnesota and learn about the importance of personal development. This course is entirely on line.

**Style:** 100% Web Based. This course is entirely online.

**EDPA 1302 Personal Leadership in the University**

**A-F only, 3 credit(s), max credits 6; Credit will not be granted if credit has been received for: PA 1961W;**

**Instructor:** Anderson,Orkideh M.

**Description:** This 1000-level course introduces leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, examine aspects of identity and difference, learn about the differences between personal and positional leadership, and begin to explore concepts and skills relating to effective leadership and positive change. This course is reserved for BME and HRD majors.

**Style:** 10% Lecture, 80% Discussion, 5% Small Group Activities, 5% Student Presentation.

**Grading:** 10% reports/papers, 50% special projects, 10% attendance, 15% reflection paper, 15% class participation.

**EDPA 1302 Personal Leadership in the University**

**A-F only, 3 credit(s), max credits 6; Credit will not be granted if credit has been received for: PA 1961W;**



**Instructor:** Fitzgerald-Sisk, Meg

**Description:** This 1000-level course introduces leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, examine aspects of identity and difference, learn about the differences between personal and positional leadership, and begin to explore concepts and skills relating to effective leadership and positive change. This course is reserved for BME and HRD majors.

**Style:** 10% Lecture, 80% Discussion, 5% Small Group Activities, 5% Student Presentation.

**Grading:** 10% reports/papers, 50% special projects, 10% attendance, 15% reflection paper, 15% class participation.

**EDPA 1909W Freshman Seminar: International Perspectives and Writing Intensive (IP, WI)**

**3 credit(s), max credits 6; prereq Fr; Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive;**

**Instructor:** Harkins, Arthur M

**Description:** The United States and many other countries are creating cultures based on continuous innovation in industry, business and civic life. A majority of countries are not going about this practice or are moving toward it relatively slowly. Higher education is refocusing its mission internationally and globally to help prepare the innovative knowledge workers and citizens necessary for what have been called continuous innovation societies. This seminar will offer students opportunities to examine and assess trends indicating the societal, economic and personal meanings of continuous innovation in the world context. They will review the characteristics of innovative knowledge workers and citizens, and the higher education strategies required to produce and support them. Each student will write a strategic self-development paper that will chart optimum uses of their collegiate futures to help them become capable of understanding and acting on continuous innovation in work and in public and private life. The paper will consider the values, ethics, and impacts on self and others of self-development alternatives and choices within interdisciplinary, national, international, and global frameworks.

**EDPA 3010 Special Topics for Undergraduates**

**1-3 credit(s), max credits 9, 9 completions allowed;**

**Instructor:** STAFF

**Description:** Inquiry into educational policy and administration problems and issues. No special topic has yet been approved for Fall 2000.

**EDPA 3036 Religion, Ethics, and Educational Policy**

**3 credit(s); Meets CLE req of Civic Life and Ethics;**

**Instructor:** Osburn Jr, Robert H

**Description:** Most appropriate for students who have taken at least one year of coursework, the course examines the increasing complexity of religious life in America and disputes regarding the place of religion and religious practice in public life. These call for discernment in the classroom, as well as greater skill in understanding the historical and contemporary role of religious belief and expression in K-12 and higher education. Students will interact with community and religious leaders, consider legal and ethical issues in schooling, as well as issues of religion and science, values education, school prayer, students' and educators' rights and responsibilities with respect to religious expression, religion in the global educational context, and related topics. The course includes weekly guest presentations and dinner (once during the semester) at the course instructor's home.

**Style:** 30% Lecture, 20% Discussion, 5% Small Group Activities, 5% Field Trips, 40% Guest Speakers.

**Grading:** 35% reports/papers, 25% quizzes, 20% reflection paper, 5% in-class presentation, 15% class participation.

**EDPA 3218 Introduction to Project Management**

**3 credit(s);**

**Instructor:** Fitzgerald-Sisk, Meg

**Description:** The focus of this course is project management for business and industry. Students will learn the basics of project

management, project lifecycles, deliverables, and processes as they are commonly used in the workplace. By the end of the course, students will be able to: 1. distinguish between projects, programs, and phases, 2. distinguish between project management processes and project processes, 3. choose the appropriate elements and activities from the project management process to use for any given project, 4. design a project management plan, 5. analyze the risk of a proposed project and develop a risk management plan, 6. distinguish between change management, change control, quality assurance, and quality control, and design management plans for each, 7. predict the outcome of a project, given specific information about the process at the midpoint, 8. justify and plan for a go/no-go decision based on project status reports, and 9. evaluate a project at its close.

**Style:** 25% Lecture, 40% Discussion, 35% Small Group Activities.

**Grading:** 44% special projects, 30% in-class presentation, 26% class participation.

**EDPA 3302 Leadership, You, and Your Community**

**A-F only, 3 credit(s); prereq [1301W or PA 1961W], grade of at least C, [soph or at least 60 cr]; Credit will not be granted if credit has been received for: PA 3961;**

**Instructor:** Ve Lure Roholt, Christine Elizabeth

**Description:** This course will examine leadership and leadership capacities within the context of social change and public work. Students taking this course will have the opportunity to examine their own views of leadership and social change, learn about leadership theory and core concepts of Public Achievement, and apply knowledge to practice utilizing the Public Achievement model. Particular attention is given to group leadership and the effectiveness of groups and organizations accomplishing change. There are a few aspects to the content of this course which make it unique when compared to traditional collegiate and leadership instruction: As a method of examining leadership capacities within a social change movement, this class will utilize the history, current status, and stories about the issue of poverty as a context. As the theme for the course, many portions of the class content and discussion will explore the issue of poverty. This method is meant as an example of public leadership happening within the intricacies of a social movement and issue. Another major content component of this course is the Public Achievement model. A little less than half of the assigned class days will be dedicated to working within smaller groups (encompassing about 1/3 of the class in each) on a Public Achievement project. For these projects, each of the instructors, in addition to a teaching assistant, will be assigned as a coach for one Public Achievement group. More information about Public Achievement is available in the subsequent pages of this syllabus.

**Style:** 10% Lecture, 5% Film/Video, 20% Discussion, 50% Small Group Activities, 10% Student Presentation, 5% Guest Speakers. The major portion of this class is the Public Achievement process.

**Grading:** 20% final exam, 20% reports/papers, 5% quizzes, 5% attendance, 10% journal, 35% in-class presentation, 5% class participation.

**Exam Format:** Final exam is a take-home written essay.

**EDPA 3302 Leadership, You, and Your Community**

**A-F only, 3 credit(s); prereq [1301W or PA 1961W], grade of at least C, [soph or at least 60 cr]; Credit will not be granted if credit has been received for: PA 3961;**

**Instructor:** Asmundson, Aaron R

**Description:** This course will examine leadership and leadership capacities within the context of social change and public work. Students taking this course will have the opportunity to examine how values (their own and others) guide leadership and social change. We will focus on how change is possible around a given social issue and how local organizations/businesses/groups utilize leadership to create positive change. Learning Objectives: (a) Demonstrate resilience through taking risks, failing, questioning and then adapting your actions and thinking to the contexts you encounter in class and in your community. How do

you prepare to come in right again, again and again? (b) Improve ability to research and analyze complex social issues/systems in order to create sustainable and effective actions. How do you create an adaptive solution to a challenging problem? What is the importance of and how does one explore various viewpoints, complete in-depth research and look at the system as a whole? (c) Push your personal and interpersonal boundaries to support a safe, learning community during our classroom time and a regular self-renewal practice. How do you help to create our safe community? How do you prohibit or damage the safe community? Why is it vital for leaders to find ways to renew themselves personally and professionally? What are some ways to do this? (d) Strengthen self-awareness of the interaction of your personal framework of being in the world and other's framework of being in the world. How do your set of values, political, social and philosophical viewpoints live in the world along side that of other people's set of values, political, social and philosophical viewpoints? Why and how does this matter to our leadership (individually and collectively)? (e) Increase awareness of and practice the discipline (mental, physical, and emotional) that is required to become a responsible and accountable leader and learner in our world today. (f) Explore more deeply these concepts important to leadership. What exactly do they mean? How do you make sense of them in your practice of leadership? --Adaptive Leadership --Values --Power --Relationships --Accountability and trust

#### **EDPA 3302 Leadership, You, and Your Community**

**A-F only, 3 credit(s); prereq [1301W or PA 1961W], grade of at least C, [soph or at least 60 cr]; Credit will not be granted if credit has been received for: PA 3961;**

**Instructor:** Hellstrom, David P

**Description:** Student may contact the instructor or department for information.

#### **EDPA 3402 Leadership Minor: Field Experience**

**A-F only, 3 credit(s); prereq [3302W or PA 3961W] with grade of at least C; Credit will not be granted if credit has been received for: PA 3971;**

**Instructor:** Ve Lure Roholt, Christine Elizabeth

**Description:** Student may contact the instructor or department for information.

#### **EDPA 3402 Leadership Minor: Field Experience**

**A-F only, 3 credit(s); prereq [3302W or PA 3961W] with grade of at least C; Credit will not be granted if credit has been received for: PA 3971;**

**Instructor:** Peacock, Katie

**Description:** Student may contact the instructor or department for information.

#### **EDPA 4303W Leadership for Global Citizenship**

**A-F only, 3 credit(s); prereq [3402 or PA 3971]; Credit will not be granted if credit has been received for: PA 4961W; Meets CLE req of Writing Intensive;**

**Instructor:** Werner, Linnette

**Description:** Student may contact the instructor or department for information.

#### **EDPA 4303W Leadership for Global Citizenship**

**A-F only, 3 credit(s); prereq [3402 or PA 3971]; Credit will not be granted if credit has been received for: PA 4961W; Meets CLE req of Writing Intensive;**

**Instructor:** Nam, Kyoung-Ah

**Description:** Student may contact the instructor or department for information.

#### **EDPA 5001 Formal Organizations in Education**

**3 credit(s);**

**Instructor:** Brunner, C Cryss

**Description:** Classical/current theories of organizations. Applications to education and related fields.

#### **EDPA 5061 Ethnographic Research Methods**

**3 credit(s);**

**Instructor:** Fry, Gerald Walton

**Description:** This seminar provides an overview of the various approaches to doing ethnographic research. Among techniques and methods to be examined are accessing communities; formulation of questions; various types of interviewing; participant-observation; selecting and working with informants; life history research and understanding cultural identities; case studies; and writing up field data. The uses and abuses of ethnography as a tool for studying other cultures is critically assessed. Also considered are ethical issues in the use of ethnography. In the course there is a special emphasis on experiential education and learning. Students will conduct a mini-ethnography, directly relevant to their professional interests. There are no examinations, but instead a set of experiential activities to enhance students' competence in doing ethnographic research. Each student will develop a portfolio of writings related to various activities. A major goal is to have students develop professional competency in using various ethnographic research methods. There is a special focus on the non-Western critique of conventional cross-cultural research and the emergence of indigenous approaches to research. A key text for the course is a volume by Linda Tuhiwai Smith titled "Decolonizing Methodologies." The course is intended for graduate students or seniors who anticipate doing intercultural and/or international research.

**Style:** 30% Lecture, 70% Discussion.

**Grading:** 80% reports/papers, 10% in-class presentation, 10% class participation.

**Exam Format:** None

#### **EDPA 5080 Special Topics: Educational Policy and Administration**

**1-3 credit(s), max credits 24, 24 completions allowed;**

**Instructor:** Stout PhD, Karen Evans

**Description:** Student may contact the instructor or department for information.

#### **EDPA 5080 Special Topics: Educational Policy and Administration**

**3 credit(s), max credits 24, 24 completions allowed;**

**Instructor:** Krueger, Richard A

**Description:** Student may contact the instructor or department for information.

#### **EDPA 5080 Special Topics: Educational Policy and Administration**

**1-3 credit(s), max credits 24, 24 completions allowed;**

**Instructor:** Rudelius-Palmer, Kristi Lynn

**Description:** Student may contact the instructor or department for information.

#### **EDPA 5080 Special Topics: Educational Policy and Administration**

**1-3 credit(s), max credits 24, 24 completions allowed;**

**Instructor:** Moravec, John W

**Description:** Student may contact the instructor or department for information.

#### **EDPA 5080 Special Topics: Educational Policy and Administration**

**1-3 credit(s), max credits 24, 24 completions allowed;**

**Instructor:** Hernandez, Jeremy J

**Description:** Student may contact the instructor or department for information.

#### **EDPA 5087 Seminar: Educational Policy and Administration**

**1-3 credit(s), max credits 24, 24 completions allowed;**

**Instructor:** STAFF

**Description:** Shared responsibility of students/instructor in presentation of topics.

#### **EDPA 5095 Problems: Educational Policy and Administration**

**1-3 credit(s), max credits 24, 24 completions allowed;**

**Instructor:** STAFF

**Description:** Course or independent study on specific topic within department program emphasis.

**EDPA 5096 Internship: Educational Policy and Administration**  
**1-9 credit(s), max credits 24, 24 completions allowed;**  
**Instructor:** STAFF  
**Description:** Internship in elementary, secondary, general, or postsecondary administration, or other approved field-related setting.

**EDPA 5102 Knowledge Constructions and Applications in International Development Contexts**  
**3 credit(s);**  
**Instructor:** Harkins, Arthur M  
**Description:** Knowledge Formats and Applications describes and explains the growing presence of knowledge as a resource in the multi-institutional global economy. Knowledge is defined as the means by which information resources are transformed into valuable products and services. First identified by Peter Drucker over thirty years ago, knowledge workers are now 40% of the U.S. workforce and growing. Knowledge mining and refining, innovation, management and application are covered, together with the role of telecomputing in supporting these interrelated functions. Students' papers utilize course resources to explore potential applications of knowledge systems and workers at selected points within the global framework. The class is Web CT-supported  
**Style:** 40% Lecture, 30% Discussion. student reports  
**Grading:** 40% reports/papers, 30% class participation, 30% other evaluation. paper-support portfolio

**EDPA 5121 Educational Reform in International Context**  
**3 credit(s);**  
**Instructor:** Chapman, David W  
**Description:** Critical policy analysis of educational innovation and reform in selected countries. Use theoretical perspectives and a variety of policy analysis approaches to examine actual educational reforms and their implementation.

**EDPA 5124 Critical Issues in International Education and Educational Exchange**  
**3 credit(s);**  
**Instructor:** Fry, Gerald Walton  
**Description:** Analysis of comprehensive policy-oriented frameworks for international education; practices of U.S. and other universities; conceptual development of international education and its practical application to programs, to employment choices, and to pedagogy.

**EDPA 5128 Anthropology of Education**  
**3 credit(s); Credit will not be granted if credit has been received for: ANTH 5128;**  
**Instructor:** Demerath, Peter  
**Description:** Student may contact the instructor or department for information.

**EDPA 5132 Intercultural Education and Training: Theory and Application**  
**3 credit(s);**  
**Instructor:** Kappler, Barbara Jean  
**Description:** Student may contact the instructor or department for information.

**EDPA 5142 Youth Futures in International and Global Contexts A-F only, 3 credit(s); prereq CIDE student or instr consent ;**  
**Instructor:** Harkins, Arthur M  
**Description:** Address strategic trends in global youth development, including positive/negative implications. Attention to reconciling positive/negative trends with normative scenarios with respect to presence, absence, and projected likelihood of suitable policies, workable collaborations, and funding.

**EDPA 5310 Data-Driven Decision Making I**  
**1 credit(s); prereq Broadband Internet access, a newer computer;**  
**Instructor:** Nielsen, Kristine Bryan  
**Description:** Student may contact the instructor or department for information.

**EDPA 5323 Women in Leadership**  
**3 credit(s); prereq Technology access;**  
**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 5324 Strategic Financial Planning and Policy for Educational Leaders**  
**3 credit(s); prereq Grad student pursuing licensure as elementary-secondary [principal or superintendent];**  
**Instructor:** Alexander, Nicola  
**Description:** Provides an overview of state-local school finance systems, budgeting, governmental fund accounting, and interpretation of financial information. For graduate students pursuing licensure as elementary-secondary principals and superintendents.

**EDPA 5348 Leaders of Human Resources Administration**  
**2 credit(s); prereq Designed for students working on licensure for dir of community educ or superintendent or K-12 principal or dir of special educ;**  
**Instructor:** Lovett, Michael James  
**Description:** Student may contact the instructor or department for information.

**EDPA 5356 Disability Policy and Services**  
**3 credit(s);**  
**Instructor:** Johnson PhD, David Richard  
**Description:** This course provides a broad overview of disability policy and services and introduces students to philosophical approaches to service provision, historical development and context of community services for persons with disabilities, and contemporary approaches to providing services to people with disabilities throughout the life cycle. Researchers and professionals from the University of MN and community will offer information and best practical examples of service delivery approaches. Lecture, discussion and presentation by students are the primary focus of methods.  
**Style:** 50% Lecture, 50% Discussion.  
**Grading:** 35% final exam, 20% reports/papers, 40% special projects, 5% class participation.  
**Exam Format:** Essay

**EDPA 5368 Leadership for Special Education Services**  
**3 credit(s); prereq Administrator or supervisor or professional responsible for managing general or special or alternative education program;**  
**Instructor:** Sonenblum, Christine W  
**Description:** Class Description: Overview of special services administration including curriculum and instruction, finance, personnel and, legislative, procedural, executive, and judicial actions that affect the management and administration of services to children with special needs and their families within public education. For administrators, supervisors, and other professionals responsible for providing leadership in general and special education programs.  
**Style:** 30% Lecture, 3% Film/Video, 20% Discussion, 20% Small Group Activities, 15% Student Presentation, 2% Guest Speakers, 10% Web Based.

**EDPA 5381 The Search for Children and Youth Policy in the U.S.**  
**3 credit(s);**  
**Instructor:** Schneider X, Byron J  
**Description:** SEARCHING FOR YOUTH POLICY.....The United Nations Convention on the Rights of the Child was adopted by the U.N. General Assembly in 1989 and ratified by all nations except the United States and Somalia. This begs the question: does the United States have a comprehensive Youth Policy or set of policies? Do we have a common understanding of the rights and responsibilities of youth in our society and is this reflected in the policies that most impact young people? Does it

matter? Why should we care? This seminar-style course will explore these and related questions as we grapple with the impact of youth policy (or the lack thereof) on questions of economic development, formal and non-formal learning, health and human services, housing, immigration, juvenile justice, national security, and youth engagement.

**Style:** 50% Discussion, 10% Small Group Activities, 20% Student Presentation, 20% Guest Speakers.

**EDPA 5385 Licensure Seminar: Program Policies and Inclusionary Leadership**

**S-N only, 1 credit(s);**

**Instructor:** Taipale, Lyle Eugene

**Description:** Student may contact the instructor or department for information.

**EDPA 5386 Leadership Portfolio Seminar**

**S-N only, 1 credit(s); prereq 5385 or Concurrent registration is required (or allowed) in 5385;**

**Instructor:** Latimer, Sally Winifred

**Description:** Student may contact the instructor or department for information.

**EDPA 5387 Leadership for Teaching and Learning**

**2 credit(s); prereq Undergrad degree;**

**Instructor:** York-Barr, Jennifer

**Description:** Administration of teaching/learning as a system in an inclusive school system. Multiple experts present components of system. Focuses on questions an administrator must address when functioning as leader of learning.

**EDPA 5389 Community Education Leadership**

**3 credit(s);**

**Instructor:** Latimer, Sally Winifred

**Description:** Philosophy/administration of community/alternative education programs. Competencies of leadership, community relations, communication, community assessment, program development, program evaluation. This class meets once on campus and the remaining classes are on -ine. Two on-line classes are in real time.

**EDPA 5393 Leading School Finance Elections**

**S-N only, 1 credit(s);**

**Instructor:** Blaesing, Ted

**Description:** Student may contact the instructor or department for information.

**EDPA 5396 Field Experience in PK-12 Administration:**

**Authentic Practice in Leadership**

**S-N only, 3 credit(s), max credits 12, 4 completions allowed; prereq instr consent ;**

**Instructor:** Dragseth, Kenneth Allen

**Description:** This course provides practical field experience for aspiring school administrators who are seeking Minnesota licensure as PK-12 Principal, District Superintendent, Director of Special Education, or Director of Community education. It features practical experience in the appropriate field under the guidance of a practicing school administrator and the University instructor. Each planned field experience (internship) is designed by the mentoring administrator, the university instructor, and the administrative intern based upon the State of Minnesota required competencies for each administrative license and the student's preassessment of competencies. Four required plus four elective administrative projects are required of each class member.

**Grading:** S/N

**EDPA 5501 Principles and Methods of Evaluation**

**3 credit(s); Credit will not be granted if credit has been received for: EPSY 5243;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information

**EDPA 5524 Evaluation Colloquium**

**S-N only, 1 credit(s), max credits 24, 24 completions allowed; prereq 5501 or EPSY 5243; Credit will not be**

**granted if credit has been received for: EPSY 5246;**

**Instructor:** STAFF

**Description:** Informal seminar of faculty and advanced students interested in the issues and problems of program evaluation.

**EDPA 5528 Focus Group Interviewing Research Methods**

**3 credit(s);**

**Instructor:** Krueger, Richard A

**Description:** Students will develop skills needed to conduct focus group interviews which involve learning and practicing techniques that result in successful focus groups. Students will be expected to conduct a focus group study and report results for the final class session. Attention is placed on using focus groups in interpretative environments suitable for academic research, or as mixed-method applied research in areas such as health, medical, educational, governmental and non-profit environments.

**EDPA 5704 College Students Today**

**3 credit(s); Credit will not be granted if credit has been received for: EPSY 5451;**

**Instructor:** Howe, Andy

**Description:** Student may contact the instructor or department for information.

**EDPA 5721 Race and Ethnicity in Higher Education**

**3 credit(s);**

**Instructor:** Gupton, Jarrett Temple

**Description:** Student may contact the instructor or department for information.

**EDPA 5734 Institutional Research in Postsecondary Education**

**A-F only, 2-3 credit(s), max credits 3, 1 completion allowed; prereq [5701, (EPsy 5231 or EPsy 8261), grad student] or instr consent;**

**Instructor:** Goldfine, Leonard S

**Description:** Student may contact the instructor or department for information.

**EDPA 8015 Research Design and Educational Policy**

**A-F only, 3 credit(s); prereq 8011, EdPA PhD student;**

**Instructor:** Demerath, Peter

**Description:** Student may contact the instructor or department for information.

**EDPA 8020 Leadership: From Theory to Reflective Practice**

**A-F only, 3 credit(s); prereq [[5001 or equiv], doctoral student] or instr consent;**

**Instructor:** Seashore, Karen Rose

**Description:** Student may contact the instructor or department for information.

**EDPA 8087 Seminar: Educational Policy and Administration**

**1-3 credit(s), max credits 24, 24 completions allowed;**

**Instructor:** Magnusson PhD, Deanne L.

**Description:** Student may contact the instructor or department for information.

**EDPA 8087 Seminar: Educational Policy and Administration**

**1-3 credit(s), max credits 24, 24 completions allowed;**

**Instructor:** Dejaeghere, Joan Geralyn

**Description:** Student may contact the instructor or department for information.

**EDPA 8103 Comparative Education**

**A-F only, 3 credit(s); prereq Doctoral student or instr consent ;**

**Instructor:** Vavrus, Frances

**Description:** Student may contact the instructor or department for information.

**EDPA 8121 Doctoral Seminar: Comparative and International Development Education**

**S-N only, 1-6 credit(s), max credits 6, 4 completions allowed; prereq EdPA PhD candidate;**

**Instructor:** Vavrus,Frances

**Description:** Student may contact the instructor or department for information.

### EDPA 8302 Educational Policy Perspectives

**3 credit(s);**

**Instructor:** Alexander,Nicola

**Description:** EdPA 8302 is a required course in the PhD graduate program of Educational Administration. It focuses on the principles of policy analysis and introduces students to the techniques used systematically to analyze and resolve policy issues in the education arena. The focus is on ex ante policy analysis, so the starting point will be defining a problem. The rudimentary principles of policy analysis are reviewed, but we will also spend much of the time critiquing the literature in the field and applying the principles learned. The course aims to develop an understanding of the underlying structure of policy problems and to provide students with the appropriate guidelines of how sound analyses may be made. By the end of the course we will cover: major ethical worldviews that underlie policy formulation and analyses; policy analysis as problem solving and method; fundamental principles of policy analysis; components of a well-formulated policy argument; key steps underlying the policy analysis process; techniques used to conduct policy analysis; critical issues in educational administration for all program areas (Comparative and international education; educational administration (K-12); evaluation; and higher education).

### EDPA 8502 Program Evaluation Theory and Models:

**Qualitative and Quantitative Alternatives**

**3 credit(s); prereq 5501 or EPsy 5243;**

**Instructor:** Yeh,Stuart S

**Description:** EdPA 8502 is an intermediate-level seminar course focusing on analysis of problems and issues in evaluation. The course text is a set of key articles by major figures in the field of evaluation. The course begins with an examination of a basic problem facing evaluators?the difficulty of conducting valid evaluations of complex social and educational programs and policies. Each evaluation approach is then examined as a response to this problem of complexity.

**Style:** 30% Lecture, 70% Discussion.

**Grading:** 50% term paper, 10% class participation, 40% group papers

### EDPA 8595 Evaluation Problems

**1-6 credit(s), max credits 24, 24 completions allowed; prereq [5501 or EPsy 5243], instr consent; Credit will not be granted if credit has been received for: EPSY 8295;**

**Instructor:** King,Jean A.

**Description:** Student may contact the instructor or department for information.

### EDPA 8596 Evaluation Internship

**1-9 credit(s), max credits 24, 24 completions allowed; prereq [5501 or EPsy 5243], instr consent; Credit will not be granted if credit has been received for: EPSY 8296;**

**Instructor:** King,Jean A.

**Description:** Student may contact the instructor or department for information.

### EDPA 8703 Public Policy in Higher Education

**A-F only, 3 credit(s); prereq 5001, 5701;**

**Instructor:** Rasmussen,Christopher J

**Description:** Student may contact the instructor or department for information.

## Educational Psychology

### 250 Education Science Building

### EPSY 3119 Learning, Cognition, and Assessment

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: EDHD 5001;**

**Instructor:** Swinburne Romine,Russell E.

**Description:** OBJECTIVES The main objectives of this course are to: 1. Educate students about current and historical issues in Educational Psychology 2. Introduce students to major psychological theories and research 3. Provide opportunities for students to apply psychological theories to educational practice. LEARNING GOALS Participants in this course will learn about: 1. Theories of cognitive and social development and how they relate to approaches to instruction 2. Behaviorist, cognitive, and social cognitive learning theories 3. Approaches to classroom management, motivation, intelligence, instruction and assessment 4. Issues related to assessment and measuring student learning (validity, reliability, interpretation, etc.) by participating in assessment design (traditional, performance-based)

### EPSY 3133 Practicum: Service Learning, Psychology of Multiculturalism in Education

**1-3 credit(s), max credits 3, 3 completions allowed; prereq [3132 or Concurrent registration is required (or allowed) in 3132], instr consent , enrollment in APECS minor;**

**Instructor:** delMas,Robert Claude

**Description:** Student may contact the instructor or department for information.

### EPSY 3264 Basic and Applied Statistics

**3 credit(s); Credit will not be granted if credit has been received for: EPSY 5231; Meets CLE req of Mathematical Thinking;**

**Instructor:** Ziegler,Laura Ann

**Description:** Student may contact the instructor or department for information.

### EPSY 3264 Basic and Applied Statistics

**3 credit(s); Credit will not be granted if credit has been received for: EPSY 5231; Meets CLE req of Mathematical Thinking;**

**Instructor:** Le,Laura Jean

**Description:** Student may contact the instructor or department for information.

### EPSY 3264 Basic and Applied Statistics

**3 credit(s); Credit will not be granted if credit has been received for: EPSY 5231; Meets CLE req of Mathematical Thinking;**

**Instructor:** Bjornsdottir,Audbjorg

**Description:** Student may contact the instructor or department for information.

### EPSY 3264 Basic and Applied Statistics

**3 credit(s); Credit will not be granted if credit has been received for: EPSY 5231; Meets CLE req of Mathematical Thinking;**

**Instructor:** Park,Jiyoan

**Description:** Student may contact the instructor or department for information.

### EPSY 3264 Basic and Applied Statistics

**3 credit(s); Credit will not be granted if credit has been received for: EPSY 5231; Meets CLE req of Mathematical Thinking;**

**Instructor:** Isaak,Rebekah Ruth

**Description:** Student may contact the instructor or department for information.

### EPSY 3303 Educational Psychology Undergraduate Research Practicum

**A-F only, 3 credit(s), max credits 6; prereq 3264, minor in applied psychology for educational/community settings;**

**Instructor:** McComas,Jennifer

**Description:** Student may contact the instructor or department for information.

### EPSY 5101 Intelligence and Creativity

**A-F only, 3 credit(s);**

**Instructor:** Bart,William M

**Description:** This course is intended to serve students

(graduate, undergraduate, and adult special) interested in intelligence and creativity. The course will feature an examination of theories of intelligence and creativity and perspectives on the assessment and development of intelligence and creativity. Implications for educational practices, psychological research, and the professions and disciplines will also be studied. Attention will be provided to the role of interventions intended to enhance intellectual abilities and creativity and to relevant brain research on creativity and intelligence. The primary readings for the course will be one contemporary paperback text on creativity and one contemporary paperback text on human intelligence. This course will emphasize writing in the evaluation of student performance. Students will work in small groups to complete approximately 7 group discussion short answer essay questions. Students will learn early in the course the essay questions to be used in the course. Each student will complete a critical review of one scholarly article or book chapter, with either the article or the text chapter to be selected by the student, and one final paper. The course will be "Web Enhanced."

**Style:** 30% Discussion, 20% Small Group Activities, 50% Web Based. presentations; web enhanced course (URL not yet available)

**Grading:** 25% mid exam, 20% final exam, 42% reports/papers, 10% special projects, 3% other evaluation.

**Exam Format:** short essay

#### **EPSY 5112 Knowing, Learning, and Thinking**

**A-F only, 4 credit(s);**

**Instructor:** Tennyson, Robert D

**Description:** This course provides an introduction to the theory and practice of psychology in regards to the concepts of knowing, learning, and thinking. The overriding theme is the influence of psychological theories dealing with human cognition, with a focus on both historical and contemporary views and issues. The goal is to help the student acquire knowledge of learning theories and their applications. Objectives To acquire knowledge of educational foundations in learning philosophies and theories. Including the major theories of behaviorism, cognitive psychology, and constructivism. To develop an understanding of the application of learning theory to improvements in learning. To apply learning philosophy and theory to a self-defined learning environment. Requirements 1. Student Worksheets. To help students in applying information learned in an instructional sessions, student worksheets will be done directly during class. 15% of the final grade. 2. Statement of Learning Philosophy and Theory. The second is a written statement that includes both your philosophy of learning and theory of learning. Each student will make a presentation of his or her report during the last week of class. 30% of the final grade. 3. Selected Key Persons and Concepts. Preparation of a written definition of selected key persons and concepts in educational psychology. Students will present the concepts to the class with accompanying examples. 20% of final grade.

**Style:** 40% Lecture, 30% Discussion. student presentations

**Grading:** 20% final exam, 30% reports/papers, 15% special projects, 15% in-class presentation, 20% problem solving.

**Exam Format:** The final is a two-part examination: an oral presentation of his or her learning philosophy/theory. 15% of the final grade; a written exam of Key Persons and Key Concepts. 20% of the grade.

#### **EPSY 5113 Psychology of Instruction and Technology**

**3 credit(s);**

**Instructor:** Tennyson, Robert D

**Description:** Student may contact the instructor or department for information.

#### **EPSY 5114 Psychology of Student Learning**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: EPSY 3301;**

**Instructor:** Pellegrini, Anthony D

**Description:** Student may contact the instructor or department for information.

#### **EPSY 5151 Cooperative Learning**

**3 credit(s);**

**Instructor:** Johnson, Roger T

**Description:** Student may contact the instructor or department for information.

#### **EPSY 5191 Education of the Gifted and Talented**

**A-F only, 3 credit(s);**

**Instructor:** Taylor, Lucienne J

**Description:** The EPSY 5191 online course provides an overview of topics on the education of the gifted and talented. Topics include cognitive and affective characteristics of gifted and talented students, the identification of gifted and talented students, curricular and instructional issues, attracting underrepresented students, and parental and social relationships. The course will feature analysis of ideas, methods, and research findings presented in book chapters and research articles. Students participate with other course members through online discussion groups. At the end of the course you will have a sample plan for a district. EPSY 5191 will be attractive to future and current educators, counselors and other interested parties concerned with the education of the gifted and talented. This course may also be used as part of the certification program in gifted education and talent development.

**Style:** 70% Discussion. researching information on the web

**Grading:** 60% reports/papers, 40% other evaluation. discussion questions

**Exam Format:** No exam

#### **EPSY 5223 Introduction to Performance Standard Setting**

**Methods**

**1 credit(s); prereq 5221;**

**Instructor:** Rodriguez, Michael C.

**Description:** Student may contact the instructor or department for information.

#### **EPSY 5243 Principles and Methods of Evaluation**

**3 credit(s); Credit will not be granted if credit has been received for: EDPA 5501;**

**Instructor:** STAFF

**Description:** Introduction to program evaluation. Planning an evaluation study, collecting and analyzing information, reporting results; evaluation strategies; overview of the field of program evaluation.

#### **EPSY 5245 Advanced Survey Data Analysis for Categorical and Rating Scale Data**

**1 credit(s); prereq 5244, 5261;**

**Instructor:** Rodriguez, Michael C.

**Description:** Student may contact the instructor or department for information.

#### **EPSY 5246 Evaluation Colloquium: Psychological Foundations**

**S-N only, 1 credit(s), max credits 8, 8 completions allowed; prereq 5243 or EdPA 5501; Credit will not be granted if credit has been received for: EDPA 5524;**

**Instructor:** Stout PhD, Karen Evans

**Description:** Student may contact the instructor or department for information.

#### **EPSY 5261 Introductory Statistical Methods**

**3 credit(s); Credit will not be granted if credit has been received for: EPSY 5231;**

**Instructor:** Ziegler, Laura Ann

**Description:** Student may contact the instructor or department for information.

#### **EPSY 5261 Introductory Statistical Methods**

**3 credit(s); Credit will not be granted if credit has been received for: EPSY 5231;**

**Instructor:** Close, Catherine Nyambura

**Description:** Student may contact the instructor or department for information.

#### **EPSY 5261 Introductory Statistical Methods**

**3 credit(s); Credit will not be granted if credit has been received for: EPSY 5231;**

**Instructor:** Park, Jiyoung

**Description:** Student may contact the instructor or department for information.

**EPSY 5262 Intermediate Statistical Methods**

**3 credit(s); prereq 3264 or 5261 or equiv;**

**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. The SPRING semester offering of the course is classroom-based and students who take this course will need access to SPSS software (beyond the student version used in EPSY 5261). Students who desire an online (or possibly hybrid) section of the course will need to take the course during fall semester.

**Style:** 100% Web Based. A large component of the course is discussion/small-group assignments and independent learning activities

**Grading:** 19% final exam, 38% special projects, 28% quizzes, 15% written homework. Special projects consists of a class project and several group discussion assignments.

**Exam Format:** Mostly short answer questions

**EPSY 5271 Becoming a Teacher of Statistics**

**3 credit(s); prereq 5261 or equiv;**

**Instructor:** Everson, Michelle G

**Description:** Students taking EPSY 5271 will: (1) Become knowledgeable about current recommendations for teaching introductory statistics at the college level, (2) Learn about the different types of first courses in statistics (e.g., Advanced Placement High School Statistics, Introductory College statistics, Mathematics statistics, and Statistical Literacy courses) and what the key commonalities and differences are between these courses, (3) Read articles by leaders in the national and international statistics community about goals for student learning, the nature of statistical reasoning and thinking, and recommended methods for teaching, (4) Gain experience using state of the art technological tools including statistical software, web applets, and simulation/re-sampling to help students learn statistics, (5) Learn about appropriate ways to assess student learning via performance assessment, student projects, and other assessment formats, (6) Experience and learn about many activities that help students develop understanding of important statistical ideas, and (7) Complete a project that includes the design of a lesson for a course they plan to teach, incorporating the guidelines, materials and methods learned in this class.

**Style:** 5% Lecture, 40% Discussion, 40% Small Group Activities, 15% Student Presentation.

**Grading:** 60% reports/papers, 40% special projects.

**EPSY 5401 Counseling Procedures**

**3 credit(s); prereq Upper div student;**

**Instructor:** Conkel-Ziebell, Julia Louise

**Description:** Student may contact the instructor or department for information.

**EPSY 5432 Foundations of Individual/Organizational Career Development**

**3 credit(s);**

**Instructor:** Quast, Louis Neumann

**Description:** This course is designed for students pursuing a career where they will either informally coach others on their careers, or formally help clients with their career planning and development. It has been designed for students pursuing careers in Human Resources and Industrial Relations; Human Resource

Development; Educational Administration; and any management or professional career where an individual will coach employees or individuals on the development of their careers. The class will explore: The Changing Nature of Work and Work Organizations; How to Gather Information About Occupational Preferences and Prospects; Key Models and Theories of Career Development; The Roles of Achievement, Abilities, Aptitudes, and Values in the Career Development Process; Approaches to Coaching Others on Career Issues; The Social and Economic Aspects of Work; Organizational perspectives on career development; Working with individuals in career transition. The class will be experiential, collaborative, and practical in nature. Students will develop skills in assessing their own career interests and those of others, and developing career planning and career coaching abilities. Goals and Objectives Students in this course will: >Explore the changing nature of careers, from an individual perspective. >Explore the changing nature of careers, from an organizational perspective. >Learn and understand multiple Career Development models and theories. >Analyze their own career interests, applying concepts from the course. >Learn and understand several Career Coaching approaches and tools. >Practice the use of these Career Coaching tools in interaction with fellow students. >Understand Outplacement services as a part of career transition and development.

**Style:** 25% Lecture, 5% Film/Video, 15% Discussion, 20% Small Group Activities, 10% Student Presentation, 15% Guest Speakers, 10% Web Based.

**EPSY 5451 College Students Today**

**3 credit(s); Credit will not be granted if credit has been received for: EDPA 5704;**

**Instructor:** Howe, Andy

**Description:** Student may contact the instructor or department for information.

**EPSY 5604 Transition From School to Work and Community Living for Persons With Special Needs**

**3 credit(s);**

**Instructor:** Peper, Christine R

**Description:** This course will emphasize the use and application of effective strategies and models for improving the transition of youth from school to work and community living for students aged 14-21. This will include course content that specifically addresses all phases of student assessment, individualized transition planning, parent, family and student involvement in designing post school options, use of appropriate community-based services (employment, residential living, social and recreational services, etc), and comprehensive interagency approaches for transition.

**Style:** 40% Lecture, 10% Film/Video, 30% Discussion, 10% Small Group Activities, 5% Student Presentation, 5% Guest Speakers.

**EPSY 5609 Family-centered Services**

**A-F only, 2 credit(s);**

**Instructor:** Johnson, LeAnne Denise

**Description:** Student may contact the instructor or department for information.

**EPSY 5613 Foundations of Special Education I**

**A-F only, 3 credit(s); prereq Child development course, 5601 or equiv;**

**Instructor:** Fautsch-Patridge, Terri

**Description:** Student may contact the instructor or department for information.

**EPSY 5613 Foundations of Special Education I**

**A-F only, 3 credit(s); prereq Child development course, 5601 or equiv;**

**Instructor:** Kelley, Mary Beth

**Description:** Student may contact the instructor or department for information.

**EPSY 5614 Foundations of Special Education II**

**A-F only, 3 credit(s); prereq 5613;**

**Instructor:** Seifert PhD, Kathy

**Description:** Student may contact the instructor or department for information.

**EPSY 5615 Advanced Academic Interventions**

**A-F only, 3 credit(s); prereq 5612;**

**Instructor:** Seifert PhD,Kathy

**Description:** Student may contact the instructor or department for information.

**EPSY 5616 Behavior Analysis and Classroom Management**  
**3 credit(s);**

**Instructor:** Fautsch-Patridge,Terri

**Description:** Student may contact the instructor or department for information.

**EPSY 5618 Specialized Interventions for Students With Disabilities in Reading and Written Language**

**A-F only, 3 credit(s); prereq Enrollment in [EBD or LD or DD or D/HH] or instr consent ;**

**Instructor:** Pinto,Viveca Victoria

**Description:** Student may contact the instructor or department for information.

**EPSY 5621 Academic Instruction for Students with Mild to Moderate Intellectual Disabilities**

**A-F only, 3 credit(s); prereq 5613, 5614;**

**Instructor:** Peper,Christine R

**Description:** The focus of this course is academic instruction for students with mild to moderate intellectual disabilities. Academic instruction in language arts, math and science will be taught. Access to general education curriculum along with instructional accommodations and assistive technology will be incorporated into lessons on academic instruction. Summative and formative assessments as they relate to the academic areas for students with mild to moderate intellectual disabilities will be discussed. Classes will take the form of lectures, discussion, work in groups and technology-based strategies.

**Style:** 30% Lecture, 10% Film/Video, 30% Discussion, 20% Small Group Activities, 10% Student Presentation.

**EPSY 5646 Reading and Writing Practices with Deaf/Hard of Hearing Children**

**3 credit(s); prereq 5644 or general educ methods in tchg reading and writing skills, or instr consent ;**

**Instructor:** Schultz,Mary Hale

**Description:** This class focuses mainly on graduate students who plan to be teaching reading and writing to deaf and hard of hearing learners in grades 1-12. This course addresses current issues and best practice strategies and technology used by teachers working with deaf and/or hard of hearing students with limited and emerging language as well as with students who have a developed first language. Students in this class will develop a final project which includes balanced literacy built into a theme for a given grade level. Each week one portion of this will be addressed and developed. The class is part lecture and part discussion focusing on current research and the use of two texts: (1) Johns and Lenski (2005) Improving Reading Strategies & Resources Dubuque, IA Kendall Hunt (2) McAnnally P.L., Rose S. & Quigley S. P. (1999) \_Reading Practices with Deaf Learners\_ Austin, TC: PRO-ED.

**Style:** 60% Lecture, 5% Film/Video, 20% Discussion, 5% Small Group Activities, 5% Student Presentation, 5% Demonstration.

**Grading:** 48% reports/papers, 20% special projects, 22% quizzes, 10% other evaluation. response to reading and research

**EPSY 5648 Communication Systems for Children with Disabilities**

**2 credit(s);**

**Instructor:** Paulson,Anna Regas

**Description:** Student may contact the instructor or department for information.

**EPSY 5649 Models of Instructional Programming With Deaf and Hard of Hearing Students**

**3 credit(s); prereq [5641, 5644] or instr consent ;**

**Instructor:** Rose,Susan

**Description:** Student may contact the instructor or department for information.

**EPSY 5657 Interventions for Social and Emotional Disabilities**

**A-F only, 3 credit(s); prereq 5616, 5656;**

**Instructor:** Kelley,Mary Beth

**Description:** Building on the information presented in the course Social and Interpersonal Characteristics of Students with Disabilities (EPSY 5656), this course will continue discussing how social and emotional disorders manifest themselves in classrooms and how teachers of students with emotional and behavioral disorders can respond in ways that further the inclusion of these students in regular education settings and curriculum. In addition, the implementation of procedural safeguards and of due process rules regarding the civil rights of students with emotional/behavioral disabilities is a focus. All of the activities will be situated in the contexts of functional analysis of behavior, reflective teacher/teaching practice, and understanding of diversity.

**EPSY 5681 Education of Preschool Children With Disabilities: Methods and Materials**

**A-F only, 3 credit(s); prereq [5616, 5625] or instr consent ;**

**Instructor:** Johnson,LeAnne Denise

**Description:** Student may contact the instructor or department for information.

**EPSY 5702 Practicum in Autism Spectrum Disorder**

**A-F only, 3 credit(s); prereq 5616, 5661, 5609, one of [5622 or 5644 or SLHS 5606], enrolled in Autism Spectrum Disorder certificate program, instr consent ;**

**Instructor:** Reichle,Joe E

**Description:** Student may contact the instructor or department for information.

**EPSY 5703 Practicum in Applied Behavior Analysis**

**A-F only, 3 credit(s); prereq 5616, 5657, Psy 4011, Applied Behavior Analysis Certificate student, instr consent ;**

**Instructor:** McComas,Jennifer

**Description:** Student may contact the instructor or department for information.

**EPSY 5751 Student Teaching: Deaf and Hard of Hearing**

**1-6 credit(s), max credits 10, 10 completions allowed; prereq instr consent ;**

**Instructor:** Daugaard,Joyce S

**Description:** Student may contact the instructor or department for information.

**EPSY 5752 Student Teaching: Learning Disabilities**

**S-N only, 1-6 credit(s), max credits 10, 10 completions allowed; prereq instr consent ;**

**Instructor:** Seifert PhD,Kathy

**Description:** A higher level of understanding of specific learning disabilities will be the focus of this course. The transfer of theoretical knowledge to practical application learned throughout the students' program will be examined. Understanding of the role of the learning strategies specialist in resource and inclusive settings for students of elementary and secondary age is essential. Student teaching provides an opportunity to demonstrate competencies in teaching students with developmental disabilities that are outlined by the Minnesota Department of Education Board of Teaching and the University of Minnesota as requirements for the teaching license.

**EPSY 5754 Student Teaching: Social and Emotional Disabilities**

**A-F only, 1-6 credit(s), max credits 8, 8 completions allowed; prereq Completion of licensure courses for social and emotional disorders, instr consent ;**

**Instructor:** Kelley,Mary Beth

**Description:** Student may contact the instructor or department for information.

**EPSY 5755 Student Teaching: Developmental Disabilities,**



**Mild/Moderate**

**A-F only, 1-6 credit(s), max credits 6; prereq Completion of all licensure coursework, instr consent ;**

**Instructor:** Peper,Christine R

**Description:** The purpose of this two-semester sequence of Developmental Disabilities student teaching experiences is to provide student teachers with support and opportunities to demonstrate the following competencies from the MN Rules for Special Education: Developmental Disabilities. For a complete list of competencies addressed in this seminar, see attached Student Teaching Competencies for Licensure in Developmental Disabilities - Revised January 2004. a. To identify referral, assessment, planning, and placement procedures specific to teaching students with developmental disabilities. b. To use individual education program plans to design and implement appropriate instruction for students with developmental disabilities. c. To communicate and interact with students, families, colleagues, and the community to support student learning and well-being. d. To apply the standards of effective practice in teaching students with developmental disabilities through a variety of early and ongoing clinical experiences with kindergarten or primary, intermediate or middle level, and high school students across a range of service delivery models  
**Style:** 25% Lecture, 75% Small Group Activities.

**EPSY 5756 Student Teaching: Developmental Disabilities, Moderate/Severe**

**A-F only, 1-6 credit(s), max credits 6; prereq Completion of all licensure coursework, instr consent ;**

**Instructor:** Peper,Christine R

**Description:** The purpose of this two-semester sequence of Developmental Disabilities student teaching experiences is to provide student teachers with support and opportunities to demonstrate the following competencies from the MN Rules for Special Education: Developmental Disabilities. For a complete list of competencies addressed in this seminar, see attached Student Teaching Competencies for Licensure in Developmental Disabilities - Revised January 2004. a. To identify referral, assessment, planning, and placement procedures specific to teaching students with developmental disabilities. b. To use individual education program plans to design and implement appropriate instruction for students with developmental disabilities. c. To communicate and interact with students, families, colleagues, and the community to support student learning and well-being. d. To apply the standards of effective practice in teaching students with developmental disabilities through a variety of early and ongoing clinical experiences with kindergarten or primary, intermediate or middle level, and high school students across a range of service delivery models  
**Style:** 25% Lecture, 75% Small Group Activities.

**EPSY 5761 Student Teaching in Early Childhood Special Education Settings for Children Aged Three to Five Years S-N only, 3 credit(s), max credits 6; prereq Licensure candidate in Early Childhood/Early Childhood Licensure Program, completion of all other licensure requirements for ECSE, instr consent ; completion of Birth-3 student teaching should be completed after age 3-5 student teaching when possible;**

**Instructor:** Paulson,Anna Regas

**Description:** Student may contact the instructor or department for information.

**EPSY 5762 Student Teaching in Early Childhood Special Education for Children Aged Birth to Three Years S-N only, 3 credit(s), max credits 6; prereq Licensure candidate in Early Childhood/Early Childhood Licensure Program, completion of all other licensure requirements for ECSE, instr consent ; completion of Birth-3 student teaching should be completed after age 3-5 student teaching when possible;**

**Instructor:** Paulson,Anna Regas

**Description:** Student may contact the instructor or department for information.

**EPSY 5991 Independent Study in Educational Psychology**

**A-F only, 1-8 credit(s), max credits 20, 20 completions allowed; prereq instr consent ;**

**Instructor:** STAFF

**Description:**

**EPSY 8114 Seminar: Cognition and Learning**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Varma,Keisha

**Description:** In this course, you will examine issues related to technology-enhanced instruction from a learning sciences perspective. We will look at how research in developmental, cognitive and educational psychology informs the way that technology-enhanced support is designed and implemented. We will read research papers concerned with the design and implementation of technology-based innovations. Throughout the semester, students will design and revise a curricular project that effectively integrates technology. Throughout the course, students will work collaboratively to reflect on issues of technology integration, learning and cognition. Each class meeting will include at least 1 hour of work in the computer lab.

**EPSY 8132 Personality Development and Socialization**

**3 credit(s); prereq Personality or child psych course;**

**Instructor:** Burke,Caroline Anne

**Description:** Student may contact the instructor or department for information.

**EPSY 8216 Seminar: Research Processes in Psychological Foundations of Education**

**A-F only, 3 credit(s); prereq [5216, admitted to doctoral program in psych foundations] or instr consent ;**

**Instructor:** Pellegrini,Anthony D

**Description:** Student may contact the instructor or department for information.

**EPSY 8221 Psychological Scaling**

**3 credit(s); prereq 5221 or equiv, 8261-8262 or equiv;**

**Instructor:** Davison,Mark L

**Description:** Student may contact the instructor or department for information.

**EPSY 8224 Performance Assessment Design and Analysis**

**3 credit(s); prereq 5221, [5261 or 8261];**

**Instructor:** Rodriguez,Michael C.

**Description:** Student may contact the instructor or department for information.

**EPSY 8247 Advanced Interviewing and NVIVO**

**3 credit(s); prereq 5247 or qualitative course or instr consent ;**

**Instructor:** Lawrenz,Frances P

**Description:** Student may contact the instructor or department for information.

**EPSY 8261 Statistical Methods I: Probability and Inference**

**3 credit(s); prereq 3264 or 5261 or equiv;**

**Instructor:** Zieffler PhD,Andrew S

**Description:** Student may contact the instructor or department for information.

**EPSY 8262 Statistical Methods II: Regression and the General Linear Model**

**3 credit(s); prereq [8260, 8261] or equiv;**

**Instructor:** delMas,Robert Claude

**Description:** EPsy 8262 is the second course of the Ph.D. level statistics sequence in Educational Psychology. The course will cover a number of advanced statistical methods. Emphasis will be placed on viewing traditional statistical methods as special cases of multiple regression, which itself is a special case of the general linear model (GLM). There are four major topic sections in this course: Regression, ANOVA, ANCOVA, and Repeated Measures. It is assumed that the student has facility with high school-level algebra. It is also assumed that the student has taken EPsy 8261 or an equivalent covering the topics of descriptive statistics and graphs, basic sampling and hypothesis testing, two-group mean comparison, simple analysis of variance

(ANOVA), multiple comparison procedures, and some bivariate regression and correlation. The topics of bivariate regression, correlation, and simple ANOVA will be reviewed. Students wishing a more thorough review of these topics should consult the appropriate chapters of the textbook (Howell, 2007).

**Style:** 60% Lecture, 40% Demonstration. Examples of how to use statistical software to perform analyses are used throughout each class session. Conceptual understanding is also promoted through the use of statistical software and simulations.

**Grading:** 25% written homework, 75% additional semester exams. The 8 lab assignments allow the student to practice and receive feedback. Together, the labs constitute 25% of the final grade. 75% of the student's final grade is based on the three course exams.

**Exam Format:** All 3 exams are take-home. Each exam involves the application of statistical concepts and procedures to analyze a data set. Each exam is posted at least one week before the due date.

**EPSY 8262 Statistical Methods II: Regression and the General Linear Model**

**3 credit(s); prereq [8260, 8261] or equiv;**

**Instructor:** Zieffler PhD, Andrew S

**Description:** Student may contact the instructor or department for information.

**EPSY 8265 Factor Analysis**

**3 credit(s); prereq 8262 or instr consent ;**

**Instructor:** Davenport Jr, Ernest C

**Description:** Student may contact the instructor or department for information.

**EPSY 8266 Statistical Analysis Using Structural Equation Methods**

**3 credit(s); prereq 8263 or 8264;**

**Instructor:** Maruyama, Geoffrey M

**Description:** Student may contact the instructor or department for information.

**EPSY 8267 Applied Multivariate Analysis**

**3 credit(s); prereq [[8261, 8262] or equiv], familiarity with matrix algebra, knowledge of a computerized statistics package;**

**Instructor:** Davenport Jr, Ernest C

**Description:** Student may contact the instructor or department for information.

**EPSY 8271 Statistics Education Research Seminar: Studies on Teaching and Learning Statistics**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Garfield, Joan B

**Description:** Student may contact the instructor or department for information.

**EPSY 8272 Nonparametric Statistics in Education**

**3 credit(s); prereq [[8261, 8262] or equiv], instr consent ;**

**Instructor:** Harwell, Michael R

**Description:** Student may contact the instructor or department for information.

**EPSY 8282 Statistical Analysis of Longitudinal Data**

**3 credit(s); prereq [8261, 8262] or equiv;**

**Instructor:** Rendahl, Aaron K

**Description:** Student may contact the instructor or department for information.

**EPSY 8290 Special Topics: Seminar in Psychological Foundations: Item Response Models: Theory and Applications**

**3 credit(s), max credits 15, 15 completions allowed; prereq instr consent ;**

**Instructor:** McGuire, Leah Walker

**Description:** Student may contact the instructor or department for information.

**EPSY 8295 Evaluation Problems**

**1-6 credit(s), max credits 24, 24 completions allowed; prereq 5243 or EdPA 5501, instr consent ; Credit will not be granted if credit has been received for: EDPA 8595;**

**Instructor:** King, Jean A.

**Description:** Student may contact the instructor or department for information.

**EPSY 8296 Evaluation Internship**

**1-9 credit(s), max credits 24, 24 completions allowed; prereq 5243 or EdPA 5501, instr consent ; Credit will not be granted if credit has been received for: EDPA 8595;**

**Instructor:** King, Jean A.

**Description:** Student may contact the instructor or department for information.

**EPSY 8403 Social/Cultural Contexts: Counseling and Skills**

**A-F only, 3 credit(s); prereq Grad ed psy major with CSPP subprog or instr consent ;**

**Instructor:** Hess, Daniel B

**Description:** Student may contact the instructor or department for information.

**EPSY 8404 Group Counseling: Theory, Applications, and Skills**

**A-F only, 3 credit(s); prereq Ed psy MA or PhD student with CSPP subprog or instr consent ;**

**Instructor:** Romano, John L

**Description:** Student may contact the instructor or department for information.

**EPSY 8407 Assessing and Counseling Clients With Psychological Disorders**

**A-F only, 4 credit(s); prereq CSPP PhD or MA student or instr consent ;**

**Instructor:** Burke, Caroline Anne

**Description:** Student may contact the instructor or department for information.

**EPSY 8411 Advanced Counseling Research**

**A-F only, 4 credit(s); prereq Ed psy PhD student with CSPP subprog or instr consent ;**

**Instructor:** Hummel, Thomas J

**Description:** Student may contact the instructor or department for information.

**EPSY 8413 Personality Assessment of Adolescents and Adults**

**A-F only, 3 credit(s); prereq [Psy 5604H or Psy 8111 or Psy 8112], doctoral student, instr consent ;**

**Instructor:** Turner, Sherri L

**Description:** Student may contact the instructor or department for information.

**EPSY 8431 Master's Research Seminar: CSPP**

**A-F only, 4 credit(s); prereq 5261 or equiv, 5221 or equiv, EPsy MA student with CSPP subprog or instr consent ;**

**Instructor:** Hummel, Thomas J

**Description:** Student may contact the instructor or department for information.

**EPSY 8435 Organization of School Counseling Comprehensive Programs**

**A-F only, 3-6 credit(s), max credits 6; prereq CSPP grad student in school counselor prog or instr consent ;**

**Instructor:** Wahl, Kay Herting

**Description:** Student may contact the instructor or department for information.

**EPSY 8504 Counseling Practicum II**

**A-F only, 1-4 credit(s), max credits 4, 1 completion allowed; prereq 8503 or instr consent ;**

**Instructor:** Skovholt, Thomas M

**Description:** Student may contact the instructor or department for information.

**EPSY 8504 Counseling Practicum II**

**A-F only, 1-4 credit(s), max credits 4, 1 completion allowed; prereq 8503 or instr consent ;**  
**Instructor:** Wahl,Kay Herting  
**Description:** Student may contact the instructor or department for information.

**EPSY 8509 Supervision Practicum: CSPP**

**1-2 credit(s), max credits 5, 4 completions allowed; prereq [Ed psy PhD student with CSPP subprog] or instr consent ;**  
**Instructor:** Skovholt,Thomas M  
**Description:** Student may contact the instructor or department for information.

**EPSY 8512 Internship: CSPP**

**S-N only, 1-12 credit(s), max credits 12, 12 completions allowed; prereq EdPsy PhD student with CSPP subprog;**  
**Instructor:** Turner,Sherri L  
**Description:** Student may contact the instructor or department for information.

**EPSY 8522 Counseling Practicum: Advanced**

**A-F only, 3 credit(s), max credits 12, 4 completions allowed; prereq [Grad EPsy PhD student with CSPP subprog] or instr consent ; instructor consent required after 2 repeats;**  
**Instructor:** Skovholt,Thomas M  
**Description:** Student may contact the instructor or department for information.

**EPSY 8600 Special Topics: Special Education Issues:**

**Research in Special Education Teacher Preparation**  
**3 credit(s), max credits 9, 9 completions allowed;**  
**Instructor:** McMaster,Kristen Lee  
**Description:** Student may contact the instructor or department for information.

**EPSY 8694 Research in Special Education**

**3 credit(s);**  
**Instructor:** McConnell PhD,Scott Rushton  
**Description:** Student may contact the instructor or department for information.

**EPSY 8702 Doctoral Core Seminar: Special Education II**

**A-F only, 3 credit(s), max credits 6; prereq 8701 or instr consent ;**  
**Instructor:** McMaster,Kristen Lee  
**Description:** EPSY 8702 is the second core seminar for doctoral students in Educational Psychology - Special Education Programs. The purpose of the seminar is twofold: (1) to develop expertise in the critical examination of literature addressing issues, problems, and practices related to individuals with special needs in educational and community settings, and (2) to examine the varying roles and responsibilities of academicians in the field of special education. Seminar activities will include an analysis of processes used to review the literature as a scholarly contribution to the field of special education and as an avenue for research and practices related to the education of students with special needs. The outcome of this seminar is the development of a literature review on a topic of interest to the scholar, which may be used to structure the pre-dissertation study, and may be appropriate for publication. Participants will also examine and articulate the responsibilities of an academician, with a focus on learning models and strategies.  
**Style:** 5% Lecture, 50% Discussion, 20% Small Group Activities, 20% Student Presentation, 5% Guest Speakers.

**EPSY 8706 Single Case Designs in Intervention Research**

**3 credit(s);**  
**Instructor:** Symons, Frank J  
**Description:** Student may contact the instructor or department for information.

**EPSY 8708 Functional Behavior Assessment**

**A-F only, 3 credit(s); prereq [Grad student, one [learning or psychology] course] or instr consent ;**  
**Instructor:** McComas,Jennifer  
**Description:** Student may contact the instructor or department

for information.

**EPSY 8812 Assessment in School Psychology II: Intellectual and Social-Emotional Domains**

**A-F only, 3 credit(s); prereq Grad ed psy major with school psy subprog or instr consent ;**  
**Instructor:** Chaffin,Melissa Coolong  
**Description:** Student may contact the instructor or department for information.

**EPSY 8813 Assessment Practicum in School Psychology**

**A-F only, 2 credit(s), max credits 4; prereq 8821, grad ed psy major with school psy subprog or instr consent , Concurrent registration is required (or allowed) in 8811 or Concurrent registration is required (or allowed) in 8812;**  
**Instructor:** Chaffin,Melissa Coolong  
**Description:** Student may contact the instructor or department for information.

**EPSY 8815 Individual and System Socio-Emotional Interventions**

**A-F only, 3 credit(s); prereq 8811, 8812, 8813;**  
**Instructor:** Hansen,Annie  
**Description:** Student may contact the instructor or department for information.

**EPSY 8818 Intervention Practicum in School Psychology**

**A-F only, 1 credit(s), max credits 2; prereq Grad ed psy major with school psy subprog, Concurrent registration is required (or allowed) in 8815 or Concurrent registration is required (or allowed) in 8816;**  
**Instructor:** Hansen,Annie  
**Description:** Student may contact the instructor or department for information.

**EPSY 8822 Research in School Psychology**

**A-F only, 3 credit(s), max credits 6; prereq [[[8860, 8861, 5616] or equiv], grad ed psy major with school psy subprog] or instr consent ;**  
**Instructor:** Burns,Matthew K  
**Description:** Student may contact the instructor or department for information.

**EPSY 8823 Ethics and Professional Standards in School Psychology**

**A-F only, 3 credit(s); prereq 8821;**  
**Instructor:** Ysseldyke,Jim  
**Description:** Student may contact the instructor or department for information.

**EPSY 8831 Practicum: School Psychological Services**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq Grad ed psy major with school psy subprog;**  
**Instructor:** Hansen,Annie  
**Description:** Student may contact the instructor or department for information.

**EPSY 8832 Clinical/Community Practice in School Psychology**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq Grad ed psy major with school psy subprog;**  
**Instructor:** Hansen,Annie  
**Description:** Student may contact the instructor or department for information.

**EPSY 8841 Practicum: Instruction and Supervision in School Psychology**

**A-F only, 2 credit(s), max credits 4; prereq Grad ed psy major with school psy subprog or instr consent ;**  
**Instructor:** Christ,Theodore J  
**Description:** Student may contact the instructor or department for information.

**EPSY 8842 Internship: School Psychological Services**

**S-N only, 1-10 credit(s), max credits 10, 10 completions allowed; prereq Grad ed psy major with school psy subprog,**

**instr consent ;**

**Instructor:** Hansen, Annie

**Description:** Student may contact the instructor or department for information.

**EPSY 8905 History and Systems of Psychology: Landmark Issues in Educational Psychology**

**3 credit(s); prereq Ed psy PhD student;**

**Instructor:** Bart, William M

**Description:** Student may contact the instructor or department for information.

## Electrical and Computer Engineering

4-178 EE/CSci Building

**EE 1001 Introduction to Electrical and Computer Engineering**

**S-N only, 1 credit(s);**

**Instructor:** Imbertson, Paul Jay

**Description:** Student may contact the instructor or department for information.

**EE 1301 Introduction to Computing Systems**

**4 credit(s); prereq MATH 1271 or MATH 1371;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**EE 2001 Introduction to Electronic and Electrical Circuits**

**3 credit(s); prereq Phys 1302, Concurrent registration is required (or allowed) in is required in Math 2243, 2373, 2573;**

**Instructor:** Higman, Ted King

**Description:** Student may contact the instructor or department for information.

**EE 2002 Introductory Circuits and Electronics Laboratory**

**1 credit(s); prereq 2001 or Concurrent registration is required (or allowed) in 2001;**

**Instructor:** Higman, Ted King

**Description:** Student may contact the instructor or department for information.

**EE 2006 Introductory Circuits Laboratory**

**0.5 credit(s);**

**Instructor:** Higman, Ted King

**Description:** Student may contact the instructor or department for information.

**EE 2011 Linear Systems and Circuits**

**3 credit(s); prereq 2001;**

**Instructor:** Ruden, P Paul

**Description:** Student may contact the instructor or department for information.

**EE 2301 Introduction to Digital System Design**

**4 credit(s); prereq MATH 1272 or MATH 1372 or MATH 1572;**

**Instructor:** Cherkassky, Vladimir S

**Description:** Student may contact the instructor or department for information.

**EE 2301 Introduction to Digital System Design**

**4 credit(s); prereq MATH 1272 or MATH 1372 or MATH 1572;**

**Instructor:** Cherkassky, Vladimir S

**Description:** Student may contact the instructor or department for information.

**EE 2361 Introduction to Microcontrollers**

**4 credit(s); prereq 2301, [1301 or CSCI 1113 or CSCI 1901];**

**Instructor:** STAFF

**Description:** Computer organization, assembly language programming, arithmetic/logical operations, parallel/serial input/output. Microprocessor/microcontroller interfacing: memory

design, exception handling, interrupts, using special-purpose features such as A/D converters, fuzzy logic, DSP operations. Integral lab.

**Style:** 50% Lecture, 15% Discussion, 35% Laboratory.

**Grading:** 15% mid exam, 40% final exam, 15% quizzes, 20% laboratory evaluation, 10% problem solving.

**Exam Format:** Solve problems

**EE 3005 Fundamentals of Electrical Engineering**

**4 credit(s); prereq Math 2243, Phys 1302; not for EE majors;**

**Instructor:** Imbertson, Paul Jay

**Description:** Student may contact the instructor or department for information.

**EE 3006 Fundamentals of Electrical Engineering Laboratory**

**1 credit(s); prereq Concurrent enrollment in 3005 is allowed but not required;**

**Instructor:** Imbertson, Paul Jay

**Description:** Student may contact the instructor or department for information.

**EE 3015 Signals and Systems**

**3 credit(s); prereq [2011, CSE] or dept consent ;**

**Instructor:** Sapiro, Guillermo R

**Description:** Student may contact the instructor or department for information.

**EE 3025 Statistical Methods in Electrical and Computer Engineering**

**3 credit(s); prereq [3015, CSE] or instr approval;**

**Instructor:** Haupt, Jarvis David

**Description:** Student may contact the instructor or department for information.

**EE 3041 Industrial Assignment I**

**A-F only, 2 credit(s); prereq [EE or CompE upper div], enrolled in ECE co-op program;**

**Instructor:** Higman, Ted King

**Description:** Student may contact the instructor or department for information.

**EE 3101 Circuits and Electronics Laboratory I**

**2 credit(s); prereq [2002, [3115 or Concurrent registration is required (or allowed) in 3115], CSE] or dept consent ;**

**Instructor:** Jacobs, Heinrich Otto Heiko

**Description:** Student may contact the instructor or department for information.

**EE 3102 Circuits and Electronics Laboratory II**

**2 credit(s); prereq [3101 or CSE or dept consent ], attendance first day of class;**

**Instructor:** Higman, Ted King

**Description:** Student may contact the instructor or department for information.

**EE 3115 Analog and Digital Electronics**

**4 credit(s); prereq [3015 or Concurrent registration is required (or allowed) in 3015, IT] or dept consent ;**

**Instructor:** Kim, Chris H.

**Description:** Student may contact the instructor or department for information.

**EE 3161 Semiconductor Devices**

**3 credit(s); prereq Upper div CSE, 2011, Phys 1302, Phys 2303 or Chem 1022;**

**Instructor:** Stadler, Bethanie J. Hills

**Description:** Student may contact the instructor or department for information.

**EE 3601 Transmission Lines, Fields, and Waves**

**3 credit(s); prereq [2011, [Math 2243 or Math 2373 or Math 2573], [Phys 1302 or Phys 1402], CSE] or dept consent ;**

**Instructor:** Jacobs, Heinrich Otto Heiko

**Description:** The goal of this course is to introduce basic concepts of transmission lines, electrostatic fields and

electrodynamics waves, as well as applications related to such principles. This material is the basis of many applications that include RF/microwaves, optics, and magnetics. Students are expected to have the above math and physics prerequisites as well as the first circuits course offered in the EE department. Course Content: The course will be divided into three parts:

Transmission Lines, Static and Dynamic Fields, and Plane Waves and Radiation. Part I: Transmission Lines(Weeks 1-5) Distributed Circuits Time domain behavior of infinite and finite transmission lines Frequency domain behavior of infinite and finite length transmission lines Resonant matching Coupled line analysis Part II: Static and Dynamic Electric and Magnetic Fields (Weeks 6-11) Review of vector calculus Electrostatics: Capacitance calculations, Stored energy, Dielectric materials, Current flow, Continuity equation and Laplace and Poisson Equation solutions Magnetostatics: Biot-Savart Law, Ampere's Law, Inductance calculations, Stored energy, Magnetic materials, Vector potentials, and Boundary value problems Electromagnetic Fields Part III: Plane Waves and Radiation (Weeks 12-16) Plane Wave propagation: in lossy and lossless media, energy density, Poynting's vector, group velocity, and dispersion Reflections of plane wave at metallic or dielectric boundaries and Brewster's Angle Waveguide and Antenna structures

**Style:** 90% Lecture, 10% Discussion.

**Grading:** 25% mid exam, 25% final exam, 25% problem solving, 25% other evaluation. second exam during the semester

#### EE 4043W Industrial Assignment II

**A-F only, 4 credit(s); prereq 3041; Meets CLE req of Writing Intensive;**

**Instructor:** Higman, Ted King

**Description:** Student may contact the instructor or department for information.

#### EE 4044 Industrial Assignment III

**A-F only, 2 credit(s); prereq 4043W;**

**Instructor:** Higman, Ted King

**Description:** Student may contact the instructor or department for information.

#### EE 4111 Advanced Analog Electronics Design

**4 credit(s); prereq 3015, 3115;**

**Instructor:** Higman, Ted King

**Description:** Student may contact the instructor or department for information.

#### EE 4161W Energy Conversion and Storage

**3 credit(s); prereq 3161 or instr consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Imbertson, Paul Jay

**Description:** Student may contact the instructor or department for information.

#### EE 4161W Energy Conversion and Storage

**3 credit(s); prereq 3161 or instr consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Cohen, Philip I

**Description:** Student may contact the instructor or department for information.

#### EE 4163 Energy Conversion and Storage Laboratory

**1 credit(s); prereq Concurrent registration is required (or allowed) in 4161W;**

**Instructor:** Imbertson, Paul Jay

**Description:** Student may contact the instructor or department for information.

#### EE 4233 State Space Control System Design

**3 credit(s); prereq [3015, upper div CSE] or instr consent ;**

**Instructor:** Jovanovic, Mihailo

**Description:** Student may contact the instructor or department for information.

#### EE 4237 State Space Control Laboratory

**1 credit(s); prereq 4233 or concurrent enrollment in 4233; no**

**cr for [EE or CompE] grad students;**

**Instructor:** Georgiou, Tryphon T

**Description:**

**Style:** 100% Laboratory.

**Grading:** 100% reports/papers.

#### EE 4341 Embedded System Design

**4 credit(s); prereq 2301, 2361, upper div CSE;**

**Instructor:** Posbergh, Thomas Alfred

**Description:** Student may contact the instructor or department for information.

#### EE 4363 Computer Architecture and Machine Organization

**4 credit(s); prereq 2361 credit will not be granted if credit received for: 5361, CSci 5201,; Credit will not be granted if credit has been received for: CSCI 4203;**

**Instructor:** Sapatnekar, Sachin Suresh

**Description:** Student may contact the instructor or department for information.

#### EE 4607 Wireless Hardware System Design

**3 credit(s); prereq [3015, 3115, 3601, CSE student] or dept consent ;**

**Instructor:** Gopinath, Anand

**Description:** Student may contact the instructor or department for information.

#### EE 4701 Electric Drives

**3 credit(s); prereq 3015;**

**Instructor:** Mohan, Ned

**Description:** Student may contact the instructor or department for information.

#### EE 4703 Electric Drives Laboratory

**1 credit(s); prereq 4701 or Concurrent registration is required (or allowed) in 4701;**

**Instructor:** Mohan, Ned

**Description:** Student may contact the instructor or department for information.

#### EE 4951W Senior Design Project

**4 credit(s); prereq 3015, 3115, 3102, 3601, attendance first day of class; Meets CLE req of Writing Intensive;**

**Instructor:** Imbertson, Paul Jay

**Description:** Student may contact the instructor or department for information.

#### EE 4970 Directed Study

**1-3 credit(s), max credits 3; prereq Cr ar [may be repeated for cr]; dept consent ;**

**Instructor:** STAFF

**Description:** Studies of approved projects, either theoretical or experimental.

#### EE 4982V Senior Honors Project II

**2 credit(s); prereq 4981; Meets CLE req of Writing Intensive;**

**Instructor:** Lilja, David J

**Description:** Student may contact the instructor or department for information.

#### EE 5141 Introduction to Microsystem Technology

**4 credit(s); prereq [3161, 3601, CSE grad student] or dept consent ;**

**Instructor:** Talghader, Joseph John

**Description:** Student may contact the instructor or department for information.

#### EE 5141 Introduction to Microsystem Technology

**4 credit(s); prereq [3161, 3601, CSE grad student] or dept consent ;**

**Instructor:** Talghader, Joseph John

**Description:** Student may contact the instructor or department for information.

#### EE 5164 Semiconductor Properties and Devices II

- 3 credit(s); prereq 5163 or instr consent ;**  
**Instructor:** Koester, Steven J  
**Description:** Student may contact the instructor or department for information.
- EE 5235 Robust Control System Design**  
**3 credit(s); prereq CSE grad, 3015, 5231 or instr consent ;**  
**Instructor:** salapaka, murti v  
**Description:** Student may contact the instructor or department for information.
- EE 5324 VLSI Design II**  
**3 credit(s); prereq [5323, CSE grad student] or dept consent ;**  
**Instructor:** Bazargan, Kia  
**Description:** Student may contact the instructor or department for information.
- EE 5327 VLSI Design Laboratory**  
**3 credit(s); prereq [4301, [5323 or Concurrent registration is required (or allowed) in 5323], CSE grad student] or dept consent ;**  
**Instructor:** Sobelman, Gerald Edward  
**Description:** Student may contact the instructor or department for information.
- EE 5393 Circuits, Computation & Biology**  
**3 credit(s); prereq [MATH 2263, [3025 or STAT 3021]] or dept consent ;**  
**Instructor:** Riedel, Marc  
**Description:** Student may contact the instructor or department for information.
- EE 5505 Wireless Communication**  
**3 credit(s); prereq [4501, CSE grad student] or dept consent ; 5501 recommended;**  
**Instructor:** Kim, Seung Jun  
**Description:** Student may contact the instructor or department for information.
- EE 5542 Adaptive Digital Signal Processing**  
**3 credit(s); prereq [4541, 5531, CSE grad student] or dept consent ;**  
**Instructor:** Parhi, Keshab K.  
**Description:** Student may contact the instructor or department for information.
- EE 5545 Digital Signal Processing Design**  
**3 credit(s); prereq [4541, CSE grad student] or dept consent ;**  
**Instructor:** Ebbini, Emad S  
**Description:** Student may contact the instructor or department for information.
- EE 5601 Introduction to RF/Microwave Engineering**  
**3 credit(s); prereq [3601, CSE grad student] or dept consent ;**  
**Instructor:** Franklin, Rhonda R.  
**Description:** Course focuses on use and performance of lumped circuit elements at RF frequencies as well as application of transmission line theory to planar and non-planar waveguiding structures. Network analysis and synthesis techniques are described for lumped and passive elements. Design topics include lumped circuit elements, resonators, power dividers, directional couplers, and filters.  
**Style:** 100% Lecture.  
**Grading:** 30% mid exam, 40% final exam, 10% special projects, 20% problem solving.  
**Exam Format:** problem-solving
- EE 5611 Plasma-Aided Manufacturing**  
**A-F only, 4 credit(s); prereq [[[ME 3321, ME 3322] or equiv], [upper div CSE or grad student]]] or dept consent ; Credit will not be granted if credit has been received for: ME 5361;**  
**Instructor:** Heberlein, Joachim Viktor R
- Description:** Student may contact the instructor or department for information.
- EE 5613 RF/Microwave Circuit Design Laboratory**  
**A-F only, 2 credit(s); prereq [[5601 or Concurrent registration is required (or allowed) in 5601], CSE grad student] or dept consent ;**  
**Instructor:** Franklin, Rhonda R.  
**Description:** Student may contact the instructor or department for information.
- EE 5621 Physical Optics**  
**3 credit(s); prereq [3015, CSE grad student] or dept consent ;**  
**Instructor:** Leger, James Robert  
**Description:** This course is an introduction to Fourier analysis of optical systems, with applications to spatial filtering, optical information processing, magnetic resonance imaging, holography and coherence theory. Linear systems theory is used to describe diffraction (Fresnel and Fraunhofer), optical system resolution and aberrations. Emphasis is placed on the similarities and differences in analysis of optical and electrical systems. Current topics of special interest include computer generated holograms, diffractive optical elements, computer tomography and optical coherence tomography.  
**Style:** 90% Lecture, 10% Discussion.  
**Grading:** 40% mid exam, 40% final exam, 20% problem solving, 2 mid-term exam  
**Exam Format:** Problem solving, patterned after homework, emphasizing physical concepts
- EE 5622 Physical Optics Laboratory**  
**1 credit(s); prereq [[5621 or Concurrent registration is required (or allowed) in 5621], CSE grad student] or dept consent ;**  
**Instructor:** Leger, James Robert  
**Description:** This course is designed to give a senior or graduate student a working knowledge of experimental optical techniques. It consists of a series of laboratory exercises that demonstrate topics in interferometry, diffraction theory, imaging, frequency domain descriptions of optical systems, coherence, speckle and fiber optics. The laboratory equipment is highly automated via CCD cameras and computers, simplifying data collection and producing improved accuracy. Emphasis is placed on optical techniques that can be used in a wide variety of experimental situations. The student is asked to keep a professional laboratory journal, similar to what would be used in industry. No other written work is required. The course grade is assigned based on this journal, an assessment of laboratory performance, and a final test. The final test can be either written or individual oral, based on a vote from the students attending. Knowledge of basic optical systems and Fourier analysis is helpful.  
**Style:** 100% Laboratory.  
**Grading:** 33% final exam, 33% laboratory evaluation, 33% other evaluation. Lab book  
**Exam Format:** Written or oral, based on student vote
- EE 5721 Power Generation Operation and Control**  
**3 credit(s); prereq [4721, CSE grad student] or dept consent ;**  
**Instructor:** Wollenberg, Bruce F  
**Description:** Student may contact the instructor or department for information.
- EE 5741 Advanced Power Electronics**  
**3 credit(s); prereq CSE grad student] or dept consent ;**  
**Instructor:** Mohan, Ned  
**Description:** Student may contact the instructor or department for information.
- EE 5741 Advanced Power Electronics**  
**3 credit(s); prereq CSE grad student] or dept consent ;**  
**Instructor:** Robbins, William P  
**Description:** Student may contact the instructor or department for information.

**EE 5940 Special Topics in Electrical Engineering I**  
**3 credit(s), max credits 12, 3 completions allowed;**  
**Instructor:** Wang,Jianping  
**Description:** Student may contact the instructor or department for information.

**EE 5940 Special Topics in Electrical Engineering I**  
**1-4 credit(s), max credits 12, 3 completions allowed;**  
**Instructor:** Oh,Sang-Hyun  
**Description:** Student may contact the instructor or department for information.

**EE 5940 Special Topics in Electrical Engineering I**  
**3 credit(s), max credits 12, 3 completions allowed;**  
**Instructor:** Oh,Sang-Hyun  
**Description:** Student may contact the instructor or department for information.

**EE 5940 Special Topics in Electrical Engineering I**  
**3 credit(s), max credits 12, 3 completions allowed;**  
**Instructor:** Xiao,WeiJun  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**  
**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Imbertson,Paul Jay  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**  
**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Ernie,Douglas  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**  
**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Rennolet,Charles Leon  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**  
**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Gopinath,Anand  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**  
**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Tewfik,Ahmed Hossam  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**  
**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Sapiro,Guillermo R  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**  
**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Sapatnekar,Sachin Suresh  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**  
**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**

**prereq Grad student, instr consent ;**  
**Instructor:** Moon,Jaekyun  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**  
**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Wollenberg,Bruce F  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**  
**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Posbergh,Thomas Alfred  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**  
**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Parhi,Keshab K.  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**  
**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Harjani,Ramesh  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**  
**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Cohen,Philip I  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**  
**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Ruden,P Paul  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**  
**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Georgiou,Tryphon T  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**  
**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Stadler,Bethanie J. Hills  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**  
**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Higman,Ted King  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**  
**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Kaveh,Mostafa  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Lilja,David J  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Mohan,Ned  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Talghader,Joseph John  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Cherkassky,Vladimir S  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Campbell,Stephen A  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Hubel,Allison  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Kinney,Larry L  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Kieffer,John C  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Robbins,William P  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Sobelman,Gerald Edward  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Leger,James Robert  
**Description:** Student may contact the instructor or department

for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Franklin,Rhonda R.  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Ebbini,Emad S  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Victora,Randall H  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Giannakis,Georgios B  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** He,Tian  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Bazargan,Kia  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Roychowdhury,Jaijeet  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Jacobs,Heinrich Otto Heiko  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Roumeliotis,Stergios  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**  
**Instructor:** Wang,Jianping  
**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Grad student, instr consent ;**



**Instructor:** Amin,Massoud

**Description:** Student may contact the instructor or department for information.

**Instructor:** Giannakis,Georgios B

**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed; prereq Grad student, instr consent ;**

**Instructor:** Luo,Zhi-Quan

**Description:** Student may contact the instructor or department for information.

**EE 8660 Seminar: Magnetics**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed;**

**Instructor:** Wang,Jianping

**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed; prereq Grad student, instr consent ;**

**Instructor:** He,Bin

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent ;**

**Instructor:** Imbertson,Paul Jay

**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed; prereq Grad student, instr consent ;**

**Instructor:** Jindal,Nihar

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent ;**

**Instructor:** Ernie,Douglas

**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed; prereq Grad student, instr consent ;**

**Instructor:** Kim,Chris H.

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent ;**

**Instructor:** Mounes-Toussi,Farnaz

**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed; prereq Grad student, instr consent ;**

**Instructor:** Jovanovic,Mihailo

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent ;**

**Instructor:** Rennolet,Charles Leon

**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed; prereq Grad student, instr consent ;**

**Instructor:** Riedel,Marc

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent ;**

**Instructor:** Ottesen,Hal

**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed; prereq Grad student, instr consent ;**

**Instructor:** Oh,Sang-Hyun

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent ;**

**Instructor:** Zhang,Zhi-Li

**Description:** Student may contact the instructor or department for information.

**EE 5990 Curricular Practical Training**

**S-N only, 1-2 credit(s), max credits 6, 3 completions allowed; prereq Grad student, instr consent ;**

**Instructor:** salapaka,murti v

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent ;**

**Instructor:** Gopinath,Anand

**Description:** Student may contact the instructor or department for information.

**EE 8215 Nonlinear Systems**

**3 credit(s); prereq instr consent;**

**Instructor:** Georgiou,Tryphon T

**Description:** Student may contact the instructor or department for information.

**EE 8367 Parallel Computer Organization**

**3 credit(s); prereq 5364 or CSci 5204; Credit will not be granted if credit has been received for: CSCI 8205;**

**Instructor:** Zhai,Antonia Bingheng

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent ;**

**Instructor:** Tewfik,Ahmed Hossam

**Description:** Student may contact the instructor or department for information.

**EE 8581 Detection and Estimation Theory**

**3 credit(s); prereq 5531 or instr consent;**

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent**

**Instructor:** Sapiro,Guillermo R

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent**

**Instructor:** Sapatnekar,Sachin Suresh

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent**

**Instructor:** Moon,Jaekyun

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent**

**Instructor:** Wollenberg,Bruce F

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent**

**Instructor:** Posbergh,Thomas Alfred

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent**

**Instructor:** Parhi,Keshab K.

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent**

**Instructor:** Harjani,Ramesh

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent**

**Instructor:** Cohen,Philip I

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent**

**Instructor:** Ruden,P Paul

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent**

**Instructor:** Georgiou,Tryphon T

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent**

**Instructor:** Stadler,Bethanie J. Hills

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent**

**Instructor:** Higman,Ted King

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent**

**Instructor:** Kaveh,Mostafa

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent**

**Instructor:** Lilja,David J

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent**

**Instructor:** Mohan,Ned

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent**

**Instructor:** Talghader,Joseph John

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent**

**Instructor:** Cherkassky,Vladimir S

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent**

**Instructor:** Campbell,Stephen A

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent**

**Instructor:** Hubel,Allison

**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent

; Instructor: Kinney,Larry L

Description: Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent

; Instructor: Kieffer,John C

Description: Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent

; Instructor: Robbins,William P

Description: Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent

; Instructor: Sobelman,Gerald Edward

Description: Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent

; Instructor: Leger,James Robert

Description: Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent

; Instructor: Franklin,Rhonda R.

Description: Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent

; Instructor: Ebbini,Emad S

Description: Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent

; Instructor: Victora,Randall H

Description: Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent

; Instructor: Giannakis,Georgios B

Description: Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent

; Instructor: Bazargan,Kia

Description: Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent

; Instructor: Roychowdhury,Jaijeet

Description: Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent

; Instructor: Jacobs,Heinrich Otto Heiko

Description: Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent

; Instructor: Roumeliotis,Stergios

Description: Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent

; Instructor: Wang,Jianping

Description: Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent

; Instructor: Amin,Massoud

Description: Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent

; Instructor: Luo,Zhi-Quan

Description: Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent

; Instructor: He,Bin

Description: Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent

; Instructor: Jindal,Nihar

Description: Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent

; Instructor: Kim,Chris H.

Description: Student may contact the instructor or department

for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent ;**  
**Instructor:** Jovanovic,Mihailo  
**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent ;**  
**Instructor:** Riedel,Marc  
**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent ;**  
**Instructor:** Oh,Sang-Hyun  
**Description:** Student may contact the instructor or department for information.

**EE 8940 Special Investigations**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 1-3 cr [may be repeated for cr]; IT grad student or instr consent ;**  
**Instructor:** salapaka,murti v  
**Description:** Student may contact the instructor or department for information.

**EE 8950 Advanced Topics in Electrical and Computer Engineering**

**1-3 credit(s), max credits 12, 4 completions allowed; prereq Cr ar [may be repeated for cr]; instr consent;**  
**Instructor:** Parhi,Keshab K.  
**Description:** Student may contact the instructor or department for information.

**EE 8965 Plan C Project I**

**3 credit(s); prereq Grad EE major;**  
**Instructor:** Imbertson,Paul Jay  
**Description:** Student may contact the instructor or department for information.

**EE 8965 Plan C Project I**

**3 credit(s); prereq Grad EE major;**  
**Instructor:** Ernie,Douglas  
**Description:** Student may contact the instructor or department for information.

**EE 8965 Plan C Project I**

**3 credit(s); prereq Grad EE major;**  
**Instructor:** Mounes-Toussi,Farnaz  
**Description:** Student may contact the instructor or department for information.

**EE 8965 Plan C Project I**

**3 credit(s); prereq Grad EE major;**  
**Instructor:** Rennolet,Charles Leon  
**Description:** Student may contact the instructor or department for information.

**EE 8965 Plan C Project I**

**3 credit(s); prereq Grad EE major;**  
**Instructor:** Ottesen,Hal  
**Description:** Student may contact the instructor or department for information.

**EE 8965 Plan C Project I**

**3 credit(s); prereq Grad EE major;**  
**Instructor:** Gopinath,Anand

**Description:** Student may contact the instructor or department for information.

**EE 8965 Plan C Project I**

**3 credit(s); prereq Grad EE major;**  
**Instructor:** Tewfik,Ahmed Hossam  
**Description:** Student may contact the instructor or department for information.

**EE 8965 Plan C Project I**

**3 credit(s); prereq Grad EE major;**  
**Instructor:** Sapiro,Guillermo R  
**Description:** Student may contact the instructor or department for information.

**EE 8965 Plan C Project I**

**3 credit(s); prereq Grad EE major;**  
**Instructor:** Sapatnekar,Sachin Suresh  
**Description:** Student may contact the instructor or department for information.

**EE 8965 Plan C Project I**

**3 credit(s); prereq Grad EE major;**  
**Instructor:** Moon,Jaekyun  
**Description:** Student may contact the instructor or department for information.

**EE 8965 Plan C Project I**

**3 credit(s); prereq Grad EE major;**  
**Instructor:** Wollenberg,Bruce F  
**Description:** Student may contact the instructor or department for information.

**EE 8965 Plan C Project I**

**3 credit(s); prereq Grad EE major;**  
**Instructor:** Posbergh,Thomas Alfred  
**Description:** Student may contact the instructor or department for information.

**EE 8965 Plan C Project I**

**3 credit(s); prereq Grad EE major;**  
**Instructor:** Parhi,Keshab K.  
**Description:** Student may contact the instructor or department for information.

**EE 8965 Plan C Project I**

**3 credit(s); prereq Grad EE major;**  
**Instructor:** Harjani,Ramesh  
**Description:** Student may contact the instructor or department for information.

**EE 8965 Plan C Project I**

**3 credit(s); prereq Grad EE major;**  
**Instructor:** Cohen,Philip I  
**Description:** Student may contact the instructor or department for information.

**EE 8965 Plan C Project I**

**3 credit(s); prereq Grad EE major;**  
**Instructor:** Ruden,P Paul  
**Description:** Student may contact the instructor or department for information.

**EE 8965 Plan C Project I**

**3 credit(s); prereq Grad EE major;**  
**Instructor:** Georgiou,Tryphon T  
**Description:** Student may contact the instructor or department for information.

**EE 8965 Plan C Project I**

**3 credit(s); prereq Grad EE major;**  
**Instructor:** Stadler,Bethanie J. Hills  
**Description:** Student may contact the instructor or department for information.

- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Higman, Ted King  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Kaveh, Mostafa  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Lilja, David J  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Mohan, Ned  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Talghader, Joseph John  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Cherkassky, Vladimir S  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Campbell, Stephen A  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Hubel, Allison  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Kinney, Larry L  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Kieffer, John C  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Du, David Hung-Chang  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Robbins, William P  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Sobelman, Gerald Edward  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Leger, James Robert  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Franklin, Rhonda R.  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Ebbini, Emad S  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Victora, Randall H  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Giannakis, Georgios B  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Bazargan, Kia  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Roychowdhury, Jaijeet  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Jacobs, Heinrich Otto Heiko  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Roumeliotis, Stergios  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Wang, Jianping  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Amin, Massoud  
**Description:** Student may contact the instructor or department for information.
- EE 8965 Plan C Project I**  
**3 credit(s); prereq Grad EE major;**  
**Instructor:** Luo, Zhi-Quan  
**Description:** Student may contact the instructor or department for information.

**EE 8965 Plan C Project I****3 credit(s); prereq Grad EE major;****Instructor:** He,Bin**Description:** Student may contact the instructor or department for information.**EE 8965 Plan C Project I****3 credit(s); prereq Grad EE major;****Instructor:** Jindal,Nihar**Description:** Student may contact the instructor or department for information.**EE 8965 Plan C Project I****3 credit(s); prereq Grad EE major;****Instructor:** Kim,Chris H.**Description:** Student may contact the instructor or department for information.**EE 8965 Plan C Project I****3 credit(s); prereq Grad EE major;****Instructor:** Jovanovic,Mihailo**Description:** Student may contact the instructor or department for information.**EE 8965 Plan C Project I****3 credit(s); prereq Grad EE major;****Instructor:** Riedel,Marc**Description:** Student may contact the instructor or department for information.**EE 8965 Plan C Project I****3 credit(s); prereq Grad EE major;****Instructor:** Oh,Sang-Hyun**Description:** Student may contact the instructor or department for information.**EE 8965 Plan C Project I****3 credit(s); prereq Grad EE major;****Instructor:** salapaka,murti v**Description:** Student may contact the instructor or department for information.**EE 8967 Plan C Project II****1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;****Instructor:** Imbertson,Paul Jay**Description:** Student may contact the instructor or department for information.**EE 8967 Plan C Project II****1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;****Instructor:** Ernie,Douglas**Description:** Student may contact the instructor or department for information.**EE 8967 Plan C Project II****1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;****Instructor:** Mounes-Toussi,Farnaz**Description:** Student may contact the instructor or department for information.**EE 8967 Plan C Project II****1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;****Instructor:** Rennolet,Charles Leon**Description:** Student may contact the instructor or department for information.**EE 8967 Plan C Project II****1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;****Instructor:** Gopinath,Anand**Description:** Student may contact the instructor or department

for information.

**EE 8967 Plan C Project II****1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;****Instructor:** Tewfik,Ahmed Hossam**Description:** Student may contact the instructor or department for information.**EE 8967 Plan C Project II****1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;****Instructor:** Sapiro,Guillermo R**Description:** Student may contact the instructor or department for information.**EE 8967 Plan C Project II****1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;****Instructor:** Sapatnekar,Sachin Suresh**Description:** Student may contact the instructor or department for information.**EE 8967 Plan C Project II****1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;****Instructor:** Moon,Jaekyun**Description:** Student may contact the instructor or department for information.**EE 8967 Plan C Project II****1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;****Instructor:** Wollenberg,Bruce F**Description:** Student may contact the instructor or department for information.**EE 8967 Plan C Project II****1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;****Instructor:** Posbergh,Thomas Alfred**Description:** Student may contact the instructor or department for information.**EE 8967 Plan C Project II****1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;****Instructor:** Parhi,Keshab K.**Description:** Student may contact the instructor or department for information.**EE 8967 Plan C Project II****1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;****Instructor:** Harjani,Ramesh**Description:** Student may contact the instructor or department for information.**EE 8967 Plan C Project II****1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;****Instructor:** Cohen,Philip I**Description:** Student may contact the instructor or department for information.**EE 8967 Plan C Project II****1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;****Instructor:** Ruden,P Paul**Description:** Student may contact the instructor or department for information.**EE 8967 Plan C Project II****1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;**

**Instructor:** Georgiou,Tryphon T

**Description:** Student may contact the instructor or department for information.

**1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;**

**Instructor:** Kieffer,John C

**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;**

**Instructor:** Stadler,Bethanie J. Hills

**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;**

**Instructor:** Robbins,William P

**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;**

**Instructor:** Higman,Ted King

**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;**

**Instructor:** Sobelman,Gerald Edward

**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;**

**Instructor:** Kaveh,Mostafa

**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;**

**Instructor:** Leger,James Robert

**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;**

**Instructor:** Lilja,David J

**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;**

**Instructor:** Franklin,Rhonda R.

**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;**

**Instructor:** Mohan,Ned

**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;**

**Instructor:** Ebbini,Emad S

**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;**

**Instructor:** Talghader,Joseph John

**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;**

**Instructor:** Victora,Randall H

**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;**

**Instructor:** Cherkassky,Vladimir S

**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;**

**Instructor:** Giannakis,Georgios B

**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;**

**Instructor:** Campbell,Stephen A

**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;**

**Instructor:** Bazargan,Kia

**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;**

**Instructor:** Hubel,Allison

**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;**

**Instructor:** Roychowdhury,Jaijeet

**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;**

**Instructor:** Kinney,Larry L

**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;**

**Instructor:** Jacobs,Heinrich Otto Heiko

**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

**EE 8967 Plan C Project II**

1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;  
**Instructor:** Roumeliotis, Stergios  
**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;  
**Instructor:** Wang, Jianping  
**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;  
**Instructor:** Amin, Massoud  
**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;  
**Instructor:** Luo, Zhi-Quan  
**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;  
**Instructor:** He, Bin  
**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;  
**Instructor:** Jindal, Nihal  
**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;  
**Instructor:** Kim, Chris H.  
**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;  
**Instructor:** Jovanovic, Mihailo  
**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;  
**Instructor:** Riedel, Marc  
**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;  
**Instructor:** Oh, Sang-Hyun  
**Description:** Student may contact the instructor or department for information.

**EE 8967 Plan C Project II**

1-3 credit(s), max credits 3, 1 completion allowed; prereq EE grad student;  
**Instructor:** salapaka, murti v  
**Description:** Student may contact the instructor or department

for information.

**EE 8980 Graduate Seminar II**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed;**  
**Instructor:** Ruden, P Paul  
**Description:** Student may contact the instructor or department for information.

## Emergency Health Services

### 20 Classroom Office Building

**EHS 3112 First Responder for Coaches and Athletic Trainers**

**A-F only, 3 credit(s); prereq Jr or sr;**  
**Instructor:** Mc Neil MA, Mary Ann  
**Description:** This nationally recognized curriculum is taught according to the standards of the Department of Transportation (USDOT). It is presented in an interactive and small group format to prepare students to work at the level of First Responder, the first level in the EMS chain of emergency care delivery. Certification includes: AHA-BLS for Health Care Providers and USDOT First Responder. Includes: Patient assessment, airway management, trauma care and critical thinking.  
**Style:** 30% Lecture, 5% Film/Video, 30% Laboratory, 30% Small Group Activities, 5% Guest Speakers. This course is scenario based learning. Every class will contain 1/2 didactic presentations, 1/2 activities.  
**Grading:** 20% final exam, 20% quizzes, 10% in-class presentation, 25% class participation, 25% laboratory evaluation. Student may not miss >3 class sessions. This will result in dismissal from the course.  
**Exam Format:** Combination written/practical skills demonstration.

**EHS 3112 First Responder for Coaches and Athletic Trainers**

**A-F only, 3 credit(s); prereq Jr or sr;**  
**Instructor:** Alberti, Laszlo S  
**Description:** This nationally recognized curriculum is taught according to the standards of the Department of Transportation (USDOT). It is presented in an interactive and small group format to prepare students to work at the level of First Responder, the first level in the EMS chain of emergency care delivery. Certification includes: AHA-BLS for Health Care Providers and USDOT First Responder. Includes: Patient assessment, airway management, trauma care and critical thinking.  
**Style:** 30% Lecture, 5% Film/Video, 30% Laboratory, 30% Small Group Activities, 5% Guest Speakers. This course is scenario based learning. Every class will contain 1/2 didactic presentations, 1/2 activities.  
**Grading:** 20% final exam, 20% quizzes, 10% in-class presentation, 25% class participation, 25% laboratory evaluation. Student may not miss >3 class sessions. This will result in dismissal from the course.  
**Exam Format:** Combination written/practical skills demonstration.

**EHS 3312 Emergency Medical Technician**

**A-F only, 6 credit(s); prereq Jr or sr;**  
**Instructor:** Mc Neil MA, Mary Ann  
**Description:** Successful completion of this course will make student eligible to take the National Registry for EMT (NREMT) test. Knowledge and practical experience to make competent decisions regarding treatment of medical and trauma patients at the basic life support level, as set forth by the Department of Transportation. Includes: patient assessment; airway management; AHA basic life support for health professionals; trauma management; medical emergencies management; mass casualty and bio-terrorism response, critical thinking and decision-making.  
**Style:** 30% Lecture, 5% Film/Video, 50% Small Group Activities, 10% Guest Speakers, 5% Service Learning. Class consists of 1/2 didactic presentations, 1/2 small group skills/scenario practice.  
**Grading:** 15% mid exam, 15% final exam, 20% quizzes, 10% attendance, 10% class participation, 30% other evaluation. Students will be assessed on their class participation and clinical



skills performance. This makes up 50% of the grade; additional 50% is a combination of all the quizzes and exams. > 3 absences will result in termination from course.

**Exam Format:** Written test and clinical skills performance.

### **EHS 3312 Emergency Medical Technician**

**A-F only, 6 credit(s); prereq Jr or sr;**

**Instructor:** Alberti, Laszlo S

**Description:** Successful completion of this course will make student eligible to take the National Registry for EMT(NREMT) test. Knowledge and practical experience to make competent decisions regarding treatment of medical and trauma patients at the basic life support level, as set forth by the Department of Transportation. Includes: patient assessment; airway management; AHA basic life support for health professionals; trauma management; medical emergencies management; mass casualty and bio-terrorism response, critical thinking and decision -making.

**Style:** 30% Lecture, 5% Film/Video, 50% Small Group Activities, 10% Guest Speakers, 5% Service Learning. Class consists of 1/2 didactic presentations, 1/2 small group skills/scenario practice.

**Grading:** 15% mid exam, 15% final exam, 20% quizzes, 10% attendance, 10% class participation, 30% other evaluation. Students will be assessed on their class participation and clinical skills performance. This makes up 50% of the grade; additional 50% is a combination of all the quizzes and exams. > 3 absences will result in termination from course.

**Exam Format:** Written test and clinical skills performance.

### **EHS 4999 Practicum**

**A-F only, 1-3 credit(s), max credits 9, 3 completions allowed; prereq EHS;**

**Instructor:** Mc Neil MA, Mary Ann

**Description:** This course is designed as an "on the job" paid or volunteer experience with an EMS transport service or emergency department. Individuals arrange for 1-3 credits of experience. Available to students who have completed EHS 3312/EMT. It is the student's responsibility to arrange volunteer or paid position for this practicum. Approximately 60% of the course work should be clinical performance.; 20% self-reflective journal and research /scholarly reading and reporting.; 20% scholarly paper. Contact Mary Ann McNeil @ mcnei003@umn.edu for application/contract.

**Style:** 5% Discussion, 5% Student Presentation, 60% Service Learning. Student will meet with instructor several times throughout semester to discuss experience and present written work.

**Grading:** 25% reports/papers, 25% journal, 50% other evaluation. Student will receive an evaluation of performance from the site where they work/volunteer.

**Exam Format:** There is no formal didactic exam.

## **Endodontics**

*15-209 Moos T*

### **ENDO 5309 Advanced Clinical Endodontics**

**A-F only, 1-6 credit(s), max credits 6; prereq 5308;**

**Instructor:** Baisden, Michael Kenneth

**Description:** Student may contact the instructor or department for information.

### **ENDO 5313 Advanced Endodontic Emergency**

**S-N only, 1 credit(s); prereq 5312;**

**Instructor:** Bowles, Walter Ray

**Description:** Student may contact the instructor or department for information.

### **ENDO 5316 Advanced Endodontic Emergency**

**S-N only, 1 credit(s); prereq 5315;**

**Instructor:** Bowles, Walter Ray

**Description:** Student may contact the instructor or department for information.

### **ENDO 5330 Review of Cases**

**A-F only, 1-2 credit(s), max credits 2, 1 completion allowed; prereq 5329;**

**Instructor:** McClanahan, Scott B

**Description:** Student may contact the instructor or department for information.

### **ENDO 5332 Review of cases**

**A-F only, 1 credit(s); prereq dept consent;**

**Instructor:** McClanahan, Scott B

**Description:** Student may contact the instructor or department for information.

### **ENDO 5600 Endodontic Histopathology**

**S-N only, 1 credit(s), max credits 2, 1 completion allowed;**

**Instructor:** Edmunds, Robert Sprague

**Description:** Student may contact the instructor or department for information.

### **ENDO 8005 Research in Endodontics**

**A-F only, 1-2 credit(s), max credits 2, 1 completion allowed; prereq dept consent ;**

**Instructor:** Bowles, Walter Ray

**Description:** Student may contact the instructor or department for information.

### **ENDO 8313 Literature Review**

**A-F only, 2 credit(s); prereq 8312;**

**Instructor:** Baisden, Michael Kenneth

**Description:** Student may contact the instructor or department for information.

### **ENDO 8323 Advanced Endodontic Lecture**

**A-F only, 1 credit(s); prereq 8322;**

**Instructor:** Bowles, Walter Ray

**Description:** Student may contact the instructor or department for information.

## **English as a Second Language** *101 Wesbrook Hall*

### **ESL 110 Beginning Grammar**

**S-N only, 0 credit(s), 4 completions allowed; prereq**

**Nonnative English speaker;**

**Instructor:** STAFF

**Description:** The course helps students refine and extend their skills in using basic grammar. The focus is on understanding and using fundamental grammatical structures at the sentence level. It includes topics such as verb tenses, questions, comparison, and article usage. Students study the use of word forms and grammatical structures in readings and conversations, practice in controlled speaking and writing exercises, and communicate with their classmates and teacher about topics of interest.

### **ESL 120 Beginning Reading and Composition**

**S-N only, 0 credit(s), 4 completions allowed; prereq**

**Nonnative English speaker;**

**Instructor:** STAFF

**Description:** In this level 1 intensive reading and writing course for non-native speakers of English, students will improve reading comprehension by using strategies to identify the topic, main idea and details of adapted academic and general interest texts. Students will also choose books of interest to read for pleasure. In addition, students will develop informal and formal writing skills by writing weekly journal entries and four to five multi-draft papers of one or more paragraphs. In writing, students will work on developing content and organization as well as grammatical accuracy. Discussion and vocabulary development are included.

**Exam Format:** Short answer

### **ESL 130 High Beginning Oral Skills**

**S-N only, 0 credit(s), 3 completions allowed; prereq**

**Non-native speaker of English;****Instructor:** STAFF

**Description:** The course focuses primarily on listening and speaking, with some reading, writing, and grammar. The text, which emphasizes high-frequency vocabulary and sentence patterns as they are used in real-life situations. Students will practice skills such as starting and maintaining a conversation and using "echo" questions to check information. The course will emphasize the active use of language, as students share information with classmates, using new skills and vocabulary.

from opinion. Students will practice writing skills including paraphrasing and summarizing, editing and proofreading their own and others' work, and selecting and incorporating sources. Students will learn to employ a process approach to writing, and will progress from developing paragraphs to developing academic essays employing appropriate rhetorical modes.

**ESL 210 Intermediate Grammar****S-N only, 0 credit(s), 4 completions allowed; prereq****Non-native speaker of English;****Instructor:** STAFF

**Description:** The course helps students build on their skills in basic grammar, adding to their range and accuracy at the paragraph level. Topics are likely to include the present perfect tense, gerunds and infinitives, modals, and comparative and superlative forms. Students study the use of word forms and grammatical structures in readings and conversations, practice in controlled speaking and writing assignments, and communicate with their classmates and teacher about topics of interest.

**ESL 330 Advanced Oral Skills****S-N only, 0 credit(s), 4 completions allowed; prereq****Non-native speaker of English;****Instructor:** STAFF

**Description:** The text is organized around themes of business, media studies, science, psychology, and art & design. Students will listen to academic lectures, take notes and discuss the lectures. The course also supplies help with the academic language to expect and use in these situations. There may be additional work with pronunciation. Students may do individual and group presentations on related topics.

**ESL 220 Intermediate Reading and Composition****S-N only, 0 credit(s), 4 completions allowed; prereq****Nonnative English speaker;****Instructor:** STAFF

**Description:** The purpose of this level 2 course is to help non-native speakers of English improve reading and writing skills in English. Students will read academic and non-academic texts about a variety of topics. Students will practice effective reading strategies as they read and discuss in class, and they will improve writing proficiency and strengthen grammar and vocabulary skills. In writing, students will work on topic sentences, paragraph and essay development and improving their accuracy in written English through informal writing, such as journals, and in more formal academic writing of multi-draft papers.

**ESL 410 English Grammar for Academic Purposes****S-N only, 0 credit(s), 4 completions allowed; prereq****Non-native speaker of English;****Instructor:** STAFF

**Description:** This course focuses on increasing students' accuracy and range in English grammar. Topics that are especially relevant to academic writing, such as conciseness and smooth connections between sentences, are emphasized. Among the traditional topics of grammar, these are likely to be included: subordination, coordination, and transition expressions; tense, aspect, and associated adverbials; gerunds, infinitives, and other types of complementation; and lexical grammar--the grammar associated with individual words. Activities and regular assignments improve students' ability to analyze grammar, including their own mistakes, and to use grammar more effectively.

**ESL 230 Intermediate Oral Skills****S-N only, 0 credit(s), 4 completions allowed; prereq****Nonnative English speaker;****Instructor:** STAFF

**Description:** The text is organized around broad themes like global business, art, states of consciousness, and addictive substances. The course emphasizes listening and speaking equally, and the two skills are integrated: students will talk about what they have listened to. In listening, students work on broad skills such as understanding main ideas and narrower skills like distinguishing between similar-sounding words. In speaking, they work on such skills as conversation, asking questions to confirm understanding, and expressing opinions. There is some attention to pronunciation and vocabulary development. The course helps students with general everyday English, broadcast English, and academic English.

**Style:** 20% Lecture, 65% Discussion, 15% Laboratory.**Grading:** 25% special projects, 15% quizzes, 25% in-class presentation, 25% class participation, 10% laboratory evaluation.**Exam Format:** Short answers**ESL 420 High Advanced Reading/Composition****S-N only, 0 credit(s), 4 completions allowed; prereq****Non-native speaker of English;****Instructor:** STAFF

**Description:** ESL 420 is a Level 4 course for non-native speakers of English that builds and refines advanced-level reading, writing, and critical thinking skills including audience awareness and incorporating sources. In this course students will read essays and articles on a variety of topics from multiple sources. Students will improve their ability to identify main ideas and details, analyze and critique support, and respond with their own ideas in writing and discussion. Students will write three multi-draft papers: a personal experience essay, an argumentative essay, and a research report. Students will also develop informal writing skills.

**Exam Format:** Variety**ESL 430 High Advanced Oral Skills****S-N only, 0 credit(s), 4 completions allowed; prereq****Non-native speaker of English;****Instructor:** STAFF

**Description:** The textbook is organized around topics of anthropology, economics, literature and ecology and uses a variety of styles (social language, broadcast English, and academic English). This course focuses on increasing students' listening and speaking skills including some pronunciation and academic note-taking. Students may do individual and group presentations on related topics.

**ESL 310 Advanced Grammar****S-N only, 0 credit(s), 4 completions allowed; prereq****Non-native speaker of English;****Instructor:** Tichich, Emily Ruth

**Description:** Student may contact the instructor or department for information.

**ESL 901 American Culture****S-N only, 0 credit(s), 10 completions allowed; prereq****Non-native speaker of English;****Instructor:** Uran Markman, Rebecca Jo

**Description:** Student may contact the instructor or department for information.

**ESL 320 Advanced Reading and Composition****S-N only, 0 credit(s), 4 completions allowed; prereq****Non-native speaker of English;****Instructor:** STAFF

**Description:** ESL 621 is a Level 3 intensive reading and writing course for non-native speakers of English. Students will practice reading skills including skimming, scanning, previewing, predicting content, making inferences, and distinguishing fact

**ESL 901 American Culture****S-N only, 0 credit(s), 10 completions allowed; prereq****Non-native speaker of English;****Instructor:** Arnold, Arlys L

**Description:** Student may contact the instructor or department for information.

**ESL 902 Academic Skills for the American University**  
**S-N only, 0 credit(s), 10 completions allowed; prereq**  
**Non-native speaker of English;**

**Instructor:** Marrin, Annie

**Description:** Student may contact the instructor or department for information.

**ESL 903 Business English**

**S-N only, 0 credit(s), 10 completions allowed; prereq**  
**Non-native English speaker;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**ESL 904 TOEFL Preparation**

**S-N only, 0 credit(s);**

**Instructor:** STAFF

**Description:** Learn important test-taking skills in preparation for taking the internet-based Test of English as a Foreign Language (TOEFL iBT). Intensive review of the four skills assessed on this exam: reading, written expression, listening, and speaking. While this course focuses on the TOEFL (iBT), the test taking skills and language review covered in this course would also be useful if you are preparing to take the paper-based TOEFL, IELTS, or MELAB exams.

**ESL 921 Academic Writing**

**S-N only, 0 credit(s), 3 completions allowed; prereq**

**Non-native speaker of English;**

**Instructor:** STAFF

**Description:** ESL 781 is a course for non-native speakers of English that teaches students how to recognize and use different patterns of development in writing (such as narration, exemplification, and cause and effect) to deepen and extend ideas in various types of academic writing tasks. Guided textual analyses of readings are used to stimulate classroom discussions of shared topics and to support developing writing skills through close observation of rhetorical strategies employed by accomplished writers. Typical assignments include argumentative essays, reviews or opinion essays, short research papers, and possible independent assignments based on the specific needs of individual students.

**ESL 931 Academic Speaking**

**S-N only, 0 credit(s), 3 completions allowed; prereq**

**Non-native speaker of English;**

**Instructor:** STAFF

**Description:** An advanced course for non-native speakers who want to improve their communication skills for social, academic and professional purposes; emphasis is on listening and speaking; content is drawn from the mass media.

**Style:** 25% Lecture, 45% Discussion. Small group work

**Grading:** 10% mid exam, 10% final exam, 25% special projects, 25% in-class presentation, 25% class participation, 5% laboratory evaluation.

**Exam Format:** Variety

**ESL 941 Research Writing for the American University**

**S-N only, 0 credit(s); prereq [Non-native speaker of English, [TOEFL iBT 79 or IELTS 6.5 or MNBatt 80 or equiv]] or dept consent ;**

**Instructor:** Haring, Justin

**Description:** Student may contact the instructor or department for information.

**ESL 951 Pronunciation**

**S-N only, 0 credit(s); prereq Non-native speaker of English;**

**Instructor:** Rowekamp, Jenise Katherine

**Description:** Student may contact the instructor or department for information.

**ESL 3001 Integrated Skills for Academic English**

**2 credit(s), max credits 4; prereq Non-native speaker of**

**English;**

**Instructor:** STAFF

**Description:** This course will help non-native English speaking students in degree programs polish their English skills in order to be successful in university level classes. Topics will cover the English language needed to interact within university setting, academic life, student/instructor roles, communicating by email, classroom interactions, discussion/panel presentation skills.

**ESL 3101 Advanced English Grammar**

**4 credit(s), max credits 8; prereq dept consent , non-native speaker of English, [C-TOEFL score 153-187 or equiv], ESL program consent;**

**Instructor:** STAFF

**Description:** This course for academic credit is designed for students already enrolled in degree programs at the University of Minnesota to work on polishing their English skills. Students review and solidify their understanding and control of English grammar in writing and speaking. The focus is on grammar in context at the multi-paragraph level. Topics include verb tenses, noun clauses, the passive voice, conditionals, and adjective clauses. This knowledge is applied to development of revision and editing skills in the writing process. Written assignments and oral practice help students communicate their ideas more accurately and confidently.

**ESL 3102 English Grammar for Academic Purposes**

**4 credit(s), max credits 8; prereq 3101, [Non-native speaker of English, [C-TOEFL score of at least 190 or equiv], dept consent ;**

**Instructor:** STAFF

**Description:** This course for academic credit is designed for students already enrolled in degree programs at the University of Minnesota to work on polishing their English skills and builds on the concepts covered in ESL 3101. This course focuses on increasing students' accuracy and range in English grammar. Topics that are especially relevant to academic writing, such as conciseness and smooth connections between sentences, are emphasized. Among the traditional topics of grammar, these are likely to be included: subordination, coordination, and transition expressions; tense, aspect, and associated adverbials; gerunds, infinitives, and other types of complementation; and lexical grammar--the grammar associated with individual words. Activities and regular assignments improve students' ability to analyze grammar, including their own mistakes, and to use grammar more effectively.

**ESL 3102 English Grammar for Academic Purposes**

**4 credit(s), max credits 8; prereq 3101, [Non-native speaker of English, [C-TOEFL score of at least 190 or equiv], dept consent ;**

**Instructor:** Nelson, Eric Stuart

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit the Class URL for ODL policies, including fee and financial aid information. This course will help you increase your accuracy and range in English grammar. Topics that are especially relevant to academic writing, such as conciseness and smooth connections between sentences, are emphasized. Activities and regular assignments will improve your ability to analyze grammar, including your own mistakes, and to use grammar more effectively. Expect two hours preparation time for each hour of class.

**Style:** Online with in-person, handwritten exam

**Grading:** 45%: Exams and Practice Quizzes 40%: Writing

Assignments 15%: Participation in Discussions

**Exam Format:** Final exam is proctored, in-person.

**ESL 3201 Advanced English Reading and Composition**

**5 credit(s), max credits 10; prereq Non-native speaker of English, [iBT score of 53-67 or equiv], dept consent ;**

**Instructor:** STAFF

**Description:** This is an intensive reading and writing course for non-native speakers of English who are studying in degree programs at the University of Minnesota. Students will practice reading skills including skimming, scanning, previewing,

predicting content, making inferences, and distinguishing fact from opinion. Students will practice writing skills including paraphrasing and summarizing, editing and proofreading their own and others' work, and selecting and incorporating sources. Students will learn to employ a process approach to writing, and will progress from developing paragraphs to developing academic essays employing appropriate rhetorical modes.

#### ESL 3202 Academic Reading and Composition

**5 credit(s), max credits 10; prereq 3201, Non-native speaker of English, [iBT score of at least 68 or equiv], dept consent ; Instructor:** STAFF

**Description:** This is a course for advanced non-native speakers of English who are enrolled in university degree programs that builds and refines advanced-level reading, writing, and critical thinking skills including audience awareness and incorporating sources. In this course students will read essays and articles on a variety of topics from multiple sources. Students will improve their ability to identify main ideas and details, analyze and critique support, and respond with their own ideas in writing and discussion. Students will write three multi-draft papers: a personal experience essay, an argumentative essay, and a research report. Students will also develop informal writing skills needed in academic settings.

#### ESL 3302 Writing for Academic Purposes

**4 credit(s), max credits 8; prereq 3202, non-native speaker of English, [C-TOEFL score of at least 190 or equiv], dept consent ;**

**Instructor:** STAFF

**Description:** This is a course for non-native speakers of English who are in university degree programs that builds and refines advanced-level reading, writing, and critical thinking skills including audience awareness and incorporating sources. In this course students will read essays and articles on a variety of topics from multiple sources. Students will improve their ability to identify main ideas and details, analyze and critique support, and respond with their own ideas in writing and discussion. Students will write three multi-draft papers: a personal experience essay, an argumentative essay, and a research report. Students will also develop informal writing skills.

#### ESL 3402 Research Writing for the American University

**4 credit(s), max credits 8; prereq [Non-native speaker of English, [TOEFL iBT 79 or IELTS 6.5 or MNBatt 80 or equiv]] or dept consent ;**

**Instructor:** STAFF

**Description:** This course enables students to develop the methods of citation, conventions of style and organization, and critical thinking skills necessary for writing college-level research papers. Students select topics derived from a contemporary academic theme provided by the instructor and, applying a process approach, produce a research paper. Students will learn to use the library effectively. Problems with structure and vocabulary usage are addressed individually.

#### ESL 3501 Advanced English Listening and Speaking

**5 credit(s), max credits 10; prereq Non-native speaker of English, [iBT score 53-67 or equiv], dept consent ;**

**Instructor:** STAFF

**Description:** This course for academic credit is designed for students already enrolled in degree programs at the University of Minnesota to work on improving their English listening and speaking skills in order to be more successful in their coursework. The course focuses on understanding academic lectures and discussions as well as participating in classroom discussions, asking questions of instructors and peers, and giving academic presentations.

#### ESL 3502 Academic Listening and Speaking

**5 credit(s), max credits 10; prereq 3501, non-native speaker of English, [iBT score of at least 68 or equiv], dept consent ;**

**Instructor:** STAFF

**Description:** This course for academic credit is designed for students already enrolled in degree programs at the University of Minnesota to work on polishing their English listening and

speaking skills. The course focuses on understanding academic lectures and discussions as well as participating in classroom discussions, asking questions of instructors and peers, and giving academic presentations.

#### ESL 3551 English Pronunciation

**4 credit(s), max credits 8; prereq Non-native speaker of English, dept consent ;**

**Instructor:** STAFF

**Description:** This 4 credit course is designed for advanced non-native English speaking students who want to polish their pronunciation skills in English. In order to improve your ability to understand and pronounce English, a variety of areas of pronunciation will be covered while paying special attention to whatever is most difficult for you. Students will also be equipped with techniques to practice pronunciation improvement on their own. Topics covered include English sounds (individually and in combination with other sounds), word stress, sentence stress, rhythm, intonation, linking, understanding fast speech, pronunciation and spelling connections. Open to graduate and undergraduate students, visiting scholars, and members of the community with advanced English skills or above. Check with the Minnesota English Language Program for more information 612-624-1503.

#### ESL 3602 Speaking for Academic Purposes

**4 credit(s), max credits 8; prereq 3502, non-native speaker of English, [C-TOEFL score of at least 190 or equiv], dept consent ;**

**Instructor:** STAFF

**Description:** The goal of this course is to help non-native speakers of English who are already at the advanced level develop the skills needed to participate in American academic interactions at the university level of various types: presentations, group presentations, seminar-style discussions, and informal exchanges. In this class, you will participate in activities to help you present yourself professionally and socially in collegial settings with accuracy, variety, and flexibility. You will learn to organize and outline academic presentations, present information clearly and effectively, explain concepts and processes from your academic field to outsiders, involve audience members and respond to questions, and monitor and improve your spoken fluency, grammar and pronunciation.

#### ESL 3900 Special Topics in ESL

**1-5 credit(s), max credits 10; prereq Non-native speaker of English, program consent;**

**Instructor:** STAFF

**Description:** Special topics course open to students enrolled in special programs at the Minnesota English Language Program (MELP).

## English: Literature

207 Lind Hall

#### ENGL 1001W Introduction to Literature: Poetry, Drama, Narrative

**4 credit(s); prereq credit will not be granted if credit already received for: ENGL 1001,1002; Credit will not be granted if credit has been received for: ENGL 1001V; Meets CLE req of Literature; meets CLE req of Writing Intensive;**

**Instructor:** Baehler, Patricia S

**Description:** Student may contact the instructor or department for information.

#### ENGL 1172 The Story of King Arthur

**A-F only, 3 credit(s); Meets CLE req of Literature;**

**Instructor:** Krug, Rebecca L

**Description:** Of all the stories familiar to the western world, few have exerted a greater influence on literary traditions than the legend of King Arthur and his Round Table. In this course we will study adaptations of the legend in order to understand how literary writers and their readers remade the story to fit specific,

historical circumstances. We will read several novels among them, T. H. White's *The Once and Future King*, Mark Twain's *Connecticut Yankee in King Arthur's Court*, Marion Zimmer Bradley's *Mists of Avalon* and we will also study alliterative poems such as *Sir Gawain and the Green Knight*, modernist poems, prose narratives that read like chronicles (histories) such as *Malory's Death of Arthur*, and short tales. We will explore the reasons different literary genres were employed at different times and consider how formal characteristics of these genres influence our experience of narrative. This course emphasizes the central role that literature plays in shaping our world. Students in the course will engage in close analysis of written literary language in order to discover the ways that language shapes narrative. We attend to the differences in language use by poets and prose writers, by contemporary writers and medieval ones, and by writers who believe in the story of Arthur as reality and those who treat it as literary fiction. Our discussions of Arthurian literature in the course depend on attention to the different kinds of writing that Arthurian authors use (novels, poems, chronicles) and to differences in literary technique within these genres. Further, we study these works in social, geographical, and historical contexts. We consider, for example, the difference between Twain's vision of nineteenth-century America in *Connecticut Yankee* and Malory's representation of chivalric action in late medieval England.

#### **ENGL 1181W Introduction to Shakespeare**

**4 credit(s); prereq credit will not be granted if credit already received for: ENGL 1181, 1182; Credit will not be granted if credit has been received for: ENGL 1181V; Meets CLE req of Literature; meets CLE req of Writing Intensive;**  
**Instructor:** Scheil, Katherine West

**Description:** Shakespeare is one of the most influential and complex writers in the English language, and has been both revered and reinterpreted by every generation since the Renaissance. As Shakespeare's contemporary Ben Jonson remarked, "Shakespeare is not of an age but for all time." This course explores some of the richness and variety of Shakespeare's art through study of representative plays. We will examine such topics as Elizabethan playhouses and acting companies, Renaissance theatre and culture, gender and sexuality in Shakespeare's plays, and performance history. Through class lectures, discussions and written work, students will become familiar with the techniques used by Shakespeare to shape the responses of his audience to the theatrical experience, as well as the various interpretations of Shakespeare by later generations.

#### **ENGL 1201W Contemporary American Literature**

**4 credit(s); prereq credit will not be granted if credit already received for: ENGL 1201, 1202; Credit will not be granted if credit has been received for: ENGL 1201V; Meets CLE req of Literature; meets CLE req of Writing Intensive;**  
**Instructor:** Davis, Abigail F

**Description:** This course will focus on American literature written between 1914 and the present. We will read widely in all genres--novels, short stories, nonfiction, poetry, and drama--and explore the work of an equally wide array of authors, both well-known and recently established in the canon. Creative works by writers such as Ernest Hemingway, Susan Glaspell, Langston Hughes, Tennessee Williams, Gwendolyn Brooks, Adrienne Rich, N. Scott Momaday, Gloria Anzaldua, Sherman Alexie, and Jhumpa Lahiri will be given close reading and also discussed in their historical contexts.

#### **ENGL 1501W Literature of Public Life**

**A-F only, 4 credit(s); prereq credit will not be granted if credit already received for: ENGL 1501; Meets CLE req of Civic Life and Ethics; meets CLE req of Literature; meets CLE req of Writing Intensive;**  
**Instructor:** STAFF

**Description:** How has American literature addressed what it means to be a citizen? English 1501 examines literature written with the intent to leave an impression: works that have stunned, mobilized, stimulated, and galvanized the American public. The course is dialectical, setting diverse works against one another to

form a dialogue that extends across chronological, geographic, and racial boundaries. "Literature" is defined broadly to include novels, speeches, essays, testimonies, sermons, plays, music, photography, and film. Recent readings have included *Uncle Tom's Cabin*, *Maggie: A Girl of the Streets*, *The Souls of Black Folk*, *Twilight: Los Angeles, 1992*, and *Nickel and Dime: On (Not) Getting By in America*. This course doesn't sit on the shelf: it will ask students to examine and engage with the world around them.

#### **ENGL 1701 Modern Fiction**

**3 credit(s); Credit will not be granted if credit has been received for: ENGL 1701H; Meets CLE req of Literature;**  
**Instructor:** STAFF

**Description:** English 1701 provides an introduction to short stories and novels written after 1900, both in English originally, and in translation. During this time period, fascinating writers have graced the literary scene, including John Cheever, Ernest Hemingway, Franz Kafka, William Faulkner, Zora Neale Hurston, and James Baldwin. These are among the authors students are likely to study in Modern Fiction. Generally, the course is based around four to five novels and several short stories. This allows for slightly more time to be spent within each work than is often granted in broad survey courses. Because of the in-depth nature of this study, students learn to identify and analyze such elements of fiction as theme, genre, structure, form, language, and context.

#### **ENGL 1701H Honors: Modern Fiction**

**3 credit(s); prereq Honors or instr consent ; Credit will not be granted if credit has been received for: ENGL 1701; Meets CLE req of Literature;**

**Instructor:** Fitzgerald, M. J

**Description:** Student may contact the instructor or department for information.

#### **ENGL 3001V Honors: Textual Analysis, Methods**

**A-F only, 4 credit(s); prereq Honors, [English major or minor or approved BIS or IDIM program with English area] credit will not be granted if credit already received for: ENGL 3001, 3801; Credit will not be granted if credit has been received for: ENGL 3001W; Meets CLE req of Writing Intensive;**  
**Instructor:** Scheil, Andrew

**Description:** This course is designed for English majors and minors, as well as any students interested in and attracted to literature and reading. Our concern will be to develop the intellectual foundations to move past our base, instinctive reactions to literature to deeper modes of reading, interpretation, and written analysis/argument. Our goal will be to develop the skills of slow-motion, skeptical reading: to savor the crafting of literary form and to explore how literary rhetoric engages our intellect and emotions; to read not simply for superficial content, but to engage and question the multi-faceted operation of literary texts. In the course of our ongoing, skeptical close reading, a number of other related issues in higher-order literary criticism and literary theory will naturally arise and enter our conversation: the role of the author and the reader in interpretation, the importance of contexts (biography, genre, literary history, social history), the subjective nature of interpretation, the ethics and purpose of literature, the history of literary study and its institutions, and so forth. In terms of foundational writing skills for the English major, we will work on the development of compelling written literary arguments by breaking the writing process down into various phases. We will work with the basics of argumentation: developing a strong, coherent thesis, drafting, the logic of argument, revision, proper citation and effective use of primary and secondary sources, and more.

**Style:** 50% Lecture, 50% Discussion.

#### **ENGL 3001W Textual Analysis: Methods**

**A-F only, 4 credit(s); prereq English major or minor or premajor or BIS/IDIM-English credit will not be granted if credit already received for: ENGL 3001, 3801; Credit will not be granted if credit has been received for: ENGL 3001V; Meets CLE req of Writing Intensive;**

**Instructor:** Sirc, Geoffrey Michael

**Description:** Student may contact the instructor or department for information.

**ENGL 3001W Textual Analysis: Methods**

**A-F only, 4 credit(s); prereq English major or minor or premajor or BIS/IDIM-English credit will not be granted if credit already received for: ENGL 3001, 3801; Credit will not be granted if credit has been received for: ENGL 3001V; Meets CLE req of Writing Intensive;**

**Instructor:** Johnson McGarry PhD, Elizabeth M

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Engl 3001W gives the interested student an exploration of literature through the last several centuries and a foundation in the practice of techniques of literary study. 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.

**Style:** Online

**Grading:** --Course Completion Calendar (ungraded but required)

--Written exercises in each lesson (49%) --4 oral recordings (5%)

--6 short essays (33.5%) --A final proposal and formal essay (12.5%)

**Exam Format:** There are no exams.

**ENGL 3001W Textual Analysis: Methods**

**A-F only, 4 credit(s); prereq English major or minor or premajor or BIS/IDIM-English credit will not be granted if credit already received for: ENGL 3001, 3801; Credit will not be granted if credit has been received for: ENGL 3001V; Meets CLE req of Writing Intensive;**

**Instructor:** Ismail, Qadri M

**Description:** Student may contact the instructor or department for information.

**ENGL 3001W Textual Analysis: Methods**

**A-F only, 4 credit(s); prereq English major or minor or premajor or BIS/IDIM-English credit will not be granted if credit already received for: ENGL 3001, 3801; Credit will not be granted if credit has been received for: ENGL 3001V; Meets CLE req of Writing Intensive;**

**Instructor:** Hughes, Joseph P

**Description:** Student may contact the instructor or department for information.

**ENGL 3001W Textual Analysis: Methods**

**A-F only, 4 credit(s); prereq English major or minor or premajor or BIS/IDIM-English credit will not be granted if credit already received for: ENGL 3001, 3801; Credit will not be granted if credit has been received for: ENGL 3001V; Meets CLE req of Writing Intensive;**

**Instructor:** Tandy-Treiber, Ann Marie

**Description:** Student may contact the instructor or department for information.

**ENGL 3002 Modern Literary Criticism and Theory**

**3 credit(s); prereq credit will not be granted if credit already received for: EngL 3802; Credit will not be granted if credit has been received for: ENGL 3002H;**

**Instructor:** Licht, Melissa Vera

**Description:** Student may contact the instructor or department for information.

**ENGL 3002 Modern Literary Criticism and Theory**

**3 credit(s); prereq credit will not be granted if credit already received for: EngL 3802; Credit will not be granted if credit has been received for: ENGL 3002H;**

**Instructor:** Ismail, Qadri M

**Description:** Theory is about thinking in the abstract. Or, in other words, about the usefulness of concepts. This class will focus on understanding some concepts critical to the study of literature. Some - like plot, character, narrative - are very old. Others - like the subject, agency, class, history, culture, literature

itself - emerged with the enlightenment. Still others - like the unconscious, text, discourse, interpellation, difference - emerged in opposition to the concepts of the enlightenment. We will examine as many as possible, but the focus of the class will be on the cardinal categories of what has become known as post-structuralism. We will read Althusser, Aristotle, Barthes, Chatterjee, Derrida, Foucault, Freud, Hegel, Nietzsche, Spivak, and others.

**ENGL 3002H Honors: Modern Literary Criticism and Theory**

**3 credit(s); prereq Honors or instr consent credit will not be granted if credit already received for: EngL 3802; Credit will not be granted if credit has been received for: ENGL 3002;**

**Instructor:** Brown, Tony C.

**Description:** Student may contact the instructor or department for information.

**ENGL 3003W Historical Survey of British Literatures I**

**4 credit(s); prereq credit will not be granted if credit already received for: EngL 3003; Meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** This course, the first in the Survey of British Literature series, introduces students to the literature of the British Isles from the Anglo-Saxon period to the eighteenth century. This broad sweep through time covers the Medieval period, the Renaissance (or, Early Modern Age), Civil Wars, Restoration, and the Enlightenment and provides a fascinating variety of works in a multitude of genres including poetry, drama, plays, novels, essays, autobiography, and speeches. Students will read authors such as Milton, Chaucer, Spenser, Marlowe, and DeFoe, as well as lesser-known writers, thus gaining a more complete understanding of the literature of these periods. Because artistic expression is affected and informed by historical circumstances, texts are placed within their historical moments and considered in terms of their social, political, biographical, and economical contexts and close reading is used to connect features of the texts to their culture in order to gain a greater understanding of both. This course is demanding in its reading and writing requirements, but the variety and complexity of human experiences presented here affords great opportunity for stimulating discussion and thoughtful writing.

**ENGL 3003W Historical Survey of British Literatures I**

**4 credit(s); prereq credit will not be granted if credit already received for: EngL 3003; Meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive;**

**Instructor:** Mc Naron, Toni A

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Engl 3003W is the first course in a two-semester look at English poetry and prose from its beginning into the 20th century. It focuses on works written between the Middle Ages and the end of the 18th century. You may have enrolled in this course as the first step toward studying English writers, working into modern times, or you may simply want to study writers from earlier centuries in order to gain a historical perspective on more recent literature. Either way, I want you to enjoy the experience, considering at every stage the ways in which early literature is still relevant to us in the present.

**Style:** Printed, correspondence section

**Grading:** 20% final exam, 80% written homework.

**Exam Format:** Open-book, take-at-home exam.

**ENGL 3004W Historical Survey of British Literatures II**

**4 credit(s); prereq credit will not be granted if credit already received for: ENGL 3004; Meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive;**

**Instructor:** Mc Naron, Toni A

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class

URL" for ODL policies, including fee and financial aid restrictions. Engl 3004W covers the period from the late eighteenth century to recent times. You may have enrolled in this course after having taken Engl 3003W, or you may want simply to read such major writers as William Wordsworth, John Keats, Charles Dickens, Alfred Tennyson, Elizabeth Barrett Browning and Robert Browning, D. H. Lawrence, Virginia Woolf, Joseph Conrad, T. S. Eliot, and W. H. Auden, as well as some of their contemporaries and successors. Either way, you are encouraged to enjoy the experience, considering at every stage the ways in which this literature is relevant to us today.

**Style:** Printed, correspondence section.

**Grading:** 20% final exam, 80% written homework.

**Exam Format:** Open-book, take-home exam.

#### **ENGL 3004W Historical Survey of British Literatures II**

**4 credit(s); prereq credit will not be granted if credit already received for: ENGL 3004; Meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive;**

**Instructor:** Goldberg,Brian B

**Description:** This course will provide a survey of British and postcolonial literature from the late eighteenth century to the present.

**Grading:** 20% mid exam, 20% final exam, 20% reports/papers, 20% other evaluation.

#### **ENGL 3005W Survey of American Literatures and Cultures I**

**4 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Literature; meets CLE req of Writing Intensive;**

**Instructor:** Coleman,Taiyon J

**Description:** Student may contact the instructor or department for information.

#### **ENGL 3006W Survey of American Literatures and Cultures II**

**4 credit(s); prereq credit will not be granted if credit already received for: ENGL 3006; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Literature; meets CLE req of Writing Intensive;**

**Instructor:** Hughes,Joseph P

**Description:** Student may contact the instructor or department for information.

#### **ENGL 3006W Survey of American Literatures and Cultures II**

**4 credit(s); prereq credit will not be granted if credit already received for: ENGL 3006; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Literature; meets CLE req of Writing Intensive;**

**Instructor:** Roth-Reinhardt,Anne E

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for policy, fee, and financial aid information. Readings from the mid-19th to the mid-20th century; including the realists? and regionalists? response to the growth of industrial capitalism, Modernism in the 1920s, and the issues which united and divided the country throughout the 20th century.

**Style:** Online with handwritten, in-person exam.

**Grading:** 15% final exam, 72% reports/papers, 13% in-class presentation.

**Exam Format:** Supervised, in-person exam

#### **ENGL 3006W Survey of American Literatures and Cultures II**

**4 credit(s); prereq credit will not be granted if credit already received for: ENGL 3006; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Literature; meets CLE req of Writing Intensive;**

**Instructor:** Schroeder,Sharin' Faith

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for policy, fee, and financial aid information. Readings from the mid-19th to the mid-20th century; including the realists' and regionalists' response to the growth of industrial capitalism, Modernism in the 1920s, and the issues which united and divided the country throughout the 20th century.

**Style:** Online with handwritten exam

**Grading:** 15% final exam, 72% reports/papers. -13 online discussions (13%)

**Exam Format:** Supervised, in-person exam

#### **ENGL 3007 Shakespeare**

**A-F only, 3 credit(s); prereq credit will not be granted if credit already received for: ENGL 3807; Credit will not be granted if credit has been received for: ENGL 3007H; Meets CLE req of Literature;**

**Instructor:** Watkins,John

**Description:** This class will examine Shakespeare's major plays as expressions of England's emergence as a major commercial and military power in the late sixteenth and early seventeenth centuries. Special attention will be payed to questions of national sovereignty, England's place in wider European community, religious conflict, and Atlantic expansionism. The first section of the course focuses on three plays that raise questions about England's relationship to the other countries within the British archipelago, especially Scotland: Macbeth, 1 Henry IV, and King Lear. We'll then take up the larger question of England's place in a evolving European intellectual and political culture with attention to three Italian plays, The Taming of the Shrew, The Merchant of Venice, and Othello. After Othello takes us to the Ottoman lands of the eastern Mediterranean, we will conclude with The Tempest and its vision of the old Mediterranean order yielded to the new economies of the Atlantic. Supplementary readings will be available both in Italian and in English translation. Students may either write three short papers or one extended research paper examining a play and its literary and historical sources.

**Style:** 40% Lecture, 60% Discussion.

**Grading:** 90% reports/papers, 10% class participation.

#### **ENGL 3007 Shakespeare**

**A-F only, 3 credit(s); prereq credit will not be granted if credit already received for: ENGL 3807; Credit will not be granted if credit has been received for: ENGL 3007H; Meets CLE req of Literature;**

**Instructor:** Scheil,Andrew

**Description:** This course will consist of a close examination of 8-10 plays spanning William Shakespeare's career: comedies, histories, tragedies, and romances. Our goal will be to view these works simultaneously as cultural artifacts of sixteenth and seventeenth-century England and as enduring classics of world literature that seem to transcend their cultural moment. To this end, we will apply various biographical, social, linguistic, generic, theatrical, political, and intellectual contexts to the plays. We will attempt to understand how these documents from early modern England have spoken so profoundly about the enduring mysteries of human experience from the moment of their inceptive genesis to the present day.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 15% mid exam, 30% final exam, 25% reports/papers, 10% written homework, 20% class participation.

#### **ENGL 3007 Shakespeare**

**A-F only, 3 credit(s); prereq credit will not be granted if credit already received for: ENGL 3807; Credit will not be granted if credit has been received for: ENGL 3007H; Meets CLE req of Literature;**

**Instructor:** Jones PhD,Timothy S

**Description:** Student may contact the instructor or department for information.

#### **ENGL 3007H Honors: Shakespeare**

**A-F only, 3 credit(s); prereq Honors or instr consent credit will not be granted if credit already received for: ENGL 3007, 3807; Credit will not be granted if credit has been received for: ENGL 3007; Meets CLE req of Literature;**

**Instructor:** Garner,Shirley Nelson

**Description:** Plays from all of Shakespeare's, to be selected from among "A Midsummer Night's Dream," "Hamlet," the history plays, "King Lear," "Macbeth," "The Tempest," "Twelfth Night," "Antony and Cleopatra," "Othello," and "The Winter's Tale."

**Style:** 15% Lecture, 85% Discussion.

**Grading:** 85% reports/papers, 15% class participation.

**ENGL 3020 Studies in Narrative**

**3 credit(s), max credits 9, 3 completions allowed; Credit will not be granted if credit has been received for: ENGL 5020; Instructor:** STAFF

**Description:** From fables, tales, and classics to picture books, graphic novels, and popular fiction, this course focuses on the history and development of children's literature in Britain and the United States. Along with reading, analyzing, and discussing the literary and visual elements of such works as Robinson Crusoe, Alice's Adventures in Wonderland, Where the Wild Things Are, and Harry Potter, we will also consider the ways in which social, cultural, political, and technological factors impact publishing for children. Underlying our examination of the literature will be the discussion of the concept of childhood, including an investigation of what constitutes childhood and the role of children, and how these have changed over time and across cultures. This course also provides a review of current scholarship and research in children's literature.

**ENGL 3020 Studies in Narrative: Science Fiction and Fantasy**

**3 credit(s), max credits 9, 3 completions allowed; Credit will not be granted if credit has been received for: ENGL 5020; Instructor:** Mikos,Keith Michael

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid information. This course provides a basic overview of fantasy and science fiction literature from their origins to current trends. It covers major works of science fiction and fantasy by Mary Shelley, Lewis Carroll, H. G. Wells, George Orwell, Ray Bradbury, Isaac Asimov, C. S. Lewis, T. H. White, Philip K. Dick, J. K. Rowling, Stephen King, and Ursula K. Le Guin, among others. In examining these works, the course will introduce the theoretical approaches and framework needed to think critically about the science fiction and fantasy genres.

**Style:** 100% Web Based.

**Grading:** 25% special projects, 10% quizzes. -14 weekly online discussions (20%) -2 essays (45%)

**ENGL 3027W The Essay**

**4 credit(s); Meets CLE req of Writing Intensive; Instructor:** STAFF

**Description:** This is a course for students ready to face more challenging assignments and deepen their comfort and skill with writing. The instructor helps the student develop more sophisticated research strategies and experiment with more creative stylistic choices. Assignments might include autobiographies, critical comparisons, reviews of articles or books, cultural analyses, persuasive essays, and annotated bibliographies. Students in this course learn to: Generate topics and develop essays with greater independence than they exercised in freshman composition. Write for multiple audiences -- academic and non-academic -- making appropriate decisions about content, rhetoric, structure, vocabulary, style, and format. Write creative non-fiction and other genres incorporating complex description and analysis. Analyze the conventions and styles of writing in their major field. Experiment with new and more sophisticated writing strategies and styles.

**ENGL 3040 Studies in Film**

**3 credit(s), max credits 9, 3 completions allowed; Credit will not be granted if credit has been received for: ENGL 3040H; Instructor:** STAFF

**Description:** Film Noir features darkness, both literal and metaphorical, shot in shadow, with deliberate symbolism. This course explores Film Noir from the early days of the post-war moment to the Neo-Noir refigurings of today, with detours into critical and creative explorations of the social, political, historic, theoretic, and artistic issues Film Noir so darkly frames.

**ENGL 3070 Studies in Literary and Cultural Modes: Harlem Renaissance and Memory**

**3 credit(s), max credits 9, 3 completions allowed; Instructor:** Scandura,Jani

**Description:** Student may contact the instructor or department for information.

**ENGL 3090 General Topics: Origins of English Words**

**3 credit(s), max credits 12, 3 completions allowed; Instructor:** Liberman,Anatoly

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. At present those interested in English etymology study the history of English, methods of linguistic reconstruction, Sanskrit, Greek, Latin, French and so forth. Every subject can be studied in depth, and this is what specialists do. But it is also possible to be introduced to a scholarly discipline and learn enough to have an informed opinion about it. This course is exactly such an introduction. Its user can be anyone who wants to know how the words of English emerged, clashed, combined, lost their initial freshness, and died, to give way to upstarts whose day will also come. We will travel from the misty home of the Indo-Europeans to the North Sea and Great Britain. We will follow the Vikings and the Normans. The books and audio recordings will be your guides in these peregrinations.

**Style:** This is a printed correspondence section.

**Grading:** 35% reports/papers, 65% written homework.

**Exam Format:** No exams

**ENGL 3090 General Topics: Origins of English Words**

**3 credit(s), max credits 12, 3 completions allowed; Instructor:** Liberman,Anatoly

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. At present those interested in English etymology study the history of English, methods of linguistic reconstruction, Sanskrit, Greek, Latin, French and so forth. Every subject can be studied in depth, and this is what specialists do. But it is also possible to be introduced to a scholarly discipline and learn enough to have an informed opinion about it. This course is exactly such an introduction. Its user can be anyone who wants to know how the words of English emerged, clashed, combined, lost their initial freshness, and died, to give way to upstarts whose day will also come. We will travel from the misty home of the Indo-Europeans to the North Sea and Great Britain. We will follow the Vikings and the Normans. The books and audio recordings will be your guides in these peregrinations.

**Style:** This is a printed correspondence section.

**Grading:** 35% reports/papers, 65% written homework.

**Exam Format:** No exams

**ENGL 3090 General Topics: Origins of English Words**

**3 credit(s), max credits 12, 3 completions allowed; Instructor:** Liberman,Anatoly

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. At present those interested in English etymology study the history of English, methods of linguistic reconstruction, Sanskrit, Greek, Latin, French and so forth. Every subject can be studied in depth, and this is what specialists do. But it is also possible to be introduced to a scholarly discipline and learn enough to have an informed opinion about it. This course is exactly such an introduction. Its user can be anyone who wants to know how the words of English emerged, clashed, combined, lost their initial freshness, and died, to give way to upstarts whose day will also come. We will travel from the misty home of the Indo-Europeans to the North Sea and Great Britain. We will follow the Vikings and the Normans. The books and audio recordings will be your guides in these peregrinations.

**Style:** This is a printed correspondence section.

**Grading:** 35% reports/papers, 65% written homework.

**Exam Format:** No exams

**ENGL 3090 General Topics: Origins of English Words**



**3 credit(s), max credits 12, 3 completions allowed;**

**Instructor:** Liberman, Anatoly

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. At present those interested in English etymology study the history of English, methods of linguistic reconstruction, Sanskrit, Greek, Latin, French and so forth. Every subject can be studied in depth, and this is what specialists do. But it is also possible to be introduced to a scholarly discipline and learn enough to have an informed opinion about it. This course is exactly such an introduction. Its user can be anyone who wants to know how the words of English emerged, clashed, combined, lost their initial freshness, and died, to give way to upstarts whose day will also come. We will travel from the misty home of the Indo-Europeans to the North Sea and Great Britain. We will follow the Vikings and the Normans. The books and audio recordings will be your guides in these peregrinations.

**Style:** This is a printed correspondence section.

**Grading:** 35% reports/papers, 65% written homework.

**Exam Format:** No exams

### **ENGL 3133 Stuart England: 17th-Century Literature and Culture**

**3 credit(s); Credit will not be granted if credit has been received for: ENGL 3133H;**

**Instructor:** Haley, David B

**Description:** EARLY MODERN BRITISH COMEDY. For this reading course, twelve plays have been chosen to illustrate the variety of British comedy from the Restoration of monarchy in 1660 down to the American Revolution a century later. Congreve, England's greatest comic writer after Shakespeare, is the transitional figure in this brilliant dramatic literature. Arising from courtly traditions, early modern comedy reaches maturity with the emergence of female playwrights and the rise of our modern bourgeois culture that produced the gendered society reflected in modern novels. In our classes, we'll read aloud and discuss four or five of the plays. The rest of the course work consists of three one-hour tests and a 2500-word term paper.

### **ENGL 3134 Milton and the Century of Revolution**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: ENGL 3134H;**

**Instructor:** Haley, David B

**Description:** John Milton, next to Shakespeare England's greatest poet, in fact excelled Shakespeare as a political writer and champion of freedom. Where Shakespeare wrote to entertain a growingly self-absorbed court, Milton appealed to an enlightened public, addressing their private concerns (marriage and education) as well as the burning topics of politics and religion. The first part of this course will introduce students to Milton's earlier poems and prose leading up to the climactic event of 1649: the Regicide that founded England's republic (and eventually America's). The rest of the course is devoted to PARADISE LOST and SAMSON AGONISTES, two Restoration masterpieces recalling the painful birth of freedom 260 years ago that is still referred to as the Great Rebellion.

**Style:** 40% Lecture, 60% Discussion.

**Grading:** 75% reports/papers, 25% class participation.

### **ENGL 3212 American Poetry from 1900**

**3 credit(s);**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

### **ENGL 3330 Gay, Lesbian, Bisexual, and Transgendered Literature: Mod Authors on Generations, Progression, & Altrntvs**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Cihlar, James Jay

**Description:** Student may contact the instructor or department for information.

### **ENGL 3400H Honors: Post-Colonial Literatures**

**A-F only, 3 credit(s); prereq Honors or instr consent ; Credit will not be granted if credit has been received for: ENGL 3400;**

**Instructor:** Tinsley, Omise'eke Natasha

**Description:** Reading the American Tropics: Postcolonial Literature and U.S. Imperialism I looked at all that harbor and then I returned to the ship and set sail, and I saw so many islands that I could not decide to which I should go first? All this coast? the most beautiful thing I ever saw? so green and so beautiful, like all the other things and lands of these islands, that I do not know where to go first, nor can I weary my eyes with seeing such beautiful verdure and so different from ours. --Christopher Columbus, logbook of his first voyage to the Americas When Christopher Columbus accidentally stumbled into the Western Hemisphere late in 1492, the America he ?discovered? was neither the Northern nor Southern continent. Instead, he and his crew disembarked on four tropical islands arcing ?so green and beautiful? between the two land masses. These islands became multicultural Americas by being occupied by Spain, France, England, and the United States, and populated with Europeans, Africans, and Asians shipped in for coerced labor. Returning to an expanded notion of what counts as America and engaging such complex trajectories of imperialism, this course offers students an introduction to three centuries of literature in those Americas that are not North. These include what Edouard Glissant calls the ?Other America,? the Caribbean archipelago; and what Allen Isaacs calls ?American Tropics,? Southeast Asian, Caribbean, and Pacific islands colonized by the United States. Theoretical, historical, and literary readings centering this sea of islands will challenge students to complicate easy divisions between the Global North and South, and to think creatively about how relationships between the two inform transnational ?multicultures.?

**Style:** 20% Lecture, 10% Film/Video, 30% Discussion, 25% Small Group Activities, 10% Student Presentation, 5% Guest Speakers.

### **ENGL 3501 Public Discourse: Coming to Terms With the Environment**

**3 credit(s); Meets CLE req of Environment; meets CLE req of Literature;**

**Instructor:** Philippon, Daniel J

**Description:** This course explores three significant environmental issues (biodiversity loss, toxic chemicals, and climate change) through the analysis of texts from three different literary genres (fiction, memoir, and nonfiction journalism). It focuses as much on issues of language and meaning as it does on the subjects these texts concern. Students examine the formal dimensions of these texts, as well as their social and historical contexts. In addition, students are introduced to the underlying scientific principles, the limitations of technologies, and the public policy aspects of each of these issues, in order to judge what constitutes an appropriate response to them. Students also learn how to identify and evaluate credible information concerning the environment. The course features many active learning components (small group discussions, work in pairs, and debates), as well as formal and informal writing assignments (4-5 page papers, short reading responses, and online discussion forums).

**Style:** 40% Lecture, 60% Discussion.

**Grading:** 75% reports/papers, 15% quizzes, 10% class participation.

**Exam Format:** short-answer quizzes

### **ENGL 3506 Learning Internships II**

**A-F only, 4 credit(s); prereq 3505 in preceding semester or instr consent ;**

**Instructor:** Daigre, Eric Stephen

**Description:** Student may contact the instructor or department for information.

### **ENGL 3598W Introduction to African American Literature and Culture II**

**4 credit(s); Credit will not be granted if credit has been received for: AFRO 3591W; Meets CLE req of Cultural**

**Diversity Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive;**

**Instructor:** Wright, John S

**Description:** Student may contact the instructor or department for information.

**4 credit(s); prereq credit will not be granted if credit already received for: EngL 3606; Meets CLE req of Civic Life and Ethics; meets CLE req of Literature;**

**Instructor:** Blake, Debra J

**Description:** Student may contact the instructor or department for information.

#### **ENGL 3601 Analysis of the English Language**

**4 credit(s); prereq credit will not be granted if credit already received for: EngL 3601W;**

**Instructor:** Escure, Genevieve J

**Description:** This course is a general introduction to basic issues in language structure and language use, with specific application to English, and occasional extension to other languages. The focus is on verbal systems, which are universally shared by all human cultures, whereas writing is a secondary, late development of speech patterns. First, we will highlight the universality of language by referring to the physiological/biological foundations of language, and the basic features that characterize language dynamics. The course is thereafter organized into two general sections: 1) A general examination and explanation of cognitive aspects of language, through concrete illustrations of its major components ? specifically as they apply to English. Those components include: a) the structure of sounds (phonetics and phonology); b) the structure of words (morphology); c) the structure of sentences (syntax); d) the structure of meaning (semantics); and e) the structure of discourse in context (pragmatics). The process of native language acquisition is then presented as evidence for the fundamental concepts outlined above. 2) An overview of social and behavioral aspects of language. Contemporary language variation is examined from a sociolinguistic perspective. We study the correlation between linguistic components (as presented in the first part of the course), and external social variables, such as socio-economic status, ethnicity, gender, and age. Language variability is presented in the context of stylistic shifts and code switching, with reference to differences between standard and nonstandard varieties (e.g., African American English), and relevant educational applications. Finally, we relate the historical (diachronic) development of English to its contemporary (synchronic) state.

**Style:** 70% Lecture, 30% Discussion. PowerPoint presentations weekly topic summaries

**Grading:** 30% final exam. 3 exams (20%, 25%, 25%)

**Exam Format:** multiple choice, true/false, special questions relating to technical topics

#### **ENGL 3883V Honors Thesis**

**A-F only, 1-4 credit(s), max credits 4, 4 completions allowed; prereq Honors candidacy in English, consent of English honors advisor credit will not be granted if credit already received for: EngL 3883; Meets CLE req of Writing Intensive;**

**Instructor:** Goldberg, Brian B

**Description:** Student may contact the instructor or department for information.

#### **ENGL 3960W Senior Seminar: The Image on the Page**

**A-F only, 4 credit(s); prereq English major, [jr or sr], major adviser approval, dept consent credit will not be granted if credit already received for: EngL 3960; Meets CLE req of Writing Intensive;**

**Instructor:** Hancher, Michael

**Description:** Student may contact the instructor or department for information.

#### **ENGL 3960W Senior Seminar: Modern Materialities**

**A-F only, 4 credit(s); prereq English major, [jr or sr], major adviser approval, dept consent credit will not be granted if credit already received for: EngL 3960; Meets CLE req of Writing Intensive;**

**Instructor:** Scandura, Jani

**Description:** Student may contact the instructor or department for information.

#### **ENGL 3960W Senior Seminar: Medieval and Modern Pairs**

**A-F only, 4 credit(s); prereq English major, [jr or sr], major adviser approval, dept consent credit will not be granted if credit already received for: EngL 3960; Meets CLE req of Writing Intensive;**

**Instructor:** Krug, Rebecca L

**Description:** Student may contact the instructor or department for information.

#### **ENGL 3960W Senior Seminar: The US - Mexico Border:**

**Culture, History, Politics**

**A-F only, 4 credit(s); prereq English major, [jr or sr], major adviser approval, dept consent credit will not be granted if credit already received for: EngL 3960; Meets CLE req of Writing Intensive;**

**Instructor:** Padilla, Yolanda Alicia

**Description:** Student may contact the instructor or department for information.

#### **ENGL 3712 Literary Magazine Production Lab II**

**A-F only, 4 credit(s);**

**Instructor:** Morsell, Joshua L

**Description:** Student may contact the instructor or department for information.

#### **ENGL 3741 Literacy and American Cultural Diversity**

**4 credit(s); prereq credit will not be granted if credit already received for: EngL 3606; Meets CLE req of Civic Life and Ethics; meets CLE req of Literature;**

**Instructor:** Daigre, Eric Stephen

**Description:** Students will serve as literacy workers for 2 hours a week outside of class at participating organizations in the nonprofit and educational sectors. This class combines academic study with experiential learning in order to collectively build a more engaged, complex understanding of the functions of literature, literacy, educational institutions, counter-institutional literacy programs, and the different cultures and communities in Minnesota and the Americas in general. We'll explore questions of "praxis," considering and applying our readings to the concrete circumstances of our community work, at all points trying to "make the connection" between our classroom and community work. In asking what literacy really means and what it means to be "democratic educators" in both spheres, we will challenge the distinction between classroom and community as an artifact of the modern research university. Reading: literary texts, sociological and educational theory, literacy studies. 2 papers, 2 presentations.

#### **ENGL 3960W Senior Seminar: Literary Utopias**

**A-F only, 4 credit(s); prereq English major, [jr or sr], major adviser approval, dept consent credit will not be granted if credit already received for: EngL 3960; Meets CLE req of Writing Intensive;**

**Instructor:** Davis, Glenn

**Description:** Student may contact the instructor or department for information.

#### **ENGL 3960W Senior Seminar: Comedy**

**A-F only, 4 credit(s); prereq English major, [jr or sr], major adviser approval, dept consent credit will not be granted if credit already received for: EngL 3960; Meets CLE req of Writing Intensive;**

**Instructor:** Scheil, Katherine West

**Description:** Comedy has been described as "one of the permanently unsolved problems of literary study." This seminar will focus on what comedy is and how it works, in theory and practice; we will examine a number of theories of comedy and laughter from Aristotle to the present, as well as representative examples of comedy from the early modern period to the present, on stage and screen. Examples may include plays by Ben Jonson, William Shakespeare, William Wycherley, William

#### **ENGL 3741 Literacy and American Cultural Diversity**

Congreve, George Etherege, Susannah Centlivre, Richard Brinsley Sheridan, Gilbert and Sullivan, Oscar Wilde, George Bernard Shaw, Noel Coward, Joe Orton, Tom Stoppard, Samuel Beckett, Harold Pinter, Wendy Wasserstein, and Caryl Churchill. We will also look at examples of contemporary comedy, including Ricky Gervais's *The Office*, Larry David's *Curb Your Enthusiasm*, and a number of recent films. Topics for discussion may include: What is the role of comedy in society? Why/how do common topics (such as love, sex, fools, parents/children, death, and society) change and/or endure? Is comedy normative or transgressive? Why has there remained a gap between the theory and practice of comedy? The class will also attend a theatre performance at the Guthrie Theatre.

**ENGL 3960W Senior Seminar: Captivity in British Literature and History**

**A-F only, 4 credit(s); prereq English major, [jr or sr], major adviser approval, dept consent credit will not be granted if credit already received for: EngL 3960; Meets CLE req of Writing Intensive;**

**Instructor:** Matar,Nabil I

**Description:** Student may contact the instructor or department for information.

**ENGL 3993 Directed Study**

**OPT No Aud, 1-4 credit(s), max credits 8; prereq One 3xxx, [English major or minor or [BIS or IDIM or ICP] with English concentration], [jr or sr], instr consent , dept consent , college consent ;**

**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 4232 American Drama by Writers of Color**

**A-F only, 3 credit(s);**

**Instructor:** Lee,Josephine D

**Description:** This course will concentrate on selected works by African American, Latino, American Indian, and Asian American playwrights. Our central question will be how racial and ethnic differences are integral to shaping different visions of American theater. We will also examine larger issues such as the history of minority and ethnic theaters, the politics of casting, and the mainstreaming of the playwright of color.

**Style:** 20% Lecture, 80% Discussion.

**Grading:** 75% reports/papers, 25% class participation.

**ENGL 4603W World Englishes**

**4 credit(s); prereq credit will not be granted if credit received for: EngL 3603W, EngL 5603; Meets CLE req of Writing Intensive;**

**Instructor:** Escure,Genevieve J

**Description:** English has become a global lingua franca, thus carving a niche besides rather than in competition with local languages. In the process, it has diversified to reflect local, ethnic and national identities. We will examine the wide range of structural and functional variation represented in the use of English on various continents. As a pidgin or a creole (in Atlantic and Pacific regions), English has incorporated African or Melanesian influences. As a contact vernacular (in Singapore, or with African-Americans), it has become a marker of ethnic or national identity. As a trade or business language, often learned as a second language (e.g., Indian English, or Hong-Kong English) it reflects phonological and syntactic features of native local languages. Contrary to the norm-oriented tradition represented in prescriptive grammars, live language is a multifaceted, dynamic medium, which adapts to its speakers and their changing needs, reflects their identities, and creates new attitudes. The widespread use of English and its diversification constitutes an appropriation of a conveniently available code as lingua franca, whether it functions as a native or a nonnative language. A sociolinguistic perspective is applied to the analysis and investigation of selected varieties of English spoken around the world. Special attention is given to those societies in which

some form of English competes or coexists with other languages. Socio-economic, political, psychological and educational factors are key elements in the expansion of New Englishes. They will be examined in the context of several societies from the North and the South. The course includes a theoretical, as well as an empirical component. On the one hand, the current status of current linguistic and sociolinguistic research is reviewed, and theoretical models for analyzing language variability are briefly outlined and evaluated. On the other hand, various case studies illustrating methodology and English-related language use in a cross section of social groups are read and discussed, with reference to the political, economic and educational implications of language variability. Special attention will be given to the analysis of socially diagnostic linguistic features in various speech communities in English-speaking areas in North and Central America, and the Caribbean, parts of Africa, India, and the Pacific area. Contact languages to be discussed or briefly analyzed include nonstandard or vernacular native varieties (i.e., Hiberno-English, African American English), mixed varieties (Spanglish, Singlish, Indian English), and pidgins/ creoles resulting from specific types of language contact (Belizean Creole, Nigerian Pidgin).

**ENGL 5090 Readings in Special Subjects**

**3-4 credit(s), max credits 9, 3 completions allowed; prereq grad student or instr consent ; Credit will not be granted if credit has been received for: ENGL 5100;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**ENGL 5711 Introduction to Editing**

**4 credit(s); prereq credit will not be granted if credit received for: 5401;**

**Instructor:** STAFF

**Description:** If the media doomsayers are right, editing is a dying craft. Right now, polytechnic institutes are training the next generation of copyeditors in Bangalore. Newspapers are shedding weight like dueling celebs in an US photospread. Bloggers are proving that no one need come between a rant and a reader. (Granted, they're doing it one typo at a time.) But someone, somewhere, has to generate that alumni magazine, the St. Paul Saints season guide, and the co-op newsletter. In other words, a demand persists in the American marketplace for someone who knows how to turn slop into steak. In this class, we'll study editing as a process, a protocol, and a philosophy. To elaborate, we'll study the conventions of editing (grammar, story, and style) and we'll meet professionals who do it well. (Fall '08 guests included the editor in chief of the Minnesota Historical Society Press, the art director of City Pages, the media analyst at MinnPost, and an executive employment lawyer at U.S. Bancorp.) We'll analyze why creative collaboration can feel like a playground brawl. Mostly, using real, raw manuscripts from newspapers, magazines, and books, we'll practice how to screw up the written word--with the ultimate goal of screwing up a little less.

**ENGL 5711 Introduction to Editing**

**4 credit(s); prereq credit will not be granted if credit received for: 5401;**

**Instructor:** Zuckerman,Jeffrey Jay

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. You may be wondering whether this course can help you if you are interested in magazine and newspaper editing. Although you will be focusing on nonfiction texts, the skills you learn here will apply to other areas of editing. All editing requires that you exhibit creativity, clarity, and consistency. This course will also help you become a better editor of your own writing and a more perceptive and intelligent reader of other's writing. You will begin to note how authors put words together, use punctuation, and construct sentences and paragraphs. You will come to appreciate the well-chosen word, the well-turned phrase, the

considered opinion, the persuasive argument.

**Style:** Printed correspondence section

**Grading:** 30% final exam, 70% written homework. Written assignment 1 (S/N)...5% Written assignments 2 through 5...15% each Written assignment 6 (S/N)...5% See the downloadable syllabus for complete grading information.

**Exam Format:** Supervised, in-person exam

### ENGL 5805 Writing for Publication

**3 credit(s); prereq Grad student or instr consent credit will not be granted if credit received for: ENGL 8621;**

**Instructor:** Ross Jr, Donald

**Description:** This is a workshop course for graduate students who wish to prepare their academic writing for publication. To some degree, it will be a motivational seminar. Along the way, we will discuss professional issues such as the goals, politics, and diplomacy of journal editors and conference organizers and the various roles of conference papers, book reviews, articles, and books of good practice and ethics of differences between course papers and articles, dissertations and books. You will do various exercises in writing abstracts, book reviews and notices, surveys of literature, and introductions. Also, your work in progress will be both edited and (somewhat formally) reviewed during the term. Writing and rhetorical issues to be addressed will include getting started, momentum, and knowing when to quit or writing in short segments, starting at the beginning or at the middle or the roles of narration, description, and other forms of exposition or developing and expanding content. While variations are possible, I think the course will go best if you focus on a single project. It will be better if you have a start on your topic; there just isn't enough time for you to do full research and write a paper in fifteen weeks. However, if your research is done or nearly so, it should work out for you to begin with your notes and access to your sources. It's just fine if you start with a paper from one of your previous courses (maybe one of those with "this is publishable" cryptically at the end). If all things work out, the official result will be for you to send out a publishable manuscript to an appropriate journal. As an alternative, you might wind up with a good draft of a dissertation chapter that you convey to your advisor. In past offerings of this course, students have come from Civil Engineering, Creative Writing, English, French, Geography, History, Luso-Brazilian Literature, and Music.

### ENGL 8090 Seminar in Special Subjects: Philosophical Backgrounds in Modern Lit Theory

**3 credit(s), max credits 12, 4 completions allowed;**

**Instructor:** Brown, Tony C.

**Description:** To be fully conversant in contemporary theoretical debates one needs to know theory's informing philosophical heritage. This course will aim to provide access to that knowledge by close attention to seven philosophers of crucial importance for contemporary theory. In Spring 2011, we will focus on Descartes, Spinoza, Leibniz, Hobbes, Locke, Kant, and Hegel.

### ENGL 8120 Seminar in Early Modern Literature and Culture: Spenser and Milton

**A-F only, 3 credit(s), max credits 12, 4 completions allowed;**

**Instructor:** Watkins, John

**Description:** Team-taught by Ruth Mazo Karras and John Watkins, this course examines discourses and practices of gender and sexuality as they developed, competed, and evolved in Medieval and Early Modern Europe. After some introductory sessions focusing on ancient foundational texts and key contemporary theorists, we will explore the role of gender in several areas of premodern life: the body and sexuality, marriage and the family, work, material culture and everyday life, religion, and politics. Readings will include primary pre-modern texts and secondary articles and monographs; the precise mix will depend on individual interests and registration designators. Caroline Walker Bynum and other visiting scholars will join us for several discussions. We welcome both specialists in the premodern period as well as anyone else interested in gender and sexuality. ENGL and HIST 8xxx students will write a research paper of article scope and length. MEST, HIST 5900 and GWSS students will write shorter weekly responses and a mock grant application.

### ENGL 8170 Seminar in 19th-Century British Literature and Culture: Constructing English in India and Great Britain

**3 credit(s), max credits 12, 4 completions allowed;**

**Instructor:** Hancher, Michael

**Description:** Although English as a discipline has deep roots, it was not until the nineteenth century that it became a conspicuous part of the academic landscape. This seminar will focus on several key moments in the construction of the canon of English literary studies and the associated spread of English as a global language. Some of these moments connect England and India through the agency of Thomas Babington Macaulay and his associates, especially Charles E. Trevelyan, David Lester Richardson, and Francis Turner Palgrave. Macaulay and Trevelyan prompted controversy not only by privileging English in India but also by establishing competitive meritocracy at home, a project that indirectly spurred English studies, including composition. The work of the Philological Society to build the Oxford English Dictionary enlarged the "imagined community" of English speakers and readers, as did the rise of Anglo-Indian authorship. The representation of India in English literature and art is a related topic. The extraordinary resources of the Ames Library of South Asia, University of Minnesota Libraries, provide a rich context for study.

### ENGL 8300 Seminar in American Minority Literature: Race and Performance

**3 credit(s), max credits 12, 4 completions allowed;**

**Instructor:** Lee, Josephine D

**Description:** ENGL 8300 Seminar in American Minority Literature Graduate Seminar Spring 2009 Topic: Asian American Cultural Criticism This seminar will consider contemporary formulations of Asian American racial formation, identity, history, community, culture, and politics. We will discuss postwar versions of Orientalism, the legacies of civil rights activism and cultural nationalism, and some contemporary directions for imagining "Asian America." We will also look at a number of models for current research in Asian American Studies. Readings will include Daryl Maeda's *Chains of Babylon*, Kandice Chuh's *Imagine Otherwise* and Aihwa Ong's *Flexible Citizenship*. Participants will be expected to collect, analyze, and present a number of source materials as well as write a final research paper. This course will be offered to other CIC campuses via CourseShare

**Style:** 25% Lecture, 75% Discussion.

**Grading:** 50% reports/papers, 25% attendance, 25% class participation.

### ENGL 8510 Studies in Criticism and Theory: The Shattered

**Screen: Historiography & Spectacle**

**3 credit(s), max credits 12, 4 completions allowed;**

**Instructor:** Craig, Siobhan S

**Description:** Student may contact the instructor or department for information.

### ENGL 8530 Seminar in Feminist Criticism: Postcolonial Feminisms

**3 credit(s), max credits 12, 4 completions allowed;**

**Instructor:** Tinsley, Omise'eke Natasha

**Description:** Student may contact the instructor or department for information.

## English: Creative Writing

222 Lind Hall

### ENGW 1102 Introduction to Fiction Writing

**3 credit(s);**

**Instructor:** STAFF

**Description:** Introductory course in the art and craft of reading and writing fiction. Students will read a variety of classic and contemporary fiction. Students will be responsible for composing original stories; writing comments on student work; workshop participation; attendance at a literary reading; and a final portfolio of fiction.

**Style:** 25% Lecture, 50% Discussion.

**Exam Format:** Revised stories/Final Portfolio

### ENGW 1103 Introduction to Poetry Writing

**3 credit(s);**

**Instructor:** STAFF

**Description:** Introductory course in the art and craft of reading and writing poetry. Students will read and analyze contemporary and classic works of poetry while also constructing and revising their own poetry. Students will be responsible for crafting original poetry; commenting on student work; workshop participation; attendance at a literary reading; short presentations and/or papers; a final portfolio of poetry.

**Style:** 25% Lecture, 50% Discussion. workshop

**Exam Format:** Revised poems/final portfolio

### ENGW 1104 Introduction to Literary Nonfiction Writing

**3 credit(s);**

**Instructor:** STAFF

**Description:** Introductory course in the art and craft of reading and writing literary nonfiction. Students will read and analyze contemporary and classic nonfiction literary works (essays, memoir, biography, autobiography, short-shorts) and also construct and revise their own nonfiction pieces. Students will be responsible for crafting original works of nonfiction; commenting on student work; workshop participation; attendance at a literary reading; short papers and/or presentations; a final portfolio of nonfiction.

**Style:** 25% Lecture, 50% Discussion. workshop

**Exam Format:** Revised nonfiction/final portfolio of nonfiction

### ENGW 3102 Intermediate Fiction Writing

**3 credit(s); prereq 1101 or 1102 or dept consent ;**

**Instructor:** STAFF

**Description:** Intermediate course in the art and craft of reading/writing fiction for students with previous experience in fiction writing. Students will read and analyze contemporary and classic short fiction and also construct their own stories. Students will be responsible for written comments on student work; workshop participation; attendance at a literary reading; some short papers and presentations; and a final portfolio of short fiction.

**Style:** 25% Lecture, 50% Discussion. workshop

**Grading:** Revised fiction/final portfolio of fiction

### ENGW 3102 Intermediate Fiction Writing

**3 credit(s); prereq 1101 or 1102 or dept consent ;**

**Instructor:** Daniel, Judith A

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. The short story is a fascinating and very appealing form, particularly for American writers. Perhaps it is our history of discord, social upheaval, our restlessness and need for constant change that makes us so at home with a form that is short, intense, concentrated, and versatile. Whatever the reason, American writers of the past two hundred years have developed the short story form into a national treasure. From the wonderfully rambling descriptions of Washington Irving, whose dislocated citizen, Rip Van Winkle, slept through the Revolutionary War, to John Cheever's dislocated Neddy Merrill, who fast forwards into his own future, the American short story bristles with life and energy as it charts, more accurately than our history books, our world view, our lives, and our sense of who we are and what we are becoming.

**Style:** This is a printed correspondence section.

**Grading:** Your course grade will be based on your written assignments. 1, 2, 3, and 5 = 40% 4 and 6 (the first and final drafts of your short story) = 60% If you elect S/N grading, you must average at least a C- to earn a grade of S.

**Exam Format:** No exams

### ENGW 3104 Intermediate Poetry Writing

**3 credit(s); prereq 1101 or 1103 or dept consent ;**

**Instructor:** STAFF

**Description:** This intermediate level course is for writers who have some previous experience in writing poetry. The course will focus on craft and stylistic techniques using writing exercises and readings from a range of poets writing in different forms. The workshop portion of the class will be devoted to developing individual student work; student critiques; some short papers and presentations; attendance at one literary reading; final portfolio of poetry.

**Style:** 25% Lecture, 50% Discussion. workshop

**Exam Format:** Final portfolio of poems

### ENGW 3106 Intermediate Literary Nonfiction Writing

**3 credit(s); prereq 1101 or 1104 or dept consent ;**

**Instructor:** STAFF

**Description:** This intermediate level course is for students who have some experience writing literary nonfiction : memoir, essay, biography, etc. Students will read and analyze contemporary and classic nonfiction works while also constructing and revising their own nonfiction writing. Written comments on student work, workshop participation, some short papers and presentations, attendance at a literary reading and a final portfolio of nonfiction writing.

**Style:** 25% Lecture, 50% Discussion.

**Exam Format:** revised nonfiction/final portfolio of nonfiction

### ENGW 3110 Topics in Creative Writing: Journaling into Fiction

**3 credit(s), max credits 9, 3 completions allowed; prereq**

**1101 or 1102 or 1103 or 1104 or dept consent ;**

**Instructor:** Daniel, Judith A

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Journaling into Fiction, like all creative writing courses, can't be taught. I can start you on the way toward developing the craft of writing for a public audience, but your own love of reading and writing will be the most important impetus for your success. The other important thing you'll need is a passionate belief that you have something so exciting, interesting, and valuable to tell the rest of us that you will forge a pattern of words to make us pay attention. If you're not keeping a journal at the moment, start one today. This course is designed to work from your journals so if you're not keeping one, many of the suggestions and exercises won't make as much sense to you.

**Style:** This is a printed correspondence section.

**Grading:** 100% written homework.

**Exam Format:** No exams

### ENGW 3110 Topics in Creative Writing: Journaling into Fiction

**3 credit(s), max credits 9, 3 completions allowed; prereq**

**1101 or 1102 or 1103 or 1104 or dept consent ;**

**Instructor:** Daniel, Judith A

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Journaling into Fiction, like all creative writing courses, can't be taught. I can start you on the way toward developing the craft of writing for a public audience, but your own love of reading and writing will be the most important impetus for your success. The other important thing you'll need is a passionate belief that you have something so exciting, interesting, and valuable to tell the rest of us that you will forge a pattern of words to make us pay attention. If you're not keeping a journal at the moment, start one today. This course is designed to work from your journals so if you're not keeping one, many of the suggestions and exercises won't make as much sense to you.

**Style:** This is a printed correspondence section.

**Grading:** 100% written homework.

**Exam Format:** No exams

### ENGW 3110 Topics in Creative Writing: Journaling into Fiction

**3 credit(s), max credits 9, 3 completions allowed; prereq**

**1101 or 1102 or 1103 or 1104 or dept consent ;****Instructor:** Daniel, Judith A

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Journaling into Fiction, like all creative writing courses, can't be taught. I can start you on the way toward developing the craft of writing for a public audience, but your own love of reading and writing will be the most important impetus for your success. The other important thing you'll need is a passionate belief that you have something so exciting, interesting, and valuable to tell the rest of us that you will forge a pattern of words to make us pay attention. If you're not keeping a journal at the moment, start one today. This course is designed to work from your journals so if you're not keeping one, many of the suggestions and exercises won't make as much sense to you.

**Style:** This is a printed correspondence section.**Grading:** 100% written homework.**Exam Format:** No exams**ENGW 3110 Topics in Creative Writing: Journaling into Fiction 3 credit(s), max credits 9, 3 completions allowed; prereq 1101 or 1102 or 1103 or 1104 or dept consent ;****Instructor:** Daniel, Judith A

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Journaling into Fiction, like all creative writing courses, can't be taught. I can start you on the way toward developing the craft of writing for a public audience, but your own love of reading and writing will be the most important impetus for your success. The other important thing you'll need is a passionate belief that you have something so exciting, interesting, and valuable to tell the rest of us that you will forge a pattern of words to make us pay attention. If you're not keeping a journal at the moment, start one today. This course is designed to work from your journals so if you're not keeping one, many of the suggestions and exercises won't make as much sense to you.

**Style:** This is a printed correspondence section,**Grading:** 100% written homework.**Exam Format:** No exams**ENGW 3960W Writing Workshop for Majors: Fiction/Nonfiction A-F only, 4 credit(s); prereq Engl major, 6 cr of ENGW [including 3xxx appropriate for workshop genre], [jr or sr], major adviser approval, dept consent ; Meets CLE req of Writing Intensive;****Instructor:** Davis, Abigail F**Description:** Student may contact the instructor or department for information.**ENGW 5130 Topics in Advanced Creative Writing: Memoir 4 credit(s), max credits 16, 4 completions allowed; prereq instr consent ;****Instructor:** Garner, Shirley Nelson**Description:** Student may contact the instructor or department for information.**ENGW 5202 Journal and Memoir Writing 3 credit(s);****Instructor:** Galt, Margot Kriel

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Remembering incidents and facts, mulling them over in the present, and extracting insights from them is one of a writer's most important activities. As a result of taking this course, you will be able to brainstorm material from your memory; use a journal to develop writing; draft memoir prose, employing principles of literary variety, appropriate diction, sensuous

description, narrative momentum, poetic and thematic shaping, and suitable metaphor; employ principles of revision; use the response of readers or listeners to improve your work; identify and appreciate works of memoir by earlier and contemporary authors; and begin to understand how racial and ethnic differences affect the stories people tell about themselves.

**Style:** This is a printed correspondence section.

**Grading:** 100% written homework. The first submission is ungraded. The following three submissions are weighted equally. However, if there is a dramatic improvement during the course, later submissions will be given more weight than earlier ones.

**Exam Format:** No exams**ENGW 5993 Directed Study in Writing****1-4 credit(s), max credits 18, 18 completions allowed; prereq instr consent, dept consent, college consent;****Instructor:** STAFF**Description:** By arrangement with individual faculty. For more information, contact the Creative Writing Program at (612) 625-6366.**ENGW 8110 Seminar: Writing of Fiction: Plot: Artistry & Potboilers****4 credit(s), max credits 16, 4 completions allowed; prereq dept consent ;****Instructor:** Baxter, Charles

**Description:** This year we'll be investigating certain features of heavily plotted stories and novels, particularly those that border on, or actually enter, slightly disreputable genres such as melodrama, gothic horror, crime, and romance. I am interested in "stealth" plots that appear to be doing one thing while actually accomplishing something else under cover, as it were. Our starting point will be Lady Macbeth's assertion that "What has been done, cannot be undone," and we will be studying plots in which events overtake (and undo) the character who sets them into motion. Readings may include \_Macbeth\_, Dostoyevsky's "The Double," the stories of Graham Greene, a novel by James M. Cain, Daphne DuMaurier's "Don't Look Now," Shirley Jackson's \_The Haunting of Hill House\_, Flannery O'Connor's \_The Violent Bear It Away\_, Muriel Spark's \_The Driver's Seat\_, and several others. This is a hybrid course and also includes workshoping fiction.

**ENGW 8120 Seminar: Writing of Poetry: Your 20 Favorite Poems and My 2****4 credit(s), max credits 8; prereq dept consent ;****Instructor:** Rawson, Joanna Erin

**Description:** This class is a shameless mob pitch for critical, creative reading of the poems we love best. You (10 students) and I each present for public consumption 2 poems that have?over time, and for reasons to be unpacked around the table?shaken, struck, disturbed, imperiled, and impassioned us as readers. Your job here is to conduct an expansive study of the 2 poems you pick and their poets, put them into contexts of time and terrain and influence, and take us through the fire toward passionate appreciations of the works. We'll anchor workshop poems in these presentations, and spend time each week getting these up to contagious speeds and heat.

**ENGW 8130 Seminar: Writing of Literary Nonfiction****4 credit(s), max credits 8; prereq dept consent ;****Instructor:** Gonzalez, Ramon**Description:** Student may contact the instructor or department for information.**ENGW 8170 MFA Practicum: EngW 1101W****S-N only, 3 credit(s); prereq Creative writing MFA student, instr consent ;****Instructor:** Malloy, Brian**Description:** Student may contact the instructor or department for information.**Entomology**

**219 Hodson Hall****ENT 1005 Insect Biology****4 credit(s); Meets CLE req of Biological Sciences;****Instructor:** Fallon, Ann M

**Description:** This is an introductory course on the biology and study of insects and their arthropod relatives. This course fulfills the Liberal Education Requirement for a core course in the BIOLOGICAL SCIENCES. There are no prerequisites for this course. Insects are one of the most abundant life forms on earth. They enhance our appreciation of the environment and its natural beauty, provide important biological systems for medical and ecological research, impact our health, and damage our crops and homes. The decisions we make about insects have important impacts on our own lives, as well as on the global human community, environmental and ecological health, and the interface between existing and emerging technologies and their effects on the organisms that inhabit our planet. ENT 1005 is structured around a body of knowledge that will provide an overview of the insect orders and their diversity. Topics such as plague, fleas and prairie dogs, colony collapse disorder in honeybees, and the controversy over use of DDT to reduce malaria in developing countries will be integrated into this overall framework. These topics will provide fundamental biological knowledge needed to make informed decisions about insect-related topics in a global society. Laboratory exercises will focus on live specimens, and provide examples of how insects are cultured, used as laboratory models in physiology and toxicology, and studied by ecologists and entomologists.

**Style:** 60% Lecture, 5% Discussion, 20% Laboratory, 5% Student Presentation, 5% Field Trips, 5% Guest Speakers.**Grading:** 25% mid exam, 25% final exam, 10% special projects, 15% quizzes, 10% in-class presentation, 15% laboratory evaluation. Students can receive a maximum total of 1100 points for the course, with 650 points associated with the lecture and 350-450 points with the laboratory. Up to 100 extra points can be earned from optional assignments.**Exam Format:** mixture of multiple-choice, matching, short answer, and essay questions. Exams will be open-book with student access to the text, power-point presentation handouts and class notes.**ENT 1905 Topics: Freshman Seminar****1-3 credit(s), max credits 3, 1 completion allowed; prereq Fr;****Instructor:** Ferrington Jr, Leonard Charles**Description:** Student may contact the instructor or department for information.**ENT 4015 Ornamentals and Turf Entomology****3 credit(s); prereq 1xxx course in biol or hort or forest resources;****Instructor:** Krischik, Vera Aber

**Description:** This is an introductory course for undergraduate students, graduate students, and professionals with an interest in the management of insects in urban landscapes and in greenhouse, turf and nursery industries. The course examines the principles and implementation of Integrated Pest Management programs to manage pests. IPM is the practice of using a variety of cultural, biological and chemical methods to manage insects. IPM methods include biorational and biological pest controls, monitoring insect populations and the judicious use of chemical pesticides applied at the most vulnerable time in an insect's life history. Pest life histories, risk potential, and biological control potential are reviewed. One goal of IPM is to reduce any harmful impact chemicals may have on beneficial insects, wildlife or water quality. This is a web-based course using the CUES website ([www.entomology.umn.edu/cues](http://www.entomology.umn.edu/cues)) and other IPM resources on the web. The required textbook is V. Krischik and J. Davidson. 2004. IPM of Midwest Landscapes. UMN extension number SB-07645 Questions? try [kris001@umn.edu](mailto:kris001@umn.edu) website.

**Style:** 60% Lecture, 5% Discussion, 25% Laboratory.**Grading:** 20% mid exam, 20% final exam, 30% quizzes, 25% laboratory evaluation, 5% problem solving.**Exam Format:** Essay and multiple choice**ENT 4096 Professional Experience Program: Internship****S-N only, 1-3 credit(s), max credits 3, 1 completion allowed; prereq COAFES jr or sr, complete internship contract available in COAFES Career Services before enrolling, UC only, instr consent;****Instructor:** STAFF**Description:** Professional experience in entomology firms or government agencies through supervised practical experience; evaluative reports and consultations with faculty advisors and employers.**ENT 4231 Insect Behavior****A-F only, 3 credit(s); prereq Biol 1009 or equiv or instr consent; [3005 or EEB 3111] recommended;****Instructor:** Heimpel, George Eugene

**Description:** Insects have evolved some of the most interesting and bizarre behaviors in the animal kingdom. These behaviors are evolutionary geared to maximizing reproduction and survival in the face of various pressures that insects face and with the aid of numerous opportunities that are available to them during their sometimes complex life cycles. In this class, we will explore these behaviors using a behavioral ecology approach. We will investigate hypotheses attempting to explain why insects have evolved the repertoire of behaviors that we now observe. We will focus on the insect life cycle by considering behaviors critical to mating, reproducing, foraging for food, and surviving throughout the insect world.

**Style:** 100% Lecture.**Grading:** 35% mid exam, 35% final exam, 30% reports/papers.**Exam Format:** There will be two exams: a midterm and a non-cumulative final. Both exams will be composed of a mixture of questions requiring answers that range in length from single words to whole paragraphs.**ENT 5009 Pesticides in Horticulture: Their Use and Abuse****A-F only, 3 credit(s); prereq [[4015 or 4251], PIPA 2001] or instr consent ;****Instructor:** Krischik, Vera Aber**Description:** Student may contact the instructor or department for information.**ENT 5021 Insect Taxonomy and Phylogeny****4 credit(s);****Instructor:** Holzenthal, Ralph W

**Description:** Insects are the most diverse group of organisms on Earth with almost 1 million described species. Millions more remain to be described, especially in tropical regions of the world. Insects come in a remarkable array of sizes, colors, and shapes. Taxonomists use this morphological complexity as the primary means of identifying insects, but also for inferring evolutionary relationships. In this course, we will learn how to identify insects, explore methods of collection and curation of insects, discuss their evolutionary relationships, see how insects fit in the natural world, and discuss exciting new efforts to inventory and conserve the remarkable diversity of insects. Text books: Grimaldi, D., and M.S. Engel. 2005. Evolution of Insects. Cambridge University Press. New York. 755 pp. Borror, D.J., and R.E. White. 1970. A Field Guide to the Insects. Peterson Field Guide Series. Houghton Mifflin Co. New York. 404 pp.

**Style:** 50% Lecture, 50% Laboratory.**Grading:** 25% mid exam, 25% final exam, 50% quizzes.**Exam Format:** Essay**ENT 5121 Applied Experimental Design****4 credit(s); prereq Stat 5021 or equiv or instr consent; Credit will not be granted if credit has been received for: AGRO 5121;****Instructor:** Ehlke, Nancy Jo

**Description:** This class is designed for graduate students interested in developing practical statistical research skills beyond topics covered in Applied Statistical Analysis (STAT 5021). Successful students will learn central principles in sampling, experimental design, and statistical analysis, and will learn to recognize and analyze results from experimental

designs that are commonly used in agricultural, food and natural resource sciences. Students will be able to generate testable hypotheses, organize a work plan to collect research data, and analyze results using appropriate software such as R, SAS, Excel and others as appropriate for specific designs. The course consists primarily of lectures on basic concepts and applications, and discussion sections focus on problem sets, lecture topics that require additional depth, and student projects, as student needs dictate. Grades are based on seven problem sets (10% each) and a semester design project (30 %) tailored to individual student research interests.

**ENT 5361 Aquatic Insects**

**A-F only, 4 credit(s); prereq instr consent;**

**Instructor:** Ferrington Jr, Leonard Charles

**Description:** This course is designed for upper level undergraduate (junior and senior) and graduate students with interests in General Biology, Entomology, Aquatic Ecology, Limnology, Water Resources or Conservation Biology. Course content includes lectures, independent readings, and laboratory and field exercises. Students with no previous formal training in Entomology are encouraged to enroll, as an overview of basic entomological concepts will be presented during the first few weeks of class. The text will be Merritt & Cummins (eds), &quot;An Introduction to the Aquatic Insects of North America&quot; Third Edition (1996), and photocopies of selected journal articles will be provided. Lectures will focus on taxonomy, external morphology, life cycles, mating and foraging behaviors, evolution and natural history of insect orders with aquatic species. Lab work will consist of learning to use identification guides and published keys to identify aquatic insects to Order, family, and in some instances, genus. Field exercises will consist of general collecting methods for lake and stream or river sampling, plus qualitative surveys of local habitats. Uses of aquatic insects in determining water quality and impact of pollutants will also be discussed. A collection of aquatic insects, identified to family, is required. This class is web enhanced. URL will be provided first day of class.

**Style:** 50% Lecture, 50% Laboratory. All lectures in Power Point format and electronic copies available to students.

**Grading:** 20% final exam, 20% quizzes, 20% laboratory evaluation, 40% other evaluation. There will be two mid-semester exams counting 20% each.

**Exam Format:** Take home, with combination of multiple choice and short answer essay

**ENT 5900 Basic Entomology**

**1-6 credit(s), max credits 12; prereq instr consent ;**

**Instructor:** STAFF

**Description:** Opportunity to make up certain deficiencies in biological background.

**ENT 5910 Special Problems in Entomology**

**1-6 credit(s), max credits 10, 10 completions allowed; prereq instr consent;**

**Instructor:** STAFF

**Description:** Individual field, lab, or library studies in various aspects of entomology.

**ENT 5920 Special Lectures in Entomology**

**1-3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** STAFF

**Description:** Lectures or laboratories in special fields of entomological research given by a visiting scholar or regular staff member.

**ENT 8041 Advanced Insect Genetics**

**2 credit(s); prereq [5011, basic genetics course] or instr consent; offered alt yrs;**

**Instructor:** Fallon, Ann M

**Description:** Student may contact the instructor or department for information.

**ENT 8200 Colloquium in Social Insects**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq 3020 or 3200;**

**Instructor:** Spivak, Marla

**Description:** Student may contact the instructor or department for information.

**ENT 8300 Graduate Seminar**

**S-N only, 1 credit(s); prereq instr consent;**

**Instructor:** Moon, Roger Dean

**Description:** Student may contact the instructor or department for information.

**ENT 8594 Research in Entomology**

**S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;**

**Instructor:** Venette, Robert C

**Description:** Student may contact the instructor or department for information.

**ENT 8594 Research in Entomology**

**S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;**

**Instructor:** Fallon, Ann M

**Description:** Student may contact the instructor or department for information.

**ENT 8594 Research in Entomology**

**S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;**

**Instructor:** Weller, Susan J.

**Description:** Student may contact the instructor or department for information.

**ENT 8594 Research in Entomology**

**S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;**

**Instructor:** Krischik, Vera Aber

**Description:** Student may contact the instructor or department for information.

**ENT 8594 Research in Entomology**

**S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;**

**Instructor:** Mesce, Karen A

**Description:** Student may contact the instructor or department for information.

**ENT 8594 Research in Entomology**

**S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;**

**Instructor:** Munderloh, Ulrike G

**Description:** Student may contact the instructor or department for information.

**ENT 8594 Research in Entomology**

**S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;**

**Instructor:** Andow, David

**Description:** Student may contact the instructor or department for information.

**ENT 8594 Research in Entomology**

**S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;**

**Instructor:** Holzenthal, Ralph W

**Description:** Student may contact the instructor or department for information.

**ENT 8594 Research in Entomology**

**S-N only, 1-16 credit(s), max credits 36, 6 completions allowed;**

**Instructor:** Kurtti, Timothy J

**Description:** Student may contact the instructor or department for information.

**ENT 8594 Research in Entomology**

**S-N only, 1-16 credit(s), max credits 36, 6 completions**



allowed;

**Instructor:** Ostlie, Kenneth R

**Description:** Student may contact the instructor or department for information.

**ENT 8594 Research in Entomology**

**S-N only, 1-16 credit(s), max credits 36, 6 completions**

allowed;

**Instructor:** Spivak, Marla

**Description:** Student may contact the instructor or department for information.

**ENT 8594 Research in Entomology**

**S-N only, 1-16 credit(s), max credits 36, 6 completions**

allowed;

**Instructor:** Hutchison PhD, William D.

**Description:** Student may contact the instructor or department for information.

**ENT 8594 Research in Entomology**

**S-N only, 1-16 credit(s), max credits 36, 6 completions**

allowed;

**Instructor:** Moon, Roger Dean

**Description:** Student may contact the instructor or department for information.

**ENT 8594 Research in Entomology**

**S-N only, 1-16 credit(s), max credits 36, 6 completions**

allowed;

**Instructor:** Ragsdale, David W

**Description:** Student may contact the instructor or department for information.

**ENT 8594 Research in Entomology**

**S-N only, 1-16 credit(s), max credits 36, 6 completions**

allowed;

**Instructor:** Heimpel, George Eugene

**Description:** Student may contact the instructor or department for information.

**ENT 8594 Research in Entomology**

**S-N only, 1-16 credit(s), max credits 36, 6 completions**

allowed;

**Instructor:** Kells, Stephen A

**Description:** Student may contact the instructor or department for information.

**ENT 8594 Research in Entomology**

**S-N only, 1-16 credit(s), max credits 36, 6 completions**

allowed;

**Instructor:** Aukema, Brian Henry

**Description:** Student may contact the instructor or department for information.

## Entrepreneurship

*3-306 Carlson School of Management*

**ENTR 6020 Business Formation**

**A-F only, 4 credit(s); prereq MBA student;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**ENTR 6021 Preparing and Implementing the Business Plan**

**A-F only, 2 credit(s), max credits 4, 1 completion allowed; prereq MBA student;**

**Instructor:** Nyman, Martin Frederick

**Description:** Student may contact the instructor or department for information.

**ENTR 6023 Financing Business Ventures**

**A-F only, 4 credit(s); prereq MBA student;**

**Instructor:** Bergstrom, John C

**Description:** Student may contact the instructor or department for information.

**ENTR 6036 Managing the Growing Business**

**A-F only, 2 credit(s); prereq MBA student;**

**Instructor:** Keller PhD, Linda Hall

**Description:** Student may contact the instructor or department for information.

**ENTR 6037 Corporate Venturing**

**A-F only, 2 credit(s); prereq MBA student;**

**Instructor:** Nord, Tobin Lawrence

**Description:** Student may contact the instructor or department for information.

**ENTR 6041 New Product Design and Business Development**

**A-F only, 2-4 credit(s), max credits 10, 3 completions allowed; prereq MBA student; Credit will not be granted if credit has been received for: ME 8221;**

**Instructor:** Nord, Tobin Lawrence

**Description:** Student may contact the instructor or department for information.

**ENTR 6041 New Product Design and Business Development**

**A-F only, 2-4 credit(s), max credits 10, 3 completions allowed; prereq MBA student; Credit will not be granted if credit has been received for: ME 8221;**

**Instructor:** Durfee, William K

**Description:** See the course web site for a complete description.

**ENTR 6041 New Product Design and Business Development**

**A-F only, 2-4 credit(s), max credits 10, 3 completions allowed; prereq MBA student; Credit will not be granted if credit has been received for: ME 8221;**

**Instructor:** Sapienza, Harry Jack

**Description:** See the course web site for a complete description.

## Environmental Sciences, Policy, and Management

**ESPM 1011 Issues in the Environment**

**3 credit(s); Meets CLE req of Environment;**

**Instructor:** Knight, Joe

**Description:** This course is an introductory survey of environmental issues that explores the connections between environmental sciences, policy, and management. The course begins by reviewing scientific, ethical, and economic approaches to environmental decision-making, but our primary focus will be scientific. Then we'll conduct a short review of ecology, focusing on case studies involving threats to biological diversity. Finally, we'll apply these perspectives to prominent environmental issues, including human population growth, resource consumption, land management (e.g. forestry, agriculture), pollution, and energy use. The course is intended for first-year students majoring in Environmental Sciences, Policy, and Management (ESPM), and for all students who are interested in the environment and wish to satisfy the University's liberal education themes for Environment and Citizenship/Public Ethics. The course has no prerequisites and is appropriate for students with little or no scientific background.

**Style:** 65% Lecture, 5% Film/Video, 15% Discussion, 15% Small Group Activities.

**Grading:** 55% mid exam, 18% quizzes, 27% written homework. There will be 3 short writing assignments.

**Exam Format:** We will have three 40-point exams (non-cumulative) that will test your knowledge of the topics covered in the textbook and lectures. Exams will include a combination of multiple-choice, true/false, matching, and short-answer questions.

**ESPM 1012H Environmental Science and Society**

**A-F only, 3 credit(s); prereq Honors student; Meets CLE req of Environment;**

**Instructor:** Tinerella,Paul P.

**Description:** Student may contact the instructor or department for information.

#### **ESPM 1425 The Atmosphere**

**A-F only, 4 credit(s); prereq High school algebra; Credit will not be granted if credit has been received for: GEOG 1425; Meets CLE req of Environment; meets CLE req of Physical Sciences;**

**Instructor:** Snyder,Peter K

**Description:** Student may contact the instructor or department for information.

#### **ESPM 1905 Freshman Seminar: State of the World 2011**

**1-3 credit(s), max credits 3, 1 completion allowed;**

**Instructor:** Cooper,Terence H

**Description:** Student may contact the instructor or department for information.

#### **ESPM 2021 Environmental Sciences: Integrated Problem Solving**

**A-F only, 3 credit(s); prereq 1011, ESPM major;**

**Instructor:** Stafford,Susan G

**Description:** Environmental issues facing the world today are increasingly complex. Global climate change, air and water quality, forest and agricultural production, and species conservation require an ability to conceptualize problems broadly so that solutions may be crafted to address a multitude of perspectives and considerations. Solutions will require the ability to structure problems that are ill-defined, ambiguous and ever-changing, and that incorporates input from multiple disciplines. Employers are increasingly seeking individuals with the ability to work in teams to resolve these complex problems and to contribute to the creation of new knowledge. For this reason, it is important that Environmental Sciences, Policy, and Management (ESPM) graduates develop strategies for resolving problems. This course will challenge you to frame environmental problems working in interdisciplinary teams and to develop a "tolerance for ambiguity" that will carry forward in upper division courses and in your professional pursuits.

**Style:** 5% Lecture, 15% Discussion, 50% Small Group Activities, 5% Student Presentation, 25% Demonstration. Group and individual problem solving activities

**Grading:** 20% reports/papers, 20% written homework, 25% reflection paper, 25% problem solving, 10% other evaluation. Peer assessment of team contributions to inform instructor evaluations

**Exam Format:** Demonstration of team problem solving of a given environmental situation

#### **ESPM 3000 Seminar on Current Issues for ESPM**

**A-F only, 1 credit(s), max credits 6, 6 completions allowed; prereq Jr;**

**Instructor:** Griffis,Timothy John

**Description:** Student may contact the instructor or department for information.

#### **ESPM 3011W Ethics in Natural Resources**

**3 credit(s); Meets CLE req of Writing Intensive;**

**Instructor:** Bleser,Claire Serieyssol

**Description:** Often, in our goal-oriented society, little time and thought is given to considering WHY we approach the natural world in the way we do. In this course, you will have the opportunity to explore the ?why?s? that motivate humans to action. What are the fundamental value differences that cause intractable resource conflicts? How can you help people find win-win solutions? The course is designed to explore natural resource issues in the context of environmental ethics.

**Style:** 30% Lecture, 10% Film/Video, 30% Discussion, 10% Small Group Activities, 5% Student Presentation, 5% Guest Speakers, 10% Service Learning.

#### **ESPM 3031 Applied Global Positioning Systems for Geographic Information Systems**

**A-F only, 3 credit(s); prereq Intro GIS course, [jr or sr];**

**Credit will not be granted if credit has been received for:**

**ESPM 5031;**

**Instructor:** Jenks,Andrew Carl

**Description:**

#### **ESPM 3111 Hydrology and Water Quality Field Methods**

**A-F only, 3 credit(s); prereq 4061 or EEB 4601 or GEO 4601 or FR 3114; Credit will not be granted if credit has been received for: ESPM 5111;**

**Instructor:** Magnier,Joe

**Description:** This course is about applied methods used by the industry to define hydrology and water quality. Most of the time we will be on a field trip to learn about flood forecasting, using water quality sondes, CR10's, auto-samplers, sampling monitoring wells, surveying stream channels and measuring streamflow. You will be required to think & write about system design. Plan on attending at least one weekend field trip in April.  
**Style:** 20% Lecture, 50% Field Trips, 30% Guest Speakers.  
**Grading:** 35% final exam, 20% reports/papers, 35% quizzes, 10% attendance.

**Exam Format:** Take-home, problem solving

#### **ESPM 3131 Environmental Physics**

**A-F only, 3 credit(s); prereq Phys 1101;**

**Instructor:** Mulla,D J

**Description:** Student may contact the instructor or department for information.

#### **ESPM 3202W Environmental Conflict Management, Leadership, and Planning**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: ESPM 5202; Meets CLE req of Writing Intensive;**

**Instructor:** Nelson,Kristen

**Description:**

#### **ESPM 3211 Survey, Measurement, and Modeling for Environmental Analysis**

**3 credit(s); prereq [MATH 1031 or MATH 1051], [3012 or FW 4001 or STAT 3011], computer competency; Credit will not be granted if credit has been received for: ESPM 5211;**

**Instructor:** Ek,Alan Ryan

**Description:** Introduction to survey, measurement, and modeling concepts/methods for study of natural resources and environmental issues. Emphasizes survey design for data collection, estimation, and analysis for issues encompassing land, water, air, vegetation, animal, soil, and human/social variables.

**Style:** 60% Lecture, 20% Discussion, 10% Small Group Activities, 5% Field Trips, 5% Guest Speakers.

**Grading:** 45% quizzes, 45% written homework, 10% class participation.

#### **ESPM 3221 Soil Conservation and Land-Use Management**

**3 credit(s); prereq SOIL 1125 or 2125 or instr consent ;**

**Instructor:** Wheeler,Daniel B

**Description:** Student may contact the instructor or department for information.

#### **ESPM 3241W Natural Resource and Environmental Policy**

**3 credit(s); Credit will not be granted if credit has been received for: ESPM 5241; Meets CLE req of Civic Life and Ethics; meets CLE req of Social Sciences; meets CLE req of Writing Intensive;**

**Instructor:** Becker,Dennis R

**Description:** This course examines the political and administrative processes at play in the use of natural resources and protection of the environment. The focus is on exposing students to the processes by which fundamental disagreements over how the conservation and management of natural resources are addressed by different stakeholders, private-sector interests, government agencies and institutions, communities, and non-profit organizations. The course develops student understanding of and appreciation for the fundamental concepts of natural resource policy, the policy process, and

social science methodologies used to assess policy choices. Relevant laws and institutions will be reviewed. Student will also be exposed to basic scientific tools and techniques for developing policy alternatives, evaluating existing natural resource policies, and methodologies for monitoring and adaptive management. Students will apply these concepts and scientific principles to a variety of contemporary issues through individual written assignments and team projects exploring aspects of problem definition, data collection, and the accretion of knowledge.

**Style:** 40% Lecture, 45% Discussion, 15% Small Group Activities. Group and individual problem solving activities

**Grading:** 15% mid exam, 25% final exam, 15% reports/papers, 25% special projects, 15% quizzes, 5% class participation.

**Exam Format:** Some multiple choice and true/false with justification; focus is on essay questions

#### **ESPM 3575 Wetlands Conservation**

**3 credit(s); Credit will not be granted if credit has been received for: ESPM 5575;**

**Instructor:** Landwehr, Tom John

**Description:**

**Style:** 75% Lecture, 5% Small Group Activities, 5% Student Presentation, 5% Field Trips, 10% Guest Speakers.

**Grading:** 15% mid exam, 30% final exam, 10% reports/papers, 20% special projects, 15% additional semester exams, 10% class participation.

#### **ESPM 3601 Our Home, Our Environment**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: HSG 3482;**

**Instructor:** Seavey, Robert Thomas

**Description:** Student may contact the instructor or department for information.

#### **ESPM 3602 Regulations and Corporate Environmental Management**

**A-F only, 3 credit(s); prereq APEC 1101 or ECON 1101 or 3261W; Credit will not be granted if credit has been received for: ESPM 5602;**

**Instructor:** STAFF

**Description:** Students will learn the basic principles and evolution of environmental regulatory development and implementation at U.S. national, state, and local levels as well as some introduction to international regulations. The course will emphasize the perspectives of the various stakeholders concerned with regulatory and non-regulatory responses to the perceived threats to environmental health. In particular, students will gain insight into the issues corporations need to deal with to achieve successful environmental management.

#### **ESPM 3605 Recycling: Extending Raw Materials**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: ESPM 5605; Meets CLE req of Technology and Society;**

**Instructor:** Barney, Brett M

**Description:** Student may contact the instructor or department for information.

#### **ESPM 4021W Problem Solving: Environmental Review**

**4 credit(s); prereq Jr or sr; Meets CLE req of Writing Intensive;**

**Instructor:** Nater, Ed  
**Description:** Class Room - Biological Sciences 64 ? a room designed for team teaching. Learn about the environmental review process; both at the national and state level - NEPA & MEPA Write actual environmental review documents. Learn the techniques used by consulting firms, local governments and state government that protect the environment when projects are proposed. The course is writing intensive and teams are used for many of the course projects. This course can prepare you for actual positions in the environmental review field.

#### **ESPM 4093 Directed Study**

**1-7 credit(s), max credits 20, 20 completions allowed; prereq instr consent ;**

**Instructor:** Nelson, Kristen

**Description:** Student may contact the instructor or department for information.

#### **ESPM 4093 Directed Study**

**1-7 credit(s), max credits 20, 20 completions allowed; prereq instr consent ;**

**Instructor:** Rosen, Carl Jay

**Description:** Student may contact the instructor or department for information.

#### **ESPM 4093 Directed Study**

**1-7 credit(s), max credits 20, 20 completions allowed; prereq instr consent ;**

**Instructor:** Nater, Ed

**Description:** Student may contact the instructor or department for information.

#### **ESPM 4093 Directed Study**

**1-7 credit(s), max credits 20, 20 completions allowed; prereq instr consent ;**

**Instructor:** Cooper, Terence H

**Description:** Student may contact the instructor or department for information.

#### **ESPM 4093 Directed Study**

**1-7 credit(s), max credits 20, 20 completions allowed; prereq instr consent ;**

**Instructor:** Bleser, Claire Serieyssl

**Description:** Student may contact the instructor or department for information.

#### **ESPM 4094 Directed Research**

**1-7 credit(s), max credits 7, 7 completions allowed; prereq instr consent ;**

**Instructor:** Rosen, Carl Jay

**Description:** Student may contact the instructor or department for information.

#### **ESPM 4096 Professional Experience Program: Internship**

**A-F only, 1 credit(s), max credits 6, 6 completions allowed; prereq CFANS undergrad, instr consent , completed internship contract;**

**Instructor:** Cooper, Terence H

**Description:** Go to your Gold Pass account- left side to locate link to ESPM Internship form. Fill out form online and permission number will be sent to you.

#### **ESPM 4200H Honors Seminar**

**A-F only, 1 credit(s); prereq ENR upper div honors, instr consent ;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

#### **ESPM 4256 Natural Resource Law and the Management of Public Lands and Waters**

**A-F only, 3 credit(s); prereq 3241 or instr consent ; Credit will not be granted if credit has been received for: ESPM 5256;**

**Instructor:** Enzler, Sherry Anne

**Description:**

#### **ESPM 4607 Industrial Biotechnology and the Environment**

**A-F only, 3 credit(s); prereq BIOL 1009, CHEM 1021; Credit will not be granted if credit has been received for: ESPM 5607;**

**Instructor:** Sarkanen, Simo

**Description:** This course introduces non-science/engineering students to vital topics in biotechnology and biofuels: Energy from cellular metabolism; Photosynthesis and microbial hydrogen production; Gene cloning and protein production from cloned genes; Lignocellulose in plant cell walls; Transgenic plants for biofuels production

**Style:** 80% Lecture, 20% Discussion.

**Grading:** 70% quizzes, 30% class participation.

**Exam Format:** Seven biweekly quizzes with the questions in each selected from sets handed out one week in advance.

**ESPM 4609 Air Pollution Impacts, Management, and Ethical Challenges**

**A-F only, 3 credit(s); prereq [BIOL 1001 or BIOL 1009], [CHEM 1011 or CHEM 1015 or CHEM 1021], CHEM 1017; Credit will not be granted if credit has been received for: ESPM 5609; Meets CLE req of Civic Life and Ethics;**

**Instructor:** Janni, Kevin A

**Description:** Student may contact the instructor or department for information.

**ESPM 4801H Honors Research**

**A-F only, 2 credit(s); prereq ENR upper div honors, instr consent;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**ESPM 4802H Honors Research**

**A-F only, 2 credit(s); prereq ENR upper div honors, instr consent;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**ESPM 4811 Environmental Interpretation**

**A-F only, 3 credit(s); prereq Jr or sr or grad student; Credit will not be granted if credit has been received for: ESPM 5811;**

**Instructor:** Carlson, Stephan Paul

**Description:**

**ESPM 5019 Business, Natural Environment, and Global Economy**

**A-F only, 2 credit(s); Credit will not be granted if credit has been received for: MGMT 5019;**

**Instructor:** Marcus, Alfred A

**Description:** Student may contact the instructor or department for information.

**ESPM 5031 Applied Global Positioning Systems for Geographic Information Systems**

**A-F only, 3 credit(s); prereq Grad student or instr consent credit will not be granted if credit received for: Biol 5501; Credit will not be granted if credit has been received for: ESPM 3031;**

**Instructor:** Jenks, Andrew Carl

**Description:** Student may contact the instructor or department for information.

**ESPM 5111 Hydrology and Water Quality Field Methods**

**A-F only, 3 credit(s); prereq Grad student or instr consent ; Credit will not be granted if credit has been received for:**

**ESPM 3111;**

**Instructor:** Magner, Joe

**Description:** This course is about applied methods used by the industry to define hydrology and water quality. Most of the time we will be on a field trip to learn about flood forecasting, using water quality sondes, CR10's, auto-samplers, sampling monitoring wells, surveying stream channels and measuring streamflow. You will be required to think & write about system design. Plan on attending at least one weekend field trip in April.

**Style:** 70% Field Trips, 30% Guest Speakers.

**Grading:** 40% mid exam, 40% final exam, 20% reports/papers.

**Exam Format:** Take-home, problem solving

**ESPM 5202 Environmental Conflict Management, Leadership, and Planning**

**A-F only, 3 credit(s); prereq Grad or instr consent; Credit will not be granted if credit has been received for: ESPM 3202W;**

**Instructor:** Nelson, Kristen

**Description:**

**ESPM 5211 Survey, Measurement, and Modeling for Environmental Analysis**

**3 credit(s); prereq Grad student or instr consent; Credit will not be granted if credit has been received for: ESPM 3211;**

**Instructor:** Ek, Alan Ryan

**Description:**

**ESPM 5241 Natural Resource and Environmental Policy**

**3 credit(s); prereq Grad student or instr consent ; Credit will not be granted if credit has been received for: ESPM 3241W;**

**Instructor:** Becker, Dennis R

**Description:** This course examines the political and administrative processes at play in the use of natural resources and protection of the environment. The focus is on exposing students to the processes by which fundamental disagreements over how the conservation and management of natural resources are addressed by different stakeholders, private-sector interests, government agencies and institutions, communities, and non-profit organizations. The course develops student understanding of and appreciation for the fundamental concepts of natural resource policy, the policy process, and social science methodologies used to assess policy choices. Relevant laws and institutions will be reviewed. Student will also be exposed to basic scientific tools and techniques for developing policy alternatives, evaluating existing natural resource policies, and methodologies for monitoring and adaptive management. Students will apply these concepts and scientific principles to a variety of contemporary issues through individual written assignments and team projects exploring aspects of problem definition, data collection, and the accretion of knowledge.

**Style:** 40% Lecture, 45% Discussion, 15% Small Group Activities. Group and individual problem solving activities

**Grading:** 15% mid exam, 25% final exam, 15% reports/papers, 25% special projects, 15% quizzes, 5% class participation.

**Exam Format:** Some multiple choice and true/false with justification; focus is on essay questions

**ESPM 5256 Natural Resource Law and the Management of Public Lands and Waters**

**A-F only, 3 credit(s); prereq 3241, [sr or grad student]; Credit will not be granted if credit has been received for: ESPM 4256;**

**Instructor:** Enzler, Sherry Anne

**Description:**

**ESPM 5601 Principles of Waste Management**

**A-F only, 3 credit(s); prereq 1125 or 2125, Biol 1002/1009 or Chem 1021, Stat 3011, ApEc 1101 or instr consent ;**

**Instructor:** Halbach, Thomas R.

**Description:** Student may contact the instructor or department for information.

**ESPM 5602 Regulations and Corporate Environmental Management**

**A-F only, 3 credit(s); prereq APEC 1101 or ECON 1101;**

**Credit will not be granted if credit has been received for:**

**ESPM 3602;**

**Instructor:** STAFF

**Description:** Students will learn the basic principles and evolution of environmental regulatory development and implementation at U.S. national, state, and local levels as well as some introduction to international regulations. The course will emphasize the perspectives of the various stakeholders concerned with regulatory and non-regulatory responses to the perceived threats to environmental health. In particular, students will gain insight into the issues corporations need to deal with to achieve successful environmental management.

**ESPM 5605 Recycling: Extending Raw Materials Supplies**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: ESPM 3605;**

**Instructor:** Barney, Brett M

**Description:** Student may contact the instructor or department for information.

**ESPM 5607 Industrial Biotechnology and the Environment**

**A-F only, 3 credit(s); prereq BIOL 1009, CHEM 1021, grad student; Credit will not be granted if credit has been received for: ESPM 4607;**

**Instructor:** Sarkanen,Simo

**Description:** This course introduces non-science/engineering students to vital topics in biotechnology and biofuels: Energy from cellular metabolism; Photosynthesis and microbial hydrogen production; Gene cloning and protein production from cloned genes; Lignocellulose in plant cell walls; Transgenic plants for biofuels production

**Style:** 80% Lecture, 20% Discussion.

**Grading:** 70% quizzes, 30% class participation.

**Exam Format:** Seven biweekly quizzes with the questions in each selected from sets handed out one week in advance.

**ESPM 5609 Air Pollution Impacts, Management, and Ethical Challenges**

**A-F only, 3 credit(s); prereq [CHEM 1021 or CHEM 1015], [BIOL 1001 or BIOL 1009 or CHEM 1017]; Credit will not be granted if credit has been received for: ESPM 4609;**

**Instructor:** Janni, Kevin A

**Description:** Student may contact the instructor or department for information.

**ESPM 5811 Environmental Interpretation**

**A-F only, 3 credit(s); prereq Grad student or instr consent; Credit will not be granted if credit has been received for:**

**ESPM 4811;**

**Instructor:** Carlson,Stephan Paul

**Description:**

## Experimental and Clinical Pharmacology

7-159 WDH

**ECP 5220 Regulatory Issues in Drug Research**

**1 credit(s); prereq ECP grad student or Pharm.D. professional student or instr consent ;**

**Instructor:** Birnbaum PhD,Angela K

**Description:** Student may contact the instructor or department for information.

**ECP 5620 Drug Metabolism and Disposition**

**A-F only, 3 credit(s); prereq Grad student or instr consent;**

**Instructor:** Johnson PhD,L'Aurelle Anna Lee

**Description:** Student may contact the instructor or department for information.

**ECP 8100 Seminar**

**1 credit(s), max credits 8, 8 completions allowed; prereq SACP grad major in ECP track or instr consent;**

**Instructor:** Johnson PhD,L'Aurelle Anna Lee

**Description:** Student may contact the instructor or department for information.

**ECP 8220 Experimental and Clinical Pharmacology**

**3 credit(s); prereq SACP grad major (ECP track) or instr consent;**

**Instructor:** Birnbaum PhD,Angela K

**Description:** Student may contact the instructor or department for information.

**ECP 8420 Clinical Trial Simulation**

**2 credit(s); prereq SACP grad major in ECP track or instr consent;**

**Instructor:** Birnbaum PhD,Angela K

**Description:** Student may contact the instructor or department for information.

**ECP 8430 Advances in Pharmacometrics Modeling and Simulation**

**S-N only, 1 credit(s), max credits 6, 6 completions allowed; prereq Grad student in ECP or PHM or instr consent ;**

**Instructor:** Brundage,Richard

**Description:** Student may contact the instructor or department for information.

**ECP 8900 Advanced Topics in Experimental and Clinical Pharmacology**

**1-4 credit(s), max credits 8, 4 completions allowed; prereq SACP grad major in ECP track or instr consent;**

**Instructor:** Brundage,Richard

**Description:** Student may contact the instructor or department for information.

**ECP 8900 Advanced Topics in Experimental and Clinical Pharmacology**

**1-4 credit(s), max credits 8, 4 completions allowed; prereq SACP grad major in ECP track or instr consent;**

**Instructor:** Marino,Susan Ellis

**Description:** Student may contact the instructor or department for information.

**ECP 8900 Advanced Topics in Experimental and Clinical Pharmacology**

**1-4 credit(s), max credits 8, 4 completions allowed; prereq SACP grad major in ECP track or instr consent;**

**Instructor:** Marino,Susan Ellis

**Description:** Student may contact the instructor or department for information.

**ECP 8992 Directed Readings in Experimental and Clinical Pharmacology**

**1-2 credit(s), max credits 4, 4 completions allowed;**

**Instructor:** Peterson,Marnie Lorraine

**Description:** Student may contact the instructor or department for information.

**ECP 8993 Directed Study in Experimental and Clinical Pharmacology**

**1-4 credit(s), max credits 4;**

**Instructor:** Brundage,Richard

**Description:** Student may contact the instructor or department for information.

**ECP 8993 Directed Study in Experimental and Clinical Pharmacology**

**1-4 credit(s), max credits 4;**

**Instructor:** Marino,Susan Ellis

**Description:** Student may contact the instructor or department for information.

**ECP 8993 Directed Study in Experimental and Clinical Pharmacology**

**1-4 credit(s), max credits 4;**

**Instructor:** Jacobson,Pamala Ann

**Description:** Student may contact the instructor or department for information.

**ECP 8993 Directed Study in Experimental and Clinical Pharmacology**

**1-4 credit(s), max credits 4;**

**Instructor:** Noreddin PhD,Ayman M

**Description:** Student may contact the instructor or department for information.

## Family Social Science

290 McNeal Hall

**FSOS 1101 Intimate Relationships**

**4 credit(s); Meets CLE req of Social Sciences;**

**Instructor:** Mendenhall PhD,Tai Justin

**Description:** Intimate Relationships is a course that focuses on

the interpersonal dynamics of couples, and on the dynamics of couples in-context. We will explore how intimate relationships evolve and develop and how they succeed or fail. We will talk about a variety of important relationship topics and skills, including dating, hooking-up, cohabitation, marriage, sexual orientation, gender roles & power, communication & conflict resolution, relationship problems (e.g., abuse, infidelity, divorce), and couple enrichment/couples therapy. The course's principal goal is to provide an overview of these and related topics, and to help you gain a deeper appreciation and awareness of their importance.

**Style:** 50% Lecture, 10% Film/Video, 20% Discussion, 20% Small Group Activities.

**Grading:** 33% final exam, 33% reports/papers, 33% quizzes.

**Exam Format:** Multiple Choice + Essay

**FSOS 1201 Human Development in Families: Lifespan**  
**4 credit(s); Meets CLE req of Diversity and Soc Justice US;**  
**meets CLE req of Social Sciences;**

**Instructor:** Gewirtz, Abigail

**Description:** This course provides a survey of human development in a family context while emphasizing the role of diversity in shaping family environments. Using life course theory and human development theories, the course addresses the interlocking paths of individual and family development, beginning with birth and continuing through the life cycle. It addresses the basic processes involved in physical, cognitive, language, social, and personality development and how they are interrelated. It interweaves the ways in which historical, social, and cultural factors, including ethnicity, gender, class and sexual orientation, influence family context, which in turn, influences individual development. The course is strongly grounded in theory and research, but also explores how theory and research findings are applied to everyday lives. Class lectures and discussions will not simply repeat the material in the textbook or readings. We will use class time to go beyond the readings, focusing on specific issues about families and development and exploring points of current interest and controversy. We will also examine social science data on current issues in development to understand how theories are applied in developmental research. Students will work individually and in small groups to evaluate findings in developmental research, and to apply a developmental lifespan perspective to major issues in today's society. This course is designed for undergraduates who seek a broad introduction to human development in family contexts across the entire lifespan. It is especially relevant for students interested in human services career paths. This course fulfills liberal education requirements for the Social Science core and the Diversity and Social Justice theme.

**Style:** 40% Lecture, 15% Film/Video, 20% Discussion, 15% Small Group Activities, 5% Student Presentation, 5% Guest Speakers.

**Grading:** 68% mid exam, 25% reports/papers, 7% class participation.

**FSOS 1301 Cash or Credit: You Need to Know**  
**A-F only, 1 credit(s); prereq Fr or soph or PSEO;**

**Instructor:** Zuiker, Virginia Solis

**Description:** College students are referred to as "America's newest class of debtors" by the media. They are targeted for easy-to-get credit cards and also may have large student loans. FSOS 1301 is a course that provides PSEO students, freshmen and sophomore students with factual information about basic money management skills. The great thing about this class is that the topics covered in class can be applied to every day life, even the life that exists outside of college. This is an on-line, interactive learning based class. Class URL: <http://www.collegelife.umn.edu/fsos.html>

**Style:** 100% Web Based. Distance Learning, web-based

**Grading:** 40% reports/papers, 60% quizzes.

**Exam Format:** Multiple choice

**FSOS 2101 Preparation for Working With Families**

**A-F only, 2 credit(s);**

**Instructor:** Goodman, William Joseph

**Description:** This course is designed to be a systematic

preparation for upper division education, research and field internships, and career possibilities in Family Social Science. Central to the focus of this course is also the advancement of students' thinking power by utilizing five levels of thinking outlined by Bloom, 1956. These five levels: knowledge, comprehension, application, analysis, evaluation, and synthesis are used in responding to the course text, "Becoming a Helper" by Marianne and Gerald Corey (2007) 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.

**Style:** 20% Lecture, 40% Discussion, 20% Laboratory.

**Grading:** PLEASE NOTE that this course uses Contract Grading

**FSOS 2103 Family Policy**

**3 credit(s);**

**Instructor:** Magistad, Beth Maddock

**Description:** This course will explore the reciprocal linkages between family functioning and public/private policies at the local, state, and federal levels. The course will focus on theoretical frameworks for conceptualizing family policy and roles professionals can play in building and implementing family policy. Students will explore how families contribute to social problems, how families are affected by these problems, and whether families should be involved in policy solutions. Students will assess the consequences policies may have for family well-being with special attention to selected family policy issues. Course Philosophy: My intent is to engage students in the topic of family policy and to enable family policy to come alive and be seen as real and relevant to the personal and professional lives of the students. I do not intend to have the students complete the class espousing my political views, but rather to explore more fully a range of political perspectives in an attempt to determine their own views on current family issues. Students are evaluated on their ability to articulate a particular view, identify its theoretical underpinnings, support it with empirical findings, and refute alternative views.

**Style:** 35% Lecture, 5% Film/Video, 20% Discussion, 20% Small Group Activities, 10% Student Presentation, 10% Guest Speakers.

**Grading:** 26% reports/papers, 30% special projects, 13% quizzes, 16% written homework, 10% class participation.

**FSOS 2105 Methods in Family Research**

**3 credit(s); prereq PSTL 1004 or STAT 1001 or OMS 2550 or ESPY 3264 or STAT 3011 or PSY 4801 or instr consent ;**

**Credit will not be granted if credit has been received for:**

**FSOS 4105;**

**Instructor:** Rueter, Martha A

**Description:** This course is designed to give you the opportunity to develop the skills you need to be an intelligent consumer of scientifically based information about families. Topics covered include how to access current research on families, the scientific process and components of a well-executed family study, and social, ethical, and contextual factors that make studying families both exciting and challenging.

**Style:** 35% Lecture, 20% Discussion, 20% Small Group Activities, 25% Guest Speakers.

**Grading:** 30% mid exam, 30% final exam, 40% written homework.

**FSOS 2191 Independent Study in Family Social Science**

**1-4 credit(s), max credits 12, 12 completions allowed; prereq Soph, instr consent ;**

**Instructor:** STAFF

**Description:** The independent study course is for field, library, and laboratory research in family social science. The topics, course content, and readings for the course are developed under

the guidance of the supervising faculty member. Prior registration approval is necessary.

### FSOS 3101 Personal and Family Finances

**3 credit(s); prereq At least soph or instr consent ; Instructor:** Powell, Sharon Elizabeth

**Description:** The importance of financial management is recognized for its major impact on quality of life for individuals and families. This course focuses on personal and family finances, not corporate or government finances. College students' unique financial challenges and their related decisions will be considered as they impact credit ratings and debt accumulation, two areas in which less than optimal decision-making often results in long-term financial stress.

**Style:** 25% Lecture, 10% Film/Video, 20% Discussion, 25% Small Group Activities, 10% Student Presentation, 10% Guest Speakers.

**Grading:** 15% mid exam, 10% final exam, 15% reports/papers, 15% special projects, 20% reflection paper, 15% in-class presentation, 10% class participation.

### FSOS 3101 Personal and Family Finances

**3 credit(s); prereq At least soph or instr consent ;**

**Instructor:** Katras, Mary Jo Bartl

**Description:** This is a three-credit core course in the Family Social Science bachelor's major. It is required for the major and is also appropriate for those who are interested in gaining practical knowledge of personal finance. This course focuses on personal and family finances, not corporate or government finances. It will address financial pitfalls such as too much debt and investing scams. However, the focus is on financial strategies and tools, economic security, and ways to build assets.

**Style:** 100% Web Based.

**Grading:** 25% final exam, 15% quizzes. Weekly on-line discussion--15% Case Applications--15% Personal Financial Planner--30%

**Exam Format:** Multiple Choice

### FSOS 3102 Family Systems and Diversity

**3 credit(s); prereq At least soph or instr consent ; Credit will not be granted if credit has been received for: FSOS 5101; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences;**

**Instructor:** Hemesath, Karla

**Description:**

### FSOS 3104 Global and Diverse Families

**3 credit(s); prereq at least Soph or instr consent ; Credit will not be granted if credit has been received for: FSOS 4102; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences;**

**Instructor:** Xiong PhD, Zha Blong

**Description:** This course focuses on family dynamics of various racial/ethnic populations across the world, including the United States, in the contexts of global economic, political and socio-cultural processes. The course introduces students to a variety of theoretical frameworks (i.e., cultural variant vs. cultural deviant, family ecological) to question, examine, and understand the interdependence of family, kin, racial, cultural, class, communal, educational, social, religious, political and economic systems within and across countries. In addition, it also helps students to recognize personal, social, cultural, mass media, and other barriers to understand and work with global and diverse families. Course Objectives/Goals: a. To know the basics for understanding the family life of people in various cultures and various racial/ethnic groups as they might understand it themselves. b. To recognize personal, social, cultural, mass media, and other barriers to understanding the family life of people in various cultural, racial and ethnic groups. c. To recognize key ways family and kin are important to people in various cultural, racial and ethnic and class groups. d. To understand key dynamics and effects on families of various ?isms? (racism, sexism, ethnocentrism, ageism, heterosexism), privilege, discrimination, obliviousness and ignorance. e. To understand key effects of families around the world of

governmental policies of the U.S. and of other international governments. f. To understand important elements and consequences of personal and institutionalized racism.

**Style:** 50% Lecture, 15% Film/Video, 10% Discussion, 15% Small Group Activities, 5% Student Presentation, 5% Guest Speakers.

**Grading:** 14% mid exam, 14% final exam, 21% reports/papers, 7% quizzes, 28% additional semester exams, 6% attendance, 10% reflection paper. Extra credit assignments worth up to 20 points will be assigned to students to complete throughout the semester.

**Exam Format:** All exams include multiple choice and true/false items only.

### FSOS 3104 Global and Diverse Families

**3 credit(s); prereq at least Soph or instr consent ; Credit will not be granted if credit has been received for: FSOS 4102; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences;**

**Instructor:** Rosenblatt, Paul C

**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; population policy; and economic, monetary, and trade policy.

**Style:** 42% Lecture, 25% Film/Video, 33% Discussion.

**Grading:** 44% final exam, 11% reports/papers, 44% quizzes.

**Exam Format:** choice between (a) all short essays versus (b) mostly multiple choice questions with one or a small number of short essays

### FSOS 3191 Independent Study in Family Social Science

**1-5 credit(s), max credits 12, 12 completions allowed; prereq Jr, instr consent ;**

**Instructor:** STAFF

**Description:** The independent study course is for field, library, and laboratory research in family social science. The topics, course content, and readings for the course are developed under the guidance of the supervising faculty member. Prior registration approval is necessary.

### FSOS 3426 Alcohol and Drugs: Families and Culture

**3 credit(s); Credit will not be granted if credit has been received for: FSOS 5426;**

**Instructor:** Jankord, John Lamont

**Description:** This survey course provides an introduction to the psychology and sociology of psychoactive drug use, abuse, and addiction, in contemporary American society. While this is not a skill development or clinical course, the relationships between individual, family, and socio-cultural dimensions of drug using behavior will be explored. The bio-psycho-socio-spiritual model is used to conceptualize addiction. Special attention is given to variables of ethnicity, gender, sexuality, and social class. Lectures, readings, large and small group discussions, student presentations, and individual research and writing projects are used to advance student knowledge and understanding.

**Style:** 23% Lecture, 15% Film/Video, 22% Discussion, 15% Small Group Activities, 15% Student Presentation, 10% Guest Speakers.

**Grading:** 14% mid exam, 14% final exam, 14% reports/papers, 6% special projects, 8% attendance, 14% journal, 14% reflection paper, 7% in-class presentation, 9% class participation.

### FSOS 3429 Counseling Skills Practicum I

**3 credit(s); Credit will not be granted if credit has been received for: FSOS 5429;**

**Instructor:** Meyer, Cynthia Jo

**Description:** This course is designed to provide students the

listening skills necessary to establish a helping relationship and to promote the personal growth and development of people they will see in their future work. It helps students develop skills that are critical in helping other people, including individuals, couples and families. Through class lecture, practice, written exercises, and discussion, this course focuses both on self-awareness about one's desire to help others as well as developing basic skills in helping others.

**Style:** 50% Lecture, 20% Discussion, skills practice

**Grading:** 30% final exam, 25% reports/papers, 10% special projects, 15% class participation, 20% other evaluation. Homework assignments

**Exam Format:** multiple choice and short essay

#### **FSOS 4101 Sexuality and Gender in Families and Close Relationships**

**3 credit(s); prereq At least jr or instr consent ;**

**Instructor:** Meyer, Cynthia Jo

**Description:** Sexuality and Gender in Families and Close Relationships provides students an opportunity to learn about current research in the field of sexuality, develop comfort applying this information in professional settings, utilize and develop critical thinking skills to examine evidence and biases in the field of sexual science, and to clarify and confirm sexual values as well as understand the impact these values have on one's personal and professional relationships. A variety of topics will be covered including family communication and sexuality education, body image, gender development and development of gender roles, sexuality research, developing healthy sexuality in children, adolescent sexuality, attraction and intimacy, mate selection and other sexuality related topics of importance to relationships and families

**Style:** 60% Lecture, 30% Discussion, small group presentations and film

**Grading:** 30% mid exam, 30% final exam, 20% reports/papers, 10% special projects, 10% class participation.

**Exam Format:** multiple choice

#### **FSOS 4104W Family Psychology**

**3 credit(s); prereq At least jr or instr consent; Meets CLE req of Writing Intensive;**

**Instructor:** Von Korff, Lynn

**Description:**

#### **FSOS 4104W Family Psychology**

**3 credit(s); prereq At least jr or instr consent; Meets CLE req of Writing Intensive;**

**Instructor:** Wieling, Elizabeth

**Description:** Family Psychology deals with processes that take place in families of origin, families of choice, and other close relationships within diverse social contexts. The emphasis is on evaluating current research on family dynamics within and across generations. It is an advanced undergraduate course that graduate students may take with permission. It is assumed that students will already be familiar with basic social science research. Students not familiar with this prerequisite material should not enroll and should consider taking a more basic course such as FSOS 3102. "Family psychology represents a significant conceptual leap in the field of psychology. Traditionally, psychologists have focused on the individual as the unit of study. Family psychologists focus on the individual in the context of intimate others. They see the individual within a social system which means their thinking and interventions are relational and contextual in nature. In this respect the family psychologist is a system thinker. The individual system (the individual), the interactional system (the couple), and the intergenerational system (family-of-origin) are all related and exert reciprocal influences on each other. Viewing the individual within the interlocking nature of these systems results in a more holistic, comprehensive, and multi-determined theory of human functioning." (p. 10) Weeks, G.R., & Nixon, G.F. (1991). Family psychology: The specialty statement of an evolving field. The Family Psychologist, 7(4), 9-18.

**Style:** 60% Lecture, 20% Discussion, role play

**Grading:** 90% mid exam, 10% class participation.

#### **FSOS 4152 Gay, Lesbian, and Bisexual People in Families**

**3 credit(s); prereq At least jr or instr consent;**

**Instructor:** Craft, Shonda Marie

**Description:** This course is the outgrowth of the students, staff, and faculty of the Department of Family Social Science responding to the paucity of understanding of homosexuals and bisexuals in the context of families. The course's intention is to broaden perspectives and weave them into an inclusive fabric of enriched learning. Human Ecology Theory guides the examination of gay, lesbian, and bisexual people in families and their unique contribution to the understanding of diversity among families. Current research, theory, and opportunities for self-reflection will be pathways to learn more about the diverse experiences of those who participate in families with GLB members. Course topics will include: definitions of "family," mythologies, coming-out, identity, homophobia and heterosexism, gender, family of origin, social networks, intimacy, children, parenting, aging, and ethnicity. We will also focus on the current debate dealing with "gay marriage," the definitions of marriage, and critically examine the implications of providing marriage rights to gays and lesbians on GLB families and society as a whole. Methodological issues in research and clinical issues for serving GLB families will also be addressed.

**Style:** 40% Lecture, 20% Film/Video, 30% Discussion, 5% Small Group Activities, 5% Guest Speakers.

**Grading:** 38% reports/papers, 4% attendance, 31% reflection paper, 15% in-class presentation, 12% class participation. Up to 10 points in extra credit is available to students who attend a community event related to GLB family issues.

#### **FSOS 4154W Families and Aging**

**3 credit(s); prereq At least jr or instr consent; Meets CLE req of Writing Intensive;**

**Instructor:** Lässig, Sara Lynn

**Description:** Aging families from diverse socio-economic and cultural groups are examined as complex multi-generational systems interacting within ever-changing social structures. Changing demographics and social/cultural forces have created a unique period where family life includes more elders than ever before. This course provides an overview of aging in our society as it relates to the family system. The emphasis will be on the family as a complex system containing multiple generations. There is a special emphasis on the critical application of family theories to major internal and external issues confronting families with elders in this stage of the life course. Intergenerational family dynamics, late life developmental transitions, relationships and caregiving for frail elders will be investigated. Death, dying, and end-of-life issues will also be examined. Ethnicity, class, and gender are aspects that will be examined from the context of issues that confront families with elders. Students will be using two texts, including the popular seller "Another Country: Navigating the Emotional Terrain of our Elders," by Mary Pipher. Class discussion is encouraged and the classroom learning environment is built on mutual learning and teaching by both students and instructor. Guest speakers will also be a part of this course. This course is designed to expand students understanding of intergenerational aging and family issues. Students will have the opportunity to interview an older adult and explore several of the concepts discussed during the course. Course Objectives: By the end of the course, students will be able to: 1. Summarize demographic trends regarding aging families within US and worldwide and describe the issues this presents world society 2. Identify issues and themes which confront researchers, practitioners and policy makers who work with older families today 3. Critique gerontological and family systems theories as they apply to various elders, their marriages and families, taking into account diverse cultures and contexts 4. Apply conceptual frameworks of symbolic interaction, developmental, systems and human ecology to understand individual, family and community responses to late life issues 5. Apply these conceptual frameworks in constructing either an individual life course narrative or programmatic proposal to address an important issue facing late life families.

**Style:** 50% Lecture, 5% Film/Video, 25% Discussion, 10% Small Group Activities, 10% Guest Speakers.

**Grading:** 40% reports/papers, 40% quizzes, 5% attendance, 5%



class participation, 10% other evaluation. Webvista discussion is used for this course and accounts for part of the participation grade

**Exam Format:** 5 quizzes, with the 4 counting and the lowest score being dropped. Make up quizzes will not be given, but rather that quiz will count as the dropped quiz.

#### **FSOS 4155 Parent-Child Relationships**

**A-F only, 3 credit(s); prereq At least jr or instr consent; Instructor:** Magistad, Beth Maddock

**Description:** This course will cover history, theories, research, and contemporary practices of parent-child relationships in diverse families across the life span. Students will apply theories studied in class to parent-child observations. The course helps to prepare students for professional work in education, social work and other human service occupations as well as to examine parenting from a personal perspective.

**Style:** 65% Lecture, 10% Film/Video, 10% Discussion, 10% Small Group Activities, 5% Student Presentation.

**Grading:** 13% mid exam, 13% final exam, 15% reports/papers, 15% special projects, 8% written homework, 26% additional semester exams, 2% in-class presentation, 7% class participation.

**Exam Format:** Multiple choice

#### **FSOS 4156 Legal-Economic Controversies in Families**

**3 credit(s); prereq 3101 or instr consent;**

**Instructor:** Powell, Sharon Elizabeth

**Description:**

#### **FSOS 4160H Honors Capstone Project**

**A-F only, 2 credit(s), max credits 4; prereq FSos honors;**

**Instructor:** STAFF

**Description:** Individualizes the honors experience by connecting aspects of major program with special academic interests.

#### **FSOS 4191 Independent Study in Family Social Science**

**1-4 credit(s), max credits 12, 12 completions allowed; prereq Sr, instr consent ;**

**Instructor:** STAFF

**Description:** The independent study course is for field, library, and laboratory research in family social science. The topics, course content, and readings for the course are developed under the guidance of the supervising faculty member. Prior registration approval is necessary.

#### **FSOS 4294 Research Internship**

**1-4 credit(s), max credits 4, 1 completion allowed; prereq [FSOS major, at least jr] or instr consent;**

**Instructor:** STAFF

**Description:** Students work on research projects with Family Social Science faculty that may include research planning, proposal writing, literature review, data collection, data coding and/or cleaning, data analysis and research reporting.

#### **FSOS 4296 Field Study: Working With Families**

**S-N only, 1-12 credit(s), max credits 12, 4 completions allowed; prereq [2101, at least jr] or instr consent;**

**Instructor:** Goodman, William Joseph

**Description:** This course consists of 180 hours of directed paraprofessional work experience related to the student's applied interest. While the unit of focus is on families throughout this course, student involvement in agencies may range from working with the Minnesota State Legislature (Family Policy) to Family Financial Counseling (Family Economics) to Nursing Homes (Family Health Care). A multitude of Minnesota State, National, and International social service agencies are utilized in providing students with an experience that best advances their thinking and working. This course is further designed to integrate the whole of a student's undergraduate work by requiring students to complete a professional portfolio suitable for use during job interviews upon graduation. To review course requirements, goals and objectives, and additional information about this course, students are encouraged to view the syllabus on the WEB. This course is for Family Social Science undergraduate majors only.

**Style:** 100% Discussion.

**Grading:** 5% in-class presentation, 5% laboratory evaluation, 90% other evaluation. community service

#### **FSOS 5014 Quantitative Family Research Methods I**

**3 credit(s); prereq Grad student or instr consent ;**

**Instructor:** Von Korff, Lynn

**Description:** Family research methods, issues associated with multiple levels of analysis. Conducting family-focused data analyses using basic/intermediate methods (through ANOVA and multiple regression), including power analysis. By the end of the semester, students will... \*understand the special issues associated with family and relationship research, such as lack of independence of observations and multiple levels of analysis \*evaluate a variety of quantitative family research articles published in journals such as the Journal of Marriage and Family, with an emphasis on understanding methods and results sections \*formulate family related research questions in order to work with an existing quantitative data set \*use SPSS successfully in data analysis (through FSos 5015 1 credit SPSS lab) \*conduct family-focused data analyses, using basic and intermediate methods (through ANOVA and multiple regression), including power analysis \*prepare written reports, following APA style \*deepen understanding of the ethical issues involved in family research, including functions of IRB and HIPAA \*understand the strengths, limitations, and appropriateness of alternative methods: direct observation, interviewing, self-report questionnaires, rating scales (M) \*develop the skills that will lead directly to the production of a successful masters thesis, critical review paper, and/or special project

**Style:** 25% Lecture, 25% Discussion, 25% Small Group Activities, 10% Demonstration, 10% Guest Speakers, 5% Web Based.

**Grading:** 50% reports/papers, 25% special projects, 15% written homework, 10% class participation.

#### **FSOS 5015 Family Research Laboratory**

**S-N only, 1 credit(s); prereq Grad student or instr consent ;**

**Instructor:** Schulz, Cathy L

**Description:** This course is designed to prepare students to conduct and document quantitative research using SPSS. Students will learn SPSS syntax through hands-on instruction completing a series of self-paced SPSS exercises. The sessions include individual and group instruction. Objectives of this course are to (1) develop sound quantitative research practices, such as preparing data for analyses, documenting the research process, and managing SPSS computer files, (2) learn methods of generating SPSS syntax, (3) demonstrate the ability to read, interpret, and describe statistical procedures that address specific research questions, and (4) improve analytical research skills.

**Style:** 15% Discussion, 85% Laboratory.

**Grading:** 10% attendance, 10% class participation, 55% laboratory evaluation, 25% problem solving.

#### **FSOS 5150 Special Topics in Family Social Science: Citizen Professional Work w/Families & Communities**

**3 credit(s), max credits 24, 6 completions allowed; prereq instr consent ;**

**Instructor:** Doherty, William J

**Description:** Theoretical frameworks and philosophy underlying the role of parent educator as a citizen professional will be covered. Students will practice skills to develop parents' capacity for citizen deliberation and action on public issues related to family well-being. Parent educators will learn to integrate citizen engagement into their practice.

**Style:** 20% Lecture, 5% Film/Video, 30% Discussion, 25% Small Group Activities, 10% Student Presentation, 10% Guest Speakers. Students will practice facilitating small groups in class using skills covered in readings and discussion..

**Grading:** 30% reports/papers, 30% reflection paper, 25% in-class presentation, 15% class participation.

#### **FSOS 5193 Directed Study in Family Social Science**

**1-6 credit(s), max credits 6, 1 completion allowed; prereq FSos or grad student in related field;**

**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 5426 Alcohol and Drugs: Families and Culture**  
**3 credit(s); Credit will not be granted if credit has been received for: FSOS 3426;**

**Instructor:** Jankord,John Lamont

**Description:** This survey course provides an introduction to the psychology and sociology of psychoactive drug use, abuse, and addiction, in contemporary American society. While this is not a skill development or clinical course, the relationships between individual, family, and socio-cultural dimensions of drug using behavior will be explored. The bio-psycho-socio-spiritual model is used to conceptualize addiction. Special attention is given to variables of ethnicity, gender, sexuality, and social class. Lectures, readings, large and small group discussions, student presentations, and individual research and writing projects are used to advance student knowledge and understanding.

**Style:** 23% Lecture, 15% Film/Video, 22% Discussion, 15% Small Group Activities, 15% Student Presentation, 10% Guest Speakers.

**Grading:** 14% mid exam, 14% final exam, 14% reports/papers, 6% special projects, 8% attendance, 14% journal, 14% reflection paper, 7% in-class presentation, 9% class participation.

**FSOS 8003 Current Issues in Family Science**  
**3 credit(s);**

**Instructor:** Solheim,Catherine Ann

**Description:** Course Objectives 1. To explain the major research findings in a number of prominent areas of family science. 2. To identify what is known with confidence about these areas of research, which findings are more tentative, and where the major gaps lie in the research. 3. To identify current theoretical and methodological issues in contemporary family science. 4. To analyze the strengths and weaknesses in the ways in which family science issues are currently being examined. 5. To identify the contributions of multiple disciplines to family science research.

**Style:** 60% Discussion, 40% Student Presentation.

**Grading:** 37% reflection paper, 50% in-class presentation, 13% class participation.

**FSOS 8005 Multicultural Issues in Family Social Science**  
**3 credit(s);**

**Instructor:** Xiong PhD,Zha Blong

**Description:**

**FSOS 8047 Integrative Research Seminar**  
**3 credit(s); prereq 8001 or equiv, 8013 or equiv, 8014 or equiv;**

**Instructor:** Dworkin,Jodi

**Description:** The course involves integrating theoretical, methodological, and practice/outreach issues in writing dissertations, papers for publication, and/or proposals for research. Students submit proposals, at the beginning of the semester, outlining the research paper or proposal to be written and refined during the semester. Work during the semester includes writing several drafts of the paper/proposal after receiving critiques from professor and class members. Examples of published papers may be used as examples for both discussion and critique. The course is presented in seminar format with active participation of students in contributing readings, writing, critique, discussions, and evaluations. The professor acts as facilitator with the students to maximize the content covered.

**Style:** 10% Lecture, 20% Discussion, 20% Small Group Activities, 45% Student Presentation, 5% Guest Speakers.

**Grading:** 49% reports/papers, 36% reflection paper, 10% in-class presentation, 5% class participation.

**FSOS 8104 Family Policy Seminar**  
**3 credit(s);**

**Instructor:** Solheim,Catherine Ann

**Description:**

**FSOS 8151 Preparation for Independent Teaching in Family Studies**  
**A-F only, 1 credit(s), max credits 3, 3 completions allowed; prereq instr consent ;**

**Instructor:** Meyer,Cynthia Jo

**Description:**

**FSOS 8193 Directed Study in Family Social Science**  
**1-6 credit(s), max credits 12, 12 completions allowed; prereq Doctoral student in FSos or related field;**

**Instructor:** STAFF

**Description:** Directed study for a doctoral student in FSos or related field.

**FSOS 8275 Clinical Consultation with Couples and Families**  
**S-N only, 3 credit(s); prereq instr consent; required for grad FSos majors in marriage and family therapy prog;**

**Instructor:** Minor,Brier Miller

**Description:** In addition, there is a focus on the "self of therapist," giving students time to reflect on and delve more deeply into their own histories, strengths, limitations and capacity as MFTs.

**Style:** 50% Discussion, 25% Student Presentation, 25% Guest Speakers.

**Grading:** 20% reflection paper, 20% in-class presentation, 60% class participation. This is a pass fail class that is based on participation and self examination in the company of peers.

**FSOS 8295 Family Therapy Practicum**

**S-N only, 1-12 credit(s), max credits 12, 1 completion allowed; prereq Marriage and family therapy student;**

**Instructor:** Wieling,Elizabeth

**Description:** This course is designed to provide you with group supervision in addition to the supervision you receive at your clinical placement site. Bi-monthly supervision will consist of regular check-ins and case presentations as well as clinical discussions guided by a range of conceptual and theoretical frameworks, clinical models, and areas of learning specific to your developmental needs as a clinician.

**FSOS 8296 Family Therapy Internship**

**S-N only, 1-21 credit(s), max credits 21, 1 completion allowed; prereq 8295, marriage and family therapy student;**

**Instructor:** Wieling,Elizabeth

**Description:** This course is designed to provide you with supervision during your internship experience. Frequency, orientation, and supervision structure will be determined in conjunction with your supervisor.

**FSOS 8297 Supervision of Supervision**

**S-N only, 1-3 credit(s), max credits 12, 12 completions allowed; prereq MFT student, instr consent;**

**Instructor:** Minor,Brier Miller

**Description:** This is an experiential practicum course that covers two semesters, in which students have opportunities providing clinical supervision of masters students or masters level therapists in group or individual settings. During the supervision practicum, students will engage in 18 hours (2 hours per month) of "supervision of supervision" or mentoring of their work. This meets partial requirements for becoming AAMFT Approved Supervisors.

**Style:** 75% Laboratory, 25% Small Group Activities. This practicum experience can be tailored to the students' needs and time constraints.

**Grading:** 50% attendance, 50% class participation. This is a pass/fail class that is graded on participation through supervision practicum and mentoring of that experience.

**FSOS 8560 Advanced Clinical Topics in Marriage and Family Therapy: Professional Writing in Marriage & Family Therapy**

**A-F only, 3 credit(s), max credits 36, 6 completions allowed; prereq FSos PhD student or instr consent ;**

**Instructor:** Harris,Steven Michael

**Description:** Family Therapy and Addictions This will be a doctoral level course focusing on a variety of addictions (substance and process) and how family therapists must be prepared to screen for, treat, and refer clients who struggle with addictive processes. The course will contain experiential exercises that will require periodic attendance at open 12-step meetings.

**Style:** 25% Lecture, 10% Film/Video, 40% Discussion, 15% Student Presentation.

**Grading:** 30% reports/papers, 10% attendance, 15% reflection paper, 20% in-class presentation, 25% class participation.

#### **FSOS 8755 Master's Paper: Plan B Project**

**S-N only, 1-6 credit(s), max credits 6, 1 completion allowed; prereq FSOS MA student;**

**Instructor:** STAFF

**Description:** Graduate faculty work with students on research for Plan B paper.

#### **FSOS 8794 Directed Research in Family Social Science**

**1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad FSOS major, instr consent ;**

**Instructor:** STAFF

**Description:**

## **Finance**

### **3-122 Carlson School of Management**

#### **FINA 3001 Finance Fundamentals**

**A-F only, 3 credit(s); prereq ACCT 2050, OMS 2550; Credit will not be granted if credit has been received for: APEC 3501;**

**Instructor:** STAFF

**Description:** Financial management principles. Money/capital markets, risk/return/valuation triad, capital budgeting. Capital structure, financial leverage. Cost of capital, financial performance measures, dividend policy, working capital management, international financial management/derivatives.

#### **FINA 3001 Finance Fundamentals**

**A-F only, 3 credit(s); prereq ACCT 2050, OMS 2550; Credit will not be granted if credit has been received for: APEC 3501;**

**Instructor:** Reik,John Willard

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This class is a good choice if you want to learn how to: (1) analyze a business's financial statements; (2) compute what something deposited today at a given interest rate will be worth in the future; (3) compute the maximum amount that you should pay for something; (4) forecast a firm's balance sheet; (5) decide whether to acquire a long-term business asset; or (6) compute the cost of a firm's capital (money). Although you will learn a little about the stock and bond market, the emphasis of this course is on managing a firm's finances.

**Style:** Online with handwritten exams

**Grading:** 30% mid exam, 40% final exam, 30% quizzes.

**Exam Format:** Supervised, in-person (not online) exams

#### **FINA 4121 Financial Markets and Interest Rates**

**A-F only, 2 credit(s); prereq 3001, CSOM major;**

**Instructor:** STAFF

**Description:** Course Provides and introduction to the principles of and methods used in Financial Markets. Basic framework for valuing fixed income securities. Term structure on interest rates, forward rates, principles of fixed-income valuation. Surveys treasury, corporate, municipal, securitization markets.

**Style:** 90% Lecture, 10% Discussion.

**Grading:** 45% final exam, 5% special projects, 20% quizzes, 30% written homework. These percentages are subject to change and provided to give the student a rough idea of the

weighting of course elements.

#### **FINA 4122 Banking Institutions**

**A-F only, 2 credit(s); prereq 3001, 4121, CSOM major;**

**Instructor:** Moser,Helen

**Description:** Student may contact the instructor or department for information.

#### **FINA 4221 Principles of Corporate Finance**

**A-F only, 2 credit(s); prereq 3001, CSOM major;**

**Instructor:** Legg,Thomas D

**Description:** Student may contact the instructor or department for information.

#### **FINA 4221 Principles of Corporate Finance**

**A-F only, 2 credit(s); prereq 3001, CSOM major;**

**Instructor:** Gupta,Shamlall

**Description:** Student may contact the instructor or department for information.

#### **FINA 4242 Corporate Investment Decisions**

**A-F only, 4 credit(s); prereq 3001, 4121, 4321, 4422, 4522, CSOM major;**

**Instructor:** STAFF

**Description:** Focuses on efficiently managing working capital and fixed assets. Cases illustrate some of the topics:working capital management, making capital budgeting decisions, targeting/evaluating firm performance, assessing mergers/acquisitions.

#### **FINA 4321 Portfolio Management and Performance Evaluation**

**A-F only, 2 credit(s); prereq 3001, CSOM major;**

**Instructor:** STAFF

**Description:** Introduces investment environment and concepts used to manage security portfolios. Portfolio/security risk/return tradeoffs, portfolio diversification, asset allocation, active portfolio management versus indexed portfolios, portfolio performance evaluation.

#### **FINA 4329 Security Analysis Capstone**

**A-F only, 2 credit(s); prereq [4221 or 4241], 4422, [ACCT 5100 or ACCT 5101];**

**Instructor:** Legg,Thomas D

**Description:** Student may contact the instructor or department for information.

#### **FINA 4422 Financial Modeling**

**A-F only, 2 credit(s); prereq 4221, [ACCT 5100 or ACCT 5101];**

**Instructor:** Legg,Thomas D

**Description:** Student may contact the instructor or department for information.

#### **FINA 4522 Options in Corporate Finance**

**A-F only, 2 credit(s); prereq 3001, 4221, CSOM major;**

**Instructor:** Yu,Jianfeng

**Description:** Student may contact the instructor or department for information.

#### **FINA 4523 Derivatives I**

**A-F only, 2 credit(s); prereq 3001, 4121, 4321, CSOM major;**

**Instructor:** Graveline,Jeremy J

**Description:** This course provides an introduction to financial derivatives, their valuation, and their use by corporations, investment managers, and financial institutions to manage financial risk. The course makes extensive use of the no-arbitrage principal and the binomial model for options to develop a solid foundation for understanding the value and risks in derivatives markets. The following topics are covered: - Payoffs on derivatives contracts such as forward, futures, and options on stocks, commodities, and exchange rates. - Institutional differences between standardized derivatives that trade on exchanges and customized derivatives that trade in over-the-counter markets. - Risk management and investment strategies using forwards, futures, and options. - Economic

arguments for and against managing financial risk in corporations. - Basic statistical tools, such as Value-At-Risk, for measuring financial risk. - Replicating, valuing, and hedging financial forwards. - The impact of storage costs, lease rates, and convenience yields on the prices of commodity futures. - Arbitrage pricing bounds for options. -Replicating, valuing, and hedging options using the binomial model. - The risk-neutral approach to valuing options. - Introduction to the multi-period binomial tree model for valuing options.

#### **FINA 4529 Derivatives II Capstone**

**A-F only, 2 credit(s); prereq 4523, CSOM sr;**

**Instructor:** Graveline,Jeremy J

**Description:** This course is a continuation of FINA 4523 ?Financial Risk Management.? It covers more advanced models for pricing and hedging options, swaps, and credit derivatives. Course topics include: - The multi-period binomial tree model for replicating, valuing, and hedging options on stocks, commodities, and exchange rates. - The risk-neutral approach to valuing options in a multi-period binomial tree. - Valuing options on dividend-paying assets. - Pricing and hedging American options in a multi-period binomial tree. - The real options approach to making investment decisions. - Pricing and hedging with the Black-Scholes option pricing model. - Option valuation via Monte Carlo simulation. - Option pricing when the volatility of the underlying asset is stochastic. - Replication and valuation of interest rate, currency, and commodity swaps. - Merton?s structural model for default risk and defaultable bond prices. - Valuation of credit default swaps, basket default swaps, and collateralized debt obligations (CDOs) using reduced-form models of credit risk (risk-neutral default intensities).

#### **FINA 4621 The Global Economy (Macro)**

**A-F only, 2 credit(s); prereq 3001, 4621, 4641, CSOM major;**

**Instructor:** Le,Thanh Trung

**Description:** Student may contact the instructor or department for information.

#### **FINA 4621 The Global Economy (Macro)**

**A-F only, 2 credit(s); prereq 3001, 4621, 4641, CSOM major;**

**Instructor:** Bazdresch,Santiago

**Description:** This course is a survey of macroeconomics from a global perspective. Macroeconomic policies in emerging markets and developed countries are covered. International dimensions of corporate finance are discussed. Exchange rate determination mechanisms, exchange rate regimes, the interest rate parity conditions, and a country's international capital and commercial balances are analyzed. Students who have completed ECON 3102 Intermediate Macro Economics Theory should not enroll in FINA 4621.

**Style:** 40% Lecture, 25% Discussion, 25% Small Group Activities, 10% Student Presentation.

#### **FINA 6121 Debt Markets, Interest Rates, and Hedging**

**A-F only, 2 credit(s); prereq MBA 6230, MBA student;**

**Instructor:** STAFF

**Description:** Bond valuation: yielding conventions, spot/forward rates, term structure, binomial pricing, static/option-adjusted spread. Duration: PVBP, Macauley/modified/effective duration, convexity. Portfolio management, hedging: dedicated, immunization, horizon matching, contingent, indexing, portfolio insurance, hedging. Treasury market: role of Fed, auctions, primary dealers, market conventions, bills, notes, bonds, strips, repos. Fixed income markets: agency, corporate, private placement, securitization, municipal.

#### **FINA 6122 Financial Management of Depository Institutions**

**A-F only, 2 credit(s); prereq 6121, MBA 6230, MBA student;**

**Instructor:** Moser,Helen

**Description:** Student may contact the instructor or department for information.

#### **FINA 6241 Corporate Finance Analysis and Decisions**

**A-F only, 4 credit(s); prereq MBA 6230, MBA student;**

**Instructor:** STAFF

**Description:** Theoretical/applied understanding of corporate

financial decisions. Adjusted present value, economic value added options. Impact of financing decisions on real asset valuation, managerial incentives, corporate strategy.

#### **FINA 6242 Advanced Corporate Finance Analysis and Decisions**

**A-F only, 4 credit(s); prereq 6241, MBA student;**

**Instructor:** STAFF

**Description:** Theory/practice of efficiently managing working capital, fixed assets. Emphasizes mergers/acquisitions, corporate restructuring, real options. Use of derivatives as financing tools, in deal structure.

#### **FINA 6322 Financial Modeling**

**A-F only, 2 credit(s); prereq MBA 6230, MBA student;**

**Instructor:** Nantell,Timothy J

**Description:** The ability to build, operate and interpret financial models has become an almost universal job requirement for all MBA students. (See student and professional quotes below.) This course has been redesigned to appeal to MBA students with a wide range of career interests. Corporate finance, marketing, consulting, supply chain, IT and entrepreneurial students will find the course useful, as will students with career interests in the financial services industry (e.g. credit analysts, equity analysts, investment bankers, etc.). Students build a financial model on their own, they learn to use a fully developed financial model and they use these models repeatedly to evaluate and plan performance, to estimate value added from projects and strategies and to estimate the value of securities. Relative to other finance courses, this course emphasizes building and interpreting financial models, plowing little new ground in the way of finance theory and concepts. On the other hand, one objective of this course is to reinforce finance concepts by having students build them into models and by having students interpret the results produced by the models. The ability of students completing this course to build and work with comprehensive financial models should allow them to claim financial modeling and financial analysis capabilities as among their strengths, regardless of the functional career path they have chosen. This course has been designed to both stand on its own and to serve as the first half of a four-credit two-course sequence on financial modeling. The second half of the sequence, Fina 6323, Advanced Financial Modeling, is offered in the Fall semester and focuses on advanced financial performance models, equity security analysis models, including relative valuation models, credit analysis models and mergers and acquisition models. Upon completion of this two-course sequence, students will know how to use standard financial models and how to build financial performance and valuation models for any financial analysis situation they might come across. ?Bottom line is if you can build a cash flow model from scratch, you will understand how everything in a P&L is linked. This allows you to easily explain to both finance and non-finance people what is going on (very important in the corporate finance world). Modeling is the one skill that can really set you apart from your peers and help make you look a lot smarter than you may even be! ?? all the recruiters seem to care about is whether I can build and maintain a financial model! ?Financial models are not about absolute values; they are about relationships. A good financial model demonstrates the relationships and the business tradeoffs that compose the profitability potential of the business idea. If you understand the relationships, the drivers of revenue, drivers of cost, and the critical success factors, you understand the core of the business.?

**Style:** 20% Lecture, 40% Discussion, 40% Demonstration.

**Grading:** 20% final exam, 20% class participation, 60% other evaluation. Students are asked to come to class having attempted to conclude modeling exercises. The structure of and lessons learned from these models are discussed in class. Five of these modeling exercises are graded, each worth 12%.

**Exam Format:** A final modeling exercise -- take home.

#### **FINA 6324 Securitization Markets**

**A-F only, 2 credit(s); prereq 6121, MBA student;**

**Instructor:** Nelson,Rick

**Description:** The course is an overview of the economic

rationale, legal structure and institutional structure of Securitization Markets and the securities issued in these markets. The course provides an in depth look at the largest sectors of this market and the structuring methods used to mitigate and allocate risks among investors. Students are evaluated using weekly homework assignments, quizzes, a final paper and a final exam. Students are required to have completed FINA 6121 Debt Markets and Hedging prior to enrollment in the course.

**Style:** 90% Lecture, 10% Discussion.

**Grading:** 25% final exam, 25% reports/papers, 25% quizzes, 25% written homework. These Percentages are subject to changes and are intended to give students a rough idea of the distribution.

#### **FINA 6341 World Economy**

**A-F only, 4 credit(s); prereq MBA 6230, MBA student;**

**Instructor:** STAFF

**Description:** Tools to predict/understand ramifications of major economic events. Financial crises. Changes in monetary, fiscal, financial policies. Strategies for promoting long-run economic growth. Examples from U.S., Europe, Japan, developing countries.

#### **FINA 6622 Financial Risk Management**

**A-F only, 2 credit(s); prereq 6121, MBA student;**

**Instructor:** Graveline,Jeremy J

**Description:** This course provides an introduction to financial derivatives, their valuation, and their use by corporations, investment managers, and financial institutions to manage financial risk. The course makes extensive use of the no-arbitrage principal and the binomial model for options to develop a solid foundation for understanding the value and risks in derivatives markets. The following topics are covered: - Payoffs on derivatives contracts such as forward, futures, and options on stocks, commodities, and exchange rates. - Institutional differences between standardized derivatives that trade on exchanges and customized derivatives that trade in over-the-counter markets. - Risk management and investment strategies using forwards, futures, and options. - Economic arguments for and against managing financial risk in corporations. - Basic statistical tools, such as Value-At-Risk, for measuring financial risk. - Replicating, valuing, and hedging financial forwards. - The impact of storage costs, lease rates, and convenience yields on the prices of commodity futures. - Arbitrage pricing bounds for options. -Replicating, valuing, and hedging options using the binomial model. - The risk-neutral approach to valuing options. - Introduction to the multi-period binomial tree model for valuing options.

#### **FINA 6801 Finance Independent Study**

**1-6 credit(s), max credits 6, 1 completion allowed; prereq MBA student;**

**Instructor:** STAFF

**Description:** Independent Study

#### **FINA 8803 Theory of Capital Markets II: Continuous Time**

**2 credit(s); prereq [Econ 8101, Econ 8102, Bbsiness admin PhD student] or instr consent ;**

**Instructor:** STAFF

**Description:** Continuous-time financial economics. Emphasizes mathematical/statistical tools. Ito processes, Girsanov's theorem, risk-neutral pricing. How to formulate/analyze continuous-time models.

#### **FINA 8813 Corporate Finance II**

**2 credit(s); prereq [8812, business admin PhD student] or instr consent ;**

**Instructor:** Singh,Raj

**Description:** Student may contact the instructor or department for information.

#### **FINA 8892 Independent Study in Finance**

**1-8 credit(s), max credits 16, 16 completions allowed; prereq Business admin PhD student or instr consent;**

**Instructor:** STAFF

**Description:** Problems or developments of special interest to the student.

#### **FINA 8894 Directed Research in Finance**

**1-8 credit(s), max credits 16, 16 completions allowed; prereq Business admin PhD student specializing in finance or instr consent;**

**Instructor:** STAFF

**Description:** Individualized directed research on a project of interest to the student, approved and advised by faculty.

## **Financial Mathematics**

*127 Vincent Hall*

#### **FM 5002 Preparation for Financial Mathematics II**

**3 credit(s); prereq 5001, program director approval;**

**Instructor:** Adams,Scot Robert

**Description:** Student may contact the instructor or department for information.

#### **FM 5012 Mathematical Background for Finance II**

**4 credit(s); prereq 5011, grad MFM major, program director approval;**

**Instructor:** Bemis,Christopher Joseph

**Description:** Student may contact the instructor or department for information.

#### **FM 5022 Mathematical Theory Applied to Finance II**

**4 credit(s); prereq 5021, [5012 or Concurrent registration is required (or allowed) in 5012], grad MFM major, program director approval;**

**Instructor:** Tolmasky,Carlos

**Description:** Student may contact the instructor or department for information.

#### **FM 5032 A Practitioner's Course in Finance II**

**4 credit(s); prereq 5031, [5022 or Concurrent registration is required (or allowed) in 5022], grad MFM major, program director approval;**

**Instructor:** Jones,Philip Andrew

**Description:** Student may contact the instructor or department for information.

#### **FM 5092 Computation, Algorithms, and Coding in Finance II**

**3 credit(s); prereq 5091, grad MFM major, program director approval;**

**Instructor:** Prouty,Christopher William

**Description:** Student may contact the instructor or department for information.

## **Finnish**

*192 Klæber Court*

#### **FIN 1002 Beginning Finnish**

**5 credit(s); prereq 1001; Credit will not be granted if credit has been received for: FIN 4002;**

**Instructor:** Karvonen,Daniel

**Description:** FIN 1002/4002 is the second semester of Beginning Finnish, and continues where FIN 1001/4001 left off. The main textbook for the course is "Suomi sujavaksi" (chapters 10-18). Students will be exposed to both the written and spoken varieties of Finnish, which can differ quite markedly from one another. Authentic materials reflecting Finnish culture (e.g., songs, movies, etc.) will also be used. Much of class time will focus on interactive communicative activities designed to activate the material learned in class, with students working in groups or pairs. Qualified students may register for this course under the 4002 designator (see below) for 2 credits (and reduced tuition).

**Style:** 20% Lecture. Interactive exercises

**Grading:** 10% final exam, 21% reports/papers, 30% quizzes, 6% in-class presentation, 21% class participation, 12% other evaluation. oral interviews

**Exam Format:** Short answer, essay, matching

#### FIN 1004 Intermediate Finnish

**5 credit(s); prereq 1003; Credit will not be granted if credit has been received for: FIN 4004;**

**Instructor:** Listemaa, Jacqueline Dawn

**Description:** This is the continuation of the intermediate course which will pick up where FIN 1003/4003 left off. The intermediate course requires that you've taken a year of college-level Finnish or have equivalent knowledge of the language. We will continue working with the textbook "Suomea paremmin," as well as with authentic materials reflecting Finnish culture (e.g., songs, movies, TV news broadcasts, newspaper articles, etc.). 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 4004 designator for 2 credits (and reduced tuition).

**Style:** 20% Lecture, 80% Small Group Activities.

**Grading:** 10% final exam, 18% reports/papers, 28% quizzes, 5% in-class presentation, 29% class participation, 10% other evaluation.

#### FIN 3012 Advanced Finnish

**3 credit(s); prereq 3011;**

**Instructor:** Karvonen, Daniel

**Description:** This course is the second half of the third-year language sequence in Finnish, and is designed to deepen and hone students' skills in oral and written expression in Finnish. Advanced grammatical constructions which are characteristic of written Finnish will be covered via class handouts and authentic Finnish texts, such as short stories and newspaper articles, which will form the basis for classroom discussions. Students will write three essays, do three short take-home exams, and complete a final project on a topic of their choice.

**Style:** 20% Lecture, 80% Discussion.

**Grading:** 24% reports/papers, 6% special projects, 12% in-class presentation, 28% class participation, 30% other evaluation. three take-home quizzes

**Exam Format:** short answer, essay

#### FIN 4002 Beginning Finnish

**2 credit(s); prereq 1004 in another language or passing score on LPE or grad student; Credit will not be granted if credit has been received for: FIN 1002;**

**Instructor:** Karvonen, Daniel

**Description:** FIN 1002/4002 is the second semester of Beginning Finnish, and continues where FIN 1001/4001 left off. The main textbook for the course is "Suomi sujavaksi" (chapters 10-18). Students will be exposed to both the written and spoken varieties of Finnish, which can differ quite markedly from one another. Authentic materials reflecting Finnish culture (e.g., songs, movies, etc.) will also be used. Much of class time will focus on interactive communicative activities designed to activate the material learned in class, with students working in groups or pairs. Qualified students may register for this course under the 4002 designator (see below) for 2 credits (and reduced tuition).

**Style:** 20% Lecture. Interactive exercises

**Grading:** 10% final exam, 21% reports/papers, 30% quizzes, 6% in-class presentation, 21% class participation, 12% other evaluation. oral interviews

**Exam Format:** Short answer, essay, matching

#### FIN 4004 Intermediate Finnish

**2 credit(s); prereq 1004 in another language or passing score on LPE or grad student; Credit will not be granted if credit has been received for: FIN 1004;**

**Instructor:** Listemaa, Jacqueline Dawn

**Description:** Student may contact the instructor or department for information.

## Fisheries and Wildlife

200 Hodson Hall

#### FW 2003 Introduction to Marine Biology

**3 credit(s); prereq BIOL 1001 or BIOL 1009 or BIOL 2012 or GEOL 1006 or instr consent ;**

**Instructor:** Sorensen, Peter William

**Description:** Our planet is nearly three-quarters ocean in which the majority of world's organisms are found in a wide variety of fascinating and complex ecosystems. Understanding these systems is both interesting and critical to the survival of our species. This course provides an introduction to the major themes of life in the oceans including the nature of the oceans and aquatic life, the diversity and ecology of the organisms found in them, and the effects of marine fishes, marine mammals, and pollution addressed in more detail. Text, reading and movies are employed. The overarching goal of the course is to make you a well-informed global citizen who could take advanced courses in marine biology. Students taking this course are qualified for a 2-credit marine field course in the Bahamas 'marine Biology and Shark Ecology'

**Style:** 70% Lecture, 15% Film/Video, 10% Discussion, 5% Guest Speakers.

**Grading:** 25% mid exam, 25% final exam, 20% reports/papers, 10% quizzes, 20% class participation.

**Exam Format:** multiple choice and short-answer

#### FW 3565 Fisheries and Wildlife Ecology and Management:

**Field Trip**

**A-F only, 2 credit(s); prereq instr consent ;**

**Instructor:** Rentz, Michael Stephen

**Description:** Student may contact the instructor or department for information.

#### FW 4101 Herpetology

**4 credit(s); prereq BIOL 1001 or BIOL 2012;**

**Instructor:** Kozak, Kenneth H.

**Description:** Student may contact the instructor or department for information.

#### FW 4102 Principles of Conservation Biology

**3 credit(s); prereq Biol 1009 or equiv; Biol 3407 recommended;**

**Instructor:** Oberhauser, Karen S

**Description:** This course examines the ecological, economic, and social principles that form the basis of Conservation Biology. The course is organized into three learning modules: 1) fundamental theories in the applicable disciplines, 2) Conservation Biology's principles and the major threats to biodiversity, and 3) an exploration of various "hot" topics, in detail, often with guest speakers.

**Style:** 40% Lecture, 5% Film/Video, 20% Discussion, 20% Small Group Activities, 2% Student Presentation, 10% Guest Speakers, 3% Service Learning.

**Grading:** 10% mid exam, 15% final exam, 15% reports/papers, 10% special projects, 10% quizzes, 10% written homework, 10% attendance, 5% journal, 5% reflection paper, 5% in-class presentation, 5% class participation.

#### FW 4103 Principles of Wildlife Management

**3 credit(s); prereq Intro biology course, [jr or sr];**

**Instructor:** Gutierrez, Ralph J

**Description:** Student may contact the instructor or department for information.

#### FW 4291 Independent Study: Fisheries

**1-5 credit(s), max credits 15, 3 completions allowed; prereq instr consent ;**

**Instructor:** STAFF

**Description:** Individual field, library, and laboratory research in fisheries. Primarily for majors. Students work on special projects. Individual field, library, and lab research in fisheries biology.

**Style:** special projects and individual directed study

**Grading:** 100% reports/papers. 100% written reports/papers; may have occasional exceptions

**FW 4391 Independent Study: Wildlife**

**1-5 credit(s), max credits 5, 1 completion allowed; prereq instr consent ;**

**Instructor:** STAFF

**Description:** Individual field, library, and laboratory research in wildlife. Primarily for majors. Students work on special projects. Individual field, library and lab research in fisheries biology.

**Style:** special projects and individual directed study; visitation to field sites if appropriate

**Grading:** 100% reports/papers.

**FW 5051 Analysis of Populations**

**4 credit(s); prereq [BIOL 3407 or BIOL 3408W], [4001 or STAT 3011 or ESPM 3012];**

**Instructor:** MacNulty, Daniel Robert

**Description:** Student may contact the instructor or department for information.

**FW 5604W Fisheries Ecology and Management**

**3 credit(s); prereq EEB 3603 or EEB 4601 or EEB 5601; Meets CLE req of Writing Intensive;**

**Instructor:** Newman, Raymond M

**Description:** This is a senior-level major and introductory graduate course; a background in resource ecology is assumed. The course provides a basic coverage of fisheries, ecology and management, with an emphasis on human intervention and regulation of use to achieve management objectives for managed species of interest. We will cover the tools of fisheries management that may be implemented to achieve specific objectives and goals and how to assess their efficacy. The course starts with a general coverage of applied limnology and fish ecology, followed by management approaches and planning, the development of an information base and identification of problems. Approaches to manage fishery populations and habitats will then be covered along with methods to assess management outcomes. Applications to specific fisheries will be demonstrated. A series of homework tasks and problems will be used to develop real-world problem solving skills; problem sets and readings from the primary literature will be discussed in periodic sessions. A paper, that outlines and critiques current management of specific fisheries resource and proposes new strategies, is required; the first draft will be graded and returned for final revision.

**Style:** 85% Lecture, 15% Discussion.

**Grading:** 33% mid exam, 22% final exam, 28% reports/papers, 2% class participation, 15% problem solving.

**Exam Format:** Combination - short answer, true/false, analysis, essay

**FW 8200 Seminar**

**S-N only, 1-4 credit(s), max credits 8, 4 completions allowed;**

**Instructor:** Cohen, Yosef

**Description:** Student may contact the instructor or department for information.

**FW 8394 Research in Fisheries**

**1-4 credit(s), max credits 4, 1 completion allowed;**

**Instructor:** Nelson, Kristen

**Description:** Student may contact the instructor or department for information.

**FW 8394 Research in Fisheries**

**1-4 credit(s), max credits 4, 1 completion allowed;**

**Instructor:** Newman, Raymond M

**Description:** Student may contact the instructor or department for information.

**FW 8394 Research in Fisheries**

**1-4 credit(s), max credits 4, 1 completion allowed;**

**Instructor:** Perry, Jim A

**Description:** Student may contact the instructor or department for information.

**FW 8394 Research in Fisheries**

**1-4 credit(s), max credits 4, 1 completion allowed;**

**Instructor:** Cohen, Yosef

**Description:** Student may contact the instructor or department for information.

**FW 8394 Research in Fisheries**

**1-4 credit(s), max credits 4, 1 completion allowed;**

**Instructor:** Sorensen, Peter William

**Description:** Student may contact the instructor or department for information.

**FW 8394 Research in Fisheries**

**1-4 credit(s), max credits 4, 1 completion allowed;**

**Instructor:** Vondracek, Bruce

**Description:** Student may contact the instructor or department for information.

**FW 8394 Research in Fisheries**

**1-4 credit(s), max credits 4, 1 completion allowed;**

**Instructor:** Simons, Andrew M.

**Description:** Student may contact the instructor or department for information.

**FW 8394 Research in Fisheries**

**1-4 credit(s), max credits 4, 1 completion allowed;**

**Instructor:** Fulton, David C

**Description:** Student may contact the instructor or department for information.

**FW 8494 Research in Wildlife**

**1-4 credit(s), max credits 4, 1 completion allowed; prereq instr consent;**

**Instructor:** Cuthbert, Francesca J

**Description:** Student may contact the instructor or department for information.

**FW 8494 Research in Wildlife**

**1-4 credit(s), max credits 4, 1 completion allowed; prereq instr consent;**

**Instructor:** Nelson, Kristen

**Description:** Student may contact the instructor or department for information.

**FW 8494 Research in Wildlife**

**1-4 credit(s), max credits 4, 1 completion allowed; prereq instr consent;**

**Instructor:** Mech, L David

**Description:** Student may contact the instructor or department for information.

**FW 8494 Research in Wildlife**

**1-4 credit(s), max credits 4, 1 completion allowed; prereq instr consent;**

**Instructor:** Perry, Jim A

**Description:** Student may contact the instructor or department for information.

**FW 8494 Research in Wildlife**

**1-4 credit(s), max credits 4, 1 completion allowed; prereq instr consent;**

**Instructor:** Cohen, Yosef

**Description:** Student may contact the instructor or department for information.

**FW 8494 Research in Wildlife**

**1-4 credit(s), max credits 4, 1 completion allowed; prereq instr consent;**

**Instructor:** Fulton, David C

**Description:** Student may contact the instructor or department for information.

**FW 8494 Research in Wildlife**

**1-4 credit(s), max credits 4, 1 completion allowed; prereq instr consent;**

**Instructor:** Gutierrez,Ralph J

**Description:** Student may contact the instructor or department for information.

#### **FW 8494 Research in Wildlife**

**1-4 credit(s), max credits 4, 1 completion allowed; prereq instr consent;**

**Instructor:** Blair,Robert B

**Description:** Student may contact the instructor or department for information.

#### **FW 8494 Research in Wildlife**

**1-4 credit(s), max credits 4, 1 completion allowed; prereq instr consent;**

**Instructor:** Johnson,Douglas H

**Description:** Student may contact the instructor or department for information.

## **Food Science and Nutrition**

### *225 Food Science & Nutrition*

#### **FSCN 1012 Sports Nutrition**

**2 credit(s);**

**Instructor:** Brady,Linda J

**Description:** This course is completely online and addresses: 1. physiological function and metabolic fate of nutrients ingested by active individuals to improve athletic performance and maintain weight; 2. impact on physiology of ergogenic aids and dietary supplements. An online class orientation via UM Connect will be available on the class website, as well as the syllabus and documents explaining website function. Weekly multiple choice quizzes on one chapter are completed online. Short answer critical thinking questions are submitted via the class website each week. Student materials available online include study guides, power point presentation, and UM Connect presentation for each chapter. 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 or for freshmen who have not experienced what 3 hours/credit to achieve an average grade means. We have assignments due the first week, so students who add the class later have some disadvantage.

**Style:** 100% Web Based. Web based class

**Grading:** 50% quizzes, 50% reflection paper. Short answer critical thinking questions on papers related to the week's topic

**Exam Format:** Quiz format is multiple choice

#### **FSCN 1013 Dietary Supplements: scientific, regulatory, and cultural aspects**

**3 credit(s); Meets CLE req of Civic Life and Ethics;**

**Instructor:** Brady,Linda J

**Description:** The course will cover: 1) Use of dietary supplements in the U.S.; how U.S. public demand drives industry and government. 2) The development and implementation of the law--Dietary Supplements Health and Education Act. 3) DSHEA and "safety testing," and risk assessment: How much safety data is needed before marketing? 4)Ethics of marketing. 5) FTC responsibilities and the ethics of advertising. 6) Other cultures as sources of supplements; transference of use between cultures. 7) Issues and ethics of intellectual property rights of indigenous cultures. 8) Rational use of dietary supplements for health and sports performance; ethical decisions in use for athletic performance. 9) Use of supplements for weight loss. A UM Connect audio video orientation is provided to explain the syllabus and assignment submission and academic integrity; registered students will receive information on orientation about a week before classes start. For each weekly unit, an online UM Connect presentation of the week's power point is also available to complement weekly readings. Students critically evaluate information on supplements and submit weekly homework and

critical thinking questions online via the class website; these are graded online and returned. This course functions best for students who can manage their time effectively and are comfortable with a mix of factual questions and "thought" questions (critical thinking) that are more open ended and require students to move beyond the readings into higher level thinking. There is no textbook; readings are online.

**Style:** 100% Web Based. totally web based

**Grading:** 50% written homework, 50% reflection paper. homework and critical thinking (reflection) questions

**Exam Format:** Homework and critical thinking are in multiple parts, with short answers of a paragraph or two for each part

#### **FSCN 1102 Food: Safety, Risks, and Technology**

**OPT No Aud, 3 credit(s); Meets CLE req of Civic Life and Ethics;**

**Instructor:** Labuza PhD,Ted Peter

**Description:** Introduction to the inherent risks and safety of the food supply and the use of public policy, and food technology to reduce those risks including the public perception of these risks. The course will survey microbiological, chemical and environmental hazards, government and industry controls used to ensure foods are safe. After a general review of risk the course will focus on hot issues including the new initiatives on allergens, bio-terrorism, GMOs, obesity, trans fatty acids, Johnness disease and health claims. The course will emphasize government regulations with respect to adulteration, food and misbranding,as the means for ensuring food safety. Thermal processing, high pressure and irradiation which will be described as examples of the technologies used in food processing to reduce risk and assure a safe food supply. This course satisfies the CLE Citizenship and Public Ethics theme and emphasizes the public policy process , critical thinking skills and internet use. There are 8-10 in class questions, two written assignments (scenario writing) and two in class open book quizzes. critical thinking skills and internet use. You will be made aware of the magnitude of the food safety issue and the use of public policy to manage inherent risk, as related to processing, distribution and preparation of food at home and in food service. We will cover methods used to control and maintain both safety and quality in the processing and distribution of foods.

**Style:** 60% Lecture, 20% Discussion. video

**Grading:** 33% reports/papers, 67% quizzes.

**Exam Format:** Short essays, critical thinking, evaluation of issues

#### **FSCN 1112 Principles of Nutrition**

**3 credit(s); prereq High school [biology, chemistry];**

**Instructor:** Brady,Linda J

**Description:** This course is for all levels of students and will address: 1. essential nutrients needed from the diet; 2. major functions of nutrients and physiological changes with deficiency or excess; 3. digestion, absorption, and metabolism of nutrients; 4. eating programs; 5. scientific method and nutrition; 6. life cycle issues; 7. food safety issues. This class is web enhanced. Much of material covered in class is available in the text and power points posted on the class website and UM Connect presentations of the power points, but additional information, examples, and current events will be given in class. Students will be evaluated by weekly online chapter quizzes, a diet analysis and questions about their diet analysis, and a final comprehensive exam covering the major themes of the course. Prerequisite is high school biology, but college biology and chemistry are helpful, since nutrition is a science that is based on biology, physiology, and biochemistry, as well as more social aspects.

**Style:** 90% Lecture, 10% Small Group Activities. small group discussion

**Grading:** 25% final exam, 50% quizzes, 25% other evaluation. Diet analysis and associated questions

**Exam Format:** multiple choice

#### **FSCN 1112 Principles of Nutrition**

**3 credit(s); prereq High school [biology, chemistry];**

**Instructor:** Willis,Holly Jo

**Description:** This is a fully online section offered through Online



and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policy, fee, and financial aid restrictions. When you are studying nutrition, you soon realize that there is always something new to learn. Scientists are constantly making new discoveries, and there are new advances in the field every day. What was true about nutrition ten years ago is not the case today. Keep in mind that oftentimes there is no single correct answer to a question about nutrition. This uncertainty allows you to decide the best course of action for a particular situation. Hopefully as you complete this course you will become confident in your ability to critically evaluate the plethora of nutrition information and make informed dietary choices for yourself, your family, and those you may be working with professionally.

**Style:** Online with handwritten exams  
**Grading:** 43% mid exam, 36% final exam, 14% special projects, 7% quizzes.  
**Exam Format:** Supervised, in-person (not online) exams

**FSCN 1112 Principles of Nutrition**

**3 credit(s); prereq High school [biology, chemistry];**  
**Instructor:** Arikawa, Andrea Yukie  
**Description:** Student may contact the instructor or department for information.

**FSCN 3615 Sociocultural Aspects of Food, Nutrition, and Health**

**3 credit(s); prereq 1112;**  
**Instructor:** Smith, Chery  
**Description:** Socio-cultural aspects of regional and cultural diversity in food preferences and food behavior, food habits, demographics, lifestyles, food consumption and expenditures. Effect of socio-economic status, religious beliefs, age, and cultural meaning of food on food choices. Students will understand factors that influence eating behavior, particularly how socio-economic status, religious beliefs, age and gender, and ethnicity contribute to it. Additionally, they will be able to discuss how societal values influence eating patterns and contribute to health issues. Lastly, students will be able to describe how social scientists study, describe, and interpret information on dietary patterns through observations and class readings and discussions.

**FSCN 4096 Professional Experience Program: Internship**

**A-F only, 1-4 credit(s), max credits 24, 6 completions allowed; prereq FSCN undergrads, instr consent ; UC only;**  
**Instructor:** Cariad-Barrett, Anna  
**Description:** Student may contact the instructor or department for information.

**FSCN 4121 Food Microbiology**

**OPT No Aud, 3 credit(s); prereq BIOC 3021, [2021 or VBS 2032 or MICB 3301];**  
**Instructor:** Diez-Gonzalez, Francisco  
**Description:** This course is designed to study the most important microorganisms involved in food-borne disease, and food spoilage, as well as methods for their control and detection. Four major topics are covered: 1) basics of food microbiology 2) foodborne pathogens 3) microbial food spoilage and 4) control of microorganisms in food. Specific topics include: traditional, molecular and rapid methods of detection; applications of microbiology, factors that influence microbial growth; mechanisms and agents (physical, chemical, biological) for food preservation; and characteristics of pathogenic bacteria, molds, protozoa, viruses and prions that may be foodborne. In the laboratory the following subjects will be studied: 1) general microbiological techniques for the cultivation and quantification of food microorganisms, 2) quantification and detection of indicator and spoilage microorganisms, and 3) detection, isolation and identification of foodborne pathogens.  
**Style:** 50% Lecture, 10% Discussion, 30% Laboratory, 5% Small Group Activities, 5% Guest Speakers.  
**Grading:** 18% mid exam, 22% final exam, 20% reports/papers, 10% quizzes, 10% written homework, 10% journal, 10% class participation.

**FSCN 4291 Independent Study**

**1-4 credit(s), max credits 4, 1 completion allowed; prereq Undergrads, instr consent;**

**Instructor:** STAFF

**Description:** Independent Study is for one-to-one faculty student work agreed upon food science related topics. Prior registration approval is necessary and can be obtained by contacting Sue P. at 624-6753. Contracts are used to outline the proposed projects.

**FSCN 4311 Chemical Reactions in Food Systems**

**2 credit(s); prereq 4112, 4312W;**

**Instructor:** Csallany, A Saari

**Description:** Student may contact the instructor or department for information.

**FSCN 4332 Food Processing Operations**

**A-F only, 3 credit(s); prereq 4331 or BAE 4744;**

**Instructor:** Smith, David Eugene

**Description:** This course is a continuation of topics in food processing. This semester, topics will include fluid flow, pumping, heat and mass transfer, thermal processing and case studies.

**Style:** 50% Lecture, 50% Laboratory.

**Grading:** 30% mid exam, 30% final exam, 10% quizzes, 30% laboratory evaluation.

**Exam Format:** Problems and short answers

**FSCN 4332 Food Processing Operations**

**A-F only, 3 credit(s); prereq 4331 or BAE 4744;**

**Instructor:** Reineccius, Gary A

**Description:** This course is a continuation of topics in food processing. This semester, topics will include fluid flow, pumping, heat and mass transfer, thermal processing and case studies.

**Style:** 50% Lecture, 50% Laboratory.

**Grading:** 30% mid exam, 30% final exam, 10% quizzes, 30% laboratory evaluation.

**Exam Format:** Problems and short answers

**FSCN 4349 Food Science Capstone**

**A-F only, 1-2 credit(s), max credits 2, 1 completion allowed; prereq Concurrent enrollment in another [4xxx or 5xxx]**

**FSCN course, food science major, sr;**

**Instructor:** Peterson, Devin Grant

**Description:** Student may contact the instructor or department for information.

**FSCN 4613 Experimental Nutrition**

**2 credit(s); prereq 4612, BioC 3021, Stat 3011;**

**Instructor:** Gallaher, Daniel David

**Description:** This course provides a laboratory experience in chemical and biochemical methods of analysis of nutritional status. The majority of lab experiences will be conducted to determine the student's own nutritional status. Students develop an understanding of the usefulness of various biochemical parameters in ascertaining nutritional status, become familiar with a variety of laboratory equipment and procedures, develop an understanding of the theory of operation of a number of laboratory instruments, and learn the principles involved in a number of chemical and biochemical procedures. There is one lecture and one laboratory period per week. The course is intended primarily for upper division dietetics and nutrition science majors and beginning nutrition graduate students. Students must have taken courses in biochemistry and physiology. A course in statistics is highly recommended.

**Style:** 25% Lecture, 70% Laboratory, 5% Web Based.

**Grading:** 20% mid exam, 30% final exam, 30% reports/papers, 20% other evaluation. Final exam is cumulative. Other evaluation is web-based quizzes on laboratory preparation material before each laboratory.

**Exam Format:** Multiple choice.

**FSCN 4614 Community Nutrition**

**A-F only, 3 credit(s); prereq FSCN 1112; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences;**

**Instructor:** Smith, Chery

**Description:** Community-based nutrition issues will be explored, including nutrition risks associated with different age, sex, ethnic, and socioeconomic groups; community needs assessment; program planning and evaluation; and programs developed to address the needs and interests for people at different stages of the life cycle, ethnic or cultural backgrounds, and literacy levels. Students will be able to describe the purpose and principles of community nutrition, the role of the nutritionists, and methods employed to gather information on the nutritional status of the multiethnic American population. They will be able to describe how race, culture and socioeconomic status influence the nutritional risk factors associated with chronic illness and selected conditions (i.e. pregnancy, low birthweight infants, aging). Students will be able to conduct a community needs assessment, identify and prioritize problems, and develop a culturally-appropriate nutrition program plan for people living in their community. Lastly, students will be able to characterize the major government - sponsored food and nutrition programs and will be able to refer members of the community to the appropriate program for services required..

**FSCN 4622 Nutritional Toxicology, the basic science of diet-related toxicants**

**A-F only, 3 credit(s); prereq BIOC 3021; designed for students majoring in [nutrition or food science or toxicology];**

**Instructor:** Chen,Chi

**Description:** The goal of this course is to provide the students an intellectual platform to comprehend the potential adverse effects of foreign compounds to the biological system. This course comprises two parts. Part 1 will cover the basic knowledge of toxicology, such as toxicokinetics; enzymes and pathways responsible for the adsorption, distribution, metabolism and excretion (ADME) of xenobiotics; oxidative stress and genetic polymorphism in the toxicological events; organ toxicity. Part 2 will focus on primary research by studying specific toxic (or detoxification) events associated with food intake and environmental exposure as well as in vivo and in vitro techniques used in toxicological research.

**Style:** 100% Lecture.

**Grading:** 32% mid exam, 28% final exam, 32% reports/papers, 8% attendance.

**FSCN 4666 Medical Nutrition Therapy II**

**A-F only, 3 credit(s); prereq 4665;**

**Instructor:** Twait,Christine M

**Description:** Student may contact the instructor or department for information.

**FSCN 4732 Food and Nutrition Management**

**A-F only, 3 credit(s); prereq 3732, Mgmt 3001;**

**Instructor:** Marquart,Len

**Description:** Student may contact the instructor or department for information.

**FSCN 5531 Grains: Introduction to Cereal Chemistry and Technology**

**2 credit(s); prereq Biol 1009, Chem 1022;**

**Instructor:** Bunzel,Mirko

**Description:** Student may contact the instructor or department for information.

**FSCN 8310 General Seminar**

**S-N only, 1 credit(s), max credits 2; prereq instr consent;**

**Instructor:** Vickers,Zata M

**Description:** Student may contact the instructor or department for information.

**FSCN 8318 Current Issues in Food Science**

**A-F only, 2 credit(s), max credits 4; prereq 4111, 4121, dept consent;**

**Instructor:** Smith,David Eugene

**Description:** Student may contact the instructor or department for information.

**FSCN 8330 Research Topics**

**1 credit(s), max credits 6, 6 completions allowed;**

**Instructor:** Cariad-Barrett,Anna

**Description:** Student may contact the instructor or department for information.

**FSCN 8331 Food Proteins**

**2 credit(s); prereq 4112, 4312;**

**Instructor:** Ismail,Baraem

**Description:** The course covers basic protein chemistry with emphasis on structure/function relationship in food systems. Specifically, the course covers: basic protein composition and structure; inter- and intra- molecular interactions; protein isolation, identification and analysis; physicochemical characteristics and functional properties of various food proteins (i.e. milk, egg, meat, cereal, and legume/oilseeds); effect of processing and storage on the chemical, functional and nutritional quality of proteins; protein modifications; and enzyme kinetics. In this course the students will learn about the role of proteins in food through understanding the relationship between chemical structure and function under various processes and applications. Students will also learn about the different techniques utilized to modify the functional, nutritional and health benefits of food proteins, through chemical and enzymatic modifications as well as through biotechnology.

**FSCN 8391 Independent Study: Food Science**

**1-4 credit(s), max credits 6, 6 completions allowed; prereq instr consent ;**

**Instructor:** Cariad-Barrett,Anna

**Description:** Student may contact the instructor or department for information.

**Forest Resources  
115 Green Hall**

**FR 1901 Freshman Seminar**

**3 credit(s), max credits 3, 1 completion allowed; prereq freshman; Meets CLE req of Environment;**

**Instructor:** Baughman,Mel J.

**Description:** Students will build an awareness of ecological principles that underpin the development of environmentally sustainable trails in different natural settings and biomes. Trail systems must be designed to offer different recreational activities (e.g., hiking, snowmobiling), meet the experiential needs of users with different ethnic and cultural backgrounds, and provide different types of experiences (from rugged wilderness trails to trails for persons with disabilities). Trails should be designed to learn about the natural world without damaging the natural environments through which they pass. Topics include: application of ecological principles, assessing user needs; trail planning; where to place trails in the landscape; construction standards; clearing rocks and trees; shaping the tread; structures for crossing obstacles (e.g., rivers, wetlands, steep slopes, boulder fields); sign information and design; funding sources; maintenance; trail crew management; and trail user manuals. Pre-requisite: enjoy hiking, bicycling, horseback riding, skiing, snowmobiling, ATVs, or canoeing. Weekend field trip required on April 15-17, 2011.

**Style:** 50% Lecture, 10% Discussion, 5% Student Presentation, 30% Field Trips, 5% Guest Speakers.

**Grading:** 40% mid exam, 35% special projects, 20% written homework, 5% class participation.

**FR 3131 Geographical Information Systems (GIS) for Natural Resources**

**A-F only, 4 credit(s); prereq Soph or jr or sr; Credit will not be granted if credit has been received for: FR 5131; Meets CLE req of Technology and Society;**

**Instructor:** Jenks,Andrew Carl

**Description:** FR 3131 is an introduction to Geographical Information Systems, focusing on spatial data development and analysis in the science and management of natural resources. Topics covered include basic data structures, data sources, data

collection, data quality, geodesy and map projections, spatial and tabular data analyses, digital elevation data and terrain analyses, cartographic modeling, and cartographic layout. Laboratory exercises provide practical experiences that complement the theory covered in lecture.

**Style:** 50% Lecture, 50% Laboratory.

**Grading:** 15% mid exam, 15% final exam, 55% laboratory evaluation, 15% other evaluation. Third Test

**Exam Format:** short answer; multiple choice

#### FR 3203 Forest Fire and Disturbance Ecology

**A-F only, 3 credit(s); prereq [3104 or equiv], course fee; Credit will not be granted if credit has been received for: FR 5203;**

**Instructor:** Frelich, Lee E

**Description:** The ecology, history, management, and control of fire, wind, insect infestation, deer browsing, and other disturbances in forests, including disturbance regimes of boreal, northern hardwood, and other major forest types of North America. The influence of disturbance on wildlife habitat, urban/wildland interfaces, forest management, and stand/landscape dynamics. One-day field trip. Offered every spring.

**Style:** 60% Lecture, 20% Discussion. Small group exercises

**Grading:** 40% mid exam, 20% final exam, 20% problem solving, 10% other evaluation.

**Exam Format:** Short answer, essay, solve problems

#### FR 3218 Measuring and Modeling Forests

**A-F only, 3 credit(s); prereq [ESPM 3012 or STAT 3011], MATH 1151; Credit will not be granted if credit has been received for: FR 5218;**

**Instructor:** Burk, Thomas Edward

**Description:** General sampling design and survey techniques to assess current resource conditions. Application of these metrics/sampling methods to forest vegetation. Calculation of tree/stand volume and selection of modeling approaches. Case studies of modeling to project future growth. Landscape processes, characterization, and modeling. Offered every spring.

**Style:** 80% Lecture, 20% Small Group Activities.

**Grading:** 71% mid exam, 24% written homework, 5% class participation. 4 "mid exam"s

#### FR 3262 Remote Sensing of Natural Resources and Environment

**3 credit(s); Credit will not be granted if credit has been received for: FR 5262;**

**Instructor:** Bauer, Marvin E

**Description:** The course is designed to provide students with a working knowledge of the principles and applications of remote sensing. It provides a survey of the concepts and techniques of remote sensing and image analysis for mapping and monitoring natural resources, environment and land use. Both photographic and digital sensing approaches are considered. The laboratory provides hands-on experience in interpretation of aerial photographs and an introduction to digital image analysis techniques, along with a practical / team project using remote sensing.

**Style:** 60% Lecture, 40% Laboratory.

#### FR 3411 Managing Forest Ecosystems: Silviculture

**3 credit(s); prereq [3104, non FR [major or minor]] or [3104, concurrent enrollment in 5413, FR [major or minor]] or instr consent; Credit will not be granted if credit has been received for: FR 5411;**

**Instructor:** D'Amato, Anthony William

**Description:** Management of forest ecosystems for sustaining ecological integrity, soil productivity, water quality, wildlife habitat, biological diversity, commodity production in landscape context. Silvics, forest dynamics, disturbances, regeneration, restoration, silvicultural systems. Ramifications of management choices.

#### FR 3431 Timber Harvesting and Road Planning

**2 credit(s); prereq 3411 or instr consent; Credit will not be granted if credit has been received for: FR 5431;**

**Instructor:** Blinn, Charles R

**Description:** Introduction to forest operations. Terminology, basic engineering, equipment and harvesting system options, productivity/costs. Relationship to forest management and silviculture. Road planning, forest management guidelines, approaches for mitigating potential impacts to soil/water resources. Environmental implications of method/equipment choices. Selling timber. Sale design, layout, and administration.

**Style:** 80% Lecture, 5% Film/Video, 5% Small Group Activities, 10% Student Presentation.

**Grading:** 20% mid exam, 20% final exam, 15% reports/papers, 45% written homework.

**Exam Format:** The two midterm take home exams are both short essay format. The final exam is a mixture of T/F, short answer, matching, and fill-in-the-blank questions.

#### FR 3471 Forest Planning and Management

**A-F only, 3 credit(s); prereq Intro silviculture or concurrent registration in silviculture or instr consent ; Credit will not be granted if credit has been received for: FR 5471;**

**Instructor:** STAFF

**Description:** Processes and techniques for scheduling forest management activities. Goals and objectives of landowners, industry, government, and society. Key issues in forest management and policies/regulations that influence management. Decision analysis: predicting forest outcomes, financial analysis, forest regulation, mathematical models, linear programming, tactical forest management, and economic analysis. Consideration of landscape-level management, desired future conditions, historical range of variability, wildlife management, carbon sequestration, resource monitoring, certification, and adaptive management. Offered every spring.

#### FR 3471 Forest Planning and Management

**A-F only, 3 credit(s); prereq Intro silviculture or concurrent registration in silviculture or instr consent ; Credit will not be granted if credit has been received for: FR 5471;**

**Instructor:** Hoganson, Howard M

**Description:**

#### FR 3501 Arboriculture: Selection and Maintenance of Trees

**3 credit(s); prereq [1101 or Hort 1012], Biol 2022;**

**Instructor:** Johnson, Gary

**Description:** This course is designed for the undergraduate student in urban forestry, forestry, horticulture or landscape architecture who desires more technical information on the selection, siting, and care of individual trees in the landscape. Topics include: species selection, planting and transplanting, pruning, plant health care management, diagnosis of problems, risk management, and remedial treatments. The textbook is the 4th edition of Arboriculture: Integrated Management of Landscape Trees, Shrubs, and Vines. Other assigned readings from journals and texts reserved in the Forestry library, as well as electronically forwarded articles. Classes are discussion/demonstration lectures with professionals as occasional lecturers. Exams are short-answer and problem solving in nature. Quizzes are brief and based on reading assignments. Lab exercises are pragmatic and problem-solving.

**Style:** 60% Lecture, 10% Discussion, 20% Demonstration, 10% Guest Speakers. Demonstration

**Grading:** 10% mid exam, 10% final exam, 15% reports/papers, 35% quizzes, 20% written homework, 10% additional semester exams. 3rd exam

**Exam Format:** Short-answer, problem solving

#### FR 4293 Directed Study

**1-5 credit(s), max credits 15, 3 completions allowed; prereq instr consent ;**

**Instructor:** Ek, Alan Ryan

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

#### FR 4293 Directed Study

**1-5 credit(s), max credits 15, 3 completions allowed; prereq instr consent ;**

**Instructor:** Hoganson,Howard M

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4293 Directed Study**

**1-5 credit(s), max credits 15, 3 completions allowed; prereq instr consent ;**

**Instructor:** Nelson,Kristen

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4293 Directed Study**

**1-5 credit(s), max credits 15, 3 completions allowed; prereq instr consent ;**

**Instructor:** Burk,Thomas Edward

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4293 Directed Study**

**1-5 credit(s), max credits 15, 3 completions allowed; prereq instr consent ;**

**Instructor:** Baughman,Mel J.

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4293 Directed Study**

**1-5 credit(s), max credits 15, 3 completions allowed; prereq instr consent ;**

**Instructor:** Kilgore,Mike

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4293 Directed Study**

**1-5 credit(s), max credits 15, 3 completions allowed; prereq instr consent ;**

**Instructor:** Blinn,Charles R

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4293 Directed Study**

**1-5 credit(s), max credits 15, 3 completions allowed; prereq instr consent ;**

**Instructor:** Current,Dean Alan

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4293 Directed Study**

**1-5 credit(s), max credits 15, 3 completions allowed; prereq instr consent ;**

**Instructor:** Schneider,Ingrid Eleanore

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4293 Directed Study**

**1-5 credit(s), max credits 15, 3 completions allowed; prereq instr consent ;**

**Instructor:** Reich,Peter Bernard

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4293 Directed Study**

**1-5 credit(s), max credits 15, 3 completions allowed; prereq instr consent ;**

**Instructor:** Bauer,Marvin E

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of

accomplishments.

**FR 4293 Directed Study**

**1-5 credit(s), max credits 15, 3 completions allowed; prereq instr consent ;**

**Instructor:** Johnson,Gary

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4293 Directed Study**

**1-5 credit(s), max credits 15, 3 completions allowed; prereq instr consent ;**

**Instructor:** Frellich,Lee E

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4293 Directed Study**

**1-5 credit(s), max credits 15, 3 completions allowed; prereq instr consent ;**

**Instructor:** Carlson,Stephan Paul

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4293 Directed Study**

**1-5 credit(s), max credits 15, 3 completions allowed; prereq instr consent ;**

**Instructor:** Brooks,Kenneth N

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4293 Directed Study**

**1-5 credit(s), max credits 15, 3 completions allowed; prereq instr consent ;**

**Instructor:** Bolstad,Paul V

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4293 Directed Study**

**1-5 credit(s), max credits 15, 3 completions allowed; prereq instr consent ;**

**Instructor:** David,Andrew J

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4293 Directed Study**

**1-5 credit(s), max credits 15, 3 completions allowed; prereq instr consent ;**

**Instructor:** D'Amato,Anthony William

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4293 Directed Study**

**1-5 credit(s), max credits 15, 3 completions allowed; prereq instr consent ;**

**Instructor:** Davenport,Mae Allen

**Description:** Student may contact the instructor or department for information.

**FR 4293 Directed Study**

**1-5 credit(s), max credits 15, 3 completions allowed; prereq instr consent ;**

**Instructor:** Montgomery,Rebecca Anne

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 4293 Directed Study**

**1-5 credit(s), max credits 15, 3 completions allowed; prereq**

**instr consent ;**

**Instructor:** Becker,Dennis R

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**Style:** 60% Lecture, 20% Discussion. Small group exercises

**Grading:** 40% mid exam, 20% final exam, 20% problem solving, 10% other evaluation.

**Exam Format:** Short answer, essay, solve problems

**FR 4293 Directed Study**

**1-5 credit(s), max credits 15, 3 completions allowed; prereq instr consent ;**

**Instructor:** Knight,Joe

**Description:** Study/project on topic of personal interest in consultation with faculty member. Initial proposal, reports of accomplishments.

**FR 5218 Measuring and Modeling Forests**

**A-F only, 3 credit(s); prereq Grad student or instr consent; Credit will not be granted if credit has been received for: FR 3218;**

**Instructor:** Burk,Thomas Edward

**Description:** General sampling design and survey techniques to assess current resource conditions. Application of these metrics/sampling methods to forest vegetation. Calculation of tree/stand volume and selection of modeling approaches. Case studies of modeling to project future growth. Landscape processes, characterization, and modeling. Offered every spring.

**FR 4501 Urban Forest Management: Managing Greenspaces for People**

**3 credit(s); prereq [1101, 3501, Ent 4251, PIPa 3003, [UF major or minor]] or instr consent ; Credit will not be granted if credit has been received for: FR 5501;**

**Instructor:** Johnson,Gary

**Description:** This course is designed for upper level undergraduate and graduate students in urban forestry, forestry, natural resources, landscape architecture, landscape design and planning curricula. This is a management course with less emphasis on tree care than FR 3501. Topics of study include: risk assessment and management; inventorying and developing maintenance programs; legal perspectives of urban forest management; urban user preferences; minimizing green and gray infrastructure conflicts; protecting the resources during development and urban expansion; storm preparedness and response.

**Style:** 40% Lecture, 20% Discussion, 5% Student Presentation, 15% Demonstration, 20% Guest Speakers.

**Grading:** 15% mid exam, 15% final exam, 30% reports/papers, 30% quizzes, 10% in-class presentation.

**FR 5262 Remote Sensing of Natural Resources and Environment**

**3 credit(s); prereq Grad student or instr consent ; Credit will not be granted if credit has been received for: FR 3262;**

**Instructor:** Bauer,Marvin E

**Description:** The course is designed to provide students with a working knowledge of the principles and applications of remote sensing. It provides a survey of the concepts and techniques of remote sensing and image analysis for mapping and monitoring natural resources, environment and land use. Both photographic and digital sensing approaches are considered. The laboratory provides hands-on experience in interpretation of aerial photographs and an introduction to digital image analysis techniques, along with a practical / team project using remote sensing.

**Style:** 60% Lecture, 40% Laboratory.

**FR 5146 Science and Policy of Global Environmental Change**

**3 credit(s); prereq 3104 or Biol 3407 or equiv; Credit will not be granted if credit has been received for: EEB 5146;**

**Instructor:** Hobbie,Sarah E

**Description:**

**FR 5411 Managing Forest Ecosystems: Silviculture**

**3 credit(s); prereq Grad student or instr consent; Credit will not be granted if credit has been received for: FR 3411;**

**Instructor:** D'Amato,Anthony William

**Description:** Management of forest ecosystems for sustaining ecological integrity, soil productivity, water quality, wildlife habitat, biological diversity, commodity production in landscape context. Silvics, forest dynamics, disturbances, regeneration, restoration, silvicultural systems. Ramifications of management choices.

**FR 5153 Forest and Wetland Hydrology**

**3 credit(s); prereq [Basic hydrology course, [upper div or grad student]] or instr consent ;**

**Instructor:** Brooks,Kenneth N

**Description:** This course presents current topics, methods and models in forest and wetland hydrology. The hydrologic role of forests, wetlands and riparian systems in snowfall and rainfall regimes is emphasized. We will examine how human activities such as deforestation, wetland drainage, and stream channel alterations, impact the hydrologic response of watersheds. We use problem solving exercises to better understand and quantify runoff and streamflow response from undisturbed and altered forest and wetland watersheds. This course is intended for graduate students and upper division students interested in hydrology and watershed management. Students should have at least one basic hydrology course before taking this class.

**Style:** 50% Lecture, 30% Discussion, 20% Laboratory.

**Grading:** 13% mid exam, 13% final exam, 9% reports/papers, 65% problem solving. Problem solving with reports.

**Exam Format:** essay and problem solving

**FR 5412 Digital Remote Sensing**

**3 credit(s); prereq 3262 or grad student or instr consent ;**

**Instructor:** Bauer,Marvin E

**Description:** Digital Remote Sensing provides graduate and advanced undergraduate students with a working knowledge of biophysical-quantitative remote sensing. The theoretical basis and practical aspects of digital remote sensing are addressed, including energy-matter interactions, radiation measurements and sensors, and digital image processing and analysis. Lectures and reading assignments will be supplemented by problems and projects providing experience in working with digital remote sensing imagery, models and image processing.

**Style:** 80% Lecture, 10% Discussion, 5% Student Presentation, 5% Demonstration.

**Grading:** 30% mid exam, 20% final exam, 30% special projects, 10% in-class presentation, 10% problem solving.

**Exam Format:** Essay

**FR 5203 Forest Fire and Disturbance Ecology**

**A-F only, 3 credit(s); prereq [Grad student or instr consent], course fee; Credit will not be granted if credit has been received for: FR 3203;**

**Instructor:** Frelich,Lee E

**Description:** The ecology, history, management, and control of fire, wind, insect infestation, deer browsing, and other disturbances in forests, including disturbance regimes of boreal, northern hardwood, and other major forest types of North America. The influence of disturbance on wildlife habitat, urban/wildland interfaces, forest management, and stand/landscape dynamics. One-day field trip. Offered every spring.

**FR 5413 Managing Forest Ecosystems: Silviculture Lab**

**1 credit(s); prereq FR [major or minor] or grad student;**

**Instructor:** D'Amato,Anthony William

**Description:** Development of silvicultural prescriptions to achieve various landowner objectives. Timber cruise, growth/yield simulations, stand density management diagrams, thinning schedules, use of forest vegetation simulator. Two Saturday field trips, computer labs, lectures.

**FR 5431 Timber Harvesting and Road Planning**

**2 credit(s); prereq Grad student or instr consent; Credit will not be granted if credit has been received for: FR 3431;**

**Instructor:** Blinn,Charles R

**Description:** Introduction to forest operations. Terminology, basic engineering, equipment and harvesting system options, productivity/costs. Relationship to forest management and silviculture. Road planning, forest management guidelines, approaches for mitigating potential impacts to soil/water resources. Environmental implications of method/equipment choices. Selling timber. Sale design, layout, and administration.

**Style:** 80% Lecture, 5% Film/Video, 5% Small Group Activities, 10% Student Presentation.

**Grading:** 20% mid exam, 20% final exam, 15% reports/papers, 45% written homework.

**Exam Format:** The two midterm take home exams are both short essay format. The final exam is a mixture of T/F, short answer, matching, and fill-in-the-blank questions.

**Instructor:** Montgomery,Rebecca Anne

**Description:** Student may contact the instructor or department for information.

**FR 8105 Research Problems: Silviculture**  
1-5 credit(s), max credits 5, 1 completion allowed;

**Instructor:** D'Amato,Anthony William

**Description:** Student may contact the instructor or department for information.

**FR 8106 Research Problems: Urban Forestry--Biology and Management**

1-5 credit(s), max credits 5, 1 completion allowed;

**Instructor:** Johnson,Gary

**Description:** Student may contact the instructor or department for information.

**FR 8107 Seminar: Forest Resources**  
1 credit(s);

**Instructor:** Thompson,Jerrilyn L

**Description:** Student may contact the instructor or department for information.

**FR 8201 Research Problems: Forest Economics**

1-5 credit(s), max credits 5, 1 completion allowed;

**Instructor:** Hoganson,Howard M

**Description:** Student may contact the instructor or department for information.

**FR 8201 Research Problems: Forest Economics**

1-5 credit(s), max credits 5, 1 completion allowed;

**Instructor:** Kilgore,Mike

**Description:** Student may contact the instructor or department for information.

**FR 8201 Research Problems: Forest Economics**

1-5 credit(s), max credits 5, 1 completion allowed;

**Instructor:** Current,Dean Alan

**Description:** Student may contact the instructor or department for information.

**FR 8201 Research Problems: Forest Economics**

1-5 credit(s), max credits 5, 1 completion allowed;

**Instructor:** Becker,Dennis R

**Description:** Student may contact the instructor or department for information.

**FR 8202 Research Problems: Forest Biometry and Measurements**

1-5 credit(s), max credits 5, 1 completion allowed;

**Instructor:** Ek,Alan Ryan

**Description:** Student may contact the instructor or department for information.

**FR 8202 Research Problems: Forest Biometry and Measurements**

1-5 credit(s), max credits 5, 1 completion allowed;

**Instructor:** Burk,Thomas Edward

**Description:** Student may contact the instructor or department for information.

**FR 8203 Research Problems: Forest Recreation**

1-5 credit(s), max credits 5, 1 completion allowed;

**Instructor:** Bengston,David

**Description:** Student may contact the instructor or department for information.

**FR 8203 Research Problems: Forest Recreation**

1-5 credit(s), max credits 5, 1 completion allowed;

**Instructor:** Baughman,Mel J.

**Description:** Student may contact the instructor or department for information.

**FR 8203 Research Problems: Forest Recreation**

1-5 credit(s), max credits 5, 1 completion allowed;

**FR 5471 Forest Planning and Management**

A-F only, 3 credit(s); prereq Grad student or instr consent; Credit will not be granted if credit has been received for: FR 3471;

**Instructor:** STAFF

**Description:**

**FR 5501 Urban Forest Management: Managing Greenspaces for People**

3 credit(s); prereq Grad student or instr consent; Credit will not be granted if credit has been received for: FR 4501;

**Instructor:** Johnson,Gary

**Description:** This course is designed for upper level undergraduate and graduate students in urban forestry, forestry, natural resources, landscape architecture, landscape design and planning curricula. This is a management course with less emphasis on tree care than FR 3501. Topics of study include: risk assessment and management; inventorying and developing maintenance programs; legal perspectives of urban forest management; urban user preferences; minimizing green and gray infrastructure conflicts; protecting the resources during development and urban expansion; storm preparedness and response.

**Style:** 40% Lecture, 20% Discussion, 5% Student Presentation, 15% Demonstration, 20% Guest Speakers.

**Grading:** 15% mid exam, 15% final exam, 30% reports/papers, 30% quizzes, 10% in-class presentation.

**FR 8101 Research Problems: Physiological Ecology**

1-5 credit(s), max credits 10, 10 completions allowed; prereq instr consent;

**Instructor:** Montgomery,Rebecca Anne

**Description:** Student may contact the instructor or department for information.

**FR 8102 Research Problems: Forest-Tree Genetics**

1-5 credit(s), max credits 5, 1 completion allowed;

**Instructor:** David,Andrew J

**Description:** Student may contact the instructor or department for information.

**FR 8103 Research Problems: Forest Hydrology**

1-5 credit(s), max credits 5, 1 completion allowed;

**Instructor:** Eckman,Karlynn

**Description:** Student may contact the instructor or department for information.

**FR 8103 Research Problems: Forest Hydrology**

1-5 credit(s), max credits 5, 1 completion allowed;

**Instructor:** Brooks,Kenneth N

**Description:** Student may contact the instructor or department for information.

**FR 8104 Research Problems: Forest Ecology**

1-5 credit(s), max credits 5, 1 completion allowed;

**Instructor:** Frelich,Lee E

**Description:** Student may contact the instructor or department for information.

**FR 8104 Research Problems: Forest Ecology**

1-5 credit(s), max credits 5, 1 completion allowed;

**Instructor:** Schneider, Ingrid Eleanor

**Description:** Student may contact the instructor or department for information.

**FR 8203 Research Problems: Forest Recreation**

**1-5 credit(s), max credits 5, 1 completion allowed;**

**Instructor:** Davenport, Mae Allen

**Description:** Student may contact the instructor or department for information.

**FR 8204 Research Problems: Forest Policy**

**1-5 credit(s), max credits 10, 4 completions allowed;**

**Instructor:** Nelson, Kristen

**Description:** Student may contact the instructor or department for information.

**FR 8204 Research Problems: Forest Policy**

**1-5 credit(s), max credits 10, 4 completions allowed;**

**Instructor:** Baughman, Mel J.

**Description:** Student may contact the instructor or department for information.

**FR 8204 Research Problems: Forest Policy**

**1-5 credit(s), max credits 10, 4 completions allowed;**

**Instructor:** Kilgore, Mike

**Description:** Student may contact the instructor or department for information.

**FR 8204 Research Problems: Forest Policy**

**1-5 credit(s), max credits 10, 4 completions allowed;**

**Instructor:** Current, Dean Alan

**Description:** Student may contact the instructor or department for information.

**FR 8204 Research Problems: Forest Policy**

**1-5 credit(s), max credits 10, 4 completions allowed;**

**Instructor:** Becker, Dennis R

**Description:** Student may contact the instructor or department for information.

**FR 8205 Research Problems: Spatial Data Analysis**

**1-5 credit(s), max credits 10, 10 completions allowed; prereq instr consent;**

**Instructor:** Bauer, Marvin E

**Description:** Student may contact the instructor or department for information.

**FR 8205 Research Problems: Spatial Data Analysis**

**1-5 credit(s), max credits 10, 10 completions allowed; prereq instr consent;**

**Instructor:** Bolstad, Paul V

**Description:** Student may contact the instructor or department for information.

**FR 8205 Research Problems: Spatial Data Analysis**

**1-5 credit(s), max credits 10, 10 completions allowed; prereq instr consent;**

**Instructor:** Knight, Joe

**Description:** Student may contact the instructor or department for information.

**FR 8206 Research Problems: Forest Management**

**1-5 credit(s), max credits 5, 1 completion allowed;**

**Instructor:** Hoganson, Howard M

**Description:** Student may contact the instructor or department for information.

**FR 8206 Research Problems: Forest Management**

**1-5 credit(s), max credits 5, 1 completion allowed;**

**Instructor:** Blinn, Charles R

**Description:** Student may contact the instructor or department for information.

**FR 8207 Economic Analysis of Natural Resource Projects**

**A-F only, 2 credit(s); prereq instr consent;**

**Instructor:** Kilgore, Mike

**Description:** Student may contact the instructor or department for information.

**FR 8207 Economic Analysis of Natural Resource Projects**

**A-F only, 2 credit(s); prereq instr consent;**

**Instructor:** Becker, Dennis R

**Description:** Student may contact the instructor or department for information.

**FR 8207 Economic Analysis of Natural Resource Projects**

**A-F only, 2 credit(s); prereq instr consent;**

**Instructor:** Suh, Sangwon

**Description:** Student may contact the instructor or department for information.

**FR 8208 Research Problems: Environmental Learning and Leadership**

**1-5 credit(s), max credits 5, 1 completion allowed; prereq instr consent;**

**Instructor:** Eckman, Karlyn

**Description:** Student may contact the instructor or department for information.

**FR 8208 Research Problems: Environmental Learning and Leadership**

**1-5 credit(s), max credits 5, 1 completion allowed; prereq instr consent;**

**Instructor:** Current, Dean Alan

**Description:** Student may contact the instructor or department for information.

**FR 8208 Research Problems: Environmental Learning and Leadership**

**1-5 credit(s), max credits 5, 1 completion allowed; prereq instr consent;**

**Instructor:** Carlson, Stephan Paul

**Description:** Student may contact the instructor or department for information.

## French 101 Klaeber Court

**FREN 100 Reading French in the Arts and Sciences**

**S-N only, 0 credit(s);**

**Instructor:** Akehurst JD, PhD, Frank Ronald

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course has been designed to teach you how to read French quickly and accurately. No attempts will be made to teach you to write it, speak it, or understand it when it is spoken. Focused on this specific aim, you should be able to acquire considerable skill in reading and understanding French in quite a short time. The teaching strategy of the course is, thus, rather different from that used in four-skill French courses where considerable energy is required to develop skills in writing, speaking, and listening as well as reading. Upon successfully completing the course you should be able to use your translation skills to read material in French in books, newspapers, magazines, and Web sites. You will also be able to use French as a research tool in your graduate degree program.

**Style:** This is a printed correspondence section.

**Grading:** 100% final exam. Each assignment is graded on the A-F system, even though the course is graded on an S/N basis. Each assignment will be returned to help you keep track of your progress. Grades for the assignments have no bearing on the course grade.

**Exam Format:** The course grade will be based entirely on the final exam, which you must take under supervision and for which you may NOT use dictionaries or other aids.

**FREN 100 Reading French in the Arts and Sciences****S-N only, 0 credit(s);****Instructor:** Kamel, Amy Fawka**Description:** Student may contact the instructor or department for information.**FREN 1001 Beginning French****5 credit(s);****Instructor:** STAFF

**Description:** This course is intended for students with NO previous study of French, or students who have not studied French in recent years (gap of 3 years or more). If you have more than two years of high school French completed within the last year or two, you should register for Fren 1022 which provides students with an accelerated review of Fren 1001 material followed by material covered in Fren 1002. For further information on placement, see your advisor or contact the Department of French and Italian. Fren 1001 is a theme-based course. Students develop their communication skills in French in different areas: speaking, writing, listening and reading. In addition to linguistic skills, students develop a better understanding of diverse aspects of French-speaking cultures. Themes addressed in the course include: student life, family, recreation, life in Francophone cities, housing, Francophone heritage in Northern America and Canada. The text, "Deux Mondes," 6th ed., is accompanied by an electronic workbook (Quia) with a variety of practice activities including listening ones, designed to be used by students outside of class. In the "Deux Mondes" textbook students will work with materials from "Premiere Etape" through Ch. 5. Since the majority of class is devoted to communication activities, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.

**Style:** Combination of whole-class and small-group activities**Grading:** 10% mid exam, 15% final exam, 12% reports/papers, 8% special projects, 10% quizzes, 25% other evaluation. written exams; 12% oral tests; 8% workbook exercises**Exam Format:** All exams evaluate listening, vocabulary, grammar, writing, reading and culture.**FREN 1001 Beginning French****5 credit(s);****Instructor:** Estrem, Mary Elaine

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In this course, you will go to the center of the French-speaking world--Paris--where you will learn French by participating in a story about a young French woman, Mireille Belleau, and a young American man, Robert Taylor, who develop an interest in each other. As their story unfolds, you will learn language for common social situations, such as ordering food and drink; making purchases; talking about one's interests and one's dreams; talking about one's studies; extending, accepting, and refusing invitations; and behaving politely at the dinner table. You will learn to use past tenses, and you will see some of the famous sites in Paris. The language you learn in French 1001 will allow you to function in some social situations and begin your understanding of French grammar.

**Style:** This is a printed correspondence section.**Grading:** 25% mid exam, 50% final exam, 25% written homework. The self-recordings are not graded unless part of a quiz. The oral exercises are for practice and to check your pronunciation. The instructor may record corrections to your pronunciation. Lowest written and oral quiz scores are dropped.**Exam Format:** Supervised, in-person exams.**FREN 1002 Beginning French****5 credit(s); prereq 1001 or equiv; Credit will not be granted if credit has been received for: FREN 4022;****Instructor:** STAFF**Description:** Fren 1002 is intended for students who have completed Fren 1001 or the equivalent. In this course students build on the interpersonal, interpretive and presentational skills

developed in first-semester French and on their knowledge and understanding of Francophone practices and products. Culture is taught through multimedia and cultural readings. Fren 1002 is a theme-based course. Themes addressed in this course include: Francophone youth, food, geography, the environment, travel, education and employment. The text, "Deux Mondes," 6th ed., is accompanied by an electronic workbook (Quia/Centro) with a variety of practice activities including listening ones, designed to be used by students outside of class. In the "Deux Mondes" textbook students will work with materials from Ch. 6 through Ch. 10. Since the majority of class is devoted to communication activities, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.

**Style:** Class Time: Mostly discussion and student involvement in pair/group activities.**Grading:** 30% written exams, 15% oral exams, 13% final exam, 12% reports/papers, 13% special projects, 12% quizzes, 5% workbook exercises**Exam Format:** All exams evaluate listening, vocabulary, grammar, writing, reading and culture. Oral skills are assessed in pair discussions.**FREN 1002 Beginning French****5 credit(s); prereq 1001 or equiv; Credit will not be granted if credit has been received for: FREN 4022;****Instructor:** Estrem, Mary Elaine

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In this course, you will go to the center of the French-speaking world - Paris - where you will learn French by participating in a story about a young French woman, Mireille Belleau, and a young American man, Robert Taylor, who develop an interest in each other. As their story unfolds, you will learn language for common social situations, such as ordering food and drink; making purchases; talking about one's interests and one's dreams; talking about one's studies; extending, accepting, and refusing invitations; and behaving politely at the dinner table. You will learn to use past tenses, and you will see some more of the famous sites in Paris. The language you learn in French 1002 will allow you to function in a greater range of social situations and extend your understanding of French grammar.

**Style:** This is a printed correspondence section.**Grading:** 25% mid exam, 50% final exam, 25% written homework. The self-recordings will not be graded. The oral exercises are for practice and for your instructor to check your pronunciation. The instructor may record corrections to your pronunciation. Lowest written and oral quiz scores will be dropped.**Exam Format:** Supervised, in-person (not online) exams**FREN 1003 Intermediate French****5 credit(s); prereq 1002 or Entrance Proficiency Test;****Instructor:** STAFF

**Description:** Prereq: 1002 or 1022 or Entrance Proficiency Test  
**Description:** This course is designed for students who have completed Fren 1002 or 1022 with a C- or better or who have successfully passed the EPT (Entrance Proficiency Test) for this level. In this course students build on the interpersonal, interpretive and presentational skills developed in beginning French and on their knowledge and understanding of Francophone practices and products. Culture is taught through multimedia and cultural readings. Fren 1003 is a theme-based course. Themes addressed in this course include: French media and cinema, the French resistance, wellness and health, current French family, societal and global issues. The text, "Deux Mondes," 6th ed., is accompanied by an electronic workbook (Quia/Centro) with a variety of practice activities including listening ones, designed to be used by students outside of class. In the "Deux Mondes" textbook students will work with materials from Ch. 11 through Ch. 14. They will also work with the film "Le Chemin du Retour" available on the course site: the story of a young French journalist and her pursuit of the truth about her grandfather's past. Since the majority of class is devoted to



communication activities, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.

**Style:** Mostly discussion and student involvement in pair/group activities

**Grading:** Grade: 15%: final exam, 20%: reports/papers, 6%: chapter quizzes, 7%: class participation, 32%: other evaluation: written exams (22.5%), writing assignments on movie, on-line writing assignments (9.5%), 15%: oral exams, 5%: workbook exercises.

**Exam Format:** Exam Format: Exams assess a student's listening, reading, speaking and writing proficiency and cultural knowledge and understanding. Oral exams are administered in pairs, written exams involve answering short questions and essay writing.

#### **FREN 1004 Intermediate French**

**5 credit(s); prereq 1003 or Entrance Proficiency Test;**

**Instructor:** STAFF

**Description:** This course is for those who have successfully passed Fren 1003 with a C- or better or have passed all sections of the EPT (Entrance Proficiency Test) for this level. This course continues the building of speaking, writing, listening and reading skills acquired during the first three semesters of French while expanding cultural awareness, knowledge and understanding of Francophone cultures. Emphasis is placed on reading, writing and culture. The theme of this course is that of cultural identity, addressed via discussion of food, family, education, work, nationality and diversity. A custom edition of "Ouvretures" (based on the 4th ed.) includes contemporary and literary texts. In this text students will learn material from Chapters 1 through 8, with emphasis on chapters 1, 2, 3, 6 and 7. A supplemental course pack includes activities to accompany video clips, as well as supplemental grammar activities. Writing skills will be developed through process-writing essays. Several class sessions will allow students to work with audio-visual resources (mainly film clips) to develop their listening skills; the clips will also serve as a basis for cultural discussions. Email exchanges with native French speakers learning English will further enhance cultural knowledge. During enrollment in 1004 students who choose to, will have the opportunity to complete the Language Proficiency Exam (LPE) and earn a text line on their transcript endorsing their proficiency in French.

**Style:** Mostly discussion and student involvement in pair/group activities.

**Grading:** 15% final exam, 20% reports/papers, 5% quizzes. 10% email exchanges and other assignments; 30% written exams; 15% oral exams; 5% workbook exercises

**Exam Format:** Exams assess a student's listening, reading, speaking and writing proficiency. Oral exams are administered in pairs, written exams involve answering short questions and essay writing.

#### **FREN 1022 Accelerated Beginning French**

**5 credit(s); prereq 2 or more yrs high school French; Credit will not be granted if credit has been received for: FREN 4002;**

**Instructor:** STAFF

**Description:** Prereq: 2 or more yrs high school French This beginning French course for false beginners is intended for students who have previously studied French in high school or at a community college, or who are transfer students, while Fren 1001 is a course for students with no previous French studies. The Fren 1022 course begins with a review of Fren 1001 materials (Ch. preliminaire through Ch. 5 in "Deux Mondes" 6th ed.), followed by materials introduced in Fren 1002 (Ch. 6 through Ch. 10). In other words, the course allows students to learn first-year materials in one semester. Upon entering Fren 1022 students should be familiar with basic vocabulary related to daily life and daily survival situations, present and past tenses (please note: "passe compose" will be reviewed and "imparfait" will be introduced). Fren 1022 is a theme-based course. Themes addressed in this course include: student life, family, recreation, housing, Francophone heritage in North-America, Francophone youth, food, geography, the environment, travel, education and employment. Students develop knowledge and understanding of

Francophone practices and products through multimedia and cultural readings. The text, "Deux Mondes," 6th ed., is accompanied by an electronic workbook (Quia/Centro) with a variety of practice activities including listening ones, designed to be used by students outside of class. Since the majority of class is devoted to communication class attendance is fundamental.

**Style:** Mostly discussion and student involvement in pair/group activities

**Grading:** 36% written exams, 15% oral exams, 13% final exam, 12% reports/papers, 10% special projects, 7% quizzes, 7% workbook exercises

**Exam Format:** All exams evaluate listening, vocabulary, grammar, writing, reading and culture. Oral skills are assessed in pair discussions.

#### **FREN 1905 Freshman Seminar: Confessions, True or Otherwise**

**A-F only, 3 credit(s); prereq freshman;**

**Instructor:** Franklin-Brown, Mary

**Description:** True confessions are rarer than you might think. Not because people don't intend to tell the truth (although there are plenty of shady characters who don't), but because a story changes in the process of being told; we have to use words, and often they fail to capture the lived experience while creating subtly different experiences of their own. The paradigms that we have been taught for understanding the world also intervene; people from different cultural contexts produce radically different narratives. So the narration of the self changes from place to place, religion to religion, language to language, and century to century. This course will investigate the paradigms of self-narration, from antiquity to modernity. Although the word 'confession' would seem to indicate the brief narration of some shocking sin or crime, the potential that it opened for the narration of an individual's life was recognized by Augustine (c. 400), Bishop of Hippo, who used the word as the title for his autobiography, one of the first (and still the strangest) ever written. During the Middle Ages, Abelard (a brilliant but unorthodox logician, a wildly popular teacher, and the seducer of his most famous pupil, Heloise), feeling wronged and misunderstood by the world at large, also wrote an autobiography, an apologia that purported to justify what others perceived as his crimes. The Enlightenment Confessions of another paranoid soul, Rousseau, are in some ways closer to Abelard's autobiography than to their Augustinian precedent, while the early nineteenth-century Confessions of Thomas de Quincey take the genre in a new direction by describing the author's opium-induced dreams. But autobiographies are not the only texts that offer insight into the act and consequences of self-narration. In the seventeenth-century, Madame de Lafayette played with the idea of the confession by making the protagonist of her most successful novel confess to her husband not the guilt of adultery, but the temptation of it... and the confession is overheard by her suitor, who recounts it to the court! The bizarre scene invites a reflection upon the role of other parties in self-narration, be they addressees or those who repeat the narrative, and upon social roles and ideology that determine the way such narratives are constructed. We shall pursue this reflection by discussing the Books of Samuel and the penitential psalms, several case studies of Freud and one of Foucault's historical essays.

#### **FREN 3014 French Phonetics**

**2 credit(s); prereq 1004;**

**Instructor:** Treece PhD, Rick

**Description:** This course will focus on both the theoretical and practical aspects of French pronunciation, with a strong emphasis on improving pronunciation. In the theoretical portion of the course, the major aspects of French pronunciation will be examined, with particular attention given to areas of contrast between French and English pronunciation. Students will learn to use symbols from the International Phonetic Alphabet in order to do phonetic transcription, i.e. representing French sounds with phonetic symbols. Another important theoretical component is learning the rules governing the correspondence between written letters and their pronunciation. In the practical portion of the course, students will be given extensive pronunciation practice

so that they may identify and eliminate errors in their own pronunciation. NOTE: This is NOT a course in French conversation. This course is designed for non-native speakers of French and is a required course for 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.

**Style:** 10% Lecture, 10% Discussion, 80% Laboratory.

**Grading:** 10% final exam, 5% reports/papers, 20% quizzes, 10% class participation, 10% laboratory evaluation, 45% other evaluation. 8 audio recordings

**Exam Format:** short answer, multiple choice

**FREN 3015 Advanced French Grammar and Communication**  
**3 credit(s); prereq 1004 or equiv or instr consent ;**

**Instructor:** STAFF

**Description:** Fren 3015 is the first in a two-course sequence (with 3016) which combines an intensive review of grammar with a special focus on the articulation and organization of ideas through reading, writing, and textual analysis. In 3015, students will develop skills in a variety of writing forms (e.g. portrait, description, narration) while exploring selected cultural themes through written texts and film. Course requirements include exams as well as regular writing assignments, which usually involve one rewriting. In order to enroll in 3015, it is highly recommended that students have completed Fren 1004 with a minimum grade of B; transfer students should take the Language Proficiency Exam and receive a High Pass. For information on the LPE, see <http://langtest.umn.edu/imdatesGPT.html>

**Style:** Language instruction

**Exam Format:** Grammar exercises, essays

**FREN 3015 Advanced French Grammar and Communication**  
**3 credit(s); prereq 1004 or equiv or instr consent ;**

**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>

**Style:** Language instruction

**Exam Format:** Grammar exercises, essays

**FREN 3016 Advanced French Composition and Communication**

**3 credit(s); prereq 3015 or equiv or instr consent ;**

**Instructor:** STAFF

**Description:** Fren 3016 is the second in a two-course sequence (with 3015) which combines an intensive review of grammar with a special focus on the articulation and organization of ideas through reading, writing, and textual analysis. In 3016, students will develop skills in a variety of writing forms (e.g. compte rendu, argumentative essay, film scene analysis) while exploring selected cultural themes through written texts and film. Course requirements include written exams as well as regular writing assignments, which usually involve one rewriting. Students who do not receive a grade of B or better in 3015 (or equivalent course) are strongly encouraged to repeat 3015 before taking 3016.

**Style:** Language instruction

**Grading:** 50% written homework, 10% class participation.

**Exam Format:** Grammar exercises, essay

**FREN 3022 The Language and Culture of Business in France**  
**3 credit(s); prereq 3015; completion of 3016 recommended;**

**Instructor:** Mougel, Patricia M.

**Description:** This course will examine business practices in France from a linguistic and cultural perspective. Course participants will: 1). Be introduced to the French economy and its place in the global economy. 2). Gain insights into current socio-economic issues in France. 3). Learn the language and discourse used in French business and economics. 4). Become familiar with standard French business correspondence. 5). Gain a better understanding of similarities and differences in business and hiring practices between France and the United States. A selection of topics to be discussed includes: the European Union, imports/exports, transportation, banking, taxes, office & management practices, technology-mediated communication, employment/ unemployment, employee/employer relations, job-search procedures. Course activities will include: vocabulary-building tasks, translations, business letter, resume, job/internship applications writing, listening and reading comprehension activities using authentic written and audio/video materials, group discussions and role-plays. This course is web-enhanced and will allow students to further develop their listening, reading and writing skills outside of class while exploring business content.

**Style:** 40% Lecture, 25% Discussion, 25% Small Group Activities, 5% Student Presentation, 5% Guest Speakers.

**Grading:** 15% reports/papers, 15% special projects, 8% quizzes, 20% in-class presentation, 7% class participation. 3 written exams: 35%

**Exam Format:** Short answer questions and essay writing. Final Oral Group Presentation on a business French current issue.

**FREN 3101W Introduction to French Literature**

**4 credit(s); prereq 3015 or equiv; Meets CLE req of Literature; meets CLE req of Writing Intensive;**

**Instructor:** Samb, Mamadou Moustapha

**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**

**4 credit(s); prereq 3015 or equiv; Meets CLE req of Literature; meets CLE req of Writing Intensive;**

**Instructor:** Abderrezak, Hakim

**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 3140 Topics in Medieval and Renaissance Literature:**

**The Renaissance in Prose**

**3 credit(s), max credits 9, 3 completions allowed; prereq 3101;**

**Instructor:** Franklin-Brown, Mary

**Description:** The Renaissance in Prose According to a medieval

etymology, prose [prosa] is so named because it is poured forth [profusa] and set free from the law of meter. Although this particular etymology is spurious, the liberty and adaptability of prose appealed to many of the most innovative writers in the later Middle Ages and Renaissance, allowing them to experiment with high and low registers and to test the limits of the French language. In this class, we shall study the various ways in which the innovation that so that marked the Renaissance expressed itself in this most diffuse and unrestrained of literary forms. While Marguerite de Navarre chose prose for her collection of sometimes dark, sometimes comic tales, Francois Rabelais wrote a cycle of five prose novels recounting the fantastic adventures of a family of giants, in what amounts to an unforgiving and mordantly witty commentary on life in Renaissance France. Michel de Montaigne also had comments to make about his social environment, but he was even more interested in painting a prose portrait of his flawed and self-contradictory self, a portrait that took the form of three volumes of intricate, fascinating essays. Texts will include: Marguerite de Navarre, selections from the Heptameron; Rabelais, Gargantua and Pantagruel; Montaigne, selected essays; and Du Bellay, Defense et Illustration de la Langue francaise. Class conducted in French. The semester will begin with a workshop in reading sixteenth-century French, and no prior experience with the early language is expected. The texts of Rabelais will be read in modern French translation, those of Marguerite de Navarre and Montaigne, in editions with modernized spelling.

**Style:** 15% Lecture, 70% Discussion, 10% Student Presentation, 5% Guest Speakers.

#### **FREN 3340 Topics in Modern French Literature: Novel**

**Experiments: Narration in Modern France**

**3 credit(s), max credits 9, 3 completions allowed; prereq FREN 3101;**

**Instructor:** Brewer, Maria M

**Description:** Novel Experiments: Narrative In Modern France Focused on selected literary works and critical essays of the 20th and 21st Centuries in France, this course provides the opportunity to examine what the concept of narrative representation entails and what its major transformations in the modern period have come to signify and symbolize. The course will be organized around four principal axes: 1) Marcel Proust and the Novel of the Subject in the early 20th Century; 2) Existentialism, Narrative, and Jean-Paul Sartre; 3) What's New in the New Novel? 4) Feminism and the Re-writing of Gender. Related topics to be studied in the course of the semester include the following: voice, memory, and subjectivity; dimensions of narrative time and space; writing and the event; experimental writing, gender, and sexuality; and current debates in autobiography. Works of literature and critical readings will be selected from Marcel Proust, Jean-Paul Sartre, Simone de Beauvoir, Albert Camus, Samuel Beckett, Marguerite Duras, Alain Robbe-Grillet, Nathalie Sarraute, Claude Simon, Marie Darrieussecq, Monique Wittig, Jean-Francois Lyotard, Helene Cixous, Sigmund Freud, and Roland Barthes.

**Style:** 55% Lecture, 40% Discussion, 5% Student Presentation.

**Grading:** 20% mid exam, 65% reports/papers, 15% class participation.

**Exam Format:** Essay

#### **FREN 3350 Topics in Literature: Fantastic Literature, Science and Gender**

**3 credit(s), max credits 9, 3 completions allowed; prereq 3101;**

**Instructor:** Wall-Romana, Christophe M

**Description:** Scientific-Fantastic Literature of the Fin-de-siecle Although le fantastique accompanies Romanticism at the beginning of the 19th-century, new technologies as well as new ideas about women, the body, energy and society during the Industrial Revolution contributed to its resurgence around scientific themes starting in the 1860s. In this course we will study literary texts staging various confrontations between male and female bodies and technology from around 1860 to 1920: novels by Emile Zola, Albert Robida, and Alfred Jarry; shorter novellas by Paul Valery, Jules Lermina, Romain Rolland, and

Rachilde; excerpts from early sci-fi and technologically savvy authors (Villiers de L'Isle-Adam, Jules Verne, Camille Flammarion); and a selection of poetry. We will also watch early films displaying the scientific fantastic (Melies, Feuillade). Critical readings will include S. Freud, T. Todorov, M. Milner, M. Foucault, K. Haraway, N. K. Hayles. Assignments include response papers, two essays, a midterm, presentations, and a creative experiment.

#### **FREN 3479 Francophone Writers of the African Diaspora**

**3 credit(s); prereq 3101;**

**Instructor:** Abderrezak, Hakim

**Description:** FREN 3479 - Francophone Writers of the African Diaspora Topics in Literature: Borders, Death and the Sea This topics course is designed to introduce students to Beur literature and the literature of the Maghreb, i.e., the North African nations of Tunisia, Algeria and Morocco. The novels, novellas, and short stories will deal with border crossings and maritime journeys of Maghrebi migrants as well as those of Beurs, French citizens of North African ancestry. Throughout the course we will examine contemporary representations of human migratory flows as well as questions of identity and the concept of globalization. These will invoke ideas of nationality, gender, tourism, and the role of the media in the context of the diaspora, which we will also discuss. The texts will be supplemented by readings in philosophy, history, sociology, anthropology, and cultural critique. In addition to the readings, students are expected to view three films outside of class.

#### **FREN 3521 History of the French Language**

**3 credit(s); prereq 3015; Ling 3001 recommended;**

**Instructor:** Kerr, Betsy Jean

**Description:** In this course, students will study the development of the French language from Latin to modern French. Both internal factors affecting development (e.g., simplification of words through sound changes) and external factors (e.g., historical and social changes) will be examined in order to give students an understanding of how the French language came to be what it is today. The class will follow a discussion/lecture format, with emphasis on discussion. Some class time will be spent working with other students in small groups discussing questions related to the readings or working on linguistic analyses of texts from various periods. Readings and discussion in French. Students will do reports of independent reading five times in the semester. Three exams, numerous assignments. Use of WebVista site is an integral part of the course. We will make extensive use of the site indicated below on the history of the French language.

**Style:** 40% Lecture, 60% Discussion.

**Grading:** 40% mid exam, 20% final exam, 25% reports/papers, 15% class participation.

**Exam Format:** Mostly short answers and essay, some true/false

#### **FREN 4001 Beginning French**

**2 credit(s); prereq Grad student;**

**Instructor:** STAFF

**Description:** This course is intended for students with NO previous study of French, or students who have not studied French in recent years (gap of 3 years or more). If you have more than two years of high school French completed within the last year or two, you should register for Fren 4022 which provides students with an accelerated review of Fren 4001 material followed by material covered in Fren 4002. For further information on placement, see your advisor or contact the Department of French and Italian. Fren 4001 is a theme-based course. Students develop their communication skills in French in different areas: speaking, writing, listening and reading. In addition to linguistic skills, students develop a better understanding of diverse aspects of French-speaking cultures. Themes addressed in the course include: student life, family, recreation, life in Francophone cities, housing, Francophone heritage in Northern America and Canada. The text, "Deux Mondes," 6th ed., is accompanied by an electronic workbook (Quia) with a variety of practice activities including listening ones, designed to be used by students outside of class. In the "Deux Mondes" textbook students will work with materials from

"Premiere Etape" through Ch. 5. Since the majority of class is devoted to communication activities, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.

**Style:** Combination of whole-class and small-group activities

**Grading:** 10% mid exam, 15% final exam, 12% reports/papers, 8% special projects, 10% quizzes, 25% other evaluation. written exams; 12% oral tests; 8% workbook exercises

**Exam Format:** All exams evaluate listening, vocabulary, grammar, writing, reading and culture.

#### **FREN 4002 Beginning French**

**2 credit(s); prereq Grad student; Credit will not be granted if credit has been received for: FREN 1022;**

**Instructor:** STAFF

**Description:** Fren 4002 is intended for students who have completed Fren 4001 or the equivalent. In this course students build on the interpersonal, interpretive and presentational skills developed in first-semester French and on their knowledge and understanding of Francophone practices and products. Culture is taught through multimedia and cultural readings. Fren 4002 is a theme-based course. Themes addressed in this course include: Francophone youth, food, geography, the environment, travel, education and employment. The text, "Deux Mondes," 6th ed., is accompanied by an electronic workbook (Quia/Centro) with a variety of practice activities including listening ones, designed to be used by students outside of class. In the "Deux Mondes" textbook students will work with materials from Ch. 6 through Ch. 10. Since the majority of class is devoted to communication activities, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.

**Style:** Mostly discussion and student involvement in pair/group activities

**Grading:** 30% written exams, 15% oral exams, 13% final exam, 12% reports/papers, 13% special projects, 12% quizzes, 5% workbook exercises

**Exam Format:** All exams evaluate listening, vocabulary, grammar, writing, reading and culture. Oral skills are assessed in pair discussions.

#### **FREN 4003 Intermediate French**

**2 credit(s); prereq Grad student;**

**Instructor:** STAFF

**Description:** Prereq: 1002 or 1022 or Entrance Proficiency Test Description: This course is designed for students who have completed Fren 1002 or 1022 with a C- or better or who have successfully passed the EPT (Entrance Proficiency Test) for this level. In this course students build on the interpersonal, interpretive and presentational skills developed in beginning French and on their knowledge and understanding of Francophone practices and products. Culture is taught through multimedia and cultural readings. Fren 1003 is a theme-based course. Themes addressed in this course include: French media and cinema, the French resistance, wellness and health, current French family, societal and global issues. The text, "Deux Mondes," 6th ed., is accompanied by an electronic workbook (Quia/Centro) with a variety of practice activities including listening ones, designed to be used by students outside of class. In the "Deux Mondes" textbook students will work with materials from Ch. 11 through Ch. 14. They will also work with the film "Le Chemin du Retour?" available on the course site: the story of a young French journalist and her pursuit of the truth about her grandfather's past. Since the majority of class is devoted to communication activities, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.

**Style:** Mostly discussion and student involvement in pair/group activities

**Exam Format:** Exams assess a student's listening, reading, speaking and writing proficiency. Oral exams are administered in pairs, written exams involve answering short questions and essay writing.

#### **FREN 4004 Intermediate French**

**2 credit(s); prereq Grad student;**

**Instructor:** STAFF

**Description:** This course is for those who have successfully passed Fren 1003 with a C- or better or have passed all sections of the EPT (Entrance Proficiency Test) for this level. This course continues the building of speaking, writing, listening and reading skills acquired during the first three semesters of French while expanding cultural awareness, knowledge and understanding of Francophone cultures. Emphasis is placed on reading, writing and culture. The theme of this course is that of cultural identity, addressed via discussion of food, family, education, work, nationality and diversity. A custom edition of "Ouvertures" (based on the 4th ed.) includes contemporary and literary texts. In this text students will learn material from Chapters 1 through 8, with emphasis on chapters 1, 2, 3, 6 and 7. A supplemental course pack includes activities to accompany video clips, as well as supplemental grammar activities. Writing skills will be developed through process-writing essays. Several class sessions will allow students to work with audio-visual resources (mainly film clips) to develop their listening skills; the clips will also serve as a basis for cultural discussions. Email exchanges with native French speakers learning English will further enhance cultural knowledge. During enrollment in 1004 students who choose to, will have the opportunity to complete the Language Proficiency Exam (LPE) and earn a text line on their transcript endorsing their proficiency in French.

**Style:** Mostly discussion and student involvement in pair/group activities.

**Grading:** 15% final exam, 20% reports/papers, 5% quizzes. 10% email exchanges and other assignments, 30% written exams, 15% oral exams, 5% workbook exercises

**Exam Format:** Exams assess a student's listening, reading, speaking and writing proficiency. Oral exams are administered in pairs, written exams involve answering short questions and essay writing.

#### **FREN 4022 Accelerated Beginning French**

**2 credit(s); prereq Grad student; Credit will not be granted if credit has been received for: FREN 1002;**

**Instructor:** STAFF

**Description:** Prereq: 2 or more yrs high school French This beginning French course for false beginners is intended for students who have previously studied French in high school or at a community college, or who are transfer students, while Fren 4001 is a course for students with no previous French studies. The Fren 4022 course begins with a review of Fren 4001 materials (Ch. preliminaire through Ch. 5 in "Deux Mondes" 6th ed.), followed by materials introduced in Fren 4002 (Ch. 6 through Ch. 10). In other words, the course allows students to learn first-year materials in one semester. Upon entering Fren 4022 students should be familiar with basic vocabulary related to daily life and daily survival situations, present and past tenses (please note: "passe compose" will be reviewed and "imparfait" will be introduced). Fren 4022 is a theme-based course. Themes addressed in this course include: student life, family, recreation, housing, Francophone heritage in North-America, Francophone youth, food, geography, the environment, travel, education and employment. Students develop knowledge and understanding of Francophone practices and products through multimedia and cultural readings. The text, "Deux Mondes," 6th ed., is accompanied by an electronic workbook (Quia/Centro) with a variety of practice activities including listening ones, designed to be used by students outside of class. Since the majority of class is devoted to communication class attendance is fundamental.

**Grading:** 36% written exams, 15% oral exams, 13% final exam, 12% reports/papers, 10% special projects, 7% quizzes, 7% workbook exercises

**Exam Format:** All exams evaluate listening, vocabulary, grammar, writing, reading and culture. Oral skills are assessed in pair discussions.

#### **FREN 4970 Directed Readings**

**1-4 credit(s), max credits 9, 9 completions allowed; prereq instr consent;**

**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 5350 Topics in Literature and Culture**

**3 credit(s), max credits 12, 4 completions allowed; prereq 3101 or equiv;**

**Instructor:** Allen, Joseph R

**Description:** This course is a review of the issues surrounding translation, including theories of representation, ideological work, as well as actual practice. The course is structured around a series of readings and discussion of both historical and contemporary writing on translation?Lawrence Venuti?s Translation Studies Reader is the base text. While most of the readings center on the theory and particulars of literary translation, students will be encouraged to explore other manifestations of translation as a historical, cultural or aesthetic issue. Along with those interested in languages and literature, students in disciplines such as creative writing, performance, and the plastic arts are also welcomed. You should be native or near-native speaker of English, as well as an advanced speaker/reader of at least one other language, either classical or vernacular.

### **FREN 8120 Topics in Later Medieval French Literature**

**3 credit(s), max credits 9, 3 completions allowed; prereq 8110 or instr consent ;**

**Instructor:** Noakes, Susan J

**Description:** French 8120 Topics in Later French Medieval Literature Spring 2009 The Problem of the Fifteenth Century French literary historiography has long struggled with the literature of the fifteenth century. Perhaps the best-known and most coherent overview of the period and its cultures appears in Johan Huizinga's THE WANING OF THE MIDDLE AGES. The class will work to develop an understanding of this century of literary experimentation and change by studying especially the works of Christine de Pizan, Charles d'Orleans, and Francois Villon. Attention will also be given to THE FARCE OF PIERRE PATELIN, Rene d'Anjou's LE LIVRE DU CUER D'AMOUR EPRIS, LA BELLE DAME SANS MERCI, and Froissart's LA PRISON AMOUREUSE. Important themes will include nostalgia for courtliness, the reaction against courtliness, the representation of gender, and the literary effects of the Hundred Years' War. Some attention will be given to the development of Middle French and to the early history of French poetic forms and their relation to the history of music. Conducted in French. Middle French.

**Style:** 20% Lecture, 60% Discussion, 15% Student Presentation, 5% Guest Speakers.

**Grading:** 60% reports/papers, 10% in-class presentation, 30% class participation.

### **FREN 8270 Critical Issues: Prose**

**3 credit(s), max credits 12, 4 completions allowed;**

**Instructor:** Brewer, Maria M

**Description:** French 8270: Critical Issues: Prose Literature Out of Bounds in Modern and Contemporary France The questions of the literary and its boundaries (or lack of them) have undergone dramatic changes in response to historical situations and events as well to the propositions of avant-garde aesthetics and its various forms of experimentation. This course aims to provide the opportunity for discussing selected narrative and critical works that have contributed significantly to resetting the boundaries for an understanding of literature and the socio-symbolic conditions for representation in modernity. Seminar readings and discussions will be organized according to the following topics: 1) The novel and subjectivity in the early 20th Century; 2) What is literature in existentialist thought and action? 3) The New Novel reconsidered; 4) Boundaries of the subject in la societe de fiction. Literary works will be selected from the following: Marcel Proust, Louis-Rene des Forets, Nathalie Sarraute, Samuel Beckett, Alain Robbe-Grillet, Claude Simon, Georges Perec, Monique Wittig, Marguerite Duras, Amelie Nothomb, Marie Darrieussecq, and Kossi Efoui. (Note: no more than six texts will be selected from the above for common reading, but all of the above as well as the critical theorists below may be chosen as subjects for the presentation and/or the seminar paper.) In conjunction with these works, we will read

essays by theorists who have engaged with the notion of literature and its status in history, culture, and critical thought. Selections will be made from writings by the following: Jean-Paul Sartre, Simone de Beauvoir, Roman Jakobson, Julia Kristeva, Roland Barthes, Fredric Jameson, Helene Cixous, Maurice Blanchot, Paul de Man, and Jacques Ranciere. The course will be conducted in French. If you have a reading knowledge of French, you are welcome to participate in either English or French.

**Style:** 40% Lecture, 60% Discussion.

**Grading:** 70% reports/papers, 10% in-class presentation, 20% class participation.

### **FREN 8410 Topics in Quebecois Literature**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Sivert, Eileen B

**Description:** "Storied Identities: Women Writers in Contemporary Quebec" This course looks at the disproportionate role women writers have played in the transformation of the novel in Quebec. We will touch briefly on the development of the Quebecois novel from the "novel of the land" (which dominated literature of the nineteenth and early twentieth centuries in Quebec) to contemporary writing. The class, however, will concentrate on more recent novels (and some films) which pose questions about power, authority, language and form. Changes in narrative will be considered in the context of changes in the social order. We will see how, with these writers, there is a shift from a male-centered "novel of the land" to, at first, a modern psychological novel, which foregrounds the female and announces and participates in the liberalization of social institutions. At the same time these novels reveal the beginnings of experimentation with form that are so evident in the literature of Quebec today. The writers selected work in different ways to question boundaries or limits imposed by lingering traditions in a changing society. Through novels as well as cultural and theoretical readings, we will analyze the acts of writing and storytelling as means of reconstructing social meaning as well as forming and altering social relations and community in contemporary (that is to say rootless and itinerant) society. The experience of Quebec women writers, moving suddenly from limited access to the published word to near dominance in many literary circles, as well as the radical transformation of their place in modern Quebec society, makes them particularly suitable subjects for this kind of study. They all suggest, through storytelling, a kind of fluid self-determination, teased out in a process of shuttling between a community standpoint and a growing individual perspective, with community chosen and created, constructed through writing and storytelling. Indeed these novels serve as case studies that both test and expose the creative power of narrative on identity. Primary readings will include novels by Gabrielle Roy, Monique LaRue, Anne Hebert, Louise Dupre, Elise Turcotte and possibly Nicole Brossard or Lise Tremblay. Cultural and theoretical readings will be chosen from writings of Sherry Simon, Deborah Parsons, Michel de Certeau, Julia Kristeva, Lori Saint-Martin, Jacques Derrida and Walter Benjamin. Readings are mostly in French with some in English. Seminar discussions will be in English. A reading knowledge of French is required.

**Style:** 20% Lecture, 60% Discussion, 20% Student Presentation.

**Grading:** 70% reports/papers, 10% in-class presentation, 20% class participation.

## **French and Italian**

### **101 Klæber Court**

### **FRIT 3880 Topics in French and Italian Literatures and Cultures**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Noakes, Susan J

**Description:** FRIT 3880: Topics in French and Italian Literature and Culture The DECAMERON and its journeys across the Alps FRIT courses, conducted in English, deal with both French and Italian literature and culture, with readings studied in English translation, to make possible participation by majors in French,

Italian, FRIT, English, Art History, Music, History and many other fields. This spring's topics course focuses on short stories from the late Middle Ages and early Renaissance, incorporating many comic and bawdy tales as well as some about passionate and/or illicit love, revenge, deception, and murder. The class will explore Boccaccio's narrative masterpiece, the DECAMERON, made up of 100 short stories, together with some of its French and Italian intertexts. Studying intertexts is a way to better understand texts by comparing them with the texts from which they are drawn or to which they give rise. It helps us see authors "at work," tinkering with source material. Early French and Italian literatures include many intertexts from the "other" language, so that scholars think of these two modern countries as having much shared early history. The class will begin by discussing a fictional autobiographical fact Boccaccio passed around widely: he claimed to have been born in Paris, though he was in fact born in Italy. Why did he do this? What does it mean? Moreover, what does his young manhood at the French-speaking Court of Naples suggest to us about his literary practices? The class will then turn to examination of specific pairs of intertexts. First, it will study some of the tales in the DECAMERON (ca. 1360) that are based on French fabliaux (ca. 1250): comic, usually ribald, tales in verse. The class will study the specific fabliaux Boccaccio drew from in relation to the DECAMERON tales into which he incorporated fabliaux plots or fragments. What did he borrow? What did he change? What was the original context of the fabliaux? What is the context of the same plots when they are reworked into the DECAMERON? Moreover, the DECAMERON inspired many other works. The most notable is Marguerite de Navarre's HEPTAMERON (16th century), which the class will study with regard to similarities to and differences from the DECAMERON. Marguerite states that her goal is to follow Boccaccio's model, but to tell stories with more truth and less rhetoric than she found in the DECAMERON. The class will also study some tales by Matteo Bandello, an Italian Renaissance writer based in France, who drew inspiration from Boccaccio and, arguably, went on to provide Shakespeare with the foundation for one of his most famous plays, ROMEO AND JULIET. This course is for undergraduates (majors or non-majors) interested in earlier European cultures. It would also be appropriate for students strongly interested in the works of Chaucer, who drew heavily on Boccaccio's writing in composing the CANTERBURY TALES.

**Style:** 40% Lecture, 5% Film/Video, 30% Discussion, 15% Small Group Activities, 10% Student Presentation.

**Grading:** 20% mid exam, 25% final exam, 30% reports/papers, 10% in-class presentation, 15% class participation.

**Exam Format:** Essay + multiple choice

## Gay, Lesbian, Bisexual, and Transgender Studies

425 Ford Hall

### GLBT 3301 Gay, Lesbian, Bisexual, and Transgender Social Movements in the United States

**3 credit(s); prereq 1001 or SOC 1xxx or GWSS 1001 or GWSS 1002 or SW 2001 or SW 2501 or instr consent ; Credit will not be granted if credit has been received for: SW 3301;**

**Instructor:** Petocz, Jessica Marie

**Description:** Who and what gets to count as a GLBT social movement? How have these movements changed over time? Who determines the priorities? What have been the achievements and failures of GLBT social movements? This interdisciplinary course uses classroom and service learning to examine the development of gay, lesbian, bisexual, and transgender (GLBT) social movements in the US. We will expand on popular images of the GLBT social movements by linking the context, goals, and outcomes of movements to the dynamics of race, class, gender, sexuality, age, ability, immigration status, and geography. Our goal will be to understand the ways that GLBT social movements have influenced and been influenced by identities and how these differences have determined the framing, participation, and

legibility of movements. As a service learning course, we will use students' experiences in local GLBT organizations to connect social movement theory and historical analysis to the everyday work of community organizing, advocacy, and public education. We will also incorporate a class blog, films, guest speakers, and community events into our learning environment. **\*\*\*SERVICE LEARNING IS REQUIRED IN THIS COURSE\*\*\*** The University's Community Service Learning Center will facilitate matching each student to a local organization for at least 30 hours of service. A portion of the final grade for the course will be determined by how each student reflects upon and integrates this experience into the overall framework of the course through reading, writing, and discussion. For more information about service learning, please visit <http://www.servicelearning.umn.edu/info/>  
**Style:** 10% Lecture, 5% Film/Video, 25% Discussion, 25% Small Group Activities, 5% Guest Speakers, 10% Web Based, 20% Service Learning.

### GLBT 3404 Transnational Sexualities

**3 credit(s); Credit will not be granted if credit has been received for: GWSS 3404;**

**Instructor:** Karem Albrecht, Charlotte

**Description:** PLEASE NOTE: This class is called TRANSNATIONAL SEXUALITIES This class will use literary and academic texts, creative non-fiction and first person essays, as well as film and digital media to examine the ways in which ideas about non-normative sexualities move across geographic boundaries and what social movements that take up these issues look like, particularly in communities of color and the global South. This course will consider the uses and limits of using categories such as ?LGBT? and ?queer? in non-western contexts and will interrogate western frames of understanding sexuality and rights as being the default model for other contexts of struggle. This course also presumes that it is impossible to look at sexuality without understanding and exploring how it is always constructed in and through discourses of race, gender, class and nation. Therefore, we will spend some time collecting a variety of theoretical tools?from gay and lesbian studies, queer theory, third world and transnational feminisms, and postcolonial studies?that will help us look at ?transnational sexualities? in a critical manner. Throughout the course, we will examine the production of gendered, raced, and classed bodies and explore the significance of transnational analysis of sexuality to social justice.

### GLBT 3456W Sexuality and Culture

**3 credit(s); Meets CLE req of Writing Intensive;**

**Instructor:** Labidi,Imed

**Description:** Student may contact the instructor or department for information.

### GLBT 3610 Topics in GLBT Studies

**2-4 credit(s), max credits 8;**

**Instructor:** Cihlar, James Jay

**Description:** Student may contact the instructor or department for information.

## Gender, Women, and Sexuality Studies

425 Ford Hall

### GWSS 1002 Politics of Sex

**3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences;**

**Instructor:** Puotinen, Sara Lynne

**Description:** The course examines how sex, gender, and sexuality are understood through the study of social discourses including history, film, ethnographies, and popular media (especially social/online media). The primary purpose of this class is to study different constructions of sex, gender, and sexuality with an emphasis on challenging the ways in which certain constructions are normalized and others marked as

deviant or unnatural. We will question at length what gender and sexuality are and how they are related to other identity categories such as sex, race, and nation. Some topics for discussion may include: marriage, childhood bullying, the sex wars and sex education.

**Grading:** 15% participation; 45% critical reflection essays; 40% media projects

### **GWSS 1005 Engaging Justice**

**3 credit(s);**

**Instructor:** Zita, Jacquelyn N

**Description:** Engaging Justice: Farming and the Food Revolution This introductory course focuses on various frameworks for thinking about justice and social justice movements by examining a specific topic of study. On a general level, the course will examine how can we understand the statement "it's just not fair" from various justice perspectives. What is justice and what constitutes viable cases of injustice? How do we make these distinctions? What does "social justice" mean? Can we really change an unjust world or is the world just the way it is and will always be? What are the aims of social justice movements and how are they organized? The special topic of study for this semester is focused on farming and the food revolution. Using this as our focus, we will examine the food systems of industrial agriculture, strategies for organic, chemical and genomic farming, the production of fast and cheap food, the production of food deserts and zones of global starvation, the slaughter and eating of domesticated animals, the ad construction of hungry man and dieting woman, and the history of sugar transformed into the high fructose corn syrup trail. The questions of justice emerging in our study will circulate around issues of abundance and scarcity, power and privilege, labor and human rights, the effects of food affluenza and edible commodities, and the justice basis for alternative food and farming movements. Of particular concern is the way in which the flow of food ways and food chains link gender, race, class, sexuality, nation and life itself across bodies continuously folding into a larger web of animal, plant and mineral --the everything of Earth.

**Style:** 35% Lecture, 5% Film/Video, 20% Discussion, 20% Small Group Activities, 5% Student Presentation, 5% Field Trips, 5% Guest Speakers, 5% Service Learning. There will be one field trip all day on Saturday, April 9, 2011. Possibilities for service learning or extra directed studies 1-2 credits will be offered as value-added components for the course.

**Grading:** 25% mid exam, 20% special projects, 30% quizzes, 10% attendance, 5% in-class presentation, 10% class participation.

### **GWSS 3004W Point/Counterpoint: Contemporary Feminist Debates**

**3 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive;**

**Instructor:** Puotinen, Sara Lynne

**Description:** Fundamentally, American feminism is a collection of movements of difference, dissensus and irreversible complexity. Debates over who counts as a feminist and what the feminist agenda should be have existed since the beginning of modern American feminism. Far from weakening feminism, public and private debates among feminists about feminism and its goals have helped to energize the movement and to ensure that is democratic. Taking as our premise that debate is essential for the success of feminism as a democratic movement (or collection of movements), the goal of this course is to explore how feminists have energized their theoretical/political projects through an engagement with each other's differences and through productive debates on key issues within the movement. After beginning with an introduction to feminism, we will devote the rest of the course to an in-depth exploration of three key issues/topics within feminism: (1) Reproductive Rights, (2) Work and (3) Family Values.

### **GWSS 3301W Women Writers**

**3 credit(s); Meets CLE req of Literature; meets CLE req of Writing Intensive;**

**Instructor:** Murthy, Pashmina V

**Description:** Women Writers: Beyond Chick Lit -- What defines writings by women? How is the ideal reader imagined within these texts? Through a focus on authorship and readership, this course will complicate the category of "chick lit." By paying attention to the complex interlacing of authorial identity, the circulation and consumption of texts, and the social and historical period in which various works were written, we will look at the layers of meaning contained within a work of writing. We will read works of fiction across various genres, as well as critical texts by women writers. The stated objectives of our course include a comprehensive understanding of literary study, as well as a particular focus on feminist literary analysis.

### **GWSS 3306 Pop Culture Women**

**3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US;**

**Instructor:** Connolly-Shaffer, Patricia Kathryn

**Description:** What is pop culture? What is its societal function? How are women represented in?and created by?pop culture? How do representations of women intersect with discourses on race, class, sexuality, aging, able-bodiedness, and nation? Does pop culture only serve to reiterate mainstream culture, or is it also a terrain from which to challenge dominant narratives? What role do we?the consumers?play in the perpetuation and contestation of social norms? Are resistant reading practices enough to counteract the oppressive structures through which pop culture operates? And what are some examples of pop culture projects that actively reject and contest dominant narratives? This course understands pop culture representations to be political tools that serve to reiterate and/or contest and re-envision social norms. By acting as a filter that affects how we view the world, pop culture has the potential to disrupt normative social orders at the same time that it often serves to reiterate them. A central part of this course will be spent interrogating our own reading/viewing/consuming practices and responses in order to become engaged cultural critics. Because of this, our bodies?and their accompanying experiential knowledge and histories?are also central texts to be engaged as we interrogate how our viewing practices are affected by our social positionalities.

### **GWSS 3390 Topics: Visual, Cultural, and Literary Studies:**

**Digital Storytelling**

**3 credit(s), max credits 6;**

**Instructor:** Jacobs, Walt

**Description:** Storytelling is a tool for preserving memory, writing history, learning, entertaining, organizing, and healing. Digital stories are short, first person video-narratives created by combining recorded voice, still and moving images, and music or other sounds. Digital storytellers are those who have a desire to document life experience, ideas, or feelings through the use of story and digital media. In this course we will learn how to make digital stories and become digital storytellers. Our specific focus will be to construct stories about "sociological ghosts," the strong but usually invisible and unexamined forces in our lives that limit our thoughts and actions. We will create projects to engage our sociological ghosts in order to remix identities, construct new meanings, and expand connections with others and the world. Students will learn to produce creative work and gain technical proficiency in Mac-based editing. Students will produce digital stories that will be shared on the course blog. No technical expertise is necessary!

### **GWSS 3390 Topics: Visual, Cultural, and Literary Studies: Sex, Politics and Hip Hop**

**3 credit(s), max credits 6;**

**Instructor:** Isoke, Zenzele

**Description:** This undergraduate course will provide a comprehensive overview of contemporary cultural critiques of gender, sexuality, and heteropatriarchy by scholars and activists of the hip-hop generation. We will consider the use of hip-hop as a form of cultural and political activism that forces Americans to confront key social justice issues including: sexual and gender violence, homophobia, and destructive representations of black and brown masculinity and femininity in popular culture. The heavy interplay between race, gender, sexuality, and the



criminalization of people of color in mainstream media is a core theme that will be revisited throughout the course. Students will learn to reject the tendency to equate hip hop with rap music. Instead, we explore the ways that hip hop has shaped the culture, aesthetics, experiences, and perspectives of an emergent generation of social critics who aim to challenge large scale social inequalities in national and transnational contexts. This course will showcase the perspectives of hip hop feminists: female and transgender writers, performers, activists, students, and teachers who have come of age in the era of hip hop, and who courageously attempt to politicize the presence of the gendered body, standpoint, and worldview within and beyond the original four elements of the genre (rap, graffiti, emceeing, deejaying). A strategic aim of this course is to destabilize the false binary between the material and the discursive. We will not only examine the racial, sexual and gendered imagery prevalent in hip hop discourse, but we will also examine the real life impact of sexual and gender violence on families, interpersonal relationships, communities, and mainstream politics.

#### **GWSS 3404 Transnational Sexualities**

**3 credit(s); prereq 1001 or 1002 or 3001 or instr consent ; Credit will not be granted if credit has been received for: GLBT 3404; Meets CLE req of Global Perspectives;**  
**Instructor:** STAFF

**Description:** PLEASE NOTE: This class is called TRANSNATIONAL SEXUALITIES This class will use literary and academic texts, creative non-fiction and first person essays, as well as film and digital media to examine the ways in which ideas about non-normative sexualities move across geographic boundaries and what social movements that take up these issues look like, particularly in communities of color and the global South. This course will consider the uses and limits of using categories such as "LGBT" and "queer" in non-western contexts and will interrogate western frames of understanding sexuality and rights as being the default model for other contexts of struggle. This course also presumes that it is impossible to look at sexuality without understanding and exploring how it is always constructed in and through discourses of race, gender, class and nation. Therefore, we will spend some time collecting a variety of theoretical tools?from gay and lesbian studies, queer theory, third world and transnational feminisms, and postcolonial studies?that will help us look at "transnational sexualities" in a critical manner. Throughout the course, we will examine the production of gendered, raced, and classed bodies and explore the significance of transnational analysis of sexuality to social justice.

#### **GWSS 3406 Gender, Labor, and Politics**

**3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences;**  
**Instructor:** Bashore, Katie L

**Description:** This class explores the politics of gender and labor in globalization. Specifically, we will interrogate the labor politics at play in various industries/economies, including the garment, domestic, sex tourism, sex trafficking, day labor, and food industries. Students will receive a strong foundation in material and trans-national feminist theories and methodologies.

**Style:** 20% Lecture, 70% Discussion, 10% Small Group Activities.

**Grading:** This is a point-based class; assignments are not weighed per se, whether they are given varying point values.

#### **GWSS 3409W Asian American Women's Cultural Production**

**3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive;**  
**Instructor:** Pu, Xiumei  
**Description:** Who are Asian American women? How has such an identity been configured and reconfigured in the American context? What does it mean to be an Asian American woman in the United States? How do Asian American women participate in cultural production? To think through these questions, we will look into theoretical frameworks pertaining to Asian American women's cultural criticism. Throughout the semester, we will be studying Asian American women's cultural production in popular

culture, literature, and everyday life. While we are learning of the broader frame of Asian American Women's cultural criticism, we will also be locally grounded by examining the cultural productions of local Asian American women artists, writers, activists, and workers in Minnesota, which will constitute a significant part of our study. Students are strongly encouraged to bring personal and family stories to the classroom, to visit Asian American spaces in the twin cities, and to go to Asian American cultural events. Working together, we will investigate Asian American women's quest for identity and sense of belonging or not belonging. We will examine the ways in which race, class, gender, sexuality, spirituality, nationality, ethnicity, and so on play into such a quest. We will discuss the complicated costs and gains in the process of the quest and the contributions Asian American women have made. Class activities will include mini-lectures, group discussions, film screening, and project presentation. Some of the texts we will use include *Compositional Subjects: Enfiguring Asian/American Women* by Laura Kang, *Death of a Shaman* by Fahm Fong Saeyang, *Asian American Women: The "Frontiers"* by Linda Vo.

#### **GWSS 3490 Topics: Political Economy and Global Studies: Indian Feminisms in Global Context**

**3 credit(s), max credits 6;**

**Instructor:** Sawhney, Simona

**Description:** A thinking that we may characterize as "feminist" makes its appearance in various texts and discourses in twentieth century India. While some early twentieth century feminists were centrally concerned about their particular role in nation-building, contemporary feminists have questioned many of the premises of the postcolonial nation, including its understanding of kinship, sexuality, and community. This class will have three aims: first, to introduce students to twentieth century feminist writings in India, including essays, short stories, and legal/political arguments. Second, to put this work in the context of some of the pressing questions surrounding citizenship, sexuality, and religiosity, not only in South Asia but also in other parts of the world. And third?perhaps most important?to build a more nuanced and critical approach to gender itself, as it is articulated and acted in everyday life as well as in activist and theoretical discourse. Readings and films will focus on several issues including the state's responses to violence against women, debates concerning abortion, questions posed by the political emergence of a gay rights discourse, and the varied anxieties provoked by the commodification and sale of sexual pleasure. There are no prerequisites, but students should come to class with a willingness to read carefully, even when the materials are not immediately familiar; to engage with all texts in a generous manner; and to participate in class discussion. Class assignments will include a midterm exam, a final 10-15 page paper, weekly postings on a web "blackboard" and, depending on the size of the class, perhaps one in-class oral presentation.

#### **GWSS 4003 Science, Bodies, Technologies**

**3 credit(s);**

**Instructor:** Zita, Jacquelyn N

**Description:** We will begin our class with an exploration of the controversial documentary "Troubled Waters: A Mississippi River Story", and questions concerning the meaning of scientific objectivity, university-based ways of producing knowledge, and the haunting element of bias. From this starting point, the course will provide a broad overview of feminist approaches to scientific methods and practices. Students will enter the growing field of feminist science studies and follow the ways in which it examines the relationship between scientific practices and social relations, with special emphasis on the larger social, political and economic context in which scientific knowledge production takes place. We will explore how scientific knowledge structures relationships of power and inequality, and constructs understandings of bodies and identities. The readings will pay particular attention to the ways in which science shapes meanings of sex, race, gender, disability, sexuality and the environment and how culture, capital and social relations shape the practices of science itself.

**Style:** 40% Lecture, 20% Film/Video, 20% Discussion, 10% Small Group Activities, 5% Guest Speakers, 5% Web Based.



**GWSS 4108W Senior Seminar: Writing**

**3 credit(s); prereq WoSt [jr or sr]; Meets CLE req of Writing Intensive;**

**Instructor:** Moskow, Rebecca J

**Description:** In this seminar, GWSS majors will produce senior theses. As we work through the process of researching and writing a substantial paper, we will also explore feminist considerations of scholarly work and community, engaging in both individual and collaborative investigations into the place of our work in broader feminist and academic communities.

interplay between black female subjectivity and spatial resistance strategies. Attendance/Participation 20%, Writing assignments 30%, Exams 20%, Final Project 30% Featured authors: Nell Irvin Painter, E. Francis White, Katherine McKittrick, Shanye Lee, and Rinaldo Walcott, Roderick Ferguson, M. Jacqui Alexander, Deborah Willis  
Attendance/Participation 20%, Writing assignments 30%, Exams 20%, Final Project 30% .

**Grading:** 10% mid exam, 10% final exam, 30% reports/papers, 10% attendance, 30% reflection paper, 10% class participation.

**Exam Format:** Long and short essays

**GWSS 4122 Philosophy and Feminist Theory**

**3 credit(s); prereq 8 crs in [philosophy or women's studies] or instr consent; Credit will not be granted if credit has been received for: PHIL 4622;**

**Instructor:** Scheman, Naomi

**Description:** This course explores questions of realism and objectivity, specifically concerning identity, by bringing together three (overlapping) lines of theorizing: work in literary theory under the heading of "post-positivist realism," critical race theory, and Wittgensteinian feminist theory. The genesis for the course was my discovery that a paper of mine from the 1970's had provided a central example for a 1993 paper of Satya Mohanty's that is the germinal work in post-positivist realism. A 2000 collection of papers articulating that position is one of the core texts for our class, along with some of the work that (totally independently) I have been doing in the 30 years since my original paper, and some of the work (in philosophy and critical race theory) that has influenced me. My hope is that this triangulation will shed light on a central issue in philosophy and feminist theory, namely, how to make sense of truth claims (especially those that seem to be needed for effective political critique and activism) without appeal to problematically foundationalist metaphysics and epistemology.

**Style:** 40% Lecture, 60% Discussion.

**Grading:** 55% reports/papers, 45% reflection paper. web and in-class participation can improve one's grade

**Exam Format:** N/A

**GWSS 5122 Philosophy and Feminist Theory**

**3 credit(s); prereq 8 crs in [philosophy or women's studies] or instr consent; Credit will not be granted if credit has been received for: PHIL 4622;**

**Instructor:** Scheman, Naomi

**Description:** This course explores questions of realism and objectivity, specifically concerning identity, by bringing together three (overlapping) lines of theorizing: work in literary theory under the heading of "post-positivist realism," critical race theory, and Wittgensteinian feminist theory. The genesis for the course was my discovery that a paper of mine from the 1970's had provided a central example for a 1993 paper of Satya Mohanty's that is the germinal work in post-positivist realism. A 2000 collection of papers articulating that position is one of the core texts for our class, along with some of the work that (totally independently) I have been doing in the 30 years since my original paper, and some of the work (in philosophy and critical race theory) that has influenced me. My hope is that this triangulation will shed light on a central issue in philosophy and feminist theory, namely, how to make sense of truth claims (especially those that seem to be needed for effective political critique and activism) without appeal to problematically foundationalist metaphysics and epistemology.

**Style:** 40% Lecture, 60% Discussion.

**Grading:** 55% reports/papers, 45% reflection paper. web and in-class participation can improve one's grade

**Exam Format:** N/A

**GWSS 4404 Gender, Nation, and Literature in Latin America**

**3 credit(s); prereq [1001 or course on feminist theory], [jr or sr];**

**Instructor:** Kaminsky, Amy K

**Description:** Gender, Nation, and Literature in Latin America In the nations of Latin America, literary expression has long been tied to ideas and ideals of the nation. In the nineteenth century, when the colonies of Spain and Portugal began to establish themselves as independent countries, and in the twentieth century, when most of those nations experienced some sort of political violence and social upheaval, many Latin American writers took it upon themselves to write the nation into being. In this class, we will examine creative writing, mostly by women, from a range of Latin American nations whose literary works take as a theme the politics, society, and history of their nations, or whose writing in some way represents the relationship between gender and the nation. The class is largely discussion-driven, but it also includes mini-lectures on the basics of literary analysis, including how to do close readings of literary texts and the way literary language works.

**GWSS 5690 Topics: Women, Society, and Race in the United States**

**3 credit(s), max credits 6;**

**Instructor:** Isoke, Zenzele

**Description:** This interdisciplinary course critically examines the spatiality of women of color in the United States, and in the Black Diaspora. This course is comprised of writings that have emerged from urban anthropology, human geographies, and contemporary social movements. We will devote special attention to recent black feminist theorizing on the interplay between black female subjectivity and spatiality. The spatial dimensions of political agency are explored, as well as the discursive strategies that make the activism of people of color compelling and possible. This course aims to stimulate new theorizing on space and identity, as well as foster policy-oriented solutions to contemporary urban problems from a social justice perspective.

**Grading:** 20% final exam, 30% reports/papers, 30% special projects, 20% attendance.

**GWSS 4690 Topics: Women, Society, and Race in the United States**

**3 credit(s), max credits 6;**

**Instructor:** Isoke, Zenzele

**Description:** Black Feminist Geographies: Bodies, Spaces, Resistances How do black female bodies and narratives travel through time and space? How do black women subvert hegemonic representations of black gender ideology in their enactments of female sexuality? How do queer black feminists theorize and enact resistance? To answer these questions, this interdisciplinary course critically examines the subjectivities and agencies of African-descendant women in the United States, and in the black diaspora. This course is comprised of writings that have emerged from black geographies, black queer studies, and contemporary people of color social movements. We will devote special attention to recent black feminist theorizing on the

**GWSS 8190 Topics: Feminist Theory: Feminist approaches to Spanish and LA texts**

**3 credit(s), max credits 12, 12 completions allowed;**

**Instructor:** Kaminsky, Amy K

**Description:** In this seminar we will consider a range of approaches to literary, film, and visual texts by women from Spain and Latin America. We will approach these texts by reading or viewing them side by side with theoretical feminist work in a variety of disciplines. After several weeks devoted to close readings of fiction, poetry, drama, film, and visual art. We will examine how ideas generated in fields as disparate as geography, philosophy, critical race theory, and sexuality studies are deployed, challenged, read, and fruitfully misread in relation to those texts.

**GWSS 8190 Topics: Feminist Theory: Queer Ethics**

**3 credit(s), max credits 12, 12 completions allowed;**

**Instructor:** Puotinen, Sara Lynne

**Description:** The focus of this course is on Queer Ethics, particularly in the work of Judith Butler and Sara Ahmed. Some other thinkers that we will consider in relation to Butler and Ahmed include: Michel Foucault, Michael Snediker, Jose Esteban Munoz, Judith Halberstam, Lee Edelman, Janet Jakobsen and Michael Warner.

**GWSS 8190 Topics: Feminist Theory: The Subject of Sex**

**3 credit(s), max credits 12, 12 completions allowed;**

**Instructor:** Murthy, Pashmina V

**Description:** The Subject of Sex will focus on a discussion of subjectivity, and particularly the charge that the subject tends to disappear within theory. Looking through the lens of difference feminism, Deleuzian philosophy, ethics, and psychoanalysis, we will look at how these theories are able to account for the political and ethical dimensions of the subject. Readings will include texts by Joan Copjec, Rosi Braidotti, Jasbir Puar, Judith Butler, Elizabeth Grosz, and Gayatri Spivak, among others.

**GWSS 8996 Feminist Studies Colloquium**

**S-N only, 1 credit(s), max credits 4, 4 completions allowed; prereq Grad major or minor in feminist studies;**

**Instructor:** Zita, Jacquelyn N

**Description:** Student may contact the instructor or department for information.

## General Dentistry

15-209 Moos T

**GEND 5153 Advanced General Dentistry Seminar III**

**S-N only, 2-10 credit(s), max credits 10, 1 completion allowed;**

**Instructor:** Gambucci, James Robert

**Description:** Student may contact the instructor or department for information.

**GEND 5256 Advanced General Dentistry Clinic III**

**S-N only, 5-15 credit(s), max credits 15, 1 completion allowed;**

**Instructor:** Gambucci, James Robert

**Description:** Student may contact the instructor or department for information.

**GEND 5263 Advanced General Dentistry Clinical Administration III**

**S-N only, 1-10 credit(s), max credits 10, 1 completion allowed;**

**Instructor:** Gambucci, James Robert

**Description:** Student may contact the instructor or department for information.

**GEND 5266 Advanced General Dentistry Clinic VI**

**S-N only, 1-15 credit(s), max credits 15, 1 completion allowed;**

**Instructor:** Gambucci, James Robert

**Description:** Student may contact the instructor or department for information.

**GEND 6153 General Practice Seminar III**

**S-N only, 2-10 credit(s), max credits 10, 1 completion allowed;**

**Instructor:** Gambucci, James Robert

**Description:** Student may contact the instructor or department for information.

**GEND 6256 General Practice Clinic III**

**S-N only, 10-15 credit(s), max credits 15, 1 completion allowed;**

**Instructor:** Gambucci, James Robert

**Description:** Student may contact the instructor or department for information.

for information.

**GEND 6263 General Practice Clinical Administration III**  
**S-N only, 5-10 credit(s), max credits 10, 1 completion allowed;**

**Instructor:** Gambucci, James Robert

**Description:** Student may contact the instructor or department for information.

**GEND 6266 General Practice Clinic VI**

**S-N only, 10-15 credit(s), max credits 15, 1 completion allowed;**

**Instructor:** Gambucci, James Robert

**Description:** Student may contact the instructor or department for information.

## Genetics, Cell Biology and Development

6-160 Jackson Hall

**GCD 3022 Genetics**

**3 credit(s); prereq BIOL 1002 or BIOL 1009; Credit will not be granted if credit has been received for: BIOL 4003;**

**Instructor:** Brooker, Robert James

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course is intended to provide students with a broad understanding of genetics. In the first part of the course, the emphasis will be on inheritance patterns. We will be interested in many types of inheritance patterns, including simple "Mendelian" inheritance, extrachromosomal inheritance, linkage, and quantitative traits that are determined by multiple genes. We will then examine the structure, replication, and expression of the genetic material known as deoxyribonucleic acid (DNA). This will involve an understanding of the molecular structure of DNA and its organization into units called genes. The last part of the course will examine genetic technologies.

**Style:** This is a printed correspondence section.

**Grading:** 45% mid exam, 45% final exam, 10% written homework.

**Exam Format:** Supervised, in-person exams

**GCD 3022 Genetics**

**3 credit(s); prereq BIOL 1002 or BIOL 1009; Credit will not be granted if credit has been received for: BIOL 4003;**

**Instructor:** Kirkpatrick, David T

**Description:** Student may contact the instructor or department for information.

**GCD 3022 Genetics**

**3 credit(s); prereq BIOL 1002 or BIOL 1009; Credit will not be granted if credit has been received for: BIOL 4003;**

**Instructor:** Marahrens, York H

**Description:** Student may contact the instructor or department for information.

**GCD 3485 Bioinformatic Analysis: Introduction to the Computational Characterization of Genes and Proteins**  
**A-F only, 3 credit(s); prereq One semester of college biology;**

**Instructor:** Matthes, David J

**Description:** Students in this practical and hands-on course learn how to use computer applications for the manipulation and analysis of DNA, RNA, and protein sequences. Each student works with a human gene/protein of unknown function that they choose at the beginning of the semester. Over the course of the semester students carry out a complete bioinformatic analysis of their gene/protein, becoming the world-expert on it in the process. There are no quizzes or exams. Instead students have

structured "problem sets" of analyses to carry out on their gene/protein and four scheduled individual meetings outside of class with the instructor to present their work on these and receive feedback to allow them to improve or extend their work. As a culminating experience students present their work to the class and write the Wikipedia page on their gene/protein.  
**Style:** 25% Lecture, 10% Discussion, 25% Laboratory, 5% Student Presentation, 35% Demonstration.

**GCD 4025 Cell Biology Laboratory****2 credit(s); prereq Biol 4004 or instr consent ;****Instructor:** Norrander PhD, Jan Marie**Description:** Student may contact the instructor or department for information.**GCD 4025 Cell Biology Laboratory****2 credit(s); prereq Biol 4004 or instr consent ;****Instructor:** Norrander PhD, Jan Marie**Description:** Student may contact the instructor or department for information.**GCD 4034 Molecular Genetics****3 credit(s); prereq Biol 4003, Biol 4004; advanced bioscience undergrad recommended;****Instructor:** Simon, Jeffrey A

**Description:** Molecular genetics of eukaryotes. Topics include gene structure and organization, regulation of gene expression, RNA splicing and processing, chromatin structure and function, chromosome biology, and comparative genome analysis. The course will cover techniques used in molecular genetics research such as recombinant DNA technology, targeted mutations, genome sequencing and manipulation, gene chip technology, and generation of transgenic organisms. The course will also detail the major eukaryotic model systems used in molecular genetics research, including fungi, nematodes, insects, and mice. Assigned readings will be from the textbook "Molecular Biology" (fourth edition by Robert F. Weaver) and will also include 8-12 articles from the primary research literature. Emphasis will be placed on evaluating and interpreting experimental data and approaches that reveal molecular genetic mechanisms. The course is intended for advanced bioscience undergraduates including those considering postgraduate training in biological or biomedical sciences.

**GCD 4111 Histology: Cell and Tissue Organization****4 credit(s); prereq Biol 4004 or instr consent;****Instructor:** Norrander PhD, Jan Marie

**Description:** Structure and function of human tissues and organs. Lectures present electron microscopy, light microscopy, cell physiology, and cell biology of the major organ systems. Labs concentrate on light and electron microscopy of human cells, tissues, and organs. There are 3 lecture exams and 3 lab practical exams.

**GCD 4111 Histology: Cell and Tissue Organization****4 credit(s); prereq Biol 4004 or instr consent;****Instructor:** Bauer, G Eric

**Description:** Structure and function of human tissues and organs. Lectures present electron microscopy, light microscopy, cell physiology, and cell biology of the major organ systems. Labs concentrate on light and electron microscopy of human cells, tissues, and organs. There are 3 lecture exams and 3 lab practical exams.

**GCD 4134 Endocrinology****3 credit(s); prereq Biol 3211 or Biol/BioC 3021 or BioC 4331 or instr consent ;****Instructor:** Iwanij, Victoria**Description:** Student may contact the instructor or department for information.**GCD 4143 Human Genetics****3 credit(s); prereq 3022 or Biol 4003 or instr consent;****Instructor:** Oetting, William Starr**Description:** Student may contact the instructor or department for information.**GCD 4151 Molecular Biology of Cancer****3 credit(s); prereq Biol 4003;****Instructor:** Bardwell, Vivian June

**Description:** The course will focus on the regulatory pathways involved in directing the normal development of eukaryotic organisms and how disruption of these pathways can lead to abnormal cell growth and cancer. Additional topics will include causes, detection, treatment, and prevention of cancer. This course will be co-taught by Vivian Bardwell and David Largaespada. Text: Principles The Biology of Cancer By Robert Weinberg. Target audience: upper level undergraduates and non-major graduate students.

**Style:** 95% Lecture, 5% Discussion.**Grading:** 70% mid exam, 30% final exam.**Exam Format:** multiple choice, short answer, short essay**GCD 4794W Directed Research: Writing Intensive****S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ; Meets CLE req of Writing Intensive;****Instructor:** Olszewski, Neil E**Description:** Student may contact the instructor or department for information.**GCD 4794W Directed Research: Writing Intensive****S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ; Meets CLE req of Writing Intensive;****Instructor:** Kren, Betsy Jean**Description:** Student may contact the instructor or department for information.**GCD 4794W Directed Research: Writing Intensive****S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ; Meets CLE req of Writing Intensive;****Instructor:** Straka, Robert J**Description:** Student may contact the instructor or department for information.**GCD 4794W Directed Research: Writing Intensive****S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ; Meets CLE req of Writing Intensive;****Instructor:** Bowles, Walter Ray**Description:** Student may contact the instructor or department for information.**GCD 4794W Directed Research: Writing Intensive****S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ; Meets CLE req of Writing Intensive;****Instructor:** Campbell, Colin R**Description:** Student may contact the instructor or department for information.**GCD 4794W Directed Research: Writing Intensive****S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ; Meets CLE req of Writing Intensive;****Instructor:** Zarkower, David A**Description:** Student may contact the instructor or department for information.**GCD 4794W Directed Research: Writing Intensive****S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ; Meets CLE req of Writing Intensive;****Instructor:** Simmons, Michael J**Description:** Student may contact the instructor or department for information.**GCD 4794W Directed Research: Writing Intensive****S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Shaw,Jocelyn E

**Description:** Student may contact the instructor or department for information.

**GCD 4794W Directed Research: Writing Intensive**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Brooker,Robert James

**Description:** Student may contact the instructor or department for information.

**GCD 4794W Directed Research: Writing Intensive**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Young,Nevin Dale

**Description:** Student may contact the instructor or department for information.

**GCD 4794W Directed Research: Writing Intensive**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Vance,Carroll P

**Description:** Student may contact the instructor or department for information.

**GCD 4794W Directed Research: Writing Intensive**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Stephens,David William

**Description:** Student may contact the instructor or department for information.

**GCD 4794W Directed Research: Writing Intensive**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Ward,John M

**Description:** Student may contact the instructor or department for information.

**GCD 4794W Directed Research: Writing Intensive**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Harris,Reuben

**Description:** Student may contact the instructor or department for information.

**GCD 4794W Directed Research: Writing Intensive**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Maynard,Kristen Marie

**Description:** Student may contact the instructor or department for information.

**GCD 4794W Directed Research: Writing Intensive**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Mashek,Douglas

**Description:** Student may contact the instructor or department for information.

**GCD 4993 Directed Studies**

**S-N only, 1-7 credit(s), max credits 7, 7 completions allowed; prereq instr consent, dept consent;**

**Instructor:** Simmons,Michael J

**Description:** Student may contact the instructor or department for information.

**GCD 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Ranum,Laura P. W.

**Description:** Student may contact the instructor or department for information.

**GCD 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Largaespada,David Andrew

**Description:** Student may contact the instructor or department for information.

**GCD 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Tam PhD,Patty

**Description:** Student may contact the instructor or department for information.

**GCD 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Simon,Jeffrey A

**Description:** Student may contact the instructor or department for information.

**GCD 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Berman,Judith G

**Description:** Student may contact the instructor or department for information.

**GCD 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Simmons,Michael J

**Description:** Student may contact the instructor or department for information.

**GCD 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Brooker,Robert James

**Description:** Student may contact the instructor or department for information.

**GCD 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Kirkpatrick,David T

**Description:** Student may contact the instructor or department for information.

**GCD 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** LeSage,Mark G

**Description:** Student may contact the instructor or department for information.

**GCD 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Sanderfoot,Anton

**Description:** Student may contact the instructor or department for information.

**GCD 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Koeppe,Deanna

**Description:** Student may contact the instructor or department for information.

for information.

**GCD 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Wright,Robin

**Description:** Student may contact the instructor or department for information.

**GCD 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Nakato,Hiroshi

**Description:** Student may contact the instructor or department for information.

**GCD 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Greenstein,David I.

**Description:** Student may contact the instructor or department for information.

**GCD 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Gammill,Laura Susan

**Description:** Student may contact the instructor or department for information.

**GCD 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Kawakami,Yasuhiko

**Description:** Student may contact the instructor or department for information.

**GCD 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Bagchi,Anindya

**Description:** Student may contact the instructor or department for information.

**GCD 8008 Mammalian Gene Transfer and Expression**

**A-F only, 2 credit(s); prereq instr consent;**

**Instructor:** Mc Ivor,R Scott

**Description:** Student may contact the instructor or department for information.

**GCD 8073 Advanced Human Genetics**

**3 credit(s); prereq 8131 or BIOL 4003 or instr consent ;**

**Instructor:** Koob,Michael D

**Description:** Student may contact the instructor or department for information.

**GCD 8131 Advanced Genetics and Genomics**

**3 credit(s);**

**Instructor:** Greenstein,David I.

**Description:** Student may contact the instructor or department for information.

**GCD 8161 Advanced Developmental Biology**

**3 credit(s); prereq [[4034 or 8121 or BioC 8002], [8131 or Biol 4003], Biol 4004] or instr consent;**

**Instructor:** Gammill,Laura Susan

**Description:** This course considers key events and concepts in the development of vertebrate and invertebrate embryos through the detailed study of journal articles from the primary literature. Topics include maternal determinants, axial patterning, germ layer induction, gastrulation, segmentation, organogenesis, growth control, and developmental timing. By completing reading summaries, participating in class discussion, and composing written paper critiques, students will become familiar with current findings in developmental biology, learn to critically read and

discuss the literature, and become fluent with developmental terms. Instruction in reading journal articles will be provided for those with minimal experience.

**Style:** 75% Lecture, 25% Discussion.

**GCD 8900 Seminar**

**S-N only, 1-2 credit(s), max credits 8, 4 completions allowed; prereq Grad MCDG major or instr consent ;**

**Instructor:** Hays,Tom S

**Description:** Student may contact the instructor or department for information.

**GCD 8900 Seminar**

**S-N only, 1-2 credit(s), max credits 8, 4 completions allowed; prereq Grad MCDG major or instr consent ;**

**Instructor:** Koob,Michael D

**Description:** Student may contact the instructor or department for information.

**GCD 8912 Genetic Counseling in Practice**

**A-F only, 4 credit(s); prereq MCDG MS student with genetic counseling specialization or instr consent;**

**Instructor:** Ahrens,Mary Jarvis

**Description:** Student may contact the instructor or department for information.

**GCD 8914 Ethical and Legal Issues in Genetic Counseling**

**A-F only, 3 credit(s); prereq MCDG MS student with genetic counseling specialization or instr consent;**

**Instructor:** LeRoy,Bonnie S

**Description:** Student may contact the instructor or department for information.

**GCD 8920 Special Topics: Genetics and Reproduction: Law and Ethics**

**A-F only, 2 credit(s); prereq Grad student or instr consent ;**

**Instructor:** Wolf,Susan M

**Description:** Student may contact the instructor or department for information.

**GCD 8993 Directed Studies**

**1-5 credit(s), max credits 15, 15 completions allowed; prereq MCDG MS student with genetic counseling specialization or instr consent ;**

**Instructor:** Hirsch,Betsy Anne

**Description:** Student may contact the instructor or department for information.

**GCD 8993 Directed Studies**

**1-5 credit(s), max credits 15, 15 completions allowed; prereq MCDG MS student with genetic counseling specialization or instr consent ;**

**Instructor:** LeRoy,Bonnie S

**Description:** Student may contact the instructor or department for information.

**GCD 8994 Research**

**S-N only, 1-5 credit(s), max credits 20, 20 completions allowed; prereq MCDG MS student with genetic counseling specialization or instr consent ;**

**Instructor:** LeRoy,Bonnie S

**Description:** Student may contact the instructor or department for information.

## Geographic Information Science 414 Social Science Building

**GIS 5530 GIS Internship**

**S-N only, 1-3 credit(s), max credits 6; prereq instr consent , strong GIS/mapping skills;**

**Instructor:** McMaster,Susanna Akiko

**Description:** Student may contact the instructor or department

for information.

### GIS 5572 ArcGIS II

**3 credit(s); prereq [5571, [GEOG 5561 or equiv], in MGIS program] or instr consent ;**

**Instructor:** Lindberg, Mark B

**Description:** This is the second course in a series (following GIS 5571) and continues our examination of ArcGIS Desktop. Our attention will focus on four areas: 1) an overview of ArcGIS functionality; 2) design and construction of geodatabases; 3) Python scripting for ArcGIS; and 4) enterprise GIS. Students completing this course will be able to work independently at an advanced level with ArcGIS Desktop.

**Style:** 20% Lecture, 20% Discussion, 30% Laboratory, 5% Small Group Activities, 5% Student Presentation, 20% Demonstration.

**Grading:** 30% special projects, 20% class participation, 50% laboratory evaluation.

### GIS 5575 Surveying and the Global Positioning System (GPS)

**2 credit(s); prereq Geog 5561 or equiv, status in MGIS program or instr consent;**

**Instructor:** Zenk, David A

**Description:** This course provides an introduction to surveying techniques of use to GIS professionals, including the Global Positioning System. Topics include: basic traditional survey methods, including horizontal and vertical location techniques; geodesy; data adjustment; datums and ellipsoids; coordinate systems; and transformations.

**Style:** 80% Lecture, 10% Discussion, 10% Laboratory.

**Grading:** 40% mid exam, 40% final exam, 20% problem solving.

**Exam Format:** Multiple choice

### GIS 5577 Spatial Data Administration

**3 credit(s); prereq instr consent ;**

**Instructor:** STAFF

**Description:** This course prepares students for professional tasks that require administration of spatial databases. Technical topics include: database design; data quality; data maintenance; and technical documentation. Strategic topics include: the role of geographic information within organizations; costs and benefits involved in database administration; and database development project management. The course emphasizes sound database administration procedures in the effective functioning of an organization.

### GIS 5578 GIS Programming

**3 credit(s); prereq MGIS student or instr consent ;**

**Instructor:** Loesch, Timothy N

**Description:** This course exposes students to the opportunities and flexibility that computer programming can offer to the application of GIS technologies. This is a programming class for Geographers and not a GIS class for programmers. Generally speaking, people who attend this class have little or no programming experience. The class aims to provide graduate level students skills they need to be proficient at Geoprocessing and automating geoprocessing with the aid of scripting and programming languages. We use Python and Visual Basic for Applications in this class as we rely on ESRI products for our teaching platform. What you do need is a solid understanding of the fundamentals and concepts of spatial technology and a good working knowledge of ArcMAP GIS desktop software.

**Style:** 60% Lecture, 40% Laboratory.

### GIS 8990 MGIS Capstone Project

**A-F only, 2-6 credit(s), max credits 6, 3 completions allowed; prereq MGIS, instr consent;**

**Instructor:** Lindberg, Mark B

**Description:** Student may contact the instructor or department for information.

### GIS 8990 MGIS Capstone Project

**A-F only, 2-6 credit(s), max credits 6, 3 completions allowed; prereq MGIS, instr consent;**

**Instructor:** McMaster, Susanna Akiko

**Description:** Student may contact the instructor or department for information.

## Geography

### 414 Social Sciences Building

#### GEOG 1301W Our Globalizing World

**4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences; meets CLE req of Writing Intensive;**

**Instructor:** Cadieux, Kirsten Valentine

**Description:** Course objective: learning to think geographically about our globalizing world. This course is an introduction to themes that connect the experiences of everyday life to processes that are "global" in scale. We explore human geography approaches to our food, clothing and consumer goods, housing, and transportation systems, and to a wide range of activities that bring the concept of globalization into our experience and our local context. We take as a starting place a variety of activism that draw our attention to global issues, as people figure out how to make their behaviors and decisions meaningful in the difficult-to-grasp context of planetary scale. Concepts from human geography--such as migration, flow, networks, boundaries, place, space, and scale--help us understand the many ways we depend upon and influence the networks within which we act. Thinking geographically about our globalizing world may help us interact more thoughtfully with the spheres of influence that affect us and that we affect in our larger regions, nations, and world. In order to achieve the course objective of learning to think geographically about our globalizing world, the course has five themes, or learning outcomes. 1. First, you will learn how to identify, analyze, and address problems related to themes of globalization. These themes are represented in news headlines about environmental and geopolitical issues and also connect to your everyday life, decision-making, and spheres of influence. They include the global networks that affect you and that you affect. 2. Second, you will learn how to locate and collect information about these themes and how to critically evaluate the way that this information is created and used. 3. Third, you will learn how to use some of the basic concepts and methods of inquiry and communication that characterize human geography, including how to observe and interpret (or ?to conduct field research on?) human-environment relations in different places and at different scales. 4. Fourth, you will learn how to construct effective arguments and to assess, respect, and engage competing arguments and perspectives?and also how to explore how knowledge, practices, and power are different in different places and spaces, and from different perspectives, particularly in relation to processes of globalization. 5. Fifth, you will develop skills, strategies, and habits to improve your writing, as well as your research, reading, speaking, and listening.

**Style:** 20% Lecture, 10% Discussion, 5% Field Trips. Based on 4 credits = 12 hours / week

**Grading:** 15% mid exam, 15% final exam, 40% special projects, 30% other evaluation. 30%: Participation in discussion sections, summary exercises, & field trips 40%: Term Project, including: Preliminary proposal / letter of intent Explanation of sources Very close to final draft Facilitated discussion of project Final version  
**Exam Format:** combination of multiple choice and essay questions

#### GEOG 1403 Biogeography of the Global Garden

**4 credit(s); Meets CLE req of Biological Sciences; meets CLE req of Environment;**

**Instructor:** Kipfmüller, Kurt

**Description:** Have you ever wondered why northern Minnesota has an abundance of forests while the southwestern portion is composed of mostly grasslands? Why is it that deserts have such a unique array of organisms? Why is there so much biological diversity in tropical rainforests? A wide variety of plants and animals exist on Earth and many different factors control why different places have different communities of species. The geographies of plants and animals constantly change, contributing to the evolving biological diversity of places at both global and local scales. This course examines the spatial and

temporal arrangement of plants and animals and the factors that shape these distributions. The course emphasizes the investigation of the linkages between abiotic and biotic systems including the influence of climate, soil, biotic interactions, and landscape configurations on biological diversity. In laboratory sections, students will make observations, and use mapping and computer-based technology to test hypotheses about the distributions and spatial behavior of plants and animals. The exercises will help students to understand (1) how the interactions of organisms with their environment vary geographically, and (2) how factors, such as climates and soils, control biotic distributions.

**Style:** 80% Lecture, 20% Discussion.

**Grading:** 60% quizzes, 30% laboratory evaluation, 10% other evaluation.

#### **GEOG 1425 Introduction to Meteorology**

**4 credit(s); prereq High school algebra; Credit will not be granted if credit has been received for: ESPM 1425; Meets CLE req of Environment; meets CLE req of Physical Sciences;**

**Instructor:** Snyder, Peter K

**Description:** Student may contact the instructor or department for information.

#### **GEOG 1425 Introduction to Meteorology**

**4 credit(s); prereq High school algebra; Credit will not be granted if credit has been received for: ESPM 1425; Meets CLE req of Environment; meets CLE req of Physical Sciences;**

**Instructor:** Snyder, Peter K

**Description:** Student may contact the instructor or department for information.

#### **GEOG 1973 Geography of the Twin Cities**

**3 credit(s); Credit will not be granted if credit has been received for: GEO 1009;**

**Instructor:** Pentel, Paula R

**Description:** This course is a survey of the historical and contemporary geographical patterns of the Twin Cities metropolitan area. Questions raised include: Where are things located? (industry, transportation, housing, people of diverse backgrounds and resources, retail trade and services) Why are they located as they are? What are things like at the neighborhood level and how have these changed over time? How do economic and demographic forces produce changes on the landscape? How do publicly sponsored planning and redevelopment programs try to correct the consequences of past actions? Class format is lecture and discussion. Questions are encouraged. Visual materials (power-point, overhead transparencies, slides, and occasional videos) will be used extensively. Course materials are the same for Geog 1973 and Geog 3973, but those registered in 3973 are expected to perform at a much higher level of analysis, and this will be reflected in the point scale for assignments. Two large field studies make up the bulk of the work and most of the readings are on E-reserve.

**Style:** 75% Lecture, 10% Film/Video, 10% Discussion, 5% Small Group Activities.

**Grading:** 15% mid exam, 25% final exam, 60% reports/papers.

#### **GEOG 3101 Geography of the United States and Canada**

**4 credit(s); Credit will not be granted if credit has been received for: GEOG 3102;**

**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.

**Style:** 100% Lecture.

**Grading:** 60% mid exam, 30% final exam, 10% reports/papers.

**Exam Format:** Multiple choice based on maps

#### **GEOG 3361W Geography and Public Policy**

**3 credit(s); Meets CLE req of Writing Intensive;**

**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.

**Style:** 60% Lecture, 40% Laboratory.

**Grading:** 100% reports/papers.

#### **GEOG 3376 Political Ecology of North America**

**3 credit(s); Meets CLE req of Environment;**

**Instructor:** Cadieux, Kirsten Valentine

**Description:** This is an interdisciplinary course devoted to understanding the interconnections of society and environment in the North American context. In the class you will develop ways to think critically about the relation of ecological processes to social, cultural, political, and economic processes, as well as to place, space, and scale. You will learn to see human environments in terms of the biophysical processes that shape and sustain them, and physical environments in terms of the social, political, economic, and legal practices that determine their material form. You will also learn how and why the environment has been politicized in the ways it has, and why environmental change This is an interdisciplinary course devoted to understanding the interconnections of society and environment in the North American context. In the class you will develop ways to think critically about the relation of ecological processes to social, cultural, political, and economic processes, as well as to place, space, and scale. You will learn to see human environments in terms of the biophysical processes that shape and sustain them, and physical environments in terms of the social, political, economic, and legal practices that determine their material form. You will also learn how and why the environment has been politicized in the ways it has, and why environmental change occurs how and where it does in an age of neoliberal capitalism. The course is structured around a series of readings, modules on environmental topics and approaches to them, and case studies taken from different sites across North America, from the movement for alternative agroecologies to the regulation of environmental impacts from changing land uses along the transportation corridor between the Twin Cities and St. Cloud. It will challenge you to develop a thorough understanding of the ecological processes underlying environmental problems, the relation between capital, state, and nature, to understand the different ways that environmental movements have emerged to contest and shape environmental change, and to critically examine the intersections of race, gender, and environment in particular environmental conflicts. The course meets CLE requirements for the Environment theme and the Citizenship/Public Ethics Theme.

**Style:** 15% Lecture, 5% Film/Video, 30% Discussion, 20% Small Group Activities, 10% Student Presentation, 10% Field Trips.

**Grading:** 15% special projects, 20% journal, 45% reflection paper, 10% in-class presentation, 10% class participation.

#### **GEOG 3401 Geography of Environmental Systems and Global Change**

**4 credit(s); Credit will not be granted if credit has been received for: GEOG 5401; Meets CLE req of Environment;**

**Instructor:** Klink,Katherine

**Description:** The underlying theme to this course is that the natural environment provides the resources that sustain humans, and that our well being depends crucially on our interaction and interdependence with the natural environment. We have three main objectives: 1. to understand the processes that create the patterns of the natural environment, specifically the patterns of climate, vegetation, soils, and landforms; 2. to comprehend how changes in the processes may influence spatial patterns; and 3. to study the potential of humans to cause changes in processes, spatial patterns, and ultimately, our natural resources. The course topics will be covered with a mixture of lectures, discussion, and computer-based lab work. Lab projects focus on environmental concepts discussed in class (climate, vegetation, and soils geography) and the lab projects lead up to each student's final project. The final (term) project involves evaluating the local effects of global climatic change. Your analysis will focus primarily on a location within the United States (for which information will be more easily available). Your first task will be figuring out the current natural environment (climate, vegetation, and soils) for your location. Next you will determine the likely climatic changes at your location under doubled atmospheric carbon dioxide as predicted by several climate models.

**Style:** 70% Lecture, 30% Discussion.

**Grading:** 15% final exam, 30% reports/papers, 35% written homework, 20% additional semester exams.

**Exam Format:** essay

#### **GEOG 3511 Principles of Cartography**

**4 credit(s); prereq 3 cr in geog or instr consent;**

**Instructor:** Edsall,Rob

**Description:** Student may contact the instructor or department for information.

#### **GEOG 3523 Digital Mapping: Introduction to Making Online Maps for the Humanities and Sciences**

**3 credit(s);**

**Instructor:** Harvey,Francis

**Description:** Digital Mapping focuses on the uses of digital technologies with an emphasis on teaching you about creating online maps and using digital geobrowser technologies. This is an introductory course having no prerequisites. For some of you it follows on the Digital Planet course you took last semester, which is sound preparation, but not required. Technologies you will work with include Google Earth, NASA WorldWind, Quantum GIS, and GPS data processing. You will also have access to GPS equipment and video equipment for work on a project creating a personal GeoDiary. You will have access to computers during class, but you can also bring your own computer and install the software you need. Much of the work in Digital Mapping (DM) will involve manipulating data, preparing analysis, and making on-line interactive maps, called mash-ups. The technologies we will use offer a broad range of possibilities useful in any field. The interactive learning environment of class meetings and the studio approach to work means you will almost be working hands-on making maps. The focus in the first weeks will be on learning the technology of Google Earth, to allow you to do creative and stimulating work. This course won't turn you into a programmer, but you will learn to work with basic scripts and some parts of the 'black box'. Also, for a variety of reasons the focus will be on Google Earth, but we will also consider other geobrowsers and ways to access and display geographic information online and you're heartily encouraged to bring up examples.

**Style:** 10% Lecture, 20% Discussion, 60% Small Group Activities, 5% Student Presentation, 5% Guest Speakers. You will need to work outside of class to complete work begun in the classroom.

**Grading:** 40% special projects, 40% written homework, 20% class participation. You will need to create a GeoDiary for class.

#### **GEOG 3839 Introduction to Dendrochronology**

**3 credit(s); prereq [1403, [BIOL 1001 or BIOL 1009 or equiv]] or instr consent ;**

**Instructor:** St. George,Scott

**Description:** The annual growth rings from trees provide us with an incredibly powerful and adaptable tool to study Earth's history. Beyond just telling us a tree's age, tree rings also help us understand how our environment has changed in the past and how key processes in atmospheric, biological and geological systems operate over long timescales. This course will teach students the fundamental principles of dendrochronology through a combination of formal lectures, class discussion and laboratory exercises. Students will work in the Department of Geography's Center for Dendrochronology, where they will learn how to collect, prepare, date and interpret tree-ring specimens. By the end of the course, they will be able to explain the key concepts underlying dendrochronology and discuss how evidence from tree rings is used to address contemporary issues in natural history, resource management and climate science. Dendrochronology is much more than just counting tree rings. Join us to learn how to read the record of the rings.

#### **GEOG 3973 Geography of the Twin Cities**

**3 credit(s); Credit will not be granted if credit has been received for: GEO 1009;**

**Instructor:** Pentel,Paula R

**Description:** This course is a survey of the historical and contemporary geographical patterns of the Twin Cities metropolitan area. Questions raised include: Where are things located?( industry, transportation, housing, people of diverse backgrounds and resources, retail trade and services) Why are they located as they are? What are things like at the neighborhood level and how have these changed over time? How do economic and demographic forces produce changes on the landscape? How do publicly sponsored planning and redevelopment programs try to correct the consequences of past actions? Class format is lecture and discussion. Questions are encouraged. Visual materials (power-point, overhead transparencies, slides, and occasional videos) will be used extensively. Course materials are the same for Geog 1973 and Geog 3973, but those registered in 3973 are expected to perform at a much higher level of analysis, and this will be reflected in the point scale for assignments. Two large field studies make up the bulk of the work and most of the readings are on E-reserve.

**Style:** 75% Lecture, 10% Film/Video, 10% Discussion, 5% Small Group Activities.

**Grading:** 15% mid exam, 25% final exam, 60% reports/papers.

#### **GEOG 4001 Modes of Geographic Inquiry**

**4 credit(s);**

**Instructor:** Blumenfeld,Kenneth A

**Description:** Student may contact the instructor or department for information.

#### **GEOG 5393 Rural Landscapes and Environments**

**4 credit(s);**

**Instructor:** Hart,John Fraser

**Description:** Student may contact the instructor or department for information.

#### **GEOG 5401 Geography of Environmental Systems and Global Change**

**4 credit(s); prereq grad student or instr consent; Credit will not be granted if credit has been received for: GEOG 3401;**

**Instructor:** Klink,Katherine

**Description:** The underlying theme to this course is that the natural environment provides the resources that sustain humans, and that our well being depends crucially on our interaction and interdependence with the natural environment. We have three main objectives: 1. to understand the processes that create the patterns of the natural environment, specifically the patterns of climate, vegetation, soils, and landforms; 2. to comprehend how changes in the processes may influence spatial patterns; and 3. to study the potential of humans to cause changes in processes, spatial patterns, and ultimately, our natural resources. The course topics will be covered with a mixture of lectures, discussion, and computer-based lab work. Lab projects focus on environmental concepts discussed in class (climate, vegetation, and soils geography) and the lab projects lead up to each



student's final project. The final (term) project involves evaluating the local effects of global climatic change. Your analysis will focus primarily on a location within the United States (for which information will be more easily available). Your first task will be figuring out the current natural environment (climate, vegetation, and soils) for your location. Next you will determine the likely climatic changes at your location under doubled atmospheric carbon dioxide as predicted by several climate models.

**Style:** 70% Lecture, 30% Discussion.

**Grading:** 15% final exam, 30% reports/papers, 35% written homework, 20% additional semester exams.

**Exam Format:** essay

#### **GEOG 5511 Principles of Cartography**

**3 credit(s);**

**Instructor:** Edsall,Rob

**Description:** Student may contact the instructor or department for information.

#### **GEOG 5563 Advanced Geographic Information Science**

**3 credit(s); prereq B or better in 3561 or 5561 or instr consent ;**

**Instructor:** Harvey,Francis

**Description:** Student may contact the instructor or department for information.

#### **GEOG 5564 Urban Geographic Information Science and Analysis**

**3 credit(s); prereq 3561 or 5561;**

**Instructor:** Matson,Jeffrey Karl

**Description:** Student may contact the instructor or department for information.

#### **GEOG 5839 Introduction to Dendrochronology**

**3 credit(s); prereq [1403, [BIOL 1001 or BIOL 1009 or equiv]] or instr consent ;**

**Instructor:** St. George,Scott

**Description:** The annual growth rings from trees provide us with an incredibly powerful and adaptable tool to study Earth's history. Beyond just telling us a tree's age, tree rings also help us understand how our environment has changed in the past and how key processes in atmospheric, biological and geological systems operate over long timescales. This course will teach students the fundamental principles of dendrochronology through a combination of formal lectures, class discussion and laboratory exercises. Students will work in the Department of Geography's Center for Dendrochronology, where they will learn how to collect, prepare, date and interpret tree-ring specimens. By the end of the course, they will be able to explain the key concepts underlying dendrochronology and discuss how evidence from tree rings is used to address contemporary issues in natural history, resource management and climate science. Dendrochronology is much more than just counting tree rings. Join us to learn how to read the record of the rings.

#### **GEOG 8002 Research Methods in Geography**

**3 credit(s);**

**Instructor:** Gidwani,Vinay Krishin

**Description:** Student may contact the instructor or department for information.

#### **GEOG 8260 Seminar: Physical Geography**

**3 credit(s); prereq instr consent;**

**Instructor:** St. George,Scott

**Description:** The ability to deliver effective and engaging oral presentations is a critical skill for students in all disciplines. Unfortunately, despite the importance of clear communication, scientific presentations are too frequently confusing, abstract and boring. In this seminar, students will be introduced to a diverse set of presentation methods and use exercises to apply these techniques to their own work and ideas. The course will also examine the characteristics common to exceptional scientific talks, show how basic design principles can be used to create more effective visual aids, and discuss the science behind effective communication techniques. By the end of the semester, students will have experimented with a broad range of

presentation styles and identified the method(s) that best suits their own personal style and research subject. They will have developed a set of engaging and effective visuals that they can use in conference presentations, job interviews or public outreach. More generally, they will have become more effective communicators, improved their ability to discuss their research with non-specialists, and be better representatives for their discipline and the university.

**Style:** 20% Lecture, 10% Film/Video, 20% Discussion, 20% Small Group Activities, 25% Student Presentation, 5% Guest Speakers.

#### **GEOG 8290 Seminar in GIS and Cartography**

**3 credit(s); prereq instr consent;**

**Instructor:** Edsall,Rob

**Description:** Student may contact the instructor or department for information.

#### **GEOG 8292 Seminar in GIS: Spatial Analysis and Modeling**

**3 credit(s); prereq 3511 [or equiv statistics course], [3561 or 5561 or equiv intro GIS course] or instr consent ;**

**Instructor:** Manson,Steven M.

**Description:** Overview. Spatial analysis and modeling involves the use of mathematical and computational methods in conjunction with spatial data to explore human and environmental systems. This course is a standard seminar focused on readings, a student-led presentations, and a final paper. NOTE: The Spring 2011 offering focuses on agent-based modeling of human and environmental systems. Students. Students in this course come from across the social, natural, and information sciences with no clear majority in any one area. This distribution makes for a lively meeting of the minds. Purpose. This course expands on aspects of GIS, statistics, and modeling covered by introductory or advanced GIS classes. It provides an overview of a variety of techniques used in spatial analysis and modeling, not only examining their technical nature but also their larger conceptual dimensions and societal ramifications. Prerequisites. In keeping with the prerequisites, students should be proficient in GIS. Students may also find it helpful, but not necessary, to have some background in statistics, calculus, and probability theory.

**Style:** 70% Discussion, 30% Student Presentation.

**Grading:** 64% reports/papers, 17% attendance, 17% in-class presentation. See course website for more information.

#### **GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**

**Instructor:** Adams,John S

**Description:** Student may contact the instructor or department for information.

#### **GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**

**Instructor:** Martin,Judith A

**Description:** Student may contact the instructor or department for information.

#### **GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**

**Instructor:** Lindberg,Mark B

**Description:** Student may contact the instructor or department for information.

#### **GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**

**Instructor:** Leitner,Helga

**Description:** Student may contact the instructor or department for information.

#### **GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**

**Instructor:** Mc Master,Robert B

**Description:** Student may contact the instructor or department for information.

#### **GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** Hart,John Fraser  
**Description:** Student may contact the instructor or department for information.

**GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** Gersmehl,Philip J  
**Description:** Student may contact the instructor or department for information.

**GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** Brown,Dwight A  
**Description:** Student may contact the instructor or department for information.

**GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** Samatar,Abdi Ismail  
**Description:** Student may contact the instructor or department for information.

**GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** Klink,Katherine  
**Description:** Student may contact the instructor or department for information.

**GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** Weil,Connie  
**Description:** Student may contact the instructor or department for information.

**GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** Sheppard,Eric  
**Description:** Student may contact the instructor or department for information.

**GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** Squires,Roderick H  
**Description:** Student may contact the instructor or department for information.

**GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** Skaggs,Richard H  
**Description:** Student may contact the instructor or department for information.

**GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** Braun,Bruce Philip  
**Description:** Student may contact the instructor or department for information.

**GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** Gidwani,Vinay Krishin  
**Description:** Student may contact the instructor or department for information.

**GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** McMaster,Susanna Akiko  
**Description:** Student may contact the instructor or department for information.

**GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** Harvey,Francis  
**Description:** Student may contact the instructor or department

for information.

**GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** Henderson,George Lawlor  
**Description:** Student may contact the instructor or department for information.

**GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** Manson,Steven M.  
**Description:** Student may contact the instructor or department for information.

**GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** Shuman,Bryan Nolan  
**Description:** Student may contact the instructor or department for information.

**GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** Kipfmueller,Kurt  
**Description:** Student may contact the instructor or department for information.

**GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** Saldanha,Arun  
**Description:** Student may contact the instructor or department for information.

**GEOG 8970 Directed Readings**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** Kayzar,Brenda  
**Description:** Student may contact the instructor or department for information.

**GEOG 8980 Topics in Geography**

**1-3 credit(s), max credits 15, 10 completions allowed; prereq instr consent ;**  
**Instructor:** Gidwani,Vinay Krishin  
**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** Adams,John S  
**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** Martin,Judith A  
**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** Lindberg,Mark B  
**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** Leitner,Helga  
**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**

**1-5 credit(s), max credits 10; prereq dept consent ;**  
**Instructor:** Mc Master,Robert B  
**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**  
 1-5 credit(s), max credits 10; prereq dept consent ;  
**Instructor:** Hart,John Fraser  
**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**  
 1-5 credit(s), max credits 10; prereq dept consent ;  
**Instructor:** Gersmehl,Philip J  
**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**  
 1-5 credit(s), max credits 10; prereq dept consent ;  
**Instructor:** Miller,Roger P  
**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**  
 1-5 credit(s), max credits 10; prereq dept consent ;  
**Instructor:** Brown,Dwight A  
**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**  
 1-5 credit(s), max credits 10; prereq dept consent ;  
**Instructor:** Samatar,Abdi Ismail  
**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**  
 1-5 credit(s), max credits 10; prereq dept consent ;  
**Instructor:** Klink,Katherine  
**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**  
 1-5 credit(s), max credits 10; prereq dept consent ;  
**Instructor:** Weil,Connie  
**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**  
 1-5 credit(s), max credits 10; prereq dept consent ;  
**Instructor:** Sheppard,Eric  
**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**  
 1-5 credit(s), max credits 10; prereq dept consent ;  
**Instructor:** Squires,Roderick H  
**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**  
 1-5 credit(s), max credits 10; prereq dept consent ;  
**Instructor:** Skaggs,Richard H  
**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**  
 1-5 credit(s), max credits 10; prereq dept consent ;  
**Instructor:** Braun,Bruce Philip  
**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**  
 1-5 credit(s), max credits 10; prereq dept consent ;  
**Instructor:** Gidwani,Vinay Krishin  
**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**  
 1-5 credit(s), max credits 10; prereq dept consent ;  
**Instructor:** Harvey,Francis

**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**  
 1-5 credit(s), max credits 10; prereq dept consent ;  
**Instructor:** Henderson,George Lawlor  
**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**  
 1-5 credit(s), max credits 10; prereq dept consent ;  
**Instructor:** Manson,Steven M.  
**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**  
 1-5 credit(s), max credits 10; prereq dept consent ;  
**Instructor:** Shuman,Bryan Nolan  
**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**  
 1-5 credit(s), max credits 10; prereq dept consent ;  
**Instructor:** Kipfmueller,Kurt  
**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**  
 1-5 credit(s), max credits 10; prereq dept consent ;  
**Instructor:** Saldanha,Arun  
**Description:** Student may contact the instructor or department for information.

**GEOG 8990 Research Problems in Geography**  
 1-5 credit(s), max credits 10; prereq dept consent ;  
**Instructor:** Kayzar,Brenda  
**Description:** Student may contact the instructor or department for information.

## Geological Engineering 122 Civil & Mineral Engineering

**GEOE 3301 Soil Mechanics I**  
 A-F only, 3 credit(s); prereq AEM 3031, CSE student;  
**Instructor:** Guzina,Bojan B  
**Description:** Student may contact the instructor or department for information.

**GEOE 4102W Capstone Design**  
 A-F only, 4 credit(s); prereq CE 4301, CE 4401, CE 4501, CE 4502; Meets CLE req of Writing Intensive;  
**Instructor:** Stolarski,Henryk Konstanty  
**Description:** Teams of 3 - 5 students solve civil engineering problems posed by practicing engineers (mentors). Student work progresses from problem description and formulation of objectives, through conceptual solutions, preliminary planning and analysis, design and environmental impact assessment, to feasibility plans and specifications, cost analysis, and recommendations. Each team makes three presentations. Draft reports and a final project report are reviewed.  
**Style:** 5% Lecture, 10% Discussion, 50% Small Group Activities, 20% Student Presentation, 10% Demonstration, 5% Guest Speakers. Team work on an engineering project  
**Grading:** 60% reports/papers, 5% attendance, 30% in-class presentation, 5% class participation.

**GEOE 4102W Capstone Design**  
 A-F only, 4 credit(s); prereq CE 4301, CE 4401, CE 4501, CE 4502; Meets CLE req of Writing Intensive;  
**Instructor:** Lemer,Cherie M  
**Description:** Teams of 3 - 5 students solve civil engineering problems posed by practicing engineers (mentors). Student work

progresses from problem description and formulation of objectives, through conceptual solutions, preliminary planning and analysis, design and environmental impact assessment, to feasibility plans and specifications, cost analysis, and recommendations. Each team makes three presentations. Draft reports and a final project report are reviewed.

**Style:** 5% Lecture, 10% Discussion, 50% Small Group Activities, 20% Student Presentation, 10% Demonstration, 5% Guest Speakers. Team work on an engineering project

**Grading:** 60% reports/papers, 5% attendance, 30% in-class presentation, 5% class participation.

#### **GEOE 4301 Soil Mechanics II**

**A-F only, 3 credit(s); prereq** [[3301 or CE 3301], upper div CSE] or instr consent ; **Credit will not be granted if credit has been received for: CE 4301;**

**Instructor:** Labuz, Joseph F

**Description:** Student may contact the instructor or department for information.

#### **GEOE 4352 Groundwater Modeling**

**A-F only, 3 credit(s); prereq** [4351, CE 4351, [CSE upper div or grad student]] or instr consent ; **Credit will not be granted if credit has been received for: CE 4352;**

**Instructor:** Strack PhD, Otto D

**Description:** Student may contact the instructor or department for information.

#### **GEOE 8300 Seminar: Geomechanics**

**S-N only, 1-3 credit(s), max credits 4, 4 completions allowed; Credit will not be granted if credit has been received for: CE 8300;**

**Instructor:** Guzina, Bojan B

**Description:** Student may contact the instructor or department for information.

## **Geology and Geophysics**

**106 Pillsbury Hall**

#### **GEO 1001 Earth and Its Environments**

**4 credit(s); Credit will not be granted if credit has been received for: GEO 1101; Meets CLE req of Environment; meets CLE req of Physical Sciences;**

**Instructor:** Edwards, Lawrence

**Description:** Student may contact the instructor or department for information.

#### **GEO 1001 Earth and Its Environments**

**4 credit(s); Credit will not be granted if credit has been received for: GEO 1101; Meets CLE req of Environment; meets CLE req of Physical Sciences;**

**Instructor:** Kirkby, Kent Charles

**Description:** Geology is the study of the Earth and its life. This is the world you live in and whether you're aware of them or not, geological processes have played an integral role in shaping our society and will affect your entire life. GEO 1001 is an introduction to physical geology, including the Earth's materials, dynamic processes, and evolution. Earth's physical and biological systems are intimately linked - human civilization being the most recent example. Human cultures are based on Earth resources and processes. Geological factors have played a pivotal role in our past and will largely determine our future. In turn, the human impact on earth systems is nearly unprecedented. In a relatively short period of time, humans have become one of the most potent geological forces. As human population and consumption continue to increase, it is critical that our society gains a better basic understanding of geological processes, in order to better manage our own future. GEO 1001 satisfies the Council on Liberal Education'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.

**Style:** 60% Lecture, 40% Laboratory.

**Grading:** 65% quizzes, 35% laboratory evaluation.

**Exam Format:** Lecture quizzes are a combination of multiple choice and short answer. Lab exams are mostly short answer questions.

#### **GEO 1001 Earth and Its Environments**

**4 credit(s); Credit will not be granted if credit has been received for: GEO 1101; Meets CLE req of Environment; meets CLE req of Physical Sciences;**

**Instructor:** Stout, James H

**Description:** Student may contact the instructor or department for information.

#### **GEO 1001 Earth and Its Environments**

**4 credit(s); Credit will not be granted if credit has been received for: GEO 1101; Meets CLE req of Environment; meets CLE req of Physical Sciences;**

**Instructor:** Stout, James H

**Description:** Student may contact the instructor or department for information.

#### **GEO 1003 Dinosaur Evolution, Ecology, and Extinction: Introduction to the Mesozoic World**

**3 credit(s); Credit will not be granted if credit has been received for: GEO 5003;**

**Instructor:** Kirkby, Kent Charles

**Description:** Dinosaurs and the Mesozoic Era are used to introduce four of the most important contributions of geology: geologic time; organic evolution; plate tectonics; and the integration of Earth systems. Our world's dynamic nature is revealed by focusing on an era when the Earth began to evolve its present geography, climate and ecological systems. The course also looks at the history and social implications of dinosaur interpretations. Our views of dinosaurs continues to change with new data and new concepts. Previous interpretations are considered in light of the then-existing evidence and social paradigms. Relatively few workers and a short history make dinosaur studies an excellent case study of the social aspects of scientific investigation. A variety of past and present controversies are covered during the course including: the recognition of fossils as remains of past life, organic evolution, continental drift, dinosaur physiology, the origin of mass extinctions and global warming. Evidence, pro and con, are presented with extended class discussions of the unresolved controversies. This course was designed for undergraduate, non-geology majors. There is an optional (but recommended) trip to the Science Museum.

**Style:** 85% Lecture, 15% Discussion.

**Grading:** 100% quizzes.

**Exam Format:** Multiple choice, short answer/short essay

#### **GEO 1005 Geology and Cinema**

**4 credit(s); Credit will not be granted if credit has been received for: GEO 1105; Meets CLE req of Environment; meets CLE req of Physical Sciences;**

**Instructor:** Revenaugh, Justin

**Description:** GEO1005 offers an introduction to the Earth Sciences using the depictions of geology and geophysics offered by the popular media, cinema in particular, as springboards to discussion and development. Much of what most people believe about the geologic history of the Earth, life on it and the processes that shape it is gathered from films. Much of that "knowledge" is wrong, often very wrong, but the myths promulgated by movies can be very enduring. GEO1005 exposes those myths and sets out a basic understanding of the modern Earth Sciences. We cover such topics as: formation of the solar system and Earth, Earth's 4.5-billion-year history, the fossil record of life on the planet, volcanism, earthquakes, climate change, streams, oceans, deserts, glaciers, natural resources and Earth stewardship. Emphasis is placed on the interactions between geologic processes, man and the environment, with the control of nature as an overarching theme. Each lecture topic will be prefaced with clips from Hollywood movies. Several movies will be shown in their entirety (the Core, Dante's Peak and Jurassic Park) with students asked to critique the reality of science depicted in the movie. The laboratory

component introduces students to minerals and rocks, geologic maps and the basics of geology field work. Material in lab follows that of lecture and offers students the opportunity to gain hands-on experience. Meets CLE req of Environment Theme; meets CLE req of Physical Science/Lab Core.

**Style:** 45% Lecture, 40% Laboratory. Videos

**Grading:** 20% reports/papers, 50% quizzes, 10% in-class presentation, 20% laboratory evaluation.

**Exam Format:** Combination of multiple choice and short answer.

#### **GEO 1012 Natural Hazards and Disasters**

**3 credit(s); Meets CLE req of Technology and Society;**

**Instructor:** Moskowitz, Bruce Matthew

**Description:** The primary goals of this course are three-fold: (1) To educate students about the underlying natural process that give rise to natural hazards such as earthquakes, volcanic eruptions, tsunamis, floods, and more. (2) To emphasize how society evaluates and confronts the dangers posed by these natural processes from a political, social, and ethical perspective. (3) Expose students to the technological innovations that are allowing an increasing large human population to monitor, predict, and warn society about impending natural hazards and disasters. The aim here is not simply to better understand geologic hazards or be able to assess how hazards are minimized; it is also to give students a foundation for critically evaluating future approaches to managing hazards, from a technical, personal, and societal point of view. Case studies of recent and past natural disasters will be discussed, focusing on both the geological context of the hazard and its impact on society, individuals and the environment. Geo 1012 is designed for students without an extensive background in science or math and is one part of an environmental minor program in Geology and Geophysics.

**Grading:** 50% mid exam, 25% final exam, 15% special projects, 10% written homework.

#### **GEO 1101 Introduction to Geology**

**3 credit(s); Credit will not be granted if credit has been received for: GEO 1001; Meets CLE req of Environment;**

**Instructor:** Edwards, Lawrence

**Description:** Student may contact the instructor or department for information.

#### **GEO 1101 Introduction to Geology**

**3 credit(s); Credit will not be granted if credit has been received for: GEO 1001; Meets CLE req of Environment;**

**Instructor:** Kirkby, Kent Charles

**Description:** GEO 1101 is the lecture-only version of GEO 1001. Geology is the study of the Earth and its life. This is the world you live in and whether you're aware of them or not, geological processes have played an integral role in shaping our society and will affect your entire life. GEO 1101 is an introduction to physical geology, including the Earth's materials, dynamic processes, and evolution. Earth's physical and biological systems are intimately linked - human civilization being the most recent example. Human cultures are based on Earth resources and processes. Geological factors have played a pivotal role in our past and will largely determine our future. In turn, the human impact on earth systems is nearly unprecedented. In a relatively short period of time, humans have become one of the most potent geological forces. As human population and consumption continue to increase, it is critical that our society gains a better basic understanding of geological processes, in order to better manage our own future. GEO 1101 satisfies the Council on Liberal Education's requirements for the environmental theme. This course is designed for undergraduate students who are not geology majors and there are no prerequisites.

**Style:** 100% Lecture.

**Grading:** 100% quizzes.

**Exam Format:** Lecture quizzes are a mixture of multiple choice and short answer questions.

#### **GEO 1101 Introduction to Geology**

**3 credit(s); Credit will not be granted if credit has been received for: GEO 1001; Meets CLE req of Environment;**

**Instructor:** Stout, James H

**Description:** Student may contact the instructor or department for information.

#### **GEO 1102 Introduction to Earth History**

**3 credit(s); Credit will not be granted if credit has been received for: GEO 1002;**

**Instructor:** Kirkby, Kent Charles

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Historical geology is the science that deals with the history of the Earth and its inhabitants. It draws on the principles of geology (the study of the Earth), biology (the study of life), and paleontology (the study of ancient life). Historical geologists are time travelers, and this course offers you the opportunity to take a voyage through time. You must use rocks, fossils, and a healthy dose of imagination in order to journey back to the age of dinosaurs, or of trilobites, or even before life itself. This course is divided into two distinct segments. The first, which comprises Lessons 1 and 2, is a broad overview of the basics of geology, biology, and paleontology that will become your foundation for understanding the later material. The second segment (Lessons 4 through 9) covers the story of Earth's history from its beginnings--nearly five billion years ago--to the present.

**Style:** Printed correspondence section

**Grading:** 25% mid exam, 35% final exam, 40% written homework.

**Exam Format:** Supervised, in-person exams

#### **GEO 1105 Geology and Cinema**

**3 credit(s); Credit will not be granted if credit has been received for: GEO 1005; Meets CLE req of Environment;**

**Instructor:** Revenaugh, Justin

**Description:** Student may contact the instructor or department for information.

#### **GEO 2202 Earth History**

**A-F only, 4 credit(s); prereq [2201, 2301] or instr consent ;**

**Instructor:** Fox, David L

**Description:** Student may contact the instructor or department for information.

#### **GEO 2203 Earth Surface Dynamics**

**A-F only, 4 credit(s);**

**Instructor:** Matsumoto, Katsumi

**Description:** Student may contact the instructor or department for information.

#### **GEO 2302 Petrology**

**3 credit(s); prereq 2301 or instr consent;**

**Instructor:** Whitney, Donna L

**Description:** This course is an introduction to the origin and evolution of igneous and metamorphic rocks, with an emphasis on the plate tectonic interpretation of rock sequences. The main goal of the course is to explain how igneous and metamorphic processes have built the Earth's crust. This involves both big-picture concepts (Why do volcanoes occur where they do? What happens when continents collide?) and detail (What is diopside? How do garnets change composition as they grow?). Geoscience majors (geology, geophysics) will gain information and skills necessary to use mineral assemblages and rock textures to interpret the origin and tectonic setting of igneous and metamorphic rocks.

**Style:** 50% Lecture, 50% Laboratory.

**Grading:** 30% mid exam, 30% final exam, 30% laboratory evaluation, 10% problem solving. Each half of the class (igneous, metamorphic petrology) has an exam; there is no cumulative final exam.

**Exam Format:** short answer

#### **GEO 3002 Climate Change and Human History**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: GEO 5102; Meets CLE req of**

**Environment;****Instructor:** Ito,Emi

**Description:** This course examines the temporal, geographical, and environmental aspects of past climate changes, and by using specific examples, explores how past climate changes may have affected the course of human history. Through lecture and discussions, we will examine geological, geographical, sedimentological, paleontological, and archaeological evidence to construct a record of global climate change and to answer such questions as: How frequently have global and regional climate changes occurred in the past? How large were shifts in temperature and aridity associated with these past climate changes? How long can climate states or patterns last? What effect has human activity had in past climate changes? How have climate changes of the last 10,000 years affected the economic condition of early societies? How did past climate changes affect the balance of power among kingdoms and city-states? Examples from the Americas, Africa, Asia, Europe, and the Near East will be examined to illustrate how significant events in human history have been strongly influenced by changes in climate.

**Style:** 70% Lecture, 30% Discussion. some videos**Grading:** 35% mid exam, 35% reports/papers, 15% quizzes, 15% in-class presentation.**Exam Format:** short essays, definitions**Instructor:** Alexander Jr,E Calvin

**Description:** Geo 3401 is a course for Geology majors and studies time in relationship to the history of the earth. The course presents quantitative and relative age-dating techniques based on the fundamental principles of isotopic decay and organic evolution (fossils), paleomagnetism, etc. The class will synthesize much of the student's geologic background and apply it to determinations of geologic time to gain an appreciation of the strengths and weaknesses of currently available chronostratigraphic techniques. The course emphasizes how various dating techniques are used to solve fundamental geologic problems. This includes the use of chronostratigraphic techniques in exploration for precious metals and petroleum, and in hydrogeologic studies, including local examples from Minnesota. Particular emphasis towards the end of the course will be placed on integrating these concepts in an evaluation of the ongoing controversy surrounding the extinction of the dinosaurs at the end of the Cretaceous Period.

**Style:** 50% Lecture, 50% Laboratory.**Grading:** 35% mid exam, 35% final exam, 30% laboratory evaluation.**Exam Format:** Short answer, essay, multiple choice**GEO 3006 Planets of the Solar System****3 credit(s);****Instructor:** Yuen,David A**Description:** Student may contact the instructor or department for information.**GEO 3093 Problems in Geology and Geophysics: Junior****1-4 credit(s), max credits 6, 6 completions allowed; prereq instr consent;****Instructor:** STAFF

**Description:** Students interested in working on a particular problem or issue in either geology or geophysics can contact the department office for referral to appropriate faculty members. Students will work on a one-to-one basis with a faculty member. Projects may include literature review, laboratory or field work, or computer modeling. Depending on the scope of the project students can earn from 1-4 credits for each project. This course may be taken more than once when different problems are pursued.

**Style:** varies with instructions**Grading:** varies with instructions**Exam Format:** varies with instructions**GEO 3401 Geochronology and Earth History****3 credit(s); prereq 2303;****Instructor:** Kleinspehn,Karen L

**Description:** Geo 3401 is a course for Geology majors and studies time in relationship to the history of the earth. The course presents quantitative and relative age-dating techniques based on the fundamental principles of isotopic decay and organic evolution (fossils), paleomagnetism, etc. The class will synthesize much of the student's geologic background and apply it to determinations of geologic time to gain an appreciation of the strengths and weaknesses of currently available chronostratigraphic techniques. The course emphasizes how various dating techniques are used to solve fundamental geologic problems. This includes the use of chronostratigraphic techniques in exploration for precious metals and petroleum, and in hydrogeologic studies, including local examples from Minnesota. Particular emphasis towards the end of the course will be placed on integrating these concepts in an evaluation of the ongoing controversy surrounding the extinction of the dinosaurs at the end of the Cretaceous Period.

**Style:** 50% Lecture, 50% Laboratory.**Grading:** 35% mid exam, 35% final exam, 30% laboratory evaluation.**Exam Format:** Short answer, essay, multiple choice**GEO 3401 Geochronology and Earth History****3 credit(s); prereq 2303;****GEO 3402 Science and Politics of Global Warming****3 credit(s); Credit will not be granted if credit has been received for: GEO 5402; Meets CLE req of Environment;****Instructor:** Matsumoto,Katsumi

**Description:** Welcome to the Science and Politics of Global Warming! Today media often carry headlines warning the public of the dangers of human-induced global climate change. New signs of global warming, such as retreating mountain glaciers and shrinking Arctic Ocean ice cover, are reported. At the same time there are claims and accusations that global warming is just a hoax. On the political front too, there are conflicting positions about what needs to be done if anything about global climate change. Even amongst those who accept that global warming is occurring, there is little consensus about how to mitigate the human impacts and at what cost. In this course, we will examine global warming from various perspectives, including those of the natural science, political science, public policy, economics, urban/regional studies, engineering, energy, and law. These perspectives will be presented by the course instructor and a number of guest lecturers from various University of Minnesota departments. Specific aims of this course include understanding: (a) science of global warming and the global carbon cycle; (b) economics and energy implications of the CO2 problem; (c) available policy and technical solutions; (d) relating local efforts to global issues; and (e) American politics of global warming. The ultimate goal of the course is to equip students with sufficient knowledge to allow intelligent conversation about global warming and its societal implications.

**Style:** 40% Lecture, 10% Discussion, 10% Student Presentation, 40% Guest Speakers.**Grading:** 20% final exam, 10% reports/papers, 10% quizzes, 50% written homework, 10% class participation.**GEO 3891 Field Methods****A-F only, 1 credit(s);****Instructor:** Feinberg,Joshua M.**Description:** Student may contact the instructor or department for information.**GEO 4010 Undergraduate Seminar: Current Topics in Geology and Geophysics****1-4 credit(s), max credits 12, 12 completions allowed; prereq instr consent ;****Instructor:** STAFF

**Description:** Seminar courses are offered to undergraduate students on varying topics taught by departmental faculty. Students interested in learning which seminars are offered during a semester should contact either the department office or individual faculty members. Credit for seminar courses vary from 1-4 credits and this course may be taken more than once.

**Style:** varies with instructions**Grading:** varies with instructions**Exam Format:** varies with instructions

**GEO 4093 Problems in Geology and Geophysics: Senior**  
1-4 credit(s), max credits 6, 6 completions allowed; prereq instr consent;

**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**

2 credit(s), max credits 4; prereq Sr, Geo or GeoPhys major, instr consent;

**Instructor:** STAFF

**Description:** This course is intended for senior level majors to engage in independent research under faculty supervision. Students select problems according to individual interests and in consultation with faculty committee. Year long project results in a written thesis and oral defense.

**Style:** varies with instructions

**Grading:** varies with instructions

**Exam Format:** varies with instructions

**GEO 4102W Vertebrate Paleontology: Evolutionary History and Fossil Records of Vertebrates**

A-F only, 3 credit(s); prereq 1001 or 1002 or Biol 1001 or Biol 1002 or Biol 1009 or instr consent ; Meets CLE req of Writing Intensive;

**Instructor:** Fox, David L

**Description:** Student may contact the instructor or department for information.

**GEO 4204 Geomagnetism and Paleomagnetism**

3 credit(s); prereq 2201, Phys 1302, Math 1272 or instr consent;

**Instructor:** Moskowitz, Bruce Matthew

**Description:** Student may contact the instructor or department for information.

**GEO 4401 Aqueous Environmental Geochemistry**

3 credit(s); prereq Chem 3501 or instr consent;

**Instructor:** Seyfried Jr, William E

**Description:** Environmental aqueous geochemistry involves the application of principles of solution chemistry to geological systems. The course emphasizes how pH and oxidation-reduction capacity control the reactivity and solubility of minerals coexisting with aqueous fluids at a wide range of temperatures and pressures. With the ever increasing importance of atmospheric CO<sub>2</sub> on global temperature, ocean acidification, and mineral weathering reactions, the carbonate system is explicitly examined. Controls on solubility and mineral reaction kinetics are covered in detail. To better illustrate the role of process-controlling variables, however, students are introduced to computer modeling approaches, which facilitate calculations for more complex and realistic geological systems. The course also emphasizes hydrothermal reactions that have recently been recognized as playing a key role on the origin and chemical evolution of seawater, formation of seafloor metal deposits and microbial metabolism at deep sea vents.

**Style:** 70% Lecture, 10% Small Group Activities, 10% Student Presentation, 10% Guest Speakers.

**Grading:** 30% final exam, 10% reports/papers, 40% quizzes, 10% written homework, 10% in-class presentation.

**GEO 4602 Sedimentology and Stratigraphy**

3 credit(s); prereq [3402, [CSE upper div major in [geology or geophysics or geo-engineering or mining engineering] or CLA [jr or sr] major in geology]] or instr consent ;

**Instructor:** Kleinspehn, Karen L

**Description:** Student may contact the instructor or department for information.

**GEO 4702 General Hydrogeology**

3 credit(s); prereq [CHEM 1022, MATH 1271, PHYS 1201, geo major core curriculum through 2402] or instr consent ;

**Instructor:** Alexander Jr, E Calvin

**Description:** Student may contact the instructor or department for information.

**GEO 5102 Climate Change and Human History**

3 credit(s); prereq 1001 or equiv or instr consent ; Credit will not be granted if credit has been received for: GEO 3002;

**Instructor:** Ito, Emi

**Description:** Student may contact the instructor or department for information.

**GEO 5402 Science and Politics of Global Warming**

3 credit(s); Credit will not be granted if credit has been received for: GEO 3402;

**Instructor:** Matsumoto, Katsumi

**Description:** Welcome to the Science and Politics of Global Warming! Today media often carry headlines warning the public of the dangers of human-induced global climate change. New signs of global warming, such as retreating mountain glaciers and shrinking Arctic Ocean ice cover, are reported. At the same time there are claims and accusations that global warming is just a hoax. On the political front too, there are conflicting positions about what needs to be done if anything about global climate change. Even amongst those who accept that global warming is occurring, there is little consensus about how to mitigate the human impacts and at what cost. In this course, we will examine global warming from various perspectives, including those of the natural science, political science, public policy, economics, urban/regional studies, engineering, energy, and law. These perspectives will be presented by the course instructor and a number of guest lecturers from various University of Minnesota departments. Specific aims of this course include understanding: (a) science of global warming and the global carbon cycle; (b) economics and energy implications of the CO<sub>2</sub> problem; (c) available policy and technical solutions; (d) relating local efforts to global issues; and (e) American politics of global warming. The ultimate goal of the course is to equip students with sufficient knowledge to allow intelligent conversation about global warming and its societal implications.

**Style:** 40% Lecture, 10% Discussion, 10% Student Presentation, 40% Guest Speakers.

**Grading:** 20% final exam, 10% reports/papers, 10% quizzes, 50% written homework, 10% class participation.

**GEO 5502 Advanced Structural Geology**

3 credit(s); prereq 4501 or instr consent;

**Instructor:** Hudleston, Peter John

**Description:** This course deals with the analysis of deformation of rock and the mechanical interpretation of natural structures. Lectures are supplemented by readings from text books and the literature. There is no single required text. A set of problems is assigned during the course, and there may be a field trip to examine small-scale structures in northern Minnesota. An introductory course in structural geology (Geo 4501 or equivalent) is a prerequisite. Specific topics include: Stress theory and state of stress in the earth's crust; stress history - deducing stress from structures; finite strain in two and three dimensions; progressive deformation; geological implications of strain theory; determination of finite strains in rock using fossils, conglomerates etc.; mechanical properties of rock and the behavior under creep or very slow constant stress conditions; theories of faulting and jointing; development of fabric; folding.

**Style:** 80% Lecture, 20% Discussion.

**Grading:** 50% final exam, 50% other evaluation. Problem Sets

**Exam Format:** Essay

**GEO 5980 Seminar: Current Topics in Geology and Geophysics**

S-N only, 2-3 credit(s), max credits 8;

**Instructor:** Teyssier, Christian

**Description:** Student may contact the instructor or department for information.

**GEO 5980 Seminar: Current Topics in Geology and Geophysics****S-N only, 3 credit(s), max credits 8;****Instructor:** Frahm,Elley Edward**Description:** Student may contact the instructor or department for information.**GEO 8980 Seminar: Current Topics in Geology and Geophysics****S-N only, 2 credit(s), max credits 30, 30 completions allowed; prereq instr consent ;****Instructor:** Edwards,Lawrence**Description:** Student may contact the instructor or department for information.**GEO 8980 Seminar: Current Topics in Geology and Geophysics****S-N only, 2-3 credit(s), max credits 30, 30 completions allowed; prereq instr consent ;****Instructor:** Teyssier,Christian**Description:** Student may contact the instructor or department for information.**Geriatrics****15-209 Moos T****GERI 7100 Oral Health Services for Older Adults Seminar****2 credit(s);****Instructor:** Shuman,Stephen K**Description:** Student may contact the instructor or department for information.**GERI 7200 Advanced Clinical Geriatric Dentistry****A-F only, 1-10 credit(s), max credits 10, 1 completion allowed;****Instructor:** Shuman,Stephen K**Description:** Student may contact the instructor or department for information.**GERI 7210 Geriatric Hospital Dentistry****1-6 credit(s), max credits 6, 1 completion allowed;****Instructor:** Ofstehage,John Charles**Description:** Student may contact the instructor or department for information.**German****192 Klæber Court****GER 1001 Beginning German****5 credit(s);****Instructor:** STAFF**Description:** German 1001 is intended for beginners and introduces students to the four language skills areas: speaking, writing, listening, and reading. Homework assignments become the basis for student-to-student interaction, small group work and role-play in class. The text for the course, *Wende*, covers speaking and writing in daily contemporary issues and stresses reading and listening strategies useful in language learning. Along with this textbook we use a German cultural reader called *Oktoberfest*, a mystery which takes place in Munich, and grammar reference materials. Students will also complete a variety of writing activities, including essays. First-year language courses involve extensive student interaction, partner activities, and group work. Expect an average of 1.5 hours of outside preparation for each class session hour.**Style:** mostly discussion and student involvement and interaction.**Grading:** 10% final exam, 12% reports/papers, 4% special projects, 33% quizzes, 28% class participation, 13% other evaluation. reading/group work assignments and computer and

audio lab.

**Exam Format:** written.**GER 1001 Beginning German****5 credit(s);****Instructor:** Steinhagen, Virginia I**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for policies, including fee and financial aid restrictions. This course is designed to help you learn German through a proficiency-oriented process that presents practical information in real-life topics and scenarios. It will prepare you to communicate in the kinds of situations that are likely to arise when traveling in a German-speaking country. In each lesson you will complete learning activities and assessments in this course site and other online activities in the *Wende* Web site.**Style:** Online**Grading:** 12% final exam, 44% quizzes. Also: 56 practice exercises: 17%; 11 free writing assignments: 27%**Exam Format:** Online**GER 1002 Beginning German****5 credit(s); prereq 1001;****Instructor:** STAFF**Description:** German 1002 is intended for students who have completed German 1001 or the equivalent. The course emphasizes four language skills: speaking, writing, listening, and reading. Homework assignments become the basis for student-to-student interaction, small group work and role-play in class. The text for the course, *Wende*, covers speaking and writing in daily contemporary issues and stresses reading and listening strategies useful in language learning. Along with this textbook we use a German cultural reader called *Grenzverkehr* and grammar reference materials. By the end of the course students should be able to compare the German and American educational systems, and describe free-time activities and career choices. They will also have become familiar with various contemporary social issues in the German-speaking countries. Several class sessions will help familiarize students with computer and Internet resources. This course includes process writing assignments. First-year language courses involve extensive student interaction, partner activities, and group work. Expect an average of 1.5 hours of outside preparation time for each class session hour.**Style:** Mostly discussion and student involvement and interaction.**Grading:** 10% final exam, 12% reports/papers, 8% special projects, 27% quizzes, 22% class participation, 21% other evaluation. reading/group work assignments and computer/audio lab**Exam Format:** written**GER 1003 Intermediate German****5 credit(s); prereq 1002 or Entrance Proficiency Test;****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.**Style:** varies with instructor**Grading:** 10% final exam, 15% reports/papers, 6% special projects, 30% quizzes, 8% in-class presentation, 25% class participation, 6% other evaluation. Role-plays**Exam Format:** written, oral interviews



**GER 1004 Intermediate German****5 credit(s); prereq 1003 or completion of Entrance****Proficiency Test at 1004 level;****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).

**Style:** varies with instructor.**Grading:** 15% final exam, 10% reports/papers, 15% special projects, 30% quizzes, 22% class participation, 8% other evaluation. Interviews**GER 1022 Beginning German Review****5 credit(s); prereq Placement above 1001;****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.

**Style:** student discussion and interaction**Grading:** 10% final exam, 12% reports/papers, 4% special projects, 32% quizzes, 29% class participation, 13% other evaluation. reading/group assignments, 4% computer/audio lab**Exam Format:** Written**GER 3011W Conversation and Composition****4 credit(s); prereq 1004; Meets CLE req of Writing Intensive;****Instructor:** STAFF

**Description:** This course is designed to refine students' oral and written expression and aid in the development of critical analysis skills. Contemporary readings introduce important communicative modes of language (description, narrative, debate, report, text analysis), while a grammar review supports works on finer grammar points. Multi-media materials (video clips, feature films, computer resources) will complement the other instructional materials. Graded work includes active class participation, essay writing and revision, individual and group oral presentations and projects, and informal writing assignments of varying lengths.

**Style:** 10% Lecture, 10% Film/Video, 30% Discussion, 35% Small Group Activities, 15% Student Presentation.**Grading:** 30% reports/papers, 25% quizzes, 10% journal, 25% in-class presentation, 10% class participation.**GER 3014 German Media****3 credit(s); prereq 3011;****Instructor:** Oosterhoff, Jenneke A

**Description:** From the propaganda of the Nazi era, to the iconic student movements of the 1960's, to the dominance and pervasiveness of youth culture today, Media and the Press have battled for the minds of German youth in ways that are similar to the American Experience but uniquely German in nature. This course will explore the German Media War as it moves from Hitler youth, "Stunde Null", through the major events and movements of the Cold War: Berlin Airlift, Communist Pioneers,

the '68 Student movements, Baader-Meinhof, International Friendship Movements, Kirchentage, "Amis Raus", and the unprecedented integration of a foreign and alienated East German youth into the Wonderworld of freedom and chaos of Berlin at the close of the 20th century. With fringe movements in American politics calling each other "nazis" on the left and right it will be important to explore what that actually implies and how meaningless it has become.

**Style:** 20% Lecture, 30% Film/Video, 30% Discussion, 10% Small Group Activities, 10% Student Presentation.**Grading:** 50% reports/papers, 20% in-class presentation, 30% class participation.**GER 3021 Business German****3 credit(s); prereq 3011 or equiv;****Instructor:** laneva-Lockney, Arsena

**Description:** This course is aimed at students with advanced knowledge of German and will give them the opportunity to learn about German companies, industry sectors and their products. In addition to readings from the textbook, the students will summarize current articles from the German business press and from a German podcast. For their oral presentations, students will acquire knowledge regarding how to describe the size and activities of a company, how to read an organization chart and interpret graphics. Writing assignments will focus on business correspondence and will include detailed instruction on writing the most frequently used types of letters.

**Style:** 20% Lecture, 20% Discussion, 20% Small Group Activities, 20% Student Presentation, 10% Web Based. in class writing - 10%**Grading:** 20% special projects, 20% quizzes, 10% written homework, 10% attendance, 20% in-class presentation, 20% class participation.**GER 3104W Reading and Analysis of German Literature****4 credit(s); prereq 3011; Meets CLE req of Literature; meets CLE req of Writing Intensive;****Instructor:** Teraoka, Arlene A

**Description:** This spring in GER 3104W we will read some of the best and most compelling German literature of the 20th century: novels by Max Frisch, Heinrich Boll, and Bernhard Schlink; a prize-winning Holocaust memoir by Ruth Kluger; and short texts by Franz Kafka, Paul Celan, and Heiner Muller. There will be short background lectures to orient you, but the emphasis of the class will be on large- and small-group discussions in which you will be expected to test and develop your ideas. As a Writing Intensive course, GER 3104W also provides support to you as you formulate and present your interpretive arguments on the basis of textual evidence. Lectures, class discussions, and student presentations will be in German. Meets Lib Ed req of Literature Core; meets Lib Ed req of Writing Intensive.

**Style:** 20% lecture; 80% discussion, in-class group assignments, and student presentations; 3 film showings**Grading:** Requirements include an oral presentation in German and three short papers (3-5 pages), one of which must be in German.**GER 3441 20th-Century Literature****3 credit(s); prereq 3011;****Instructor:** Melin, Charlotte Ann

**Description:** Volcanic eruptions in Iceland, local food, oil exploration, troubled waters, aluminum factories, Chernobyl, global warming. If you follow the news, these items have been on your radar in the past year, but did you know that these issues have been important in German literature in the long 20th century? In this course, we will explore environmental issues through the lens of German literature, film, and nonfiction texts. Our readings will include poetry, contemporary drama (Baerfuss, Oel), epic poem Der Untergang der Titanic by Enzensberger, and short novels and novellas including Mein Leben im Schrebergarten by Kaminer, Pfisters Muehle by Raabe, Kontinent by Leutenegger, Stoerfall by Wolf, and Bruno by Falkner. Parallel to the literary our reading of texts, we will analyze several cinematic treatments of ecological issues and examine ecocriticism that will guide our analysis of texts.

**Style:** 20% Lecture, 10% Film/Video, 40% Discussion, 20%

Small Group Activities, 10% Student Presentation.

**GER 3510 Topics in German Studies: The Worker in Art, Politics & Philosophy**  
**3 credit(s), max credits 9, 3 completions allowed; prereq 3011;**

**Instructor:** Rothe,Matthias

**Description:** The worker has always been a figure of enormous fascination in Germany and the object of artistic, political and philosophical imagination. He was projected as a revolutionary subject on a mission to right the injustices produced by a liberal economy, admired by 19th century philosophers, deified by artist, and wooed by protesting students in 1968. But he was also seen as a dangerous exotic creature whose habits pose an imminent threat to society?someone, who even has a strange and deviant sexuality and hence is in need of hygienic discipline. This course will analyze, discuss and trace the history of these projections as they appear in cinematographic images, photography, paintings, literature, philosophical essays and political manifestos. Material will include among others writings by Karl Marx, Ernst Junger, Wilhem Reich, photography by August Sander, political manifestos of the 68 movement, East German `Produktionsromane? (industry novels).

**Style:** 30% Lecture, 10% Film/Video, 30% Discussion, 15% Small Group Activities, 15% Student Presentation. The course is taught in English, but German Minors and Majors will have to do substantial work in German.

**Grading:** 10% mid exam, 40% reports/papers, 10% quizzes, 20% in-class presentation, 20% class participation.

**GER 3512W German Civilization and Culture: 1700 to the Present**

**3 credit(s); Meets CLE req of Writing Intensive;**

**Instructor:** Rothe,Matthias

**Description:** Student may contact the instructor or department for information.

**GER 3593 Directed Studies: German-Speaking Countries**  
**4 credit(s), max credits 12, 3 completions allowed; prereq 3011, dept consent;**

**Instructor:** STAFF

**Description:** Preparation for research abroad during semester before departure. Written and oral reports upon return.

**GER 3610 German Literature in Translation: Getting Lost with Kafka**

**3 credit(s), max credits 9, 3 completions allowed; prereq No knowledge of German required; cr toward major or minor requires reading in German;**

**Instructor:** Morris,Leslie C

**Description:**

**GER 3610 German Literature in Translation: Music, German Politics & Culture: Wagner to Hitler**  
**3 credit(s), max credits 9, 3 completions allowed; prereq No knowledge of German required; cr toward major or minor requires reading in German;**

**Instructor:** Painter PhD,Karen

**Description:** From the philosopher Friedrich Nietzsche to Hitler, music had a profound influence on German politics and society. This course examines seminal musical works from the 19th and 20th centuries in the context of literary texts (Oscar Wilde, Thomas Mann, and Bertolt Brecht), ideologies (nationalism, anti-Semitism, socialism, and fascism), and political contexts (the 1848 revolutions, World War I, World War II, and the Holocaust). The repertoire studied includes symphonies by Beethoven, Bruckner, and Mahler, as well as dramatic and theatrical works by Wagner, Richard Strauss, Alban Berg, Kurt Weill, and Carl Orff). Why was Hitler obsessed with Wagner? How did music serve to torture and console in the Nazi death campus? How did music function as propaganda, and how does this affect the interpretation of this music today? No musical background necessary.

**GER 3702 Beginning Middle High German**  
**3 credit(s); prereq 1004;**

**Instructor:** Hoptman,Ari E

**Description:** This course is an introduction to the language of Medieval Germany. We will be looking at prose and poetic texts from the period, as well as at the political and social history of the High Middle Ages. No prior knowledge of the Medieval language is required, but students should be well acquainted with the grammatical terminology of Modern German.

**Grading:** There will be quizzes, a midterm, a final, and a presentation. Participation, however, will count heavily.

**GER 3993 Directed Studies**

**1-4 credit(s), max credits 12, 12 completions allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** STAFF

**Description:** Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

**GER 4001 Beginning German**

**2 credit(s); prereq Grad student;**

**Instructor:** STAFF

**Description:** German 1001 is intended for beginners and introduces students to the four language skills areas: speaking, writing, listening, and reading. Homework assignments become the basis for student-to-student interaction, small group work and role-play in class. The text for the course, *Wende*, covers speaking and writing in daily contemporary issues and stresses reading and listening strategies useful in language learning. Along with this textbook we use a German cultural reader called *Oktoberfest*, a mystery which takes place in Munich, and grammar reference materials. Students will also complete a variety of writing activities, including essays. First-year language courses involve extensive student interaction, partner activities, and group work. Expect an average of 1.5 hours of outside preparation for each class session hour.

**Style:** mostly discussion and student involvement and interaction.

**Grading:** 10% final exam, 12% reports/papers, 4% special projects, 30% quizzes, 30% class participation, 14% other evaluation. reading/group work assignments and computer and audio lab.

**Exam Format:** written.

**GER 4002 Beginning German**

**2 credit(s); prereq Grad student;**

**Instructor:** STAFF

**Description:** German 1002 is intended for students who have completed German 1001 or the equivalent. The course emphasizes four language skills: speaking, writing, listening, and reading. Homework assignments become the basis for student-to-student interaction, small group work and role-play in class. The text for the course, *Wende*, covers speaking and writing in daily contemporary issues and stresses reading and listening strategies useful in language learning. Along with this textbook we use a German cultural reader called *Grenzverkehr* and grammar reference materials. By the end of the course students should be able to compare the German and American educational systems, and describe free-time activities and career choices. They will also have become familiar with various contemporary social issues in the German-speaking countries. Several class sessions will help familiarize students with computer and Internet resources. This course includes process writing assignments. First-year language courses involve extensive student interaction, partner activities, and group work. Expect an average of 1.5 hours of outside preparation time for each class session hour.

**Style:** Mostly discussion and student involvement and interaction.

**Grading:** 10% final exam, 12% reports/papers, 4% special projects, 30% quizzes, 30% class participation, 14% other evaluation. reading/group work assignments and computer/audio lab

**Exam Format:** written

**GER 4003 Intermediate German**

**2 credit(s); prereq Grad student;  
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.

**GER 4004 Intermediate German**

**2 credit(s); prereq Grad student;  
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, Durrenmat's Die Physiker. (Oxford UP edition).

**GER 5510 Topics in Contemporary German Culture**

**3 credit(s), max credits 9, 3 completions allowed; prereq 3011;**

**Instructor:** STAFF

**Description:** German Cinema" is usually perceived of as three labels and ten films. There is Weimar Cinema, mainly of the 1920s, with films such as The Cabinet of Dr. Caligari, Nosferatu, M and Metropolis. There is the West German New Cinema, mainly of the 1970s with films such as The Marriage of Maria Braun, Aguirre: The Wrath of God, and Redupers. And there are the East German DEFA Films, also of the 1970s, which include I was Nineteen, The Legend of Paul and Paula, and Traces of Stones. Since then, four more films have been made: Run, Hide and Run, The Educators, The Lives of Others and Good Bye, Lenin! Currently, we see a new label in the making: Berlin School, created by those eager to group together a number of German films made since 2000. Films such as Ghosts, Sleeper, This Very Moment, Vacation, and Marseille. Our class will introduce these films and analyze the fantasies and effects that go along with their label. What are the aesthetic strategies of these films? What are their production and distribution strategies? Why does one draw on the concept of national branding within the context of European film and current global film production? How do these films relate to other films under different labels and cinemas such as New Austrian Cinema, Nouvelle Vague, or World Cinema. The class will be taught as a short course in the month of October. It is the starting point of the CGES teaching and research collaboration, "National Branding in Contemporary European Cinema," between the Universities of Minnesota, Bremen and Frankfurt and will be co-taught by faculty from all three institutions. As part of the class, award-winning director Benjamin Heisenberg will present his most recent film The Robber at the Walker Art Center on October 27th (co-presented by the Walker Art Center). Heisenberg will also attend one of our class meetings on October 28th. Next year, a sequel to this course will be taught simultaneously as an interactive television class on the campuses of the UofMN, the University of Bremen, and the University of Frankfurt.

**GER 5610 German Literature in Translation**

**3 credit(s), max credits 9, 3 completions allowed; prereq No knowledge of German required; cr toward major or minor requires reading in German;**

**Instructor:** Allen, Joseph R

**Description:** This course is a review of the issues surrounding translation, including theories of representation, ideological work, as well as actual practice. The course is structured around a series of readings and discussion of both historical and contemporary writing on translation; these readings and discussions. While most of the readings center on the theory and particulars of literary translation, students will be encouraged to explore other manifestations of translation as a historical, cultural or aesthetic issue. Along with those interested in languages and literature, students in disciplines such as creative writing, performance, and the plastic arts are also welcomed. You should be native or near-native speaker of English, as well as an advanced speaker/reader of at least one other language, either classical or vernacular.

**GER 5630 Topics in German Cinema: Weimar Cinema**

**3 credit(s), max credits 9, 3 completions allowed; prereq 3xxx film course or instr consent ;**

**Instructor:** Mc Cormick, Rick

**Description:** From Caligari to Hitler? German Cinema of the Weimar Republic (1918-33): Aesthetics & Politics, Gender & Sexuality, Modernism & Modernity This course borrows its title from Siegfried Kracauer's famous study, From Caligari to Hitler (1947), which we honor--but also critique. One basic aim of the course is to introduce students to a crucial period in the history of the German cinema: its "golden age" in the Weimar Republic (1918-1933), up until the "Third Reich." We will of course be looking at the work of famous directors like Lubitsch, Murnau, Lang, and Pabst. Understanding the films will also necessitate becoming familiar with aesthetic/historical categories like Expressionism, "Neue Sachlichkeit," i.e., "New Objectivity" (also known as "New Realism" or "New Sobriety")?two important manifestations of German modernism?as well as related sensibilities/styles such as "Americanism" and Soviet-influenced montage. In addition to the film-historical context, the course places films into socio-historical contexts, with a special emphasis on modernity and the role therein of shifting notions about gender and sexuality; class and ethnicity/race/national identity are also important. In part we will do so by interpreting the films in comparison with other "primary" historical artifacts of the era such as the documents gathered in The Weimar Republic Sourcebook. It will also be necessary to examine some "secondary sources" that is, some of the criticism by scholars that has shaped the way we think about these films (no matter how inadequate we may find some of that discourse to be). We will critique Kracauer's "From Caligari to Hitler," and we will also look at some of the newest scholarship on Weimar cinema: Anton Kaes's "Shell Shock Cinema" and Noah Isenberg's anthology, "Weimar Cinema: An Essential Guide" (both 2009). Films to be studied include: The Doll (E. Lubitsch, 1919), The Cabinet of Dr. Caligari (R. Wiene, 1920), The Wildcat (Lubitsch, 1921), Nosferatu (F.W. Murnau, 1922), The Last Laugh (F.W. Murnau, 1924), Joyless Street (G.W. Pabst, 1925), Metropolis (F. Lang, 1927), Berlin, Symphony of a City (W. Ruttmann, 1927), Pandora's Box (Pabst, 1929), Diary of a Lost Girl (Pabst, 1929), The Blue Angel (J. von Sternberg, 1930), M (F. Lang, 1931), Madchen in Uniform (L. Sagan, 1931).

**Style:** 15% Lecture, 50% Film/Video, 15% Discussion, 15% Small Group Activities, 5% Student Presentation. Approximately half of the scheduled 4 hours will be devoted to the weekly film showing; the rest will be lecture/discussion and group activities, as well as student presentations.

**Grading:** 50% reports/papers, 20% written homework, 20% in-class presentation, 10% class participation. "Written Homework"=informal, weekly web responses to readings and films

**Exam Format:** No exam

**GER 5711 History of the German Language I**

**3 credit(s); prereq 3011;**

**Instructor:** Wakefield, Ray M

**Description:** This course will be geared to the needs of Germanic medievalists as well as those of students of modern German literature. After introducing the basic concepts and categories for historical linguistics, we will proceed chronologically from Proto-Indo-European on to the development of Modern Standard German. The approach will emphasize learning through solving problem-sets for each stage with special attention paid to critical junctures in the history of the German language: the First (Germanic) Sound Shift, the Second (High German) Sound Shift, and the development of Modern Standard German.

#### GER 5993 Directed Studies

**1-4 credit(s), max credits 12, 12 completions allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** STAFF

**Description:** Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

#### GER 8010 Current Debates in Literary and Cultural Theory: Canon

**3 credit(s), max credits 12, 4 completions allowed;**

**Instructor:** Teraoka, Arlene A

**Description:** Student may contact the instructor or department for information.

#### GER 8020 Problems in Literary and Cultural History: Inventing Poetry Anthologies

**3 credit(s), max credits 12, 4 completions allowed;**

**Instructor:** Melin, Charlotte Ann

**Description:** Whether they function as tools for school canon, scholarly resources, platforms for creative manifestos, or mechanisms of exclusion, anthologies play a pivotal role in shaping what we understand as literary history. Long before the golden age of anthologies unfolded internationally in the early 20th century, these collections were an established publication form that wielded special influence. This seminar will examine recent theoretical and scholarly perspectives on the history of the book that pertain to the changing political, and cultural agendas of anthologies, with special focus on works published in German. In addition to primary texts like H. Hartung edited anthology *Jahrhundertgedächtnis* (1998) and the website *Lyrikline.org*, our readings will include key programmatic essays that have sought to establish new aesthetic paths. Through case studies we will explore various bold agendas that anthologies have sought to advance.

#### GER 8200 Seminar in Medieval German Literature and Culture: Saga, Legend & Epic

**3 credit(s), max credits 9, 3 completions allowed; prereq 5721;**

**Instructor:** Wakefield, Ray M

**Description:** Two monumental thirteenth-century epic texts---the Middle High German *Nibelungenlied* and the Old Norse *Saga of the Volsungs*---represent the southern and northern literary reflexes of a widespread and enormously popular cycle of traditional oral legends surrounding figures from the Germanic migration period. The aim of this seminar is to introduce students to these epics as well as other medieval versions of the legends in order to examine the development of medieval European narrative tradition. Our material is ideal for such an enterprise because we have extensive documentation of the legend cycle both in the form of literary texts in prose and poetry from three medieval Germanic cultures (Old English, Old Norse, and Middle High German) and in stone and wood carvings of scenes from the story in medieval England and Scandinavia. We will look at such diverse topics as text editing and translating, style and prosody, narrative structure, cultural themes, character portrayal, and audiences. We will also take the master narrative into its 19th- and 20th- century retellings with a look at Wagner's *Ring*

and Fritz Lang's epic movie.

## Gerontology

*D-351 Mayo (Box 197 UMHC)*

#### GERO 5100 Topics in Gerontology

**3 credit(s), max credits 10, 10 completions allowed;**

**Instructor:** Ratner, Edward

**Description:** Student may contact the instructor or department for information.

#### GERO 5100 Topics in Gerontology

**1 credit(s), max credits 10, 10 completions allowed;**

**Instructor:** Thompson PhD, LaDora V

**Description:** Student may contact the instructor or department for information.

#### GERO 5110 Biology of Aging

**3 credit(s);**

**Instructor:** Snow MD, PhD, LeAnn M

**Description:** Student may contact the instructor or department for information.

#### GERO 5191 Independent Study: Gerontology

**OPT No Aud, 1-4 credit(s), max credits 16, 4 completions allowed; prereq Approval of [adviser, DGS] for gerontology minor;**

**Instructor:** Ferrington, Deborah Ann

**Description:** Student may contact the instructor or department for information.

## Global Studies

*214 Social Science*

#### GLOS 3145 Theoretical Approaches to Global Studies

**A-F only, 4 credit(s); prereq [6 cr in social sciences including 1015W or GEOG 1301 or HIST 1012 or HIST 1018 or POL 1025] or instr consent ], global studies major; Credit will not be granted if credit has been received for: GLOS 3145H;**

**Instructor:** Gidwani, Vinay Krishin

**Description:** In what sense has our world suddenly become "global"? What was our world before it became "global"? What theories of the world do we explicitly and/or implicitly invoke when we deploy the words "global" and "globalization"? What are the theoretical and conceptual presuppositions that make it possible for us to think in these terms? In this class, we interrogate the words "global" and "globalization" as the latest organizing elements of the varied, still-unfolding processes of modernity. For our purposes, "global studies" is ultimately about understanding the ways in which the living and non-living elements of the world are mapped, partitioned, measured, labeled, categorized, territorialized, and conceptualized at various moments in time. This is a course in learning how to think theoretically, hence the title: "Theoretical Approaches to Global Studies." Why should you feel compelled to take the course? Because, at the end of the day, the course will help you better understand our contemporary human condition, and how you might work to improve it. What sorts of global ethics should we aspire towards? How should we exercise citizenship in a globalizing world? GLoS 3101 is required for Global Studies majors and open to all other interested undergraduates who have fulfilled course prerequisites. The course format is lectures complemented by weekly recitation sections. The course is likely to be web-enhanced (URL presently not available).

**Style:** 67% Lecture, 33% Discussion.

**Grading:** 30% mid exam, 30% final exam, 40% reports/papers. In-class quizzes may be added to syllabus

**Exam Format:** Multiple choice and/or keyword definitions, and short essays

**GLOS 3145H Theoretical Approaches to Global Studies**

**A-F only, 4 credit(s); prereq 6 credits in the social sciences including at least one of the following: Geog 1301; Hist 1012/1018; GloS 1015W; or PolSci 1025; or instr consent ; Credit will not be granted if credit has been received for: GLOS 3145;**

**Instructor:** Gidwani, Vinay Krishin

**Description:** In what sense has our world suddenly become "global"? What was our world before it became "global"? What theories of the world do we explicitly and/or implicitly invoke when we deploy the words "global" and "globalization"? What are the theoretical and conceptual presuppositions that make it possible for us to think in these terms? In this class, we interrogate the words "global" and "globalization" as the latest organizing elements of the varied, still-unfolding processes of modernity. For our purposes, "global studies" is ultimately about understanding the ways in which the living and non-living elements of the world are mapped, partitioned, measured, labeled, categorized, territorialized, and conceptualized at various moments in time. This is a course in learning how to think theoretically, hence the title: "Theoretical Approaches to Global Studies." Why should you feel compelled to take the course? Because, at the end of the day, the course will help you better understand our contemporary human condition, and how you might work to improve it. What sorts of global ethics should we aspire towards? How should we exercise citizenship in a globalizing world? The course is likely to be web-enhanced (URL presently not available).

**Style:** 67% Lecture, 33% Discussion.

**Grading:** 30% mid exam, 30% final exam, 40% reports/papers.

In-class quizzes may be added to syllabus

**Exam Format:** Multiple choice and/or keyword definitions, and short essays

**GLOS 3402 Human Rights Internship**

**A-F only, 3 credit(s); prereq 3401, instr consent;**

**Instructor:** Frey, Barbara A

**Description:** This course is designed to offer students a practical, hands on experience in human rights advocacy including an internship in one of the many organizations in the Twin Cities area that are engaged in promoting and protecting international human rights. A student is required to work 8 hours per week (total of 100 hours for the semester) in a nongovernmental organization. Work Load To complete this class, students are required to: attend and participate in class; complete the required readings; complete the required 100 hours at the site placement; make a 5 minute in-class presentation about the internship placement; turn in weekly memos to the instructor and the site supervisor; participate in the group NGO project, and turn in a 3-page reflection paper at the end of the internship.

**Grading:** 50% Site Supervisors Evaluation 20% Group NGO Projects 15% Quality of Weekly Memos 5% Class Participation and In-Class Presentation on internship 10% 3 page reflection paper

**GLOS 3550V Honors Course: Supervised Research Paper**

**A-F only, 4 credit(s); prereq dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Raheja, Gloria Goodwin

**Description:** Student may contact the instructor or department for information.

**GLOS 3602 Other Worlds: Globalization and Culture**

**A-F only, 3 credit(s); prereq [3101, 3144] or instr consent;**

**Instructor:** Messer-Davidow, Ellen

**Description:** "Globalization: Capital and Culture" Globalization is an international and intra-national process that has been centuries in the making--creeping slowly through the eras of early exploration and trade, western industrialization and imperialism, the spread and transformation of capitalism, World Wars and Cold Wars, innovations in transportation and technology. Since we cannot cover this history in one semester, we will focus on contemporary processes of cultural production, distribution, and consumption that traverse the global and local ("the glocal"). We will study workplace cultures in American

Wal-Mart stores and Indian call centers; the apparel industry; agri-business, supermarkets in the UK, and fast food in China; media conglomerates and coverage of the Iraq war; and spectacles (the U.S. Holocaust Museum, Hurricane Katrina, and the Miss World pageant).

**Style:** 15% Lecture, 80% Discussion, 5% Web Based.

Percentages are approximate and may be adjusted.

**Grading:** 20% student presentation, 40% term paper, 40% participation (class and email discussions). Paper abstract will not count in grade, but is expected to be high quality.

**GLOS 3643 Islam and the West**

**3 credit(s); Credit will not be granted if credit has been received for: CAS 3533;**

**Instructor:** Bashiri, Iraj

**Description:** Intellectual trends defining fundamental differences between Islam and the West arise from their respective historical, philosophical, and intellectual mindsets. The course examines contributing factors to tension, anxiety, and hatred between Muslims and the West, as well as aspects of Islamic and European cultures that inspire respect and emulation.

**Objectives:** - Acquaint the students with the fundamental differences between Islam and Western culture. - Equip students with the means for a better understanding of international events.

- Teach students to distinguish different trends and accept them for what they are. - Discuss factors that create tension, anxiety and hatred among peoples and nations. - Examine aspects of Islamic and European cultures that inspire respect and emulation

**Style:** 50% Lecture, 20% Film/Video, 10% Discussion, 20% Student Presentation.

**Grading:** 10% final exam, 30% reports/papers, 20% quizzes, 3% attendance, 20% in-class presentation, 7% class participation, 10% other evaluation. Book Report

**Exam Format:** Essay

**GLOS 3900 Topics in Global Studies: Indian Feminisms in Global Context**

**3 credit(s), max credits 15, 3 completions allowed;**

**Instructor:** Sawhney, Simona

**Description:** A thinking that we may characterize as "feminist" makes its appearance in various texts and discourses in twentieth century India. While some early twentieth century feminists were centrally concerned about their particular role in nation-building, contemporary feminists have questioned many of the premises of the postcolonial nation, including its understanding of kinship, sexuality, and community. This class will have three aims: first, to introduce students to twentieth century feminist writings in India, including essays, short stories, and legal/political arguments. Second, to put this work in the context of some of the pressing questions surrounding citizenship, sexuality, and religiosity, not only in South Asia but also in other parts of the world. And third--perhaps most important--to build a more nuanced and critical approach to gender itself, as it is articulated and acted in everyday life as well as in activist and theoretical discourse. Readings and films will focus on several issues including the state's responses to violence against women, debates concerning abortion, questions posed by the political emergence of a gay rights discourse, and the varied anxieties provoked by the commodification and sale of sexual pleasure. There are no prerequisites, but students should come to class with a willingness to read carefully, even when the materials are not immediately familiar; to engage with all texts in a generous manner; and to participate in class discussion. Class assignments will include a midterm exam, a final 10-15 page paper, weekly postings on a web "blackboard" and, depending on the size of the class, perhaps one in-class oral presentation.

**GLOS 3961 Culture and Society of India**

**3 credit(s); Credit will not be granted if credit has been**

**received for: ANTH 3023; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences;**

**Instructor:** Raheja, Gloria Goodwin

**Description:** Student may contact the instructor or department for information.

**GLOS 3981W Major Project Seminar**

**A-F only, 3 credit(s); prereq dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Kaiser,Sara

**Description:** Student may contact the instructor or department for information.

**GLOS 3981W Major Project Seminar**

**A-F only, 3 credit(s); prereq dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Raheja,Gloria Goodwin

**Description:** Student may contact the instructor or department for information.

**GLOS 3993 Directed Study**

**1-5 credit(s), max credits 12, 12 completions allowed; prereq instr consent , dept consent , college consent ;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**GLOS 4910 Topics in Global Studies: Gender, Nation, and Literature in Latin America**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Kaminsky,Amy K

**Description:** Gender, Nation, and Literature in Latin America In the nations of Latin America, literary expression has long been tied to ideas and ideals of the nation. In the nineteenth century, when the colonies of Spain and Portugal began to establish themselves as independent countries, and in the twentieth century, when most of those nations experienced some sort of political violence and social upheaval, many Latin American writers took it upon themselves to write the nation into being. In this class, we will examine creative writing, mostly by women, from a range of Latin American nations whose literary works take as a theme the politics, society, and history of their nations, or whose writing in some way represents the relationship between gender and the nation. The class is largely discussion-driven, but it also includes mini-lectures on the basics of literary analysis, including how to do close readings of literary texts and the way literary language works.

**GLOS 5900 Topics in Global Studies**

**1-4 credit(s), max credits 12, 3 completions allowed; prereq Jr or sr or grad student;**

**Instructor:** Freyer,Bernhard

**Description:** Student may contact the instructor or department for information.

**Graduate School**  
**316 Johnston Hall**

**GRAD 5102 Preparation for University Teaching for Nonnative English Speakers**

**S-N only, 2 credit(s); prereq [SPEAK score of 45 or successful completion of Foundations in English], [current or anticipated] TA assignment, instr consent ;**

**Instructor:** Beers,Barbara Lee

**Description:** Student may contact the instructor or department for information.

**GRAD 5102 Preparation for University Teaching for Nonnative English Speakers**

**S-N only, 2 credit(s); prereq [SPEAK score of 45 or successful completion of Foundations in English], [current or anticipated] TA assignment, instr consent ;**

**Instructor:** Stetsenko,Elena V.

**Description:**

**GRAD 5105 Practicum in University Teaching for Nonnative English Speakers**

**S-N only, 2 credit(s); prereq [5102 or SPEAK score of 50], instr consent ;**

**Instructor:** Meyers,Colleen Marie

**Description:** Student may contact the instructor or department for information.

**GRAD 5105 Practicum in University Teaching for Nonnative English Speakers**

**S-N only, 2 credit(s); prereq [5102 or SPEAK score of 50], instr consent ;**

**Instructor:** Rosen,Caroline Frances

**Description:**

**GRAD 8101 Teaching in Higher Education**

**OPT No Aud, 3 credit(s);**

**Instructor:** Gonzalez PhD,Anita Marie

**Description:** GRAD 8101 is designed to help graduate students and post-doctoral fellows become responsive and reflective teachers. Co-teachers along with course participants will model a variety of active learning strategies and will facilitate discussions addressing educational theory and practice. By combining action and analysis, participants will explore and develop teaching skills that promote learning within a diverse student body across a variety of settings.

**GRAD 8101 Teaching in Higher Education**

**OPT No Aud, 3 credit(s);**

**Instructor:** Alexander,Ilene Dawn

**Description:** Student may contact the instructor or department for information.

**GRAD 8101 Teaching in Higher Education**

**OPT No Aud, 3 credit(s);**

**Instructor:** Dill-Macky,Ruth

**Description:** GRAD 8101 is designed to help graduate students and post-doctoral fellows become responsive and reflective teachers. Co-teachers along with course participants will model a variety of active learning strategies and will facilitate discussions addressing educational theory and practice. By combining action and analysis, participants will explore and develop teaching skills that promote learning within a diverse student body across a variety of settings.

**GRAD 8101 Teaching in Higher Education**

**OPT No Aud, 3 credit(s);**

**Instructor:** Ching,Paul

**Description:** GRAD 8101 is designed to help graduate students and post-doctoral fellows become responsive and reflective teachers. Co-teachers along with course participants will model a variety of active learning strategies and will facilitate discussions addressing educational theory and practice. By combining action and analysis, participants will explore and develop teaching skills that promote learning within a diverse student body across a variety of settings.

**GRAD 8102 Practicum for Future Faculty**

**S-N only, 3 credit(s); prereq [8101 or equiv], [native English speaker or [SPEAK Test score of at least 55/60 or ELP score of 1 from [5102, 5105]]];**

**Instructor:** Petersen,Christina Ingrid

**Description:** Student may contact the instructor or department for information.

**GRAD 8200 Teaching and Learning Topics in Higher**

**Education: Teaching for Learning: An Online Course**

**A-F only, 1 credit(s), max credits 4, 4 completions allowed;**

**Instructor:** Rozaitis,Bill

**Description:** Student may contact the instructor or department for information.

**GRAD 8200 Teaching and Learning Topics in Higher Education**

**A-F only, 1 credit(s), max credits 4, 4 completions allowed;**

**Instructor:** Rozaitis,Bill

**Description:** As future faculty, most graduate students will need to lecture, and to be effective they will need to develop a range of strategies to engage today's tech-savvy students. Best practices for lecturing have evolved to take advantage of visual literacy, instant feedback, peer-led instruction, and large class assessment techniques. Following the lead of programs in

physics, biology, and astronomy throughout the nation, this course focuses on redesigning "traditional" lectures to incorporate active learning and collaborative student interactions. This student-centered learning model leverages the smart use of technologies--PowerPoint, the web, personal response systems ("clickers"), and multimedia simulations--to facilitate learning.

illustration and page layouts, and image-scanning and manipulation. Graphic design elements of typography, production, color separation, printing process, and photography will also be addressed.

**Style:** 50% Lecture, 10% Discussion, 40% Laboratory.  
**Grading:** 25% class participation, 50% problem solving, 25% other evaluation. in-class exercises

## Graphic Design

### 240 McNeal Hall

#### GDES 1311 Foundations: Drawing and Design in Two and Three Dimensions

**A-F only, 4 credit(s); prereq [Apparel design or graphic design or interior design] pre-major credit will not be granted if credit already received for: DHA 1311;**

**Instructor:** STAFF

**Description:** In this course the formal, perceptual, symbolic and technical aspects of visual communication will be introduced--with the emphasis on drawing. Design elements and principles will be applied within the context of observational drawing, as well as two- and three dimensional design. Design process and creative problem solving will be stressed. We will work in a variety of mediums -- charcoal, conte, white chalk, but the emphasis will be on gaining expertise with the pencil. Subject matter will range from the figure to two-dimensional abstraction projects. You will gain expertise in drawing technique, as well as in composition, visual unity and balance and in visual analysis of drawings.

**Style:** 20% Lecture, 20% Discussion. 60% studio work

**Grading:** 10% class participation, 90% other evaluation. visual assignments

**Exam Format:** Final presentation

#### GDES 1312 Foundations: Color and Design in Two and Three Dimensions

**A-F only, 4 credit(s); prereq [Apparel design or graphic design or interior design] pre-major credit will not be granted if credit already received for: DHA 1312;**

**Instructor:** STAFF

**Description:** "This design foundations course introduces students to color theory and its application in two and three dimensional design through lectures, demonstrations, extensive studio work and critiques. Emphasis is on developing students' ability to use color effectively in two and three dimensional design applications by studying traditional design elements, gestalt grouping principles, theories of color organization, color and spatial perception, and color interaction." But it is so much more. Intended for (pre) majors in graphic design, clothing design, interior design, and housing; this class has a well-earned reputation as 'the toughest class you'll ever love.' Class time is spent with slide and lecture presentations, studio work, and group and individual critiques. Successful completion requires a significant commitment to time, energy, and resources (supplies run approximately \$200.) The result? You will produce a portfolio that is a descriptive explanation and illustration of color and design theory, enhanced with your own creative projects: a physical product of impressive proportions. You will be proud of your work. Most importantly, you will see the world in a whole new light. You'll see color where you didn't see it before and recognize the 'color magic' around you.

**Style:** 20% Lecture. critique: 60% studio work

**Grading:** 20% reports/papers, 80% other evaluation. studio designs and exercises

#### GDES 1315 Foundations: The Graphic Studio

**A-F only, 4 credit(s); prereq Graphic design pre-major or instr consent credit will not be granted if credit already received for: DHA 1315;**

**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

#### GDES 2196 Work Experience in Graphic Design

**S-N only, 1-4 credit(s), max credits 8; prereq Plan submitted/approved by [adviser, internship supervisor], written approval of supervisor, instr consent ;**

**Instructor:** Hokanson,Brad

**Description:** Student may contact the instructor or department for information.

#### GDES 2196 Work Experience in Graphic Design

**S-N only, 1-4 credit(s), max credits 8; prereq Plan submitted/approved by [adviser, internship supervisor], written approval of supervisor, instr consent ;**

**Instructor:** Martinson,Barbara Elizabeth

**Description:** Student may contact the instructor or department for information.

#### GDES 2196 Work Experience in Graphic Design

**S-N only, 1-4 credit(s), max credits 8; prereq Plan submitted/approved by [adviser, internship supervisor], written approval of supervisor, instr consent ;**

**Instructor:** Waldron,Carol C

**Description:** Student may contact the instructor or department for information.

#### GDES 2196 Work Experience in Graphic Design

**S-N only, 1-4 credit(s), max credits 8; prereq Plan submitted/approved by [adviser, internship supervisor], written approval of supervisor, instr consent ;**

**Instructor:** Chu,Sauman

**Description:** Student may contact the instructor or department for information.

#### GDES 2196 Work Experience in Graphic Design

**S-N only, 1-4 credit(s), max credits 8; prereq Plan submitted/approved by [adviser, internship supervisor], written approval of supervisor, instr consent ;**

**Instructor:** Boyd Brent,James W

**Description:** Student may contact the instructor or department for information.

#### GDES 2196 Work Experience in Graphic Design

**S-N only, 1-4 credit(s), max credits 8; prereq Plan submitted/approved by [adviser, internship supervisor], written approval of supervisor, instr consent ;**

**Instructor:** McCarthy,Steven J

**Description:** Student may contact the instructor or department for information.

#### GDES 2196 Work Experience in Graphic Design

**S-N only, 1-4 credit(s), max credits 8; prereq Plan submitted/approved by [adviser, internship supervisor], written approval of supervisor, instr consent ;**

**Instructor:** Jasper,Daniel

**Description:** Student may contact the instructor or department for information.

#### GDES 2311 Drawing and Illustration

**A-F only, 3 credit(s); prereq GDes 1311 or DHA 1311, GDes 1312 or DHA 1312, Apparel Design or Graphic Design or Interior Design,pre-major or major credit will not be granted if credit already received for: DHA 2311;**

**Instructor:** Reed,Michael Lester

**Description:** Student may contact the instructor or department for information.

#### GDES 2334 Computer Applications I: Digital Composition for Design



**A-F only, 3 credit(s); prereq [1311 or DHA 1311], [1312 or DHA 1312], [1315 or DHA 1315], graphic design major;**

**Instructor:** Chu,Sauman

**Description:** This is an advanced computer design class that focuses on the integration of design knowledge with Macintosh computer applications. Students obtain experience using software to design illustrations and page layouts with the support of their understanding on design principles and strategies. Three programs are focused on: Adobe Illustrator, Adobe Photoshop, and InDesign. Experiences on using these software are required. Additionally, Adobe Flash will also be taught. Emphasis of this class is placed on producing sophisticated and professional design work as well as broadening students' experience on applying software. A co-operative learning environment is encouraged.

**Style:** 25% Lecture, 25% Discussion. Studio time

**Grading:** 5% journal, 5% in-class presentation, 10% class participation, 80% other evaluation. Design projects

#### **GDES 2345 Typography**

**A-F only, 3 credit(s); prereq Graphic design major, pass portfolio review credit will not be granted if credit already received for: DHA 2345;**

**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.

**Style:** 10% Lecture. studio; 30% critique

**Grading:** 100% other evaluation. studio design projects including process participation

#### **GDES 2351 Graphic Design I: Text and Image**

**A-F only, 3 credit(s); prereq [2345 or DHA 2345], graphic design major, pass portfolio review credit will not be granted if credit already received for: DHA 2351;**

**Instructor:** Jasper,Daniel

**Description:** Student may contact the instructor or department for information.

#### **GDES 2385W Design and Factors of Human Perception**

**A-F only, 4 credit(s); prereq Graphic design major credit will not be granted if credit already received for: DHA 2385W;**

**Meets CLE req of Writing Intensive;**

**Instructor:** Tank,Angela Marie

**Description:** Student may contact the instructor or department for information.

#### **GDES 3312 Color and Form in Surface Design**

**A-F only, 3 credit(s); prereq [1311 or DHA 1311], [1312 or DHA 1312], [graphic design or apparel design or instr consent ] credit will not be granted if credit already received for: DHA 3312;**

**Instructor:** Waldron,Carol C

**Description:** Student may contact the instructor or department for information.

#### **GDES 3312 Color and Form in Surface Design**

**A-F only, 3 credit(s); prereq [1311 or DHA 1311], [1312 or DHA 1312], [graphic design or apparel design or instr consent ] credit will not be granted if credit already received for: DHA 3312;**

**Instructor:** Newby,Alex Jane Hawxwell

**Description:** Student may contact the instructor or department for information.

#### **GDES 3352 Graphic Design II: Identity and Symbols**

**A-F only, 3 credit(s); prereq [2351 or DHA 2351], pass portfolio review, graphic design major credit will not be granted if credit already received for: DHA 3352;**

**Instructor:** Chu,Sauman

**Description:** This course will build on previously learned graphic design principles including a continued investigation of typography and its application. Students will explore the representation of abstract ideas in the form of symbols for the purpose of building identity. The class will focus on the development of visual identity through a systems approach to design with application to various printed collateral. This course will prepare students to design a symbol, a logotype, stationary system, and collateral products, keeping the identity consistent and intact throughout the process. Students will apply gestalt design principles, figure-ground relationships, and contrast within the structure of the grid to aid organization from piece to piece and within the whole.

**Style:** 20% Lecture, 30% Discussion, 10% Student Presentation, 40% Studio.

**Grading:** 85% special projects, 5% written homework, 5% journal, 5% class participation.

#### **GDES 3352 Graphic Design II: Identity and Symbols**

**A-F only, 3 credit(s); prereq [2351 or DHA 2351], pass portfolio review, graphic design major credit will not be granted if credit already received for: DHA 3352;**

**Instructor:** Tank,Angela Marie

**Description:** Student may contact the instructor or department for information.

#### **GDES 3353 Graphic Design III: Packaging and Display**

**A-F only, 3 credit(s); prereq [3351 or DHA 3352 or Concurrent registration is required (or allowed) in 3352], graphic design major credit will not be granted if credit already received for: DHA 3353;**

**Instructor:** McCarthy,Steven J

**Description:** This section of Packaging Design will focus on interdisciplinary projects. Graphic Design students will collaborate with students in the New Product Design and Business Development program (a collaborative venture between the Carlson School of Management, the Department of Mechanical Engineering, the Department of Biomedical Engineering and sponsoring companies), and within DHA by working with Apparel Design and Retail Merchandising students. The goal is to challenge the students to work and learn together by designing actual packaging designs applied to real products and retail environments.

**Style:** 10% Lecture, 10% Discussion, 75% Laboratory. critique  
**Grading:** 15% final exam, 30% reports/papers, 5% in-class presentation, 40% laboratory evaluation, 10% problem solving.

**Exam Format:** critique, analysis, documentation, outside assessment

#### **GDES 3353 Graphic Design III: Packaging and Display**

**A-F only, 3 credit(s); prereq [3351 or DHA 3352 or Concurrent registration is required (or allowed) in 3352], graphic design major credit will not be granted if credit already received for: DHA 3353;**

**Instructor:** Pickman,Gregory Hunter

**Description:** Student may contact the instructor or department for information.

#### **GDES 4160H Honors Capstone Project**

**A-F only, 2 credit(s), max credits 4; prereq Graphic design honors;**

**Instructor:** Hokanson,Brad

**Description:** Student may contact the instructor or department for information.

#### **GDES 4160H Honors Capstone Project**

**A-F only, 2 credit(s), max credits 4; prereq Graphic design**



**honors;**

**Instructor:** Hemmis,Patricia

**Description:** Student may contact the instructor or department for information.

**GDES 4160H Honors Capstone Project**

**A-F only, 2 credit(s), max credits 4; prereq Graphic design honors;**

**Instructor:** Martinson,Barbara Elizabeth

**Description:** Student may contact the instructor or department for information.

**GDES 4160H Honors Capstone Project**

**A-F only, 2 credit(s), max credits 4; prereq Graphic design honors;**

**Instructor:** Waldron,Carol C

**Description:** Student may contact the instructor or department for information.

**GDES 4160H Honors Capstone Project**

**A-F only, 2 credit(s), max credits 4; prereq Graphic design honors;**

**Instructor:** Chu,Sauman

**Description:** Student may contact the instructor or department for information.

**GDES 4160H Honors Capstone Project**

**A-F only, 2 credit(s), max credits 4; prereq Graphic design honors;**

**Instructor:** Boyd Brent,James W

**Description:** Student may contact the instructor or department for information.

**GDES 4160H Honors Capstone Project**

**A-F only, 2 credit(s), max credits 4; prereq Graphic design honors;**

**Instructor:** McCarthy,Steven J

**Description:** Student may contact the instructor or department for information.

**GDES 4160H Honors Capstone Project**

**A-F only, 2 credit(s), max credits 4; prereq Graphic design honors;**

**Instructor:** Jasper,Daniel

**Description:** Student may contact the instructor or department for information.

**GDES 4193 Directed Study in Graphic Design**

**A-F only, 1-4 credit(s), max credits 8; prereq Undergrad, instr consent ;**

**Instructor:** Hokanson,Brad

**Description:** Student may contact the instructor or department for information.

**GDES 4193 Directed Study in Graphic Design**

**A-F only, 1-4 credit(s), max credits 8; prereq Undergrad, instr consent ;**

**Instructor:** Martinson,Barbara Elizabeth

**Description:** Student may contact the instructor or department for information.

**GDES 4193 Directed Study in Graphic Design**

**A-F only, 1-4 credit(s), max credits 8; prereq Undergrad, instr consent ;**

**Instructor:** Waldron,Carol C

**Description:** Student may contact the instructor or department for information.

**GDES 4193 Directed Study in Graphic Design**

**A-F only, 1-4 credit(s), max credits 8; prereq Undergrad, instr consent ;**

**Instructor:** Chu,Sauman

**Description:** Student may contact the instructor or department for information.

**GDES 4193 Directed Study in Graphic Design**

**A-F only, 1-4 credit(s), max credits 8; prereq Undergrad, instr consent ;**

**Instructor:** Boyd Brent,James W

**Description:** Student may contact the instructor or department for information.

**GDES 4193 Directed Study in Graphic Design**

**A-F only, 1-4 credit(s), max credits 8; prereq Undergrad, instr consent ;**

**Instructor:** McCarthy,Steven J

**Description:** Student may contact the instructor or department for information.

**GDES 4193 Directed Study in Graphic Design**

**A-F only, 1-4 credit(s), max credits 8; prereq Undergrad, instr consent ;**

**Instructor:** Jasper,Daniel

**Description:** Student may contact the instructor or department for information.

**GDES 4196 Internship in Graphic Design**

**S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; prereq Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent [added to PS note field, course notes sequence nbr 3:] credit will not be granted if credit already received for: DHA 4196; Credit will not be granted if credit has been received for: ADES 4196;**

**Instructor:** Hokanson,Brad

**Description:** Student may contact the instructor or department for information.

**GDES 4196 Internship in Graphic Design**

**S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; prereq Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent [added to PS note field, course notes sequence nbr 3:] credit will not be granted if credit already received for: DHA 4196; Credit will not be granted if credit has been received for: ADES 4196;**

**Instructor:** Martinson,Barbara Elizabeth

**Description:** Student may contact the instructor or department for information.

**GDES 4196 Internship in Graphic Design**

**S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; prereq Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent [added to PS note field, course notes sequence nbr 3:] credit will not be granted if credit already received for: DHA 4196; Credit will not be granted if credit has been received for: ADES 4196;**

**Instructor:** Waldron,Carol C

**Description:** Student may contact the instructor or department for information.

**GDES 4196 Internship in Graphic Design**

**S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; prereq Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent [added to PS note field, course notes sequence nbr 3:] credit will not be granted if credit already received for: DHA 4196; Credit will not be granted if credit has been received for: ADES 4196;**

**Instructor:** Chu,Sauman

**Description:** Student may contact the instructor or department for information.

**GDES 4196 Internship in Graphic Design**

**S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; prereq Completion of at least one-half of professional**

sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent [added to PS note field, course notes sequence nbr 3:] credit will not be granted if credit already received for: DHA 4196; Credit will not be granted if credit has been received for: ADES 4196;  
**Instructor:** Boyd Brent,James W  
**Description:** Student may contact the instructor or department for information.

**GDES 4196 Internship in Graphic Design**

S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; prereq Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent [added to PS note field, course notes sequence nbr 3:] credit will not be granted if credit already received for: DHA 4196; Credit will not be granted if credit has been received for: ADES 4196;  
**Instructor:** McCarthy,Steven J  
**Description:** Student may contact the instructor or department for information.

**GDES 4196 Internship in Graphic Design**

S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; prereq Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent [added to PS note field, course notes sequence nbr 3:] credit will not be granted if credit already received for: DHA 4196; Credit will not be granted if credit has been received for: ADES 4196;  
**Instructor:** Jasper,Daniel  
**Description:** Student may contact the instructor or department for information.

**GDES 4330 Surface Fabric Design Workshop**

A-F only, 4 credit(s), max credits 8;  
**Instructor:** Martinson,Barbara Elizabeth  
**Description:** Student may contact the instructor or department for information.

**GDES 4334 Computer Applications II: Design for the Digital Environment**

A-F only, 3 credit(s); prereq [2334 or DHA 2334 or instr consent ], [graphic design major or grad student or instr consent ] credit will not be granted if credit already received for: DHA 4334;  
**Instructor:** Fritchie,Louise Lystig  
**Description:** Student may contact the instructor or department for information.

**GDES 4334 Computer Applications II: Design for the Digital Environment**

A-F only, 3 credit(s); prereq [2334 or DHA 2334 or instr consent ], [graphic design major or grad student or instr consent ] credit will not be granted if credit already received for: DHA 4334;  
**Instructor:** Barness,Jessica S  
**Description:** Student may contact the instructor or department for information.

**GDES 4345 Advanced Typography**

A-F only, 4 credit(s); prereq 2345 or DHA 2345, [graphic design major or grad student or instr consent ] credit will not be granted if credit already received for: DHA 4345;  
**Instructor:** Waldron,Carol C  
**Description:** Advanced Typographic Design is the continued -- and deeper -- exploration of the expressive visual communication through letterforms and words. Both the fundamental legibility of the invisible art and overt expression through type will be addressed. Students will apply fundamentals of design and typography to simple and complex communication objectives, exploring the expressive potential of varied typographic treatments through contrast, manipulation, arrangement, and juxtaposition. There will be a brief foray into

the design of letterforms. Various typographic movements will be studied from both formal and historic perspectives. An extended typographic project will be completed. This class is intended for advanced graphic design majors.

**Style:** 10% Discussion. studio design projects and critique  
**Grading:** 100% other evaluation. studio design project and performance

**GDES 4352 Design Process: Bookmaking**

A-F only, 3 credit(s); prereq Graphic design major or grad student or instr consent credit will not be granted if credit already received for: DHA 4352;  
**Instructor:** Pauly,Mary Jo  
**Description:** Student may contact the instructor or department for information.

**GDES 4355 Graphic Design Portfolio**

S-N only, 3 credit(s); prereq [4354 or DHA 4354 or 4365 DHA 4365], graphic design major credit will not be granted if credit already received for: DHA 4355;  
**Instructor:** Pickman,Gregory Hunter  
**Description:** Student may contact the instructor or department for information.

**GDES 5193 Directed Study in Graphic Design**

A-F only, 1-4 credit(s), max credits 8; prereq Jr or sr or grad student;  
**Instructor:** Hokanson,Brad  
**Description:** Student may contact the instructor or department for information.

**GDES 5193 Directed Study in Graphic Design**

A-F only, 1-4 credit(s), max credits 8; prereq Jr or sr or grad student;  
**Instructor:** Martinson,Barbara Elizabeth  
**Description:** Student may contact the instructor or department for information.

**GDES 5193 Directed Study in Graphic Design**

A-F only, 1-4 credit(s), max credits 8; prereq Jr or sr or grad student;  
**Instructor:** Waldron,Carol C  
**Description:** Student may contact the instructor or department for information.

**GDES 5193 Directed Study in Graphic Design**

A-F only, 1-4 credit(s), max credits 8; prereq Jr or sr or grad student;  
**Instructor:** Chu,Sauman  
**Description:** Student may contact the instructor or department for information.

**GDES 5193 Directed Study in Graphic Design**

A-F only, 1-4 credit(s), max credits 8; prereq Jr or sr or grad student;  
**Instructor:** Boyd Brent,James W  
**Description:** Student may contact the instructor or department for information.

**GDES 5193 Directed Study in Graphic Design**

A-F only, 1-4 credit(s), max credits 8; prereq Jr or sr or grad student;  
**Instructor:** McCarthy,Steven J  
**Description:** Student may contact the instructor or department for information.

**GDES 5193 Directed Study in Graphic Design**

A-F only, 1-4 credit(s), max credits 8; prereq Jr or sr or grad student;  
**Instructor:** Jasper,Daniel  
**Description:** Student may contact the instructor or department for information.

**GDES 5342 Web and Interface Design**

A-F only, 3 credit(s); prereq Graphic design major or grad

**student or instr consent credit will not be granted if credit already received for: DHA 5342;**

**Instructor:** Daigle, Gregory

**Description:** Internet-based design, including static Web pages, embedded media, and cascading style sheets. Design/usability of interface between humans and technology. Evaluation of visual elements that control/organize dealings with computers that are used to direct work. Students develop designs, evaluate their effectiveness through usability testing. The course will look at common practices in interface design including flow charting, wireframes, storyboards, site maps and style guides. Projects will include interfaces for mobile devices such as the iPhone and iPad in addition to a Web project. Students will also have the opportunity for tuning up their own personal Web sites. Use of Dreamweaver and CSS.

**Style:** 2% Discussion, 3% Student Presentation, 5% Guest Speakers, 90% Web Based.

#### **GDES 5388 Graphic Design Research**

**A-F only, 3 credit(s); prereq Graphic design major or grad student or instr consent credit will not be granted if credit already received for: DHA 5388;**

**Instructor:** Martinson, Barbara Elizabeth

**Description:** Experience in design planning, research, and development. Emphasis on preliminary research, including theoretical, applied and legal aspects of design projects and processes. A variety of planning and developmental models will be used. Design prototyping, testing and analysis is included. This course is intended for graduate students.

**Style:** 30% Lecture, 30% Discussion, 40% Laboratory.

**Grading:** 30% reports/papers, 20% special projects, 30% class participation, 20% laboratory evaluation.

#### **GDES 8192 Readings in Graphic Design**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Hokanson, Brad

**Description:** Student may contact the instructor or department for information.

#### **GDES 8192 Readings in Graphic Design**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Martinson, Barbara Elizabeth

**Description:** Student may contact the instructor or department for information.

#### **GDES 8192 Readings in Graphic Design**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Waldron, Carol C

**Description:** Student may contact the instructor or department for information.

#### **GDES 8192 Readings in Graphic Design**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Chu, Sauman

**Description:** Student may contact the instructor or department for information.

#### **GDES 8192 Readings in Graphic Design**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Boyd Brent, James W

**Description:** Student may contact the instructor or department for information.

#### **GDES 8192 Readings in Graphic Design**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** McCarthy, Steven J

**Description:** Student may contact the instructor or department for information.

#### **GDES 8192 Readings in Graphic Design**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Jasper, Daniel

**Description:** Student may contact the instructor or department for information.

#### **GDES 8193 Directed Study**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Hokanson, Brad

**Description:** Student may contact the instructor or department for information.

#### **GDES 8193 Directed Study**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Martinson, Barbara Elizabeth

**Description:** Student may contact the instructor or department for information.

#### **GDES 8193 Directed Study**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Waldron, Carol C

**Description:** Student may contact the instructor or department for information.

#### **GDES 8193 Directed Study**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Chu, Sauman

**Description:** Student may contact the instructor or department for information.

#### **GDES 8193 Directed Study**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Boyd Brent, James W

**Description:** Student may contact the instructor or department for information.

#### **GDES 8193 Directed Study**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** McCarthy, Steven J

**Description:** Student may contact the instructor or department for information.

#### **GDES 8193 Directed Study**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Jasper, Daniel

**Description:** Student may contact the instructor or department for information.

#### **GDES 8222 Plan B Master's Project**

**S-N only, 3 credit(s); prereq [Design or DHA master's student], instr consent ;**

**Instructor:** Hokanson, Brad

**Description:** Student may contact the instructor or department for information.

#### **GDES 8222 Plan B Master's Project**

**S-N only, 3 credit(s); prereq [Design or DHA master's student], instr consent ;**

**Instructor:** Martinson, Barbara Elizabeth

**Description:** Student may contact the instructor or department for information.

#### **GDES 8222 Plan B Master's Project**

**S-N only, 3 credit(s); prereq [Design or DHA master's student], instr consent ;**

**Instructor:** Waldron, Carol C

**Description:** Student may contact the instructor or department for information.

**GDES 8222 Plan B Master's Project**

**S-N only, 3 credit(s); prereq [Design or DHA master's student], instr consent ;**

**Instructor:** Chu,Sauman

**Description:** Student may contact the instructor or department for information.

**GDES 8222 Plan B Master's Project**

**S-N only, 3 credit(s); prereq [Design or DHA master's student], instr consent ;**

**Instructor:** Boyd Brent,James W

**Description:** Student may contact the instructor or department for information.

**GDES 8222 Plan B Master's Project**

**S-N only, 3 credit(s); prereq [Design or DHA master's student], instr consent ;**

**Instructor:** McCarthy,Steven J

**Description:** Student may contact the instructor or department for information.

**GDES 8222 Plan B Master's Project**

**S-N only, 3 credit(s); prereq [Design or DHA master's student], instr consent ;**

**Instructor:** Jasper,Daniel

**Description:** Student may contact the instructor or department for information.

**GDES 8990 MFA Creative Thesis**

**A-F only, 6 credit(s), max credits 12; prereq Completed coursework requirements for MFA in DHA w/multimedia emphasis, instr consent credit will not be granted if credit already received for: DHA 8990;**

**Instructor:** Hokanson,Brad

**Description:** Student may contact the instructor or department for information.

**GDES 8990 MFA Creative Thesis**

**A-F only, 6 credit(s), max credits 12; prereq Completed coursework requirements for MFA in DHA w/multimedia emphasis, instr consent credit will not be granted if credit already received for: DHA 8990;**

**Instructor:** Martinson,Barbara Elizabeth

**Description:** Student may contact the instructor or department for information.

**GDES 8990 MFA Creative Thesis**

**A-F only, 6 credit(s), max credits 12; prereq Completed coursework requirements for MFA in DHA w/multimedia emphasis, instr consent credit will not be granted if credit already received for: DHA 8990;**

**Instructor:** Waldron,Carol C

**Description:** Student may contact the instructor or department for information.

**GDES 8990 MFA Creative Thesis**

**A-F only, 6 credit(s), max credits 12; prereq Completed coursework requirements for MFA in DHA w/multimedia emphasis, instr consent credit will not be granted if credit already received for: DHA 8990;**

**Instructor:** Chu,Sauman

**Description:** Student may contact the instructor or department for information.

**GDES 8990 MFA Creative Thesis**

**A-F only, 6 credit(s), max credits 12; prereq Completed coursework requirements for MFA in DHA w/multimedia emphasis, instr consent credit will not be granted if credit already received for: DHA 8990;**

**Instructor:** Boyd Brent,James W

**Description:** Student may contact the instructor or department for information.

**GDES 8990 MFA Creative Thesis**

**A-F only, 6 credit(s), max credits 12; prereq Completed**

**coursework requirements for MFA in DHA w/multimedia emphasis, instr consent credit will not be granted if credit already received for: DHA 8990;**

**Instructor:** McCarthy,Steven J

**Description:** Student may contact the instructor or department for information.

**GDES 8990 MFA Creative Thesis**

**A-F only, 6 credit(s), max credits 12; prereq Completed coursework requirements for MFA in DHA w/multimedia emphasis, instr consent credit will not be granted if credit already received for: DHA 8990;**

**Instructor:** Jasper,Daniel

**Description:** Student may contact the instructor or department for information.

## Greek 245 Nicholson Hall

**GRK 1002 Beginning Classical Greek II**

**5 credit(s); prereq Grade of at least [C- or S] in 1001 or dept consent ;**

**Instructor:** STAFF

**Description:** Poetry, history, religion, medicine, philosophy, drama, political science, biology, literary criticism, astronomy, rhetoric, mythology, geography... Whether you want to read Homer or Hippocrates, Aristotle or Aristophanes, Paul or Plato, Greek 1001-1002 is the place to start. In this class you will learn the elements of classical Attic Greek, the dialect spoken and written in Athens during the fifth and fourth centuries BC: a language of tragedy, comedy, oratory, history, and philosophy. With a knowledge of the basic grammar and vocabulary of Attic, you can later go on to read the epics of Homer, the letters of Paul, the comedies of Aristophanes, or whatever you'd like from texts spanning 1200 years of history. Prerequisite: C- or better (or S) in GRK 1001, or instructor consent.

**GRK 3004 Intermediate Greek Poetry: Homer**

**4 credit(s); prereq [Grade of at least [C- or S] in [3003, 3113]] or dept consent credit will not be granted if credit already received for: Grk 3114, Grk 3300; Credit will not be granted if credit has been received for: GRK 5004;**

**Instructor:** Olson,S Douglas

**Description:** Student may contact the instructor or department for information.

**GRK 5004 Intermediate Greek Poetry: Graduate Student Enrollment**

**3 credit(s); prereq [5003 or equiv], grad student or dept consent ; Credit will not be granted if credit has been received for: GRK 3004;**

**Instructor:** Olson,S Douglas

**Description:** Student may contact the instructor or department for information.

**GRK 5100 Advanced Reading**

**3 credit(s), max credits 18, 6 completions allowed; prereq [3004, at least two years of college level Greek] or instr consent or CNES grad student;**

**Instructor:** Sheets,George A

**Description:** Student may contact the instructor or department for information.

**GRK 5800 Sight Reading for Graduate Students**

**S-N only, 1 credit(s), max credits 6, 6 completions allowed; prereq Enrollment in a grad program in Department of Classical/Near Eastern Studies;**

**Instructor:** Sellw,Philip

**Description:** Student may contact the instructor or department for information.

**GRK 8200 Readings in Greek Verse**

**3 credit(s), max credits 18, 6 completions allowed; prereq**

**Advanced grad student;****Instructor:** Olson,S Douglas**Description:** Student may contact the instructor or department for information.**GRK 8910 Seminar****3 credit(s), max credits 30, 10 completions allowed;****Instructor:** Sellow,Philip**Description:** Student may contact the instructor or department for information.**Health Informatics****777 Mayo (Mayo Mail Code 511)****HINF 5431 Health Informatics II****A-F only, 4 credit(s);****Instructor:** Finkelstein,Stanley M**Description:** Student may contact the instructor or department for information.**HINF 5436 Seminar****S-N only, 1 credit(s);****Instructor:** Speedie,Stuart M**Description:** Student may contact the instructor or department for information.**HINF 5499 Capstone Project for the Masters of Health Informatics****A-F only, 3 credit(s); prereq [[5430, 5431] or instr consent], MHI student;****Instructor:** Speedie,Stuart M**Description:** Student may contact the instructor or department for information.**HINF 5520 Clinical Informatics and Patient Safety****A-F only, 2 credit(s); prereq HINF student or instr consent ;****Instructor:** Pieczkiewicz PhD,David Sean**Description:** Student may contact the instructor or department for information.**HINF 5530 Health Care Software Management****A-F only, 2 credit(s); prereq HINF student or instr consent ;****Instructor:** Pieczkiewicz PhD,David Sean**Description:** Student may contact the instructor or department for information.**HINF 8405 Advanced Topics in Health Informatics I****3 credit(s); prereq instr consent ;****Instructor:** Speedie,Stuart M**Description:** Student may contact the instructor or department for information.**Health Systems Management****20 Classroom Office Building****HSM 4501 Writing for the Health Professions****A-F only, 3 credit(s); prereq 45 cr;****Instructor:** Bahar,Keri L**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, fees, and financial aid information. Students in this course apply the learning and skills acquired in HSM 3501 to writing a journal article on a clinical case or relevant health care topic in their own discipline. The application of research findings, described as evidence-based practice, is applying research to a clinical practice area of health care, a field where decisions are complex with very few clinical decisions having straightforward rules. Case reports and journal articles are one way to develop professional writing skills, foster

critical thinking, relate clinical practice to research findings, develop an ability to take a position on a clinical issue, and base practice on evidence. Students in this course work with two or three students (coauthors) from their own or a related discipline to write a case report or article. Together they develop a case or topic, analyze research related to their selection, prepare a written article, and prepare the report for publication.

**Style:** 100% Web Based.**Grading:** 10% written homework. -self-introduction: 0% -10 group activities: 85.5% -2 peer evaluations of other group members: 4.5%**HSM 4541 Health Care Finance****A-F only, 3 credit(s);****Instructor:** Riley,William J**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. This course is designed to provide an understanding of finance in the health care industry through a discussion of how the health care industry's financial information is interpreted and used. The course aims to make the language of health care finance understandable and relevant for students in health care professions and in administration programs.**Style:** 100% Web Based.**Grading:** 10% mid exam, 15% final exam. Group: -2 spreadsheet assignments (10%) -3 case studies (15%) Individual: -Self-introduction (2%) -5 discussions (20%) -4 spreadsheet assignments and Excel exercise (10%) -12 sets of study questions (18%)**HSM 4561 Health Care Administration and Management****A-F only, 3 credit(s); prereq 45 cr;****Instructor:** Brown,Maria L.**Description:** Students acquire background and skills in the business and administrative aspects of health care. Applications of business theory are applied to medical settings including: organization models, reimbursement methodologies, information systems, staff-scheduling, employee evaluation, accreditation agencies, productivity management, budget planning, and group leadership. Semester Prerequisite.**HSM 4581 Teaching in the Health Care Setting****A-F only, 3 credit(s); prereq 45 cr;****Instructor:** Bahar,Keri L**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. In this course we will explore how to be an effective teacher in health care. We use a contemporary learning approach in that students are active participants in the learning process. We will discuss teaching and learning styles, conducting needs assessments, designing and developing curriculum, presentation methodology, evaluation processes, learning theory, how to create a positive learning environment, and how to discern learner differences.**Style:** 100% Web Based.**Grading:** -Weekly discussions (up to 130 points) -Self-selected learning assignments (up to 90 points) -Midterm or final exam (up to 20 points) -Final comprehensive project (160 points) Total possible points: 400**Hebrew****245 Nicholson Hall****HEBR 1002 Beginning Hebrew II****5 credit(s); prereq Grade of at least [C- or S] in [1001 or 4001] or instr consent; Credit will not be granted if credit has been received for: HEBR 4002;****Instructor:** Schneller,Renana Segal**Description:** Hebrew 1002 is intended for students who have completed Hebrew 1001 or the equivalent. The course emphasizes four language skills: speaking, writing, listening and

reading. First year language courses involve extensive student interaction, partner activities, and group work. The text of the course, Hebrew from Scratch. The book is accompanied by CD's that are designed to be studied outside class. Grammar is covered in the homework assignments and reinforced in class with a variety of paired and small group activities. Hebrew is spoken almost exclusively in class. Class attendance is critical. the course prepares students for the CLA language requirements.

**Style:** 33% Lecture, 33% Discussion.

**Grading:** 20% mid exam, 25% final exam, 20% reports/papers, 25% quizzes, 10% class participation.

**Exam Format:** multiple choice, fill in the blank and a small essay

#### HEBR 3012 Intermediate Hebrew II

**5 credit(s); prereq Grade of at least [C- or S] in in 3011 or instr consent ; Credit will not be granted if credit has been received for: HEBR 4012;**

**Instructor:** Schneller,Renana Segal

**Description:** Students in this course will be using the textbook "Hebrew From Scratch" part II by Shlomit Chayat, Sara Israeli, and Hilla Kobliner. The program has a communicative and functional orientation. Current events will be discussed in Hebrew. Regular use of grammar and vocabulary encourages students to become more fluent in their use of Hebrew and to apply it creatively in new contexts. The course prepares students for the CLA language requirements.

**Style:** 33% Lecture, 33% Discussion. Recitation.

**Grading:** 20% mid exam, 15% final exam, 25% reports/papers, 30% quizzes, 10% class participation.

#### HEBR 3102 Intermediate Biblical Hebrew II

**4 credit(s); prereq Grade of at least [C- or S] in 3101 or instr consent;**

**Instructor:** Jassen,Alex P

**Description:** We will continue to work through Biblical Hebrew texts and gain a stronger understanding of Hebrew grammar, syntax, and vocabulary. This semester's reading will all be drawn from the book of Deuteronomy. We will gain an appreciation for reading a text as a whole. Students will gain further experience is working with dictionaries, grammars, and commentaries.

#### HEBR 3951W Major Project

**4 credit(s); prereq [Hebr major, three 3xxx Hebrew courses], instr consent, dept consent; Meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

#### HEBR 3980 Directed Instruction

**1-4 credit(s), max credits 4, 1 completion allowed; prereq college consent ;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

#### HEBR 4002 Beginning Hebrew II

**3 credit(s); prereq Grade of at least [C- or S] in [1001 or 4001] or instr consent; Credit will not be granted if credit has been received for: HEBR 1002;**

**Instructor:** Schneller,Renana Segal

**Description:** Hebrew 4002 is intended for students who have completed Hebrew 4001 or the equivalent. The course emphasizes four language skills: speaking, writing, listening and reading. First year language courses involve extensive student interaction, partner activities, and group work. The text of the course, Hebrew from Scratch. The book is accompanied by CD's that are designed to be studied outside class. Grammar is covered in the homework assignments and reinforced in class with a variety of paired and small group activities. Hebrew is spoken almost exclusively in class. Class attendance is critical. the course prepares students for the CLA language requirements.

**Style:** 33% Lecture, 33% Discussion.

**Grading:** 20% mid exam, 25% final exam, 20% reports/papers,

25% quizzes, 10% class participation.

**Exam Format:** multiple choice, fill in the blank and a small essay

#### HEBR 4012 Intermediate Hebrew II

**3 credit(s); Credit will not be granted if credit has been received for: HEBR 3012;**

**Instructor:** Schneller,Renana Segal

**Description:** Student may contact the instructor or department for information.

#### HEBR 4107 Intermediate Biblical Hebrew II

**3 credit(s); prereq Grade of at least [C- or S] in 3101 or instr consent ;**

**Instructor:** Jassen,Alex P

**Description:** We will continue to work through Biblical Hebrew texts and gain a stronger understanding of Hebrew grammar, syntax, and vocabulary. This semester's reading will all be drawn from the book of Deuteronomy. We will gain an appreciation for reading a text as a whole. Students will gain further experience is working with dictionaries, grammars, and commentaries.

#### HEBR 5992 Directed Readings

**1-4 credit(s), max credits 12, 12 completions allowed; prereq instr consent , dept consent , college consent ;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

## Hindi

### 136 Klaeber Court

#### HNDI 4162 Advanced Hindi

**4 credit(s); prereq 4161 or instr consent;**

**Instructor:** Prasad,R

**Description:** Student may contact the instructor or department for information.

#### HNDI 5993 Directed Readings

**1-4 credit(s), max credits 12, 3 completions allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** Sawhney,Simona

**Description:** Student may contact the instructor or department for information.

## Hindi and Urdu

### 136 Klaeber Court

#### HNUR 1102 Beginning Hindi and Urdu

**5 credit(s); prereq 1101 or 4001 or instr consent credit will not be granted if credit already received for: HNDI 1102/4002 and URDU 1102/4002; Credit will not be granted if credit has been received for: HNUR 4002;**

**Instructor:** Prasad,R

**Description:** Student may contact the instructor or department for information.

#### HNUR 3102 Intermediate Hindi and Urdu

**5 credit(s); prereq 3101, 4003 credit will not be granted if credit already received for HNDI 3132/4004 or URDU 3132/4004; Credit will not be granted if credit has been received for: HNUR 4004;**

**Instructor:** Prasad,R

**Description:** Student may contact the instructor or department for information.

#### HNUR 3290 Hindi-Urdu Language Teaching Tutorial

**S-N only, 1 credit(s), max credits 2; prereq Grade of A in HNDI 4162;**

**Instructor:** Prasad,R

**Description:** Student may contact the instructor or department for information.

#### HNUR 4002 Beginning Hindi and Urdu

**3 credit(s); prereq 1101 or 4001 or instr consent credit will not be granted if credit already received for: HNDI 1102/4002 and URDU 1102/4002; Credit will not be granted if credit has been received for: HNUR 1102;**

**Instructor:** Prasad,R

**Description:** Student may contact the instructor or department for information.

#### HNUR 4004 Intermediate Hindi and Urdu

**3 credit(s); prereq 3101, 4003 credit will not be granted if credit already received for HNDI 3132/4004 or URDU 3132/4004; Credit will not be granted if credit has been received for: HNUR 3102;**

**Instructor:** Prasad,R

**Description:** Student may contact the instructor or department for information.

## History

### 1110 Heller Hall

#### HIST 1011W Origins: Global Societies Before 1500

**4 credit(s); prereq Fr or soph or [[jr or sr], non-hist major]; Credit will not be granted if credit has been received for: HIST 1017; Meets CLE req of Environment; meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive;**

**Instructor:** Gallia,Andrew B

**Description:** History 1011 is an introductory survey of world history. In this course, we will examine the sweep of human history from the emergence of agriculture and complex societies in the fourth millennium BCE to the Age of Explorations and the dawn of the modern world circa 1500 CE. The important themes in this investigation will be the forces of trade, religion, and technological innovation, the spread of ideas, and the interaction between great civilizations as they developed over time.

**Grading:** 15% mid exam, 25% final exam, 30% reports/papers, 30% class participation.

#### HIST 1032W Europe and the World: Expansion, Encounter, and Exchange from 1500 to Present

**4 credit(s); prereq Fr or soph or non-hist major; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive;**

**Instructor:** Schroeter,Daniel J

**Description:** From the sixteenth century to the present, European nations played a central role in shaping the modern world. The focus of this course is how the world was transformed by the expansion of Europe and its encounter with peoples and cultures in the Americas, Asia, and Africa. We explore how European conquest and empires, commerce, and the slave trade affected not only the regions dominated by Europeans, but also shaped European societies and cultures. We examine how European wars, revolutions, science, industry, religion and secularism, changed the lives of men and women in Europe and around the globe.

#### HIST 1302W Global America: U.S. History Since 1865

**4 credit(s); prereq Fr or soph or [[jr or sr], non-Hist major]; Credit will not be granted if credit has been received for: HIST 1308; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive;**

**Instructor:** Chang,David Anthony

**Description:** This course surveys American history since the Civil War, exploring transformations in American politics, society, and culture. Though it is wide-ranging, it has as a unifying theme the question of how and why people have defined the American nation in different ways, and how those ideas have related to race and gender. Topics covered include the end of the Civil War, Reconstruction, westward expansion and Indian resistance,

industrialization, immigration, World War I, African American migration and cultural innovation, the cultural turmoil of the 1920s, the Depression and New Deal, the Second World War at home and abroad, Japanese internment, the Cold War, the Civil Rights Movement, feminism, other social movements, the Vietnam war and the anti-war movement, cultural politics in the 1970s, the new conservatism and 1980s culture wars, the 1990s, 9/11, the Gulf War and the Iraq War.

**Style:** 50% Lecture, 50% Discussion.

**Exam Format:** Combination of essays and identifications.

#### HIST 1905 Freshman Seminar

**A-F only, 3 credit(s); prereq freshman;**

**Instructor:** May,Elaine Tyler

**Description:** This course will examine the culture of the Cold War as it developed in the years after World War II, how it affected and reflected the domestic politics, public policies, and civic life in the postwar era, the impact of domestic anti-communism, and the influence of American cultural politics abroad. We will examine how the Cold War shaped gender expectations, sexuality, class relations, racial justice and civil rights.

#### HIST 1910W Freshman Seminar

**A-F only, 3 credit(s); prereq freshman; Meets CLE req of Writing Intensive;**

**Instructor:** Norling,Lisa A

**Description:** Everyday Life in Frontier Minnesota: this seminar will explore the social history of Minnesota from the beginning of sustained contact between the indigenous peoples and Europeans in the early 1700s through statehood and the 1862 U.S.-Dakota War. What was everyday life like for the various peoples who together created Minnesota? Through eye-witness accounts and scholarly analyses, films and field trips to historic sites, class discussions and oral reports, and a research project, we will explore the diverse experiences on the Minnesota frontier and consider how race, class, gender, age, and location shaped individuals' ability to influence historical change.

**Style:** 15% Lecture, 10% Film/Video, 25% Discussion, 10% Laboratory, 10% Small Group Activities, 10% Student Presentation, 15% Field Trips, 5% Guest Speakers.

#### HIST 3010W Historical Research Seminar

**A-F only, 3 credit(s), max credits 12, 4 completions allowed; prereq Must have completed one 1xxx or 1 xxxx level introductory survey course. Students may not repeat for credit the same section (or topic).; Meets CLE req of Writing Intensive;**

**Instructor:** Gengenbach,Heidi

**Description:** "Historical Research Seminar: Sex and Colonial Power in Africa" Course Description: This seminar explores the history of European colonialism in Africa through the analytical prism of gender and lived experiences of sexuality under colonial rule. In Africa as elsewhere in the 19th and 20th centuries, gender ideologies shaped imperial imaginations and the race and class distinctions of colonial power. Gendered identities and sexual relationships, moreover, were central to structures of political authority and to embodied struggles between colonizers and colonized on the ground. Despite their underrepresentation in official sources, African women played crucial roles on all sides of the colonial encounter, helping to define the meanings of empire whether in the public sphere of political action or in the behind-the-scenes labors and liaisons of daily life. African men, too, were gendered actors in colonial histories, their masculinity both defined by and productive of hierarchies born in the crucible of conquest and sustained?often through violence?until their redefinition by anti-colonial nationalisms and postcolonial nation-states. The gendered/sexual legacies of colonial power in Africa survive today, though never uncontested or intact, in men?s and women?s unequal positions with respect to resources, citizenship, and authority in an increasingly globalized world. Given the interdisciplinary nature of scholarship on this topic, this course will also address questions of evidence, methodology, and epistemology in historical research, along with debates about the gendered character of "history" as an academic discipline--and alternative approaches suggested by

recent research on Africa.

### **HIST 3010W Historical Research Seminar: The 1950s**

**A-F only, 3 credit(s), max credits 12, 4 completions allowed; prereq Must have completed one 1xxx or 1 3xxx level introductory survey course. Students may not repeat for credit the same section (or topic).; Meets CLE req of Writing Intensive;**

**Instructor:** Mathieu,Saje M

**Description:** The 1950s: A Decade of Conformity? is a new research seminar that explores how the 1950s, the decade that saw America move from war to peace and from segregation to integration, radically transformed American society. This seminar calls into question common perceptions of the 1950s as a decade of conformity, arguing instead that the 1950s gave way to major civil, legal, and cultural shake ups, especially with respect to how we imagined gender, youth, and race. The course is designed as an intensive look at one decade in American history, with specific attention to how those years changed all aspects of American life, including the Cold War, the space program, urbanization patterns, leisure, politics, religion, and gender relations, and popular culture. Best of all, students will make direct use of primary sources when examining the Fifties. For example, when studying the early Civil Rights Movement and events at Little Rock, we will use photographs as our main analytical tool. Given that this class is conceived as a writing intensive seminar, students will be asked to write short critical analyses of the primary sources used in the class. Students will also research and write an 8 page paper on any dimension of the 1950s.

### **HIST 3053 Ancient Civilization: Rome**

**3 credit(s); Meets CLE req of Historical Perspectives;**

**Instructor:** Evans,John Karl

**Description:** A broad survey of the history and culture of Rome from its prehistoric origins in the 8th century BC to the decline and fall of the Roman Empire in the 3rd and 4th centuries AD. It is designed for undergraduates with no previous college-level coursework in ancient history. Emphasis is given to reading original sources in translation, and to the lectures that pursue broad historical themes such as the rise and fall of the Roman Republic, and the decline and fall of the Roman Empire. Secondary texts supplement the original sources and lectures. There are no term papers; all examinations are essay in format, and take-home. The syllabus can be found at:

<http://www.tc.umn.edu/~evans002/>. Although dates differ from one year to the next, the course structure, exam format, and required readings remain the same.

**Style:** 100% Lecture.

**Grading:** 100% on mid-term and final exam; breakdown not yet determined

**Exam Format:** Essay

### **HIST 3101 Introduction to Medieval History**

**3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives;**

**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

**Style:** 33% Lecture, 33% Discussion. up to 33% films and visual lecture/discussion

**Exam Format:** essay and identifications

### **HIST 3152 British History From the Seventeenth Century**

**4 credit(s); prereq credit will not be granted if credit received for: 3152W; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives;**

**Instructor:** Clark,Anna Kirsten

**Description:** This course covers British history from the 17th century, a dramatic era beginning with the Civil War and the execution of Charles I. Britain then entered the convulsions of the industrial revolution and the burgeoning and rebellious Atlantic world. During the 19th century, Britain became a

superpower, the most wealthy and powerful nation, complacent in its Victorian values and confident it could rule the world. After all, the sun never set on the British empire. But during the 20th century, the colossus faltered, after the disillusionment of the first world war and the devastating depression. Heroism returned with the Battle of Britain, but after World War II, Britain lost its empire. However, Britain rebuilt, establishing a welfare state which guaranteed health care to all, and regenerating its prosperity. We will take the story up to the present, looking at Thatcher's rise and fall, and the rebirth of multicultural Cool Britannia. For more information write [clark106@tc.umn.edu](mailto:clark106@tc.umn.edu).

### **HIST 3282 European Intellectual History: The Modern Period, 1750-Present**

**3 credit(s); Credit will not be granted if credit has been received for: HUM 3282;**

**Instructor:** Shank,JB

**Description:** Second of a two-semester survey of European philosophical thought in its historical/cultural context. Emphasizes the development of philosophical/scientific thought and its relation to thinking about the individual and the community. Readings are drawn from original texts by such authors as Hume, Kant, Rousseau, Hegel, Marx, Darwin, Nietzsche, Weber, Freud, Woolf, Heidegger, Adorno, and Foucault. Students will write short weekly response papers and two longer critical essays.

**Style:** 60% Lecture, 40% Discussion.

**Grading:** 90% reports/papers, 10% class participation.

### **HIST 3402W Modern Latin America 1825 to Present**

**4 credit(s); Credit will not be granted if credit has been received for: LAS 3402W; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives;**

**meets CLE req of Writing Intensive;**  
**Instructor:** STAFF

**Description:** This course surveys developments in Latin America from the Enlightenment and Age of Independence to the rise of bureaucratic authoritarianism (ca. 1750-present). The course will focus on the rise of the nation-state, art, culture, and diplomatic relations within Hispanic America. Themes will include race, class, gender, sexuality, and space.

**Style:** Monday classes may not meet for the full period every week.

**Grading:** 20% final exam, 50% reports/papers, 10% class participation, 20% other evaluation. informal writing assignments  
**Exam Format:** essay

### **HIST 3418 Drink in History**

**3 credit(s);**

**Instructor:** Pilcher,Jeffrey Michael

**Description:** This class examines the significance of alcohol and other stimulating beverages in world history. All societies celebrate, and most do so with alcohol, yet its abuse has led to widespread health and social problems. We will begin with the discovery of fermentation in the ancient world, and move forward through time, examining societies around the globe. We will study social hierarchies, cross-cultural encounters, and the construction and transgression of gender roles through drinking behaviors. Perspectives from anthropology, medicine, and sociology will complement the historical concern with change over time. Particular focus will be given to prohibition regimes throughout history. Exams will be essay in nature. Out-of-class essays will examine drink and society through the examination of primary sources and ethnographic analysis.

**Style:** 80% Lecture, 20% Discussion.

**Grading:** 40% mid exam, 60% reports/papers.

**Exam Format:** essay

### **HIST 3419 The World's Economy Since 1500 in Comparison**

**3 credit(s);**

**Instructor:** Isett,Christopher Mills

**Description:** Student may contact the instructor or department for information.

### **HIST 3432 Modern Africa in a Changing World**

**4 credit(s); Credit will not be granted if credit has been**



received for: **AFRO 3432; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives;**

**Instructor:** Pohlandt-McCormick, Helena

**Description:** This course provides a general survey of and introduction to modern African history from the early nineteenth century to the present. After an overview of social, material and cultural developments in Africa before 1800, and a discussion of the effects and repercussions of slavery and the slave trade on the development of African history, this course will turn to the commercial and religious revolutions of 19th century West Africa and the struggles over land and labor in southern Africa. The course examines the reasons for European expansion into Africa, African reactions, and the factors that made conquest possible. The ways in which different colonial powers sought to control the continent are reflected in the different forms conquest took (settler colonies v. plantation colonies). The social, cultural and economic implications of colonial rule are explored through primary documents, fiction and secondary historical accounts. Another major portion of the course focuses on the emergence of resistance and the struggle for liberation from the colonial powers after World War II. Finally, the course examines the problems of independent African nations as they grapple with new forms of dependency, political instability and indebtedness to the world economy; and explores the possibilities for and problems facing a non-racial democratic order in the new South Africa. This is an undergraduate survey course.

**HIST 3462 From Subjects to Citizens: The History of East Asia From 1500 to the Present**

**3-4 credit(s), max credits 4, 1 completion allowed; Credit will not be granted if credit has been received for: EAS 3462; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives;**

**Instructor:** Isett, Christopher Mills

**Description:** This course is designed to introduce the main themes of East Asian history since 1500, focusing primarily on the histories of China, Japan, Korea and Vietnam. The course examines long-term changes, trends, and continuities in society, economy, politics and culture. The course also looks at the connections within Asia and between Asia and the rest of world over this period. Class time will be devoted mostly to lectures, but will also include time for questions, discussion, and film. .

**Style:** 70% Lecture, 20% Discussion.

**Grading:** 25% mid exam, 35% final exam, 30% reports/papers, 10% class participation.

**Exam Format:** Written exam/blue book/essay and identifications

**HIST 3466 Religion and Society in Imperial China**

**3 credit(s); Credit will not be granted if credit has been received for: ALL 3373;**

**Instructor:** Waltner, Ann Beth

**Description:** This course will examine the varieties of religious experience in imperial China. It will examine religion as lived practices as well as textual traditions. We will look at Buddhism, Daoism, and Confucianism, as well as the relations among them. We will also look briefly at the western missionary enterprise in China, particularly at ways in which the western presence throws certain aspects of Chinese religion into sharp relief. We will pay particular attention to the material culture of Chinese religion, through videos, through visits to the Minneapolis Institute of Arts, and through visits to local temples. We will be attentive to the historical development of Chinese religions. The class will be a mixture of lecture and discussion. As much as possible, class activities will focus on a close reading of primary texts.

**Style:** 45% Lecture, 35% Discussion, 10% Small Group Activities, 5% Field Trips, 5% Guest Speakers. Students will be required to make a field trip either to the Minneapolis Institute of Arts or a local Asian temple.

**Grading:** 20% mid exam, 30% final exam, 15% reports/papers, 5% attendance, 20% reflection paper, 10% class participation. These percentages are subject to slight revision.

**Exam Format:** You will be asked to identify and give the significance of key terms. You will also be asked to write essays.

**HIST 3479 History of Chinese Cities and Urban Life**

**A-F only, 3-4 credit(s), max credits 4, 1 completion allowed;**

**Credit will not be granted if credit has been received for: HIST 5479;**

**Instructor:** Wang, Liping

**Description:** Student may contact the instructor or department for information.

**HIST 3487 The Vietnam Wars: French Colonialism and U.S. Intervention in Indochina**

**3 credit(s);**

**Instructor:** Lee, Mai Na M.

**Description:** Modern era from 1800. French conquest, bureaucratic, social, and economic changes. Vietnamese nationalism and adoption of communist ideologies. First Indochina War (1945-54) with France. Second Indochina War (1955-75) with US. US efforts to contain the spread of communism during Cold War paranoia. US intervention in the neighboring countries of Laos and Cambodia. Grading: Two midterms (20%), Discussions/Class Activities (15%), Critical Paper (10%), 2 Movie Responses (10%), Research essay (20%), Final (25%).

**HIST 3489 20th Century India**

**A-F only, 3 credit(s);**

**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.

**Style:** 80% Lecture, 20% Discussion.

**Grading:** 25% mid exam, 25% final exam, 25% reports/papers, 25% class participation.

**Exam Format:** essay

**HIST 3493 Islam: Religion and Culture**

**3 credit(s); prereq Soph or jr or sr; Credit will not be granted if credit has been received for: ARAB 3036;**

**Instructor:** Matar, Nabil I

**Description:** The purpose of this course is to introduce the theology and civilization of Islam in its Arabic legacy. In the centuries of its growth and development, Islam incorporated numerous cultures, languages, and ethnicities, at the same time that it inspired different literatures, artistic expressions, and religious views. In focusing on the Arabic legacy, the course will address the formative beginnings of the Islamic Empires in their Umayyad (both Eastern and Western/Andalusian) as well as Abbasid histories. There is no serious understanding of Islam without a serious understanding of its formative text and traditions. And so a good amount of time will be spent reading the Qur'an and selections from the Hadith (sayings and actions of the prophet) and the Sira (biography). We then shall shift gear from theology to culture and history, examining other primary sources that represent the vast compendium of literature, art, and imagination of the Arabic tradition. I will ask you to view two films on your own and in all our study of the material, we shall see if there are links to modern times, and how millennium-old events and texts may help us understand the complexity of today's changes

**HIST 3502 Ancient Israel: From Conquest to Exile**

**3 credit(s); prereq credit will not be granted if credit already received for: ANE 3502/5502, RelA 3502/5502; Credit will not**

**be granted if credit has been received for: CNES 3502;**

**Instructor:** von Dassow, Eva

**Description:** Israel and Judah were not states of great importance in the ancient Near East. Their population, territory, and economy were small, and they could not resist conquest by larger, more powerful states like Assyria and Rome. So why is their history significant still? The historical experiences of the people of ancient Israel and Judah were transmogrified in literary form into the Hebrew Bible (Old Testament), which became the foundation and wellspring for much of Western and Islamic civilization. Innumerable aspects of modern history and culture are predicated on some element of Israel's ancient past, as mediated to us through the Bible; so it behoves us to understand that past. But the Bible is a religious work, not a transcript of events, and it is not the only source of information about ancient Israel. Archaeological excavations have revealed the physical remains of the cultures of Israel and neighboring lands, as well as bringing to light documents, inscriptions, and literary works produced by these cultures. This course treats the history of ancient Israel and Judah from the Late Bronze Age through the period of Roman rule, on the basis of archaeological, epigraphic, and literary sources. Historical study entails inquiring into the ideology of the sources, including the Bible. Implicit in the methods of inquiry are issues of the nature of historical knowledge is created. Students taking the course for graduate credit will do additional reading and a research paper.

**Style:** 60% Lecture, 40% Discussion.

**Grading:** 20% final exam, 45% reports/papers, 20% quizzes, 15% class participation.

**Exam Format:** Essays, short IDs, maps

#### **HIST 3509 Approaches to the Study of the Middle East**

**A-F only, 3 credit(s);**

**Instructor:** Hakim, Carol

**Description:** Student may contact the instructor or department for information.

#### **HIST 3546 Islam and the West**

**3 credit(s); Credit will not be granted if credit has been received for: CAS 3533;**

**Instructor:** Bashiri, Iraj

**Description:** Intellectual trends defining fundamental differences between Islam and the West arise from their respective historical, philosophical, and intellectual mindsets. The course examines contributing factors to tension, anxiety, and hatred between Muslims and the West, as well as aspects of Islamic and European cultures that inspire respect and emulation. Objectives: - Acquaint the students with the fundamental differences between Islam and Western culture. - Equip students with the means for a better understanding of international events. - Teach students to distinguish different trends and accept them for what they are. - Discuss factors that create tension, anxiety and hatred among peoples and nations. - Examine aspects of Islamic and European cultures that inspire respect and emulation

**Style:** 50% Lecture, 20% Film/Video, 10% Discussion, 20% Student Presentation.

**Grading:** 10% final exam, 30% reports/papers, 20% quizzes, 3% attendance, 20% in-class presentation, 7% class participation, 10% other evaluation. Book Report

**Exam Format:** Essay

#### **HIST 3609 Military History of Medieval Western Europe**

**3 credit(s);**

**Instructor:** Bachrach, Bernard S

**Description:** This course deals with the period from the gradual dissolution of Roman imperial power in the West during the fifth century to the development of gunpowder weapons in the fifteenth century. The immense significance of the military history of this thousand year adventure is evidenced in numerous ways as the governments of western Europe expended the greatest part of their surplus human and material resources on preparation for war, war and its aftermath. The centrality of military matters is expressed culturally in every genre of literature. Violence and its deterrence are fundamental themes in medieval legislation and in religious rites. Images of armed conflict are prominent in medieval art forms from manuscript

illustration to the sculptures of church facades. The results of the massive expenditure on the medieval "military-industrial" complex can still be seen in the remains of thousands of fortified cities, fortresses and other strongholds that still dominate the historical landscape of Europe. In this course, we will work with the available historical and archaeological sources to reconstruct the strategy, military operations, battle tactics, and combat techniques developed throughout the medieval millennium within their particular historical contexts.

**Style:** 65% Lecture, 35% Discussion.

**Grading:** 20% mid exam, 40% final exam, 30% reports/papers, 10% class participation.

**Exam Format:** short and long essays

#### **HIST 3611 Medieval Cities of Europe: 500-1500**

**3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives;**

**Instructor:** Reyerson, Kathryn L

**Description:** For anyone who has traveled to Western Europe, cities with a medieval past are everywhere. This course is designed to introduce undergraduates to European urban forms in the pre-modern era. The political, social, economic, legal, and cultural life of medieval towns, as well as their physical remains, will be explored. The evolution of the town will be traced from the Roman period through the nadir of urban civilization in the Early Middle Ages to the rebirth and flowering of cities in the High and Late Middle Ages. Newly planned towns also figure in our focus. Cities have enjoyed an upward trajectory from the end of the Middle Ages to the present, and much of what we associate with urban life got its start at that time. By understanding the foundational elements of the medieval town, we can increase our comprehension of the idea of the city and how it works. There are no prerequisites - the course is open to all with an interest in cities. Lectures, films, analysis of documents, and student activities frame this course. This course has undergone a Course Transformation Project which will result in student design of a medieval city, student commentary on in-class films, and presentation of medieval scenarios in class, with class participation via clickers.

**Style:** 70% Lecture, 30% Discussion.

**Grading:** 25% mid exam, 35% final exam, 30% reports/papers, 10% class participation.

**Exam Format:** Essay

#### **HIST 3619 Chivalry, Crisis, and Revival: Medieval History 1050-1500**

**3 credit(s);**

**Instructor:** Bivans, Steve

**Description:** The High and Late Middle Ages were a time of incredible change: social, cultural, religious, political, and military. These changes transformed the fragmented kingdoms of the 11th century into the European states of the 15th and 16th centuries. We will examine these changes, following the major themes chronologically within the framework of political and military history.

#### **HIST 3704W Daily Life in Europe: 1300-1800**

**3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives; meets CLE req of Writing Intensive;**

**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 authors discuss how interpretations have changed over time and offer their own revised interpretations of daily life in the past, based on an expanding body of documentary evidence. The class therefore introduces students, not only to the history of daily life in the early modern period, but also to the ways that historians interpret it, and the ways that they, as critical thinkers, can assess the interpretations of those historians.

**Style:** 80% Lecture, 20% Small Group Activities.

**Grading:** 20% mid exam, 40% final exam, 30% reports/papers, 10% class participation. Class participation includes attendance, discussion groups, and informal presentations. Students must complete all of the graded assignments in order to receive a grade for the course. Unexcused late work is penalized.

**Exam Format:** Essays, both short and long, plus a map on the mid-term. Students will know the questions for the final examination in advance.

**HIST 3721 Studies in 20th-Century Europe From the Turn of the Century to the End of World War II: 1900-45**

**3 credit(s); Credit will not be granted if credit has been received for: HIST 5721;**

**Instructor:** Roubinek, Eric S

**Description:** This course will examine all aspects of European history from 1900-1945, from intellectual history 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, the Middle East and the colonies in Africa. While learning about the many facets of the history of the modern period, you will also develop an understanding of how historians interpret the evidence that they gather and thereby reconstruct the past.

**HIST 3727 History of the Holocaust**

**3 credit(s); Credit will not be granted if credit has been received for: RELS 3521W;**

**Instructor:** Konieczny, Matthew James

**Description:** In 1933, approximately 9.5 million Jews lived in Europe. Little more than a decade later, two out of every three European Jews would be dead through a series of policies and actions known most commonly today as the Holocaust. This course seeks to present the historiographical details and explore the historical context of the Holocaust using both primary and secondary sources. This course is also designed to encourage you to address many of the questions surrounding the Holocaust that still linger today. Among the persistent questions with which we will grapple: Why, after centuries of anti-Semitism in Europe, did the Holocaust unfold in the middle of twentieth century? How did the National Socialist dictatorship turn economic crisis and social upheaval into one of the largest mass murders in history? What was the relationship between perpetrators, victims, and bystanders in these horrific events and how do we understand the concepts of guilt and responsibility? How did the victims of the Holocaust understand and respond to the crimes of the Holocaust? How do we approach the Holocaust in terms of the multiple victim groups targeted by the Nazi regime? How is the Holocaust remembered and what is the meaning of the Holocaust today? We will approach these questions with appeals to the historical evidence through various analytical frameworks. In other words, this class will encourage you to think about the Holocaust like a historian.

**Style:** This course will be taught as a blend of lecture and discussion. Attendance at lecture and timely completion of reading assignments will be essential for active participation in class and for a command of the material on which exams will be based.

**HIST 3767 Eastern Orthodoxy: History and Culture**

**3 credit(s);**

**Instructor:** Stavrou, Theofanis G

**Description:** Student may contact the instructor or department for information.

**HIST 3775 History of Jews in Europe and the Atlantic World, from 1700 to Present**

**3 credit(s);**

**Instructor:** Cohen, Gary B.

**Description:** HIST 3775 - History of Jews in Europe and the Atlantic World, from 1700 to Present Examines the social, political, and cultural history of Jews in Europe and the Atlantic world from the end of the Middle Ages to after World War II. Topics include the patterns of medieval settlement, medieval expulsions and creation of ghetto communities; society and culture in the late medieval and early modern ghettos; beginnings of change and modernization in the eighteenth century; patterns of emancipation between the French Revolution and the mid-nineteenth century; the contrasting experiences in western Europe, eastern Europe, and the Americas; adaptation to modern industrialization and urbanization; migration and assimilation; the rise of modern political Antisemitism and Zionism; the Holocaust and post-1945 recovery. Mixed lecture-discussion format. 2 midterm examinations and a final examination (ident. items and essay); one 7-to-9 page paper

**Style:** 100% Lecture.

**Grading:** 50% mid exam, 25% final exam, 25% reports/papers.

**Exam Format:** five identification items and one essay for each examination

**HIST 3797 History of Population**

**3 credit(s);**

**Instructor:** Roberts, Evan

**Description:** History is the study of human events. While most history courses study events, the history of population is about where all the people came from, and where they went. Changes in how long people live for, how healthy they are, where they live, and who they live with, have a dramatic impact on politics, culture and society. Population history is fundamental to all the other history that you study. History of population will introduce you to major changes in human population, health, and how people lived their lives at different points in time, and different places. We will take a global perspective, looking at populations around the world, and in the United States. Questions we will think about include how long do people live, what do they die of, what do they eat (and why does that matter?), how has human health changed, and why are you (very likely) taller than your mother? We will cover how people experienced population change, as well as describing and analyzing the extent of it. Birth, death, marriage and migration are profoundly important events in our lives, and combine to structure what we measure as the population.

**Style:** 70% Lecture, 20% Laboratory, 10% Guest Speakers. Class time will include lectures, guest lectures and applied computer lab sessions. The labs will develop skills you can use in other courses and future employment.

**Grading:** 15% mid exam, 15% final exam, 55% reports/papers, 15% written homework.

**HIST 3803 Radicalism in Early America**

**A-F only, 3 credit(s); prereq Soph or jr or sr or instr consent ;**

**Instructor:** Fischer, Kirsten

**Description:** American radicals from the 17th century through much of the 19th sought to effect far-reaching change in individuals and in society. We will focus on four strands of American radicalism: 1) religious visionaries including Puritans in the 17th century and evangelicals in the 18th; 2) political activists during and after the American revolution; 3) radical abolitionists and women's right advocates in the 19th century; 4) transcendentalists, utopianists, and prophets. What strategies did radicals use and with what results? What role did violence play as either a catalyst to action or a means for achieving dramatic social change? What role did religion play in movements for fundamental reform?

**Style:** 20% Lecture, 70% Discussion, 10% Small Group

Activities.

**Grading:** 75% reports/papers, 5% attendance, 20% class participation.

### HIST 3809 The Peoples of Revolutionary America

**3 credit(s);**

**Instructor:** Menard,Russell R

**Description:** Hist 3809 surveys the history of that part of British America that became the United States from the beginning of the American resistance movement through the writing and ratification of the U.S. constitution. It takes a multi-cultural approach to the era.

### HIST 3812 The Civil War and Reconstruction

**3 credit(s);**

**Instructor:** Hawkins,Heather D

**Description:** Historians often view the Civil War as a dramatic moment of historical rupture, the fundamental watershed of American history. But how much truly changed? This course concentrates on the history of the United States from 1848 to 1877. In Part I of the course, we will examine the deepening sectional crisis between North and South with special attention to the critical decade of the 1850s and the secession crisis of 1860-61. In Part II, we will focus on the war years and the experience of war as it played out in the lives of civilians as well as soldiers. Part III of the course focuses on the complex issues of Reconstruction: establishing the conditions under which the seceded states would reenter the Union and determining whether the end of slavery would be accompanied by a fundamental reconstruction of the economic, political, and racial life of the South and of the nation. We will conclude with a discussion of the place of the war in American historical memory.

### HIST 3822 United States in the 20th Century Since 1945

**3 credit(s);**

**Instructor:** Deutsch,Tracey A

**Description:** We'll cover a range of topics, with special attention paid to the Cold War and anti-communism, the growing centrality of mass consumption to American life, the Civil Rights movement and the many protests to which it gave rise, the development of a "counter culture" and "New Right" in the late 1960s and 1970s, the profound changes to American sexuality and politics visible in the 1970s, and the increasing centrality of religion to American life in the 1980s and 1990s. Many of these topics will illuminate similar themes--the significance of class and gender relations to American history, Americans' various attempts to confront its history of racism and to talk about race, the relationship between cultural performance and political action, and the significance of politics and policy to everyday life.

**Grading:** 20% mid exam, 30% final exam, 50% reports/papers.

**Exam Format:** essay

### HIST 3834 Law in American Life, Colonial Era to Civil War

**A-F only, 3 credit(s);**

**Instructor:** Blumenthal,Susanna Lynn

**Description:** Exploration of the relationship between law and culture with attention to such topics as democracy and the rule of law; crime and punishment; the law of slavery; the public-private distinction; Civil War and Reconstruction; industrialization; expansion of the federal administrative state; law and the human sciences; legal education and the role of the lawyer in public life.

### HIST 3837 Minnesota History

**3 credit(s);**

**Instructor:** Stone,Paul Clois

**Description:** The long middle third of the 20th century was one in which Minnesota played a disproportionately powerful role in the political, social and cultural life of the United States. This period, which roughly coincides with the years between 1936 and 1984, respectively the reelection years of Presidents Franklin Roosevelt and Ronald Reagan, was one in which a group of native Minnesotans and others closely associated with the state rose to positions of national and international importance as writers, athletes, scientists, explorers, artists and entertainers, corporate executives and civic leaders. It was a period that saw the last years of authors F. Scott Fitzgerald and

Sinclair Lewis (the first American to win a Nobel Prize for Literature), and the early years of actor Jessica Lange and "the Artist" now, again, known as Prince. However, it was this middle period of this longer middle period of the century, the late Fifties and Sixties, that was dominated by journalists like Harrison Salisbury of the New York Times and Eric Sevareid of CBS, NAACP leader Roy Wilkins, Senators Eugene McCarthy, Hubert Humphrey and Walter Mondale, Governor and U.S. Secretary of Agriculture Orville Freeman, U.S. Appellate Court Justice Gerald Heaney, former Governor and frequent Presidential candidate Harold Stassen and, especially, singer-songwriter Bob Dylan. McCarthy became a prominent Presidential candidate in 1968 and Mondale Vice President in 1977 and a Presidential candidate in 1984. However, if there is one figure whose career, ambitions and influence more than any others defines this middle portion of the century it is Hubert H. Humphrey, 1911 to 1978. A native of South Dakota who graduated from the University of Minnesota in 1939, Humphrey was both a teacher and a politician. Mayor of Minneapolis during the 1940s he was Vice President of the United States from 1965 to 1969 and almost won the Presidency in 1968. By the time of his death from cancer in 1978 he had become both the respected and controversial face of a particular kind of Minnesota liberalism distinct in many ways from the liberalism of the New Deal and the radicalism of the New Left. This course explores the time, place (largely Minnesota) and numerous persons who were prominent in the Age of Humphrey. Requirements are a mid term and final exam, a short three-page ungraded paper due the third week of class and an eight page thematic paper due the last week in April. Grading is A-F and S and N. Auditors are also welcome. The course is mainly lecture (including guest lectures), with a moderate reading list but will also feature discussions, music and segments from films and television broadcasts.

### HIST 3841 American Business History

**3 credit(s);**

**Instructor:** Green,George David

**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.

**Style:** 70% Lecture, 20% Discussion.

**Grading:** 40% final exam, 60% reports/papers.

**Exam Format:** essays, from set of questions given out a week beforehand

### HIST 3845 American Economic History: 1870 to the Present

**3 credit(s);**

**Instructor:** Green,George David

**Description:** Covers topics on American economic development since 1870s: farm problems in the 19th century, rise of big business and finance capitalism, the 1920s economy and the causes of the great depression, postwar capitalism and government policies for stability and growth. Students read diverse articles and write a paper on each topic before discussion begins. There are no exams. The course is open to all undergraduates, but is most often taken by History and other social science majors.

**Style:** 20% Lecture, 80% Discussion.

**Grading:** 80% reports/papers, 20% class participation.

### HIST 3865 African American History, 1865 to Present

**A-F only, 4 credit(s); Credit will not be granted if credit has been received for: AFRO 3865;**

**Instructor:** Mathieu, Saje M

**Description:** This course explores African American history from Emancipation to the present. It analyzes the social, political, legal, and cultural dimensions of the African American experience in the United States throughout critical historical moments such as Reconstruction, industrialization, segregation, suffrage, the Great Migrations, World War One, the Great Depression, the New Deal, World War II, the Civil Rights Movement, the black power movement, and contemporary racial politics. In addition to historical texts, students will work closely with various primary sources produced by African Americans, including speeches, newspapers, memoirs, photographs, art, and film.

**Style:** 70% Lecture, 15% Film/Video, 15% Discussion.

**Grading:** 25% mid exam, 25% final exam, 30% reports/papers, 20% class participation.

**HIST 3869 Urban American History: Race, Class, Gender, and Sexuality in Urban America**

**A-F only, 3 credit(s);**

**Instructor:** Dubrow, Gail Lee

**Description:** This course is designed as an undergraduate seminar in American Urban History. Its purpose is to provide students with the opportunity for immersion in historical scholarship that addresses the social, economic, political, technological, and cultural forces that have shaped the development of American cities. As a seminar, this course emphasizes reading and discussion as the primary modes of learning. To promote engagement with the course content, students will be actively involved by taking turns as presenters and discussion leaders. Students' comprehension of the readings will be evaluated in a final essay exam. Students taking this course for Honors credit will answer additional exam questions and complete a written project, and in-class presentation based on it, focused on making some aspect of American urban history publicly visible.

**HIST 3871 American Indian History: Pre-Contact to 1830**  
**3 credit(s); Credit will not be granted if credit has been received for: AMIN 3871; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives;**

**Instructor:** Gilmer, Robert Andrew

**Description:** If you take the "Avenue of the Saints" from St. Paul to St. Louis and cross the Mississippi River, you will find the remains of a city, now named Cahokia, that was home to as many as forty thousand people in 1250 CE, making it larger than London at the same time. Who were the people that built and lived in Cahokia, and how are they related to American Indians today? What role, if any, did contact with Europeans have in its decline? What was life like in Cahokia, and how did the daily lives of American Indians change between that time and the nineteenth century? How did American Indian nations understand their relationship with European countries? A central argument of this course will be that this history cannot be understood without recognizing and accounting for the past and continuing nation to nation relationships that occur between Indian tribes, European nations, and later, the United States. As European powers sought to exercise control over the North American continent, American Indian nations strove to both benefit from contact with Europeans, as well as maintain control over their own lives, territories, and governments. Through readings of both primary and secondary sources, lectures, and class discussions, this course will explore the history of American Indian peoples from pre-contact to 1830.

**HIST 3877 Asian American History, 1850-Present**  
**3 credit(s); Credit will not be granted if credit has been received for: AAS 3877; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives;**

**Instructor:** Lee, Erika

**Description:** Asian immigrants began to arrive in the United States in the mid 19th century. Today, about half of the people immigrating today are from Asia. This course is a broad and comparative survey of Asian Americans (Chinese, Japanese, Korean, Filipino, South Asian, and southeast Asian Americans, particularly Hmong and Vietnamese) from 1850 to the present.

Topics include: immigration, anti-Asian discrimination and exclusion, labor, women, family, and communities, World War II and Asian America, including the internment of Japanese Americans, "new" immigration from Asia after 1965, war in Southeast Asia and refugee migration and communities in the U.S., the Asian American movement and the struggle for equality, and contemporary issues related to Asian Americans. This course is open to undergraduate majors and non-majors. Reading assignments will include texts, articles, and autobiographies. We will view films and use the internet to compliment lectures and class discussions.

**Style:** 70% Lecture, 30% Discussion.

**Grading:** 25% mid exam, 35% final exam, 20% reports/papers, 20% class participation.

**Exam Format:** Essay

**HIST 3900 Topics in Medieval and Modern European History: Hist of European Migration from 18th-20th Century**  
**3 credit(s), max credits 16, 5 completions allowed; prereq Jr or sr or instr consent ;**

**Instructor:** Steidl, Annemarie

**Description:** This course focuses on various European migration systems from the 18th to the 20th century. The students will explore central themes in understanding various European migration patterns and link these to a more global approach, especially via transatlantic migration to the Americas. Issues to be addressed will include economic, social, occupational, family, demographic, and institutional as well as political structures. The broad aims of the course are to provide the students with an in-depth knowledge of European migration structures within the complex and long-term process by which both rural and urban societies were transformed from the 18th to the 20th centuries. For more information write steid018@umn.edu.

**HIST 3959 How to Do History**

**A-F only, 3 credit(s); prereq History major or dept consent ;**

**Instructor:** Phillips Jr, William D

**Description:** Everything that happened in the past led to where we are today, but how do we go about understanding that past human experience? This course aims to prepare you to be a good consumer and producer of history, whether you are writing a senior paper in the History Department or simply learning what history is about, so you can better understand the complex world we live in. You will be introduced to the ways that historians investigate, interpret, and write about the past, as well as learning how to think critically about sources of historical information. You will read, discuss, and write about various historical sources and learn how to evaluate them. You will also be introduced to the rich collections of historical sources at the University of Minnesota and in the Twin Cities.

**HIST 3959H Honors: How to Do History**

**A-F only, 3 credit(s); prereq History major or dept consent ;**

**Instructor:** Phillips Jr, William D

**Description:** Everything that happened in the past led to where we are today, but how do we go about understanding that past human experience? This course aims to prepare you to be a good consumer and producer of history, whether you are writing a senior paper in the History Department or simply learning what history is about, so you can better understand the complex world we live in. You will be introduced to the ways that historians investigate, interpret, and write about the past, as well as learning how to think critically about sources of historical information. You will read, discuss, and write about various historical sources and learn how to evaluate them. You will also be introduced to the rich collections of historical sources at the University of Minnesota and in the Twin Cities.

**HIST 3960 Topics in History: Hmong Refugees from Secret War: Life in America**

**3 credit(s), max credits 16, 5 completions allowed; prereq Jr or sr or instr consent ;**

**Instructor:** Lee, Mai Na M.

**Description:** Statistical reports indicate that children who are often ethnic/racial minorities often perform less well in schools.

For as long as researchers have been counting a performance gap has remained consistent and sustained along racial, ethnic, and socio-economic categories of identification. For example, in 2005, 11.8% of African American and 23.8% of Latino students dropped out of U.S. schools as compared to only 6.8% of their White counterparts (Snyder, Tan, and Hoffman, 2006). What accounts for the high levels of school dropout among ethnic and minority students? Why do ethnic and minority students consistently perform less well than their white counterparts? Why do factors like race and class continue to be strong predictors of achievement? This course examines theories of minority academic achievement. Our goals are: 1) to gain an overview of how minority academic performance has been theorized by researchers; 2) to resituate theories of academic failure as "social" products of their political and cultural contexts; and 3) to identify implications or contributions the theories have for ethnic minority populations and their schooling today. While we draw from research conducted in the Latino, African American, and Asian American community, to focus our analysis, we will draw upon research conducted in the Hmong American community. Selected course materials include: Trueba, Henry (1990) Cultural Conflict and Adaptation: The Case of Hmong Children in American Society. Lee, Stacey (2005) Up Against Whiteness: Race, School, and Immigrant Youth Walker-Moffat, Wendy (1995) The Other Side of the Asian American Success Story  
**Style:** 15% Lecture, 10% Film/Video, 55% Discussion, 10% Small Group Activities, 10% Student Presentation.

**HIST 3960 Topics in History: Music, German Politics & Culture: Wagner to Hitler**

**3 credit(s), max credits 16, 5 completions allowed; prereq Jr or sr or instr consent ;**

**Instructor:** Painter PhD, Karen

**Description:** This seminar will provide an in-depth reading of Kafka's work that will situate Kafka at the crossroads of European modernity and within the debates about Jewish culture and identity in Prague. We will consider questions such as the relationship between Jewish subjectivity and Jewish text; Deleuze and Guattari's formulation of Kafka's work as exemplary of a "minor" literature; the relationship between Jewish text and the Law; and the tropes of disorientation, travel, dislocation, displacement, and "getting lost" in Kafka's work. Kafka's work has generated an enormous body of critical reflection from various corners of critical and literary theory. We will explore these responses to Kafka, and also take into account the various "after-lives" of Kafka in contemporary art, film, and literature.

**HIST 3960 Topics in History: German-Jewish Encounters in Israeli and Ger Films**

**3 credit(s), max credits 16, 5 completions allowed; prereq Jr or sr or instr consent ;**

**Instructor:** Ashkenazi, Ofer

**Description:** Student may contact the instructor or department for information.

**HIST 3980W Supplemental Writing in History**

**A-F only, 1 credit(s), max credits 4, 4 completions allowed; prereq instr consent; must take a 3-cr 3xxx or 5xxx course taken concurrently; Meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** With the permission of the instructor of a history course, a student may add this one-credit independent study in order to make the course writing intensive. The student would then be expected to do additional written work, including the revision of at least one paper.

**HIST 3990 Historical Internship**

**1-4 credit(s), max credits 8; prereq instr consent ;**

**Instructor:** Hoogland, Tim

**Description:** Student may contact the instructor or department for information.

**HIST 4071 History of Rome to 78 B.C.**

**3 credit(s); prereq An appropriate introductory course is recommended;**

**Instructor:** Evans, John Karl

**Description:** The syllabus can be found at:

<http://www.tc.umn.edu/~evans002/>

**Style:** 100% Lecture.

**Grading:** 33% mid exam, 67% final exam.

**Exam Format:** take-home essay

**HIST 4961V Honors: Major Paper**

**A-F only, 4 credit(s); prereq dept consent , instr consent ; sign up in Undergraduate Studies Office two sem in advance; Meets CLE req of Writing Intensive;**

**Instructor:** Pohlandt-McCormick, Helena

**Description:** Student may contact the instructor or department for information.

**HIST 4961V Honors: Major Paper**

**A-F only, 4 credit(s); prereq dept consent , instr consent ; sign up in Undergraduate Studies Office two sem in advance; Meets CLE req of Writing Intensive;**

**Instructor:** Norling, Lisa A

**Description:** Student may contact the instructor or department for information.

**HIST 4961V Honors: Major Paper**

**A-F only, 4 credit(s); prereq dept consent , instr consent ; sign up in Undergraduate Studies Office two sem in advance; Meets CLE req of Writing Intensive;**

**Instructor:** May, Lary L

**Description:** Student may contact the instructor or department for information.

**HIST 4961V Honors: Major Paper**

**A-F only, 4 credit(s); prereq dept consent , instr consent ; sign up in Undergraduate Studies Office two sem in advance; Meets CLE req of Writing Intensive;**

**Instructor:** Mizuno, Hiromi

**Description:** Student may contact the instructor or department for information.

**HIST 4961V Honors: Major Paper**

**A-F only, 4 credit(s); prereq dept consent , instr consent ; sign up in Undergraduate Studies Office two sem in advance; Meets CLE req of Writing Intensive;**

**Instructor:** Hakim, Carol

**Description:** Student may contact the instructor or department for information.

**HIST 4961V Honors: Major Paper**

**A-F only, 4 credit(s); prereq dept consent , instr consent ; sign up in Undergraduate Studies Office two sem in advance; Meets CLE req of Writing Intensive;**

**Instructor:** Dubrow, Gail Lee

**Description:** Student may contact the instructor or department for information.

**HIST 4961W Major Paper**

**A-F only, 4 credit(s); prereq dept consent, instr consent; sign up in Undergraduate Studies Office two sem in advance; Meets CLE req of Writing Intensive;**

**Instructor:** Pohlandt-McCormick, Helena

**Description:** Student may contact the instructor or department for information.

**HIST 4961W Major Paper**

**A-F only, 4 credit(s); prereq dept consent, instr consent; sign up in Undergraduate Studies Office two sem in advance; Meets CLE req of Writing Intensive;**

**Instructor:** Norling, Lisa A

**Description:** Student may contact the instructor or department for information.

**HIST 4961W Major Paper**

**A-F only, 4 credit(s); prereq dept consent, instr consent; sign up in Undergraduate Studies Office two sem in advance; Meets CLE req of Writing Intensive;**

**Instructor:** May,Lary L

**Description:** This course explores the relationship between American popular art and public life with an emphasis on the period since World War II. Unlike most explorations of the popular arts, we will examine through common readings and individual research projects how the popular arts engage creating national identity, who is included and excluded, what are the obligations of the citizen. We will examine these issues in the context of the rise of the United States to a world power, globalization, World War II, anti communism, civil rights, the Vietnam war, the counter culture and conservative resurgence since the 1970's. Topics of exploration will be race relations, the rise of film noir, the suburban domestic ideal, television, rock and roll and contemporary youth cultures. The format is designed within a seminar-discussion format with common readings and exercises designed to create a well crafted research project. Students may write their papers on this theme in a country other than the U.S., but should consult with Professor May in advance. Common readings will be books such as Godfrey Hodgson, AMERICAN IN OUR TIME, George Lipsitz TIME PASSAGES, and Elaine May, HOMEWARD BOUND and Salman Rushdie, THE GROUND BENEATH HER FEET.

**HIST 4961W Major Paper**

**A-F only, 4 credit(s); prereq dept consent, instr consent; sign up in Undergraduate Studies Office two sem in advance; Meets CLE req of Writing Intensive;**

**Instructor:** Mizuno,Hiroimi

**Description:** Student may contact the instructor or department for information.

**HIST 4961W Major Paper**

**A-F only, 4 credit(s); prereq dept consent, instr consent; sign up in Undergraduate Studies Office two sem in advance; Meets CLE req of Writing Intensive;**

**Instructor:** Hakim,Carol

**Description:** Student may contact the instructor or department for information.

**HIST 4961W Major Paper**

**A-F only, 4 credit(s); prereq dept consent, instr consent; sign up in Undergraduate Studies Office two sem in advance; Meets CLE req of Writing Intensive;**

**Instructor:** Dubrow,Gail Lee

**Description:** Student may contact the instructor or department for information.

**HIST 4962H Undergraduate Honors Proseminar: Urban Amer Hist: Race, Class, Gender, Sexuality**

**A-F only, 3 credit(s), max credits 9, 3 completions allowed; prereq [Jr or sr], honors;**

**Instructor:** Dubrow,Gail Lee

**Description:** This course is designed as an undergraduate seminar in American Urban History. Its purpose is to provide students with the opportunity for immersion in historical scholarship that addresses the social, economic, political, technological, and cultural forces that have shaped the development of American cities. As a seminar, this course emphasizes reading and discussion as the primary modes of learning. To promote engagement with the course content, students will be actively involved by taking turns as presenters and discussion leaders. Students' comprehension of the readings will be evaluated in a final essay exam. Students taking this course for Honors credit will answer additional exam questions and complete a written project, and in-class presentation based on it, focused on making some aspect of American urban history publicly visible.

**HIST 4970 Historical Internship**

**1-12 credit(s), max credits 24;**

**Instructor:** Hoogland,Tim

**Description:** Student may contact the instructor or department for information.

**HIST 5011 Quantitative Methods for Historical Research**  
**4 credit(s); prereq instr consent ;**

**Instructor:** Ruggles,Steven

**Description:** The purpose of this course is to equip students with the skills and confidence to count things creatively. We will focus on three general areas: 1. Methods and statistics. We will move quickly through a gloss of the usual topics of elementary statistics (percentages, means, basic probability and tests of statistical significance, bivariate regression and correlation) and then turn to more advanced topics of special significance for historical sources (e.g., sample designs, family reconstitution, standardization and decomposition, indexes, measures of inequality, and regression). You will not end up an expert on any of these topics, but you should at least get an intuitive sense of what they are about and how to find out more. 2. Data management, software, and computers. We will focus on the use of SPSS for Windows and Microsoft Excel. We will also briefly cover several other programs for quantitative analysis. The topics covered will include data collection design, data entry, analysis of microdata, management of hierarchical data, making graphs, mapping, and techniques of aggregate data analysis. 3. Principles of measurement and presentation of quantitative information. These often-neglected topics are the heart of the course. They include the principles and philosophy of measurement, research designs and data sources, and aesthetic considerations in the presentation of quantitative findings.

**Style:** 33% Lecture, 33% Discussion, 33% Laboratory.

**Grading:** 25% special projects, 25% class participation, 25% laboratory evaluation, 25% problem solving.

**Exam Format:** N/A

**HIST 5265 20th-Century Russia: The Collapse of Imperial Russia, the Revolutions, and the Soviet Regime**  
**3 credit(s);**

**Instructor:** Stavrou,Theofanis G

**Description:** Student may contact the instructor or department for information.

**HIST 5439 Environment and Society in Africa**  
**3 credit(s); prereq instr consent ;**

**Instructor:** Gengenbach,Heidi

**Description:** "Environment and Society in Africa: Farmers, Food, and Famine" Course description: This course surveys the environmental history of sub-Saharan Africa from the perspective of the farmers who have labored to provide the continent's food supply, often struggling against harsh physical conditions, economic uncertainty, and political unrest. Focusing on the last two hundred years, when the legacies of the slave trade and the impact of European colonization transformed the circumstances in which African families kept themselves fed, we will examine changes over time in rural ecologies, food systems, agrarian cultures, and the politics of hunger. Case studies, readings, and films will address the following topics: changing strategies of land, water, forest, and wildlife management; indigenous cropping systems and conservation science; historical causes of food crisis and famine; gender and ecology control; the role of government in resource allocation and use; the politics of famine relief; war and rural environments; international development policies and programs; and the relationship between globalization and hunger in contemporary Africa.

**HIST 5611 Proseminar in Medieval History**

**A-F only, 3 credit(s); prereq Grad student or instr consent;**

**Instructor:** Bachrach,Bernard S

**Description:** Student may contact the instructor or department for information.

**HIST 5720 Society/Politics:Modern Europe**

**A-F only, 3 credit(s), max credits 6; prereq Grad or instr consent ;**

**Instructor:** Maynes,Mary Jo

**Description:** Society & Politics in Modern Europe: The History and Historiography of Class Relations in Modern Europe The general aim of this seminar is to introduce students to historical scholarship about selected problems of modern European social and political history since the late eighteenth century. The thematic focus for Spring 2011 is on the history and historiography of class relations, mainly in France, Germany, and



Great Britain. Weekly sessions are organized thematically within a broad temporal frame ranging from the era of the French Revolution through the 20th century. We will examine approaches to historical class analysis through scholarly works on various dimensions of class relations. The course's historiographic dimension is explicit? that is, as we look at different topics we will also be examining how historical approaches to class analysis have varied over time and across nationally specific historiographic traditions. The reading list thus includes both "classics" from the past forty years and more recent or revisionist approaches. We will also work with various types of documents and methods. Weekly Topics and Readings

Week 1. January 20 Introduction to the course Weeks 2-3. January 27 and February 3 Unit I: Historicizing class analysis: theory and history Week 4. February 10 Unit II: The French Revolution - "bourgeois" revolutions? Weeks 5-6. February 10-17 Unit III: Class formation and class conflict at points of production in the emergence of "industrial capitalism" ca. 1750-1850 Weeks 7-8. February 24 and March 3 Unit IV: Class formation class identities at sites of reproduction 9 March 17 ? SPRING BREAK Week 10. March 24 Unit V: Markets, consumption, class identities, and class strategies Week 11. March 31 Projects: Consultation, independent reading and development of proposal and bibliography Week 12. April 7 Unit VI: Spaces of class formation: urban/rural class formation; the "public sphere" and class formation; neighborhoods; leisure spaces; classing and re-classing spaces (gentrification) Week 13. April 14 Unit VII: Modern states and class relations Weeks 14 and 15. April 21-28 Projects: Reading and writing individually or in small groups Week 16. May 5 Projects: presentations of drafts Final papers (10-20 pages) due Thursday May 12 Grade distribution: Six reaction papers (3-4 pages each) = 30% Other forms of class participation (including class attendance; preparation for class as indicated by postings of questions and comments on WebCT as well as participation in in-class discussion) = 30% One "student choice" book review = 5% "Historians in class history" biography = 10% Project (research or historiographic) presentation and paper (ca. 10-20 pages) = 25%

#### **HIST 5831 Cultural Fallout: The Cold War and Its Legacy:**

##### **Readings**

**A-F only, 3 credit(s);**

**Instructor:** May, Elaine Tyler

**Description:** This course will examine the culture of the Cold War as it developed in the years after World War II, how it affected and reflected the domestic politics, public policies, and civic life in the postwar era, the impact of domestic anti-communism, and the influence of American cultural politics abroad. We will examine how the Cold War shaped gender expectations, sexuality, class relations, racial justice and civil rights, and how its legacy has affected American politics, culture, and social life in the years since. The course will be organized in the form of a professional working group, with scholarly debates, discussions, and conference-style presentations. The purpose of this format is to model professional activities that you will engage in as you embark on your academic careers. Graduate school should serve not simply as the culmination of your education as students, but as the beginning of your career as scholars. As such, you are expected to read, write, and participate in the seminar at a level consistent with standards of professional academic life.

#### **HIST 5900 Topics in European/Medieval History: Hist of European Migration from 18th-20th Century**

**A-F only, 3 credit(s), max credits 16, 5 completions allowed; prereq Grad or [advanced undergrad with instr consent ];**

**Instructor:** Steidl, Annemarie

**Description:** This course focuses on various European migration systems from the 18th to the 20th century. The students will explore central themes in understanding various European migration patterns and link these to a more global approach, especially via transatlantic migration to the Americas. Issues to be addressed will include economic, social, occupational, family, demographic, and institutional as well as political structures. The broad aims of the course are to provide

the students with an in-depth knowledge of European migration structures within the complex and long-term process by which both rural and urban societies were transformed from the 18th to the 20th centuries. For more information write steid018@umn.edu.

#### **HIST 5900 Topics in European/Medieval History: Modern**

##### **France**

**A-F only, 3 credit(s), max credits 16, 5 completions allowed; prereq Grad or [advanced undergrad with instr consent ];**

**Instructor:** Lorcin, Patricia M E

**Description:** Student may contact the instructor or department for information.

#### **HIST 5900 Topics in European/Medieval History: Baroque**

##### **Rome: Art & Politics in the Papal Capital**

**A-F only, 3 credit(s), max credits 16, 5 completions allowed; prereq Grad or [advanced undergrad with instr consent ];**

**Instructor:** Ostrow, Steven F

**Description:** Student may contact the instructor or department for information.

#### **HIST 5902 Latin America Proseminar: Modern**

**A-F only, 3 credit(s); prereq instr consent ;**

**Instructor:** McNamara, Patrick J

**Description:** This course introduces students to major works, topics and debates in the history and historiography of 19th and 20th century Latin America. We will pursue several objectives in the seminar. First, this seminar will prepare students for comprehensive field exams dealing with Latin American history and/or other fields in Latin American studies. Second, this seminar will prepare students for teaching courses in modern Latin American history and/or Latin American studies. And third, this seminar will allow students to read broadly and comparatively in topics dealing with their own research interests. To a certain extent, these three objectives are intertwined and we will pursue them simultaneously. But we will also set aside time in each session to deal separately with the various objectives.

**Style:** 80% Discussion, 20% Student Presentation.

#### **HIST 5910 Topics in U.S. History: American Politics and Popular Art**

**3 credit(s), max credits 16, 5 completions allowed; prereq Grad or advanced undergrad student with instr consent ;**

**Instructor:** May, Lary L

**Description:** Student may contact the instructor or department for information.

#### **HIST 5910 Topics in U.S. History: History, Religion, and the Culture Wars**

**3 credit(s), max credits 16, 5 completions allowed; prereq Grad or advanced undergrad student with instr consent ;**

**Instructor:** Fischer, Kirsten

**Description:** History has long served as ammunition in the public contests--some call them "culture wars"--over the appropriate relationship of church and state in the United States. Since the 1940s, but especially after 1980, narratives of the founding era and of the "original intent" of the Constitution's framers has had special heft in the heated arguments over whether the First Amendment mandates a clear separation of church and state or something quite different. This 3-credit seminar explores the uses of history in these charged contests. We will read a range of material: academic scholarship that interprets key founding documents, polemics (by both scholars and pundits) clearly invested in a particular and politicized reading of the past, and scholarship about the culture wars and the deployment of history as a rhetorical weapon. Participants in this course will deepen their understanding of religion and church-state relations in the early Republic, but we will spend more time on the "spin" of history that, since the 1980s, has shaped laws, policies, Supreme Court decisions, presidential election campaigns, popular culture, and the production of textbooks for public schools. What is the changing relationship between histories of the nation's founding and modern-day political projects regarding religion in America? Writing



assignments: Three written essays (6-8 pages and each worth 25% of the final grade) OR a short essay and a longer research paper on a topic of your choice that is related to the course, to be determined in consultation with the instructor. Books (subject to change, but it gives a good idea of the books we may read for the class): Jill Lepore, *The Whites of Their Eyes: The Tea Party's Revolution and the Battle over American History* (2010) Pauline Meier, *American Scripture: Making the Declaration of Independence* (1997) Jack N. Rakove, *Original Meanings: Politics and Ideas in the Making of the Constitution* (1996) John Clifford Green, *Religion and the Culture Wars: Dispatches from the Front* (1996) David S. Gutterman, *Prophetic Politics: Christian Social Movements and American Democracy* (2006) David Domke and Kevin Coe, *The God Strategy: How Religion Became a Political Weapon in America* (2008) Leonard W. Levy, *The Establishment Clause: Religion and the First Amendment* (1994) Daniel L. Dreisbach, *Thomas Jefferson and the Wall of Separation Between Church and State* (2002) Isaac Kramnick and R. Laurence Moore, *The Godless Constitution: A Moral Defense of the Secular State* (updated ed., 2005) Susan Harding, *The Book of Jerry Falwell: Fundamentalist Language and Politics* (2000) David Barton, *The Separation of the Church and State: What the Founders Meant* (2007) Chris Rodda, *Liars for Jesus* (2006, on-line at [LiarsforJesus.com](http://LiarsforJesus.com))

#### **HIST 5910 Topics in U.S. History: American Empire and Colonialism**

**3 credit(s), max credits 16, 5 completions allowed; prereq Grad or advanced undergrad student with instr consent ; Instructor:** Chang, David Anthony

**Description:** Students will explore the politics of history by reading in American Indian, Hawaiian, and African American interventions on the meaning of colonialism and race. The course centers on cultural and intellectual history and politics, but because these are fields of inquiry that are best studied in broadly interdisciplinary ways, it incorporates readings in theory and cultural studies, as well as foundational documents by nineteenth-century American Indian, Hawaiian, and African American intellectuals.

#### **HIST 5910 Topics in U.S. History: American Urban History**

**3 credit(s), max credits 16, 5 completions allowed; prereq Grad or advanced undergrad student with instr consent ; Instructor:** Dubrow, Gail Lee

**Description:** Student may contact the instructor or department for information.

#### **HIST 5940 Topics in Modern Chinese History: 20th Century China**

**3 credit(s), max credits 16, 5 completions allowed; prereq Grad student or [advanced undergrad, instr consent ] ; Instructor:** Wang, Liping

**Description:** Student may contact the instructor or department for information.

#### **HIST 5960 Topics in History: Borderlands of Latin America**

**3 credit(s), max credits 16, 5 completions allowed; prereq Grad or [advanced undergrad with instr consent ] ; Instructor:** Pilcher, Jeffrey Michael

**Description:** Student may contact the instructor or department for information.

#### **HIST 5993 Directed Study**

**1-16 credit(s), max credits 20, 5 completions allowed; prereq [Grad student or sr], instr consent , dept consent , college consent ;**

**Instructor:** Gallia, Andrew B

**Description:** Student may contact the instructor or department for information.

#### **HIST 8900 Topics in European/Medieval History: Modern France**

**A-F only, 3 credit(s), max credits 16, 5 completions allowed; Instructor:** Lorcin, Patricia M E

**Description:** Student may contact the instructor or department for information.

#### **HIST 8910 Topics in U.S. History: History, Religion, and the Culture Wars**

**A-F only, 3 credit(s), max credits 16, 5 completions allowed; Instructor:** Fischer, Kirsten

**Description:** History has long served as ammunition in the public contests--some call them "culture wars"--over the appropriate relationship of church and state in the United States. Since the 1940s, but especially after 1980, narratives of the founding era and of the "original intent" of the Constitution's framers has had special heft in the heated arguments over whether the First Amendment mandates a clear separation of church and state or something quite different. This 3-credit seminar explores the uses of history in these charged contests. We will read a range of material: academic scholarship that interprets key founding documents, polemics (by both scholars and pundits) clearly invested in a particular and politicized reading of the past, and scholarship about the culture wars and the deployment of history as a rhetorical weapon. Participants in this course will deepen their understanding of religion and church-state relations in the early Republic, but we will spend more time on the "spin" of history that, since the 1980s, has shaped laws, policies, Supreme Court decisions, presidential election campaigns, popular culture, and the production of textbooks for public schools. What is the changing relationship between histories of the nation's founding and modern-day political projects regarding religion in America? Writing assignments: Three written essays (6-8 pages and each worth 25% of the final grade) OR a short essay and a longer research paper on a topic of your choice that is related to the course, to be determined in consultation with the instructor. Books (subject to change, but it gives a good idea of the books we may read for the class): Jill Lepore, *The Whites of Their Eyes: The Tea Party's Revolution and the Battle over American History* (2010) Pauline Meier, *American Scripture: Making the Declaration of Independence* (1997) Jack N. Rakove, *Original Meanings: Politics and Ideas in the Making of the Constitution* (1996) John Clifford Green, *Religion and the Culture Wars: Dispatches from the Front* (1996) David S. Gutterman, *Prophetic Politics: Christian Social Movements and American Democracy* (2006) David Domke and Kevin Coe, *The God Strategy: How Religion Became a Political Weapon in America* (2008) Leonard W. Levy, *The Establishment Clause: Religion and the First Amendment* (1994) Daniel L. Dreisbach, *Thomas Jefferson and the Wall of Separation Between Church and State* (2002) Isaac Kramnick and R. Laurence Moore, *The Godless Constitution: A Moral Defense of the Secular State* (updated ed., 2005) Susan Harding, *The Book of Jerry Falwell: Fundamentalist Language and Politics* (2000) David Barton, *The Separation of the Church and State: What the Founders Meant* (2007) Chris Rodda, *Liars for Jesus* (2006, on-line at [LiarsforJesus.com](http://LiarsforJesus.com))

#### **HIST 8910 Topics in U.S. History: American Urban History**

**A-F only, 1-4 credit(s), max credits 16, 5 completions allowed;**

**Instructor:** Dubrow, Gail Lee

**Description:** Student may contact the instructor or department for information.

#### **HIST 8960 Topics in History: Environment and Society in Africa**

**A-F only, 3 credit(s), max credits 16, 5 completions allowed; Instructor:** Gengenbach, Heidi

**Description:** "Environment and Society in Africa: Farmers, Food, and Famine" Course description: This course surveys the environmental history of sub-Saharan Africa from the perspective of the farmers who have labored to provide the continent's food supply, often struggling against harsh physical conditions, economic uncertainty, and political unrest. Focusing on the last two hundred years, when the legacies of the slave trade and the impact of European colonization transformed the circumstances in which African families kept themselves fed, we will examine changes over time in rural ecologies, food systems, agrarian cultures, and the politics of hunger. Case studies, readings, and films will address the following topics: changing strategies of land, water, forest, and wildlife management; indigenous cropping systems and conservation science; historical causes of food crisis and famine; gender and ecology control; the role of

government in resource allocation and use; the politics of famine relief; war and rural environments; international development policies and programs; and the relationship between globalization and hunger in contemporary Africa.

#### **HIST 8960 Topics in History: Society and Politics in Modern Europe**

**A-F only, 3 credit(s), max credits 16, 5 completions allowed;**

**Instructor:** Maynes, Mary Jo

**Description:** Society & Politics in Modern Europe: The History and Historiography of Class Relations in Modern Europe The general aim of this seminar is to introduce students to historical scholarship about selected problems of modern European social and political history since the late eighteenth century. The thematic focus for Spring 2011 is on the history and historiography of class relations, mainly in France, Germany, and Great Britain. Weekly sessions are organized thematically within a broad temporal frame ranging from the era of the French Revolution through the 20th century. We will examine approaches to historical class analysis through scholarly works on various dimensions of class relations. The course's historiographic dimension is explicit? that is, as we look at different topics we will also be examining how historical approaches to class analysis have varied over time and across nationally specific historiographic traditions. The reading list thus includes both ?classics? from the past forty years and more recent or revisionist approaches. We will also work with various types of documents and methods. Weekly Topics and Readings Week 1. January 20 Introduction to the course Weeks 2-3. January 27 and February 3 Unit I: Historicizing class analysis: theory and history Week 4. February 10 Unit II: The French Revolution - ?bourgeois? revolutions? Weeks 5-6. February 10-17 Unit III: Class formation and class conflict at points of production in the emergence of ?industrial capitalism? ca. 1750-1850 Weeks 7-8. February 24 and March 3 Unit IV: Class formation class identities at sites of reproduction 9 March 17 ? SPRING BREAK Week 10. March 24 Unit V: Markets, consumption, class identities, and class strategies Week 11. March 31 Projects: Consultation, independent reading and development of proposal and bibliography Week 12. April 7 Unit VI: Spaces of class formation: urban/rural class formation; the ?public sphere? and class formation; neighborhoods; leisure spaces; classing and re-classing spaces (gentrification) Week 13. April 14 Unit VII: Modern states and class relations Weeks 14 and 15. April 21-28 Projects: Reading and writing individually or in small groups Week 16. May 5 Projects: presentations of drafts Final papers (10-20 pages) due Thursday May 12 Grade distribution: Six reaction papers (3-4 pages each) = 30% Other forms of class participation (including class attendance; preparation for class as indicated by postings of questions and comments on WebCT as well as participation in in-class discussion) = 30% One ?student choice? book review = 5% ?Historians in class history? biography = 10% Project (research or historiographic) presentation and paper (ca. 10-20 pages) = 25%

#### **HIST 8960 Topics in History: Regimes of Sensory Perception in Early Mod Europe**

**A-F only, 3 credit(s), max credits 16, 5 completions allowed;**

**Instructor:** Shank, JB

**Description:** Student may contact the instructor or department for information.

#### **HIST 8960 Topics in History: Postcolonial East Asia**

**A-F only, 2-3 credit(s), max credits 16, 5 completions allowed;**

**Instructor:** Mizuno, Hiromi

**Description:** Student may contact the instructor or department for information.

#### **HIST 8960 Topics in History**

**A-F only, 1-4 credit(s), max credits 16, 5 completions allowed;**

**Instructor:** Blumenthal, Susanna Lynn

**Description:** The 'reasonable man' is a familiar figure in legal doctrine, making appearances in a broad range of civil and

criminal cases, and generating lively academic debate. But this seminar considers a more fundamental issue?what are the mental preconditions for being considered a legal person in the first place? To answer this deceptively simple question, we will examine cases and commentaries penned by judges and jurists, looking across time and doctrinal fields. This inquiry will be necessarily interdisciplinary in nature, because members of the legal profession have themselves drawn on a range of nonlegal texts?religious, philosophical, literary, and scientific?in their various constructions of the legal subject. The focus will be primarily on American legal culture, from 1800 to the present, and the doctrinal areas that will receive the greatest attention are contracts, wills, torts, and criminal law.

#### **HIST 8990 Topics in Comparative History-Research: An Interdisciplinary Approach to Global Migrations**

**3 credit(s), max credits 15, 5 completions allowed; prereq instr consent ;**

**Instructor:** Gabaccia, Donna R

**Description:** No longer limited to the creation of nation-building narratives or to discussions of race and ethnicity in a few ?nations of immigrants,? such as the U.S. or Canada, the study of human migrations is today more global, more interdisciplinary, and more focused on the varied causes and consequences of movement itself. Students in this course will be asked to tackle issues related to migration from a variety of disciplinary perspectives, to compare and to connect diverse disciplinary literatures on migration and to discuss concepts and paradigms that encourage analysis of migration at spatial scales above and below the individual national state over a variety of temporal scales. An important goal of the seminar is to allow students to develop expertise on a single migration (usually meaning two connected areas of the world), while interpreting that migration from global perspectives.

#### **HIST 8990 Topics in Comparative History-Research: An Interdisciplinary Approach to Global Migrations**

**3 credit(s), max credits 15, 5 completions allowed; prereq instr consent ;**

**Instructor:** Abdi, Cawo

**Description:** No longer limited to the creation of nation-building narratives or to discussions of race and ethnicity in a few ?nations of immigrants,? such as the U.S. or Canada, the study of human migrations is today more global, more interdisciplinary, and more focused on the varied causes and consequences of movement itself. Students in this course will be asked to tackle issues related to migration from a variety of disciplinary perspectives, to compare and to connect diverse disciplinary literatures on migration and to discuss concepts and paradigms that encourage analysis of migration at spatial scales above and below the individual national state over a variety of temporal scales. An important goal of the seminar is to allow students to develop expertise on a single migration (usually meaning two connected areas of the world), while interpreting that migration from global perspectives.

## **History of Medicine**

**510 Diehl Hall (Box 506 Mayo)**

#### **HMed 3002W Health Care in History II**

**3 credit(s); Meets CLE req of Writing Intensive;**

**Instructor:** Kernahan, Peter

**Description:** HMed 3002W is the second semester of a two-semester chronological survey of the social and intellectual history of western medicine and covers the period from approximately 1800 to the present. The course is self-contained and it is NOT necessary to have taken HMed 3001. The course will examine medicine both as a scientific and intellectual project and as an integral part of society and culture. We seek to understand how ideas about disease, therapy, and the organization of care for the sick reflect the historical context in which they are embedded. Among other topics, we will investigate changing medical and scientific ideas about the body

and disease, the rise of the health professions, alternative medicine, the provider-patient relationship, and the economics of care from the days of the charity hospital and country practitioner to the present. Public health, preventive medicine, and infectious disease form an important part of this story.

**Style:** 60% Lecture, 10% Film/Video, 20% Discussion, 10% Guest Speakers. Two lectures and one small group discussion section per week.

**Grading:** 30% mid exam, 30% final exam, 10% attendance, 30% reflection paper.

#### **HMED 3040 Human Health, Disease, and the Environment in History**

**3 credit(s); Meets CLE req of Historical Perspectives;**

**Instructor:** Kernahan, Peter

**Description:** Concerns about a potential avian flu pandemic or the use of biologic agents as a weapon attract attention to the role of infectious diseases in human history. Examples include the social and economic impact of the 1918 influenza pandemic or the Black Death of the 14th century. This class explores the historical interaction between environment, epidemic disease, and human health. We'll look beyond infectious diseases and the natural environment to the effects on health of the built environment and human actions including war, pollution, industrialization, and access to clean water.

**Style:** 30% Lecture, 5% Film/Video, 30% Discussion, 20% Small Group Activities, 5% Student Presentation, 10% Guest Speakers.

**Grading:** 50% reports/papers, 20% quizzes, 10% written homework, 5% in-class presentation, 15% class participation.

#### **HMED 4960 Senior Research Topics in Medical History**

**A-F only, 3 credit(s), max credits 4, 1 completion allowed; prereq Sr, instr consent ;**

**Instructor:** Shackelford, Jole Richard

**Description:** This research seminar is intended to bring together advanced undergraduate students interested in biological and medical sciences and their history, whether BSE majors looking to fulfill their senior capstone project requirement or others seeking an upper divisional, historical research paper experience, to engage in common reading and discussion, while undertaking individual directed research projects. The first six to eight weeks we will be meeting in common and discussing topics introduced in the syllabus, developing a common framework and background while students begin to explore topics of individual interest and narrow down a research topic. In the second part of the course, students will meet weekly in small peer groups and with the instructor to move the individual projects forward. In most cases, students will be expected to complete a formal historical research paper at least twenty pages in length, develop a precis similar to what would be submitted as part of a proposal to present at a scholarly conference, and give a short oral presentation in the closing weeks of the semester. In rare instances projects might take an alternative form, if it better suits the nature of the student's major field. The topic for spring semester 2011 is "Environments, Functions, and Physiology from Aristotle to Chronobiology." We will do some general reading about early ideas of the nature of life -- vitalism -- and work toward finding individual research topics within the broad sweep of plant and animal physiology. This seminar will meet twice weekly in 75 minute lecture/discussion/workshop sessions for the first 6 weeks (3 contact hours; schedule ?C?: MW 4-5:15); For the following 6-7 weeks students will meet with the instructor for directed research and occasionally in small groups with peers and instructor for workshoping during scheduled classroom hours. Students will be expected to conduct the bulk of their research during this period and draft the written component; regular class meetings for all students will resume the final 2 weeks of the term, during which students will give oral presentations, observe those of their peers, and complete the written component for submission during the final exam period. Outcomes and Assessments: Product: 20-40 page research paper or equivalent; 300 word abstract; 10-minute oral presentation to class. Grading: Based primarily on finished products (75%), but secondarily on class attendance and active participation in learning and peer work (15%), and final oral

presentation (10%).

**Style:** 20% Lecture, 25% Discussion, 50% Small Group Activities, 5% Student Presentation. Classes will meet for lecture, common reading, and group discussion for the first 6 weeks, thereafter there will be small group discussions or student-instructor conferences until the final presentations during the last two weeks of the semester.

**Grading:** 75% special projects, 10% in-class presentation, 15% class participation. Graded products will be a semester project (research paper or other project with documentation, min. 20 pages), a short precis of the project (1 page max.), and a 10 minute oral presentation of the project to the class, with a/v as appropriate.

#### **HMED 8113 Research Methods in the History of Science, Technology, and Medicine**

**A-F only, 3 credit(s); prereq instr consent ; Credit will not be granted if credit has been received for: HSCI 8113;**

**Instructor:** Misa, Thomas J

**Description:** Graduate-level examination of sources, methods, and conduct of original research in history of science, technology, and medicine. Intellectual issues in archival and primary-source research. Professional issues including responsible conduct of research, plagiarism, and ethics. Focused projects and short papers.

#### **HMED 8220 Seminar: Current Topics in the History of Medicine**

**A-F only, 3 credit(s), max credits 9, 3 completions allowed; prereq instr consent ;**

**Instructor:** Tobbell, Dominique Avril

**Description:** In this graduate seminar we will examine how concepts of disease and health have changed over time and across place. We'll move from debates over the identity of the Black Death in 14th century Europe to the treatment of infectious diseases in Imperial China and colonial India, and to the contested diagnoses of AIDS and fetal alcohol syndrome in late 20th century United States. Along the way we'll evaluate the different methodological approaches used by scholars to study the history of disease, and we'll examine the ways in which social values, cultural assumptions, and political interests have shaped how diseases have been defined, experienced, and treated, and we'll consider the role that diseases have played in the shaping of health care institutions, policies, and practices. At the same time, we'll examine the processes of medicalization and demedicalization; colonialism, post-colonialism, and the politics of state-building; the ecological understandings of disease, environmentalism, and the politics of place; and the increasingly visible role of the politicized consumer and patient activist in late 20th century health care politics.

#### **HMED 8632 Directed Study**

**A-F only, 1-6 credit(s), max credits 12; prereq instr consent;**

**Instructor:** Gunn, Jennifer

**Description:** Student may contact the instructor or department for information.

## **History of Science and Technology** *381 Physics*

#### **HSCI 1212 Life on Earth: Perspectives on Biology**

**4 credit(s); Credit will not be granted if credit has been received for: HSCI 1214W; Meets CLE req of Environment; meets CLE req of Historical Perspectives;**

**Instructor:** Borrello, Mark E

**Description:** In this course we'll use two "ways of knowing and of doing," scientific and historical, simultaneously. First, we will question how our historical subjects came to know what they thought they knew about living things on earth and about the proper relationship between humans and nature. Second, we will turn a critical lens on our own beliefs and their origins. We will study how people have answered fundamental questions about life on earth: how did life originate? Why did it sometimes disappear? How did it change over time? We will also read

recent reinterpretations of older historical questions, including analyses of Darwinian ideas and the "Guns, Germs and Steel" hypothesis. The course is intended to encourage habits of critical reading and thinking. We will sort through possible solutions to intellectual problems (just as historical actors did). We will read primary sources and challenge ourselves to understand them within the context of a past time and place. We will encounter a variety of historical interpretations and will be weighing the relative merits of each. Encountering historical ideas and practices forces us out of the complacency of the present and compels us to confront current issues more critically.

#### **HSCI 1714 Technology and Civilization: Stone Tools to Steam Engines**

**3-4 credit(s), max credits 4, 1 completion allowed; Credit will not be granted if credit has been received for: HSCI 3714; Meets CLE req of Historical Perspectives; meets CLE req of Technology and Society;**

**Instructor:** Thomas, Mary Margaret

**Description:** Technology is an enormous force in our society, and this course asks how it became so important. We explore the historical background, development, and character of the most powerful technological systems the world has known, from pre-historic stone tool societies, through Egypt and the pyramids, ancient Greece and Rome, the explosion of Islam, and the dynamic and often violent technologies of medieval Europe. In this class, you will get to know your fellow students and find out what their interests are, and you will discuss historical problems with them. You will listen to lectures and see films about particular technologies, and you will learn to ask key questions about each technology: who was involved? what were the circumstances? The course is designed for undergraduates from a variety of backgrounds, including engineering, literature, history, business, and the sciences.

**Style:** 60% Lecture, 25% Film/Video, 15% Discussion.

**Grading:** 20% mid exam, 20% final exam, 30% reports/papers, 20% additional semester exams, 10% class participation.

#### **HSCI 1715 Technology and Civilization: Waterwheels to the Web**

**3-4 credit(s), max credits 4, 1 completion allowed; Meets CLE req of Historical Perspectives; meets CLE req of Technology and Society;**

**Instructor:** Alexander, Jennifer Karns

**Description:** HSCI 1715 is designed for undergraduates interested in technology and history, and enrolls students with wide interests in the liberal arts, science, and engineering. There is no prerequisite. We explore the historical background and development of the most powerful technological system the world has ever known: Western Europe's. We cover relations between technology and culture since the Industrial Revolution, the diffusion of industrial technologies around the world and how various cultures adopted/adapted them, and technology's social impact, especially on Western society. We begin with case studies of industrialization in Britain, Germany, and the United States, and the connection between industrialization and exploration and discovery. We next focus on how different societies created/reacted to technologies such as the steam engine and electricity, and how the small technologies of daily life contributed to the growth of a society increasingly dependent on technology. Finally, we look at the increasingly complex technological system that nations and corporations developed to manage people and machines, and how these technologies related to social, cultural, and scientific attitudes. We end by considering the technologies of violence and hope that have dominated much of the twentieth-century.

**Style:** 65% Lecture, 35% Discussion.

**Grading:** 20% mid exam, 30% final exam, 30% reports/papers, 20% class participation.

**Exam Format:** Essay exams

#### **HSCI 1814 Revolutions in Science: The Babylonians to Newton**

**3-4 credit(s), max credits 4, 1 completion allowed; Credit will not be granted if credit has been received for: HSCI 3814; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives;**

**Instructor:** Dal Prete, Ivano

**Description:** HSCI 1814 Introduction to the History of Science: The Babylonians to Newton Spring semester 2011 Grading basis/credits: 4 credit(s) Equivalencies: Credit will not be granted if credit has been received for: HSCI 3814 Description: HSCI 1814 Introduction to History of Science: The Babylonians to Newton Instructor: Ivano Dal Prete This first half of a two-semester undergraduate course will be devoted to the history of ancient, medieval and early modern science. In the first part of the class we will investigate ideas about nature in early civilizations (from the Babylonians to the Roman Empire), the intellectual and material tools they developed in order to understand the physical world, and the political and cultural background of their science. We will focus on Greek scientific traditions but will also pay attention to the migration of theories, techniques and instruments across the ancient world. The course will then examine how medieval Islamic and Christian societies appropriated the Greek legacy, and integrated pagan scientific theories into their world view. We will finally explore the transformations that led to the emergence of modern science during the so-called "scientific revolution", between the Renaissance and the early 18th century. The course will deal in particular with cosmological and astronomical theories; natural history; the material culture of science and its interplay with visual arts, technology, society and politics. The course does not require any background in history or science. Students are expected to read about 50-60 pages weekly, attend lectures and take active part into discussion sections. Grading will be based on a mid-term exam (15%), a final exam (25%), participation in discussion sections (15%), 2 take-home essays (20%) and a 7-10 pages paper on a topic of choice relevant to the course (25%). Instead of the paper, students may present a significant project (with appropriate background and bibliography) such as the reenactment of an experiment, the replica of a scientific instrument and/or a demonstration of its functioning and operations.

**Grading:** 15% mid exam, 25% final exam, 25% reports/papers, 20% written homework, 15% class participation.

#### **HSCI 3332 Science and American Culture**

**3 credit(s); Credit will not be granted if credit has been received for: HSCI 5332; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives;**

**Instructor:** Kohlstedt, Sally Gregory

**Description:** This course is intended for upper division and graduate students interested in the relationship between science and American culture. It begins with the question of the transfer of science and technology to the North American colonies, considers the development of indigenous traditions for the pursuit of science, documents the importance of an infrastructure for education and research, and traces the ways in which various sciences were part of the intellectual and cultural life of the nation. The course involves both lectures and discussion opportunities, includes some on-line course assignments, uses several books in a range of approaches from biography to case studies, and involves several short written assignments. The examinations require essays and short answers. Students taking the class at the 5332 level will do an additional historiographical paper. For information on the course in earlier semester see website.

#### **HSCI 3401 Ethics in Science and Technology**

**3 credit(s); Credit will not be granted if credit has been received for: HSCI 5401; Meets CLE req of Civic Life and Ethics; meets CLE req of Historical Perspectives;**

**Instructor:** Seidel PhD, Robert W.

**Description:** The history of science and technology offers significant episodes for ethical analysis. This course is devoted to presenting such topics as the historical differentiation of natural and moral philosophy as exemplified in the works of Francis Bacon and 17th-century scientific academies and societies; the ethical aspects of preindustrial technological societies; attempts to formulate ethical systems based on scientific exemplars such as utilitarianism, social Darwinism, and eugenics; the evolution of engineering ethics, problems in the ethics of scientific research such as the Tuskegee and

Holmsberg projects; the scientific roots of National Socialism; ethical implications of the development of nuclear weapons; and ethical problems in genetic research and engineering. Students will apply this knowledge to the formulation of an appropriate ethical code appropriate to the highly technological environment of the 21st century. They will also discuss ethical issues in weekly discussion sessions of permanent small groups. In addition to historical readings and studies of ethics in science and technology, students will be presented with analyses of the instructor's research in military R&D and national laboratories. Students of science, engineering, medicine, social scientists and humanists interested in the role of science and technology in society are welcome. The course fulfills CLE historical perspective core curriculum and citizenship and public ethics theme requirements.

**Style:** 50% Lecture, 35% Discussion.

**Grading:** 25% mid exam, 25% final exam, 25% reports/papers, 5% quizzes, 5% in-class presentation, 5% class participation, 5% problem solving.

**Exam Format:** Essay

#### **HSCI 3714 Technology and Civilization: Stone Tools to Steam Engines**

**3-4 credit(s), max credits 4, 1 completion allowed; Credit will not be granted if credit has been received for: HSCI 1714; Meets CLE req of Historical Perspectives; meets CLE req of Technology and Society;**

**Instructor:** Thomas, Mary Margaret

**Description:** Technology is an enormous force in our society, and this course asks how it became so important. We explore the historical background, development, and character of the most powerful technological systems the world has known, from pre-historic stone tool societies, through Egypt and the pyramids, ancient Greece and Rome, the explosion of Islam, and the dynamic and often violent technologies of medieval Europe. In this class, you will get to know your fellow students and find out what their interests are, and you will discuss historical problems with them. You will listen to lectures and see films about particular technologies, and you will learn to ask key questions about each technology: who was involved? what were the circumstances? The course is designed for undergraduates from a variety of backgrounds, including engineering, literature, history, business, and the sciences.

**Style:** 60% Lecture, 25% Film/Video, 15% Discussion.

**Grading:** 20% mid exam, 20% final exam, 30% reports/papers, 20% additional semester exams, 10% class participation.

#### **HSCI 3715 Technology and Civilization: Waterwheels to the Web**

**3-4 credit(s), max credits 4, 1 completion allowed; Meets CLE req of Historical Perspectives; meets CLE req of Technology and Society;**

**Instructor:** Alexander, Jennifer Karns

**Description:** Student may contact the instructor or department for information.

#### **HSCI 3814 Revolutions in Science: The Babylonians to Newton**

**3-4 credit(s), max credits 4, 1 completion allowed; Credit will not be granted if credit has been received for: HSCI 1814; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives;**

**Instructor:** Dal Prete, Ivano

**Description:** HSci 1814 Introduction to the History of Science: The Babylonians to Newton Spring semester 2011 Grading basis/credits: 4 credit(s) Equivalencies: Credit will not be granted if credit has been received for: HSCI 3814 Description: HSCI 1814 Introduction to History of Science: The Babylonians to Newton Instructor: Ivano Dal Prete This first half of a two-semester undergraduate course will be devoted to the history of ancient, medieval and early modern science. In the first part of the class we will investigate ideas about nature in early civilizations (from the Babylonians to the Roman Empire), the intellectual and material tools they developed in order to understand the physical world, and the political and cultural background of their science. We will focus on Greek scientific traditions but will also pay attention to the migration of theories,

techniques and instruments across the ancient world. The course will then examine how medieval Islamic and Christian societies appropriated the Greek legacy, and integrated pagan scientific theories into their world view. We will finally explore the transformations that led to the emergence of modern science during the so-called "scientific revolution", between the Renaissance and the early 18th century. The course will deal in particular with cosmological and astronomical theories; natural history; the material culture of science and its interplay with visual arts, technology, society and politics. The course does not require any background in history or science. Students are expected to read about 50-60 pages weekly, attend lectures and take active part into discussion sections. Grading will be based on a mid-term exam (15%), a final exam (25%), participation in discussion sections (15%), 2 take-home essays (20%) and a 7-10 pages paper on a topic of choice relevant to the course (25%). Instead of the paper, students may present a significant project (with appropriate background and bibliography) such as the reenactment of an experiment, the replica of a scientific instrument and/or a demonstration of its functioning and operations.

**Grading:** 15% mid exam, 25% final exam, 25% reports/papers, 20% written homework, 15% class participation.

#### **HSCI 4121 History of 20th-Century Physics**

**3 credit(s); prereq general physics or instr consent ; Credit will not be granted if credit has been received for: PHYS 4121;**

**Instructor:** Janssen, Michel

**Description:** This course is an introduction to the work of historians and philosophers of science trying to trace the conceptual development of 20th-century physics. Our main focus will be on the development of relativity theory (both special and general) and quantum theory in the first quarter of the century. Special attention will be paid to the contributions of Albert Einstein. We will also study some episodes in the further developments of these fields: in nuclear physics in the 1930s, in particle physics in the 1970s, in both cases with special attention to the interplay between theory and experiment. Finally, we will look at the development of big bang cosmology and its marriage with particle physics in inflationary cosmology. Readings are taken from a variety of sources. General surveys are used to get us started on a particular topic. That will prepare us for more specialized literature in history and philosophy of science. We will also read (passages from) some of the seminal texts written by the physicists we will study, both to get some of the flavor of their work and to evaluate interpretations and reconstructions of these texts offered in the historical and philosophical literature. The course is aimed at upper-level undergraduate and graduate students in physics, history of science, and philosophy of science, but should be of interest to other students with a strong interest in 20th-century physics as well.

**Style:** 90% Lecture, 10% Discussion.

**Grading:** 10% class participation, 90% other evaluation. take-home essays/paper (grad students)

**Exam Format:** Take-home essay

#### **HSCI 5401 Ethics in Science and Technology**

**3 credit(s); Credit will not be granted if credit has been received for: HSCI 3401;**

**Instructor:** Seidel PhD, Robert W.

**Description:** The history of science and technology offers significant episodes for ethical analysis. This course is devoted to presenting such topics as the historical differentiation of natural and moral philosophy as exemplified in the works of Francis Bacon and 17th-century scientific academies and societies; the ethical aspects of preindustrial technological societies; attempts to formulate ethical systems based on scientific exemplars such as utilitarianism, social Darwinism, and eugenics; the evolution of engineering ethics, problems in the ethics of scientific research such as the Tuskegee and Holmsberg projects; the scientific roots of National Socialism; ethical implications of the development of nuclear weapons; and ethical problems in genetic research and engineering. Students will apply this knowledge to the formulation of an appropriate ethical code appropriate to the highly technological environment

of the 21st century. They will also discuss ethical issues in weekly discussion sessions of permanent small groups. In addition to historical readings and studies of ethics in science and technology, students will be presented with analyses of the instructor's research in military R&D and national laboratories. Students of science, engineering, medicine, social scientists and humanists interested in the role of science and technology in society are welcome.

**Style:** 50% Lecture, 35% Discussion.

**Grading:** 25% mid exam, 25% final exam, 25% reports/papers, 5% quizzes, 5% in-class presentation, 5% class participation, 5% problem solving.

**Exam Format:** Essay

#### **HSCI 8113 Research Methods in the History of Science, Technology, and Medicine**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: HMED 8113;**

**Instructor:** Misa, Thomas J

**Description:** Graduate-level examination of sources, methods, and conduct of original research in history of science, technology, and medicine. Intellectual issues in archival and primary-source research. Professional issues including responsible conduct of research, plagiarism, and ethics. Focused projects and short papers.

#### **HSCI 8125 Foundations for Research in the Scientific Revolution**

**A-F only, 3 credit(s); prereq Grad HSci major or minor or instr consent;**

**Instructor:** Dal Prete, Ivano

**Description:** HSci 8125: The Age of the Scientific Revolution Spring semester 2011 Graduate seminar Description: HSci 8125 - Physics 143: The Age of the "Scientific Revolution" This graduate seminar is devoted to the history of Western science between the Renaissance and the early 18th century. It aims to provide students with the intellectual tools for conducting research in the field, and with a survey of current themes and literature. The first classes will deal with a general overview of the transformations European science underwent in the period 1500-1725, and will discuss the notion of "scientific revolution" in light of recent scholarship. The second part of the course will focus on selected problems in scientific revolution studies and in the cultural and social history of science. Topics will include the raise of anatomy and the role of the visual arts in the scientific revolution; alchemy, natural history and early modern collecting; courtly science and the emergence of experimental philosophy as a social practice; the scientific revolution in the context of contemporary political and religious struggles; scientific instruments making and the material culture of early modern science. Special emphasis will be placed on the study of visual and material sources, a number of classes will be held in libraries and museums. Writing requirements include weekly think-pieces on the assigned readings (1-2 pages); a midterm paper (5-7 pages) dealing with one of the topics discussed in the first part of the course; and a final paper (15-20 pages) on a topic of choice relevant to the course. The final paper can be a book(s) review, a review paper on a particular historical problem, or a research paper. Reasonable alternatives proposed by students will also be considered.

#### **HSCI 8920 Seminar: History of Biological Sciences**

**3 credit(s); prereq instr consent;**

**Instructor:** Janssen, Michel

**Description:** Student may contact the instructor or department for information.

## **Hmong**

### *136 Klaeber Court*

#### **HMNG 1012 Beginning Hmong**

**5 credit(s); prereq 1011; Credit will not be granted if credit has been received for: HMNG 4002;**

**Instructor:** LeYang, Maxwell

**Description:** This course is the last of the two-semester sequence of beginning Hmong that teaches Hmong to students with little or no exposure to the Hmong language. Students who have inherited the basics of the written language are advised to take the Accelerated Hmong course. The contents of the course continue to include the exposure of primary level of the written language, basic everyday conversation, and elementary vocabularies. The course will re-enforce students on Hmong alphabets (tone markers, singular and plural vowels and consonants), pronunciation, sentence structure, and the parts of speech. Class activities will be designed surrounding family, social events, health, education, and consumer themes. A minimum exploration of Hmong culture will be emphasized. Upon completion of this course, students are expected to have acquired a vast amount of Hmong vocabularies. Students must be able to converse in moderate Hmong dialogues and compose simple paragraphs. Topics covered in this semester include: 1. Professins 2. numbers and times 3. Dishes and vegetables 4. Fruits and cakes and 5. Communities. Required Texts: The texts for the course is Phau Qhia Ntawv Hmoob (Phau Ib) at Paradigm.

**Style:** 60% Lecture, 5% Film/Video, 10% Discussion, 10% Small Group Activities, 10% Student Presentation, 5% Demonstration. Work group, class activities, presentation, audio/video, etc.

**Grading:** 25% mid exam, 25% final exam, 10% reports/papers, 10% quizzes, 10% written homework, 10% attendance, 10% class participation. Homework and project

**Exam Format:** Multiple choices, fill in the blanks, short answers, and oral.

#### **HMNG 1016 Accelerated Intermediate Hmong**

**5 credit(s); prereq 1015, ability in basic spoken Hmong; Credit will not be granted if credit has been received for: HMNG 4006;**

**Instructor:** Vang, Bee

**Description:** This course is designed for students who have already been exposed to the Hmong alphabets and have the basic skills in reading, writing, and listening. The pace for this course is very fast. One semester of this course is equivalent to two semesters of Intermediate Hmong. It is expected that the students understand all materials before coming to class to fully participate in the session. The main objectives of this course are to 1) reinforce basic reading, writing, listening, and speaking skills using the Hmong Romanized Phonetic Alphabet (RPA); 2) strengthen the students' abilities to communicate and negotiate meanings in basic Hmong at the inter-personal level in the classroom, at home, and/or out in the community; and, 3) to increase students' vocabulary through select topics. Functions of self, family, workplace and community will be continued on from Hmong 1015 as well as topics focused on culture. The course will be taught utilizing lectures, reading and writing practice, projects, basic dialogues, group discussions, and class exercises.

**Style:** 60% Lecture, 5% Film/Video, 10% Discussion, 20% Small Group Activities, 5% Student Presentation.

**Grading:** 20% mid exam, 20% final exam, 20% special projects, 20% quizzes, 10% written homework, 10% attendance.

#### **HMNG 3022 Intermediate Hmong**

**5 credit(s); prereq 3021; Credit will not be granted if credit has been received for: HMNG 4004;**

**Instructor:** Vang, Bee

**Description:** This course is designed for students who have already taken the Beginning Hmong courses Hmong 1011 and Hmong 1012 or equivalent. It is expected that the student understand all materials before coming to class to fully participate in the session. The main objectives of this course are to 1) reinforce basic reading, writing, and speaking using the Hmong Romanized Phonetic Alphabets (RPA); 2) to strengthen/enhance the students' ability to communicate and negotiate meanings in basic White Hmong at the inter-personal level in the classroom and/or school settings; and, 3) to increase students' vocabulary through selected topics. The course will be taught utilizing lectures, practice or pronunciation, basic dialogues, group discussions, and class exercises. Upon

completion of this course, it is expected that students will: 1. Understand sentence length utterances on a variety of topics during face to face or short telephone conversations. 2. Be able to handle successfully a variety of uncomplicated, basic, and communicative task in social situations. 3. Be able to read consistently with increase understanding simple connected texts dealing with variety of basic and social needs. 4. Be able to meet a number of practical needs through the writing of short simple letters. 5. Be able to identify key elements of Hmong culture and history including family structure, clans, religion, customs, and folktales. 6. Increase their understanding on the usage of Hmong grammatical rules.

**Style:** 60% Lecture, 5% Film/Video, 20% Discussion, 10% Small Group Activities, 5% Student Presentation.

**Grading:** 25% mid exam, 25% final exam, 10% special projects, 10% quizzes, 15% written homework, 15% attendance.

#### **HMNG 3290 Hmong Language Teaching Tutorial**

**S-N only, 1 credit(s), max credits 2; prereq Grade of A in 3022;**

**Instructor:** Vang,Bee

**Description:** Student may contact the instructor or department for information.

#### **HMNG 4002 Beginning Hmong**

**3 credit(s); prereq 4001, grad student; Credit will not be granted if credit has been received for: HMNG 1012;**

**Instructor:** LeYang,Maxwell

**Description:** This course is the last of the two-semester sequence of beginning Hmong that teaches Hmong to students with little or no exposure to the Hmong language. Students who have inherited the basics of the written language are advised to take the Accelerated Hmong course. The contents of the course continue to include the exposure of primary level of the written language, basic everyday conversation, and elementary vocabularies. The course will re-enforce students on Hmong alphabets (tone markers, singular and plural vowels and consonants), pronunciation, sentence structure, and the parts of speech. Class activities will be designed surrounding family, social events, health, education, and consumer themes. A minimum exploration of Hmong culture will be emphasized. Upon completion of this course, students are expected to have acquired a vast amount of Hmong vocabularies. Students must be able to converse in moderate Hmong dialogues and compose simple paragraphs. Topics covered in this semester include: 1. Professins 2. numbers and times 3. Dishes and vegetables 4. Fruits and cakes and 5. Communities. Required Texts: The texts for the course is Phau Qhia Ntawv Hmoob (Phau lb) at Paradigm.

**Style:** 60% Lecture, 5% Film/Video, 10% Discussion, 10% Small Group Activities, 10% Student Presentation, 5% Demonstration. Work group, class activities, presentation, audio/video, etc.

**Grading:** 25% mid exam, 25% final exam, 10% reports/papers, 10% quizzes, 10% written homework, 10% attendance, 10% class participation. Homework and project

**Exam Format:** Multiple choices, fill in the blanks, short answers, and oral.

#### **HMNG 4004 Intermediate Hmong**

**3 credit(s); prereq 4003, grad student; Credit will not be granted if credit has been received for: HMNG 3022;**

**Instructor:** Vang,Bee

**Description:** This course is designed for students who have already taken the Beginning Hmong courses Hmong 1011 and Hmong 1012 or equivalent. It is expected that the student understand all materials before coming to class to fully participate in the session. The main objectives of this course are to 1) reinforce basic reading, writing, and speaking using the Hmong Romanized Phonetic Alphabets (RPA); 2) to strengthen/enhance the students' ability to communicate and negotiate meanings in basic White Hmong at the inter-personal level in the classroom and/or school settings; and, 3) to increase students' vocabulary through selected topics. The course will be taught utilizing lectures, practice or pronunciation, basic dialogues, group discussions, and class exercises. Upon completion of this course, it is expected that students will: 1.

Understand sentence length utterances on a variety of topics during face to face or short telephone conversations. 2. Be able to handle successfully a variety of uncomplicated, basic, and communicative task in social situations. 3. Be able to read consistently with increase understanding simple connected texts dealing with variety of basic and social needs. 4. Be able to meet a number of practical needs through the writing of short simple letters. 5. Be able to identify key elements of Hmong culture and history including family structure, clans, religion, customs, and folktales. 6. Increase their understanding on the usage of Hmong grammatical rules.

**Style:** 60% Lecture, 5% Film/Video, 20% Discussion, 10% Small Group Activities, 5% Student Presentation.

**Grading:** 25% mid exam, 25% final exam, 10% special projects, 10% quizzes, 15% written homework, 15% attendance.

#### **HMNG 4006 Accelerated Intermediate Hmong**

**3 credit(s); prereq 4005, ability in basic spoken Hmong, grad student; Credit will not be granted if credit has been received for: HMNG 1016;**

**Instructor:** Vang,Bee

**Description:** This course is designed for students who have already been exposed to the Hmong alphabets and have the basic skills in reading, writing, and listening. The pace for this course is very fast. One semester of this course is equivalent to two semesters of Intermediate Hmong. It is expected that the students understand all materials before coming to class to fully participate in the session. The main objectives of this course are to 1) reinforce basic reading, writing, listening, and speaking skills using the Hmong Romanized Phonetic Alphabet (RPA); 2) strengthen the students' abilities to communicate and negotiate meanings in basic Hmong at the inter-personal level in the classroom, at home, and/or out in the community; and, 3) to increase students' vocabulary through select topics. Functions of self, family, workplace and community will be continued on from Hmong 1015 as well as topics focused on culture. The course will be taught utilizing lectures, reading and writing practice, projects, basic dialogues, group discussions, and class exercises.

**Style:** 60% Lecture, 5% Film/Video, 10% Discussion, 20% Small Group Activities, 5% Student Presentation.

**Grading:** 20% mid exam, 20% final exam, 20% special projects, 20% quizzes, 10% written homework, 10% attendance.

### **Honors Seminar** *20 Nicholson Hall*

#### **HSEM 2008V Honors Seminar: Genetics, Identity, and Society**

**A-F only, 3 credit(s); prereq [Fr or soph] honors student; Meets CLE req of Writing Intensive;**

**Instructor:** Taussig,Karen-Sue

**Description:** In this seminar, we will explore the development of genetics in the 20th century in its social and historical contexts. The seminar introduces the idea that the current explosion of molecular knowledge is creating what has been called "geneticization," a world view in which human diversity is increasingly ascribed to genetic causality and the body, health, and illness are conceptualized in terms of genetics. The seminar is organized to enable students to critically engage with contemporary genetic ideas and practices and to explore how a range of scholars are grappling with the issues raised by this new knowledge. Such issues include aspects of social life such as kinship, health care, reproduction, disease/disorder, normalcy, and personhood and how these are in the process of being reshaped as knowledge and practices associated with genetics progress. Karen Taussig is one of a growing number of anthropologists working in the new field of the Anthropology of Science, and she holds a joint appointment in the departments of Anthropology and Medicine at the University of Minnesota. Her research and teaching examine the social and cultural implications of new genetic knowledge. Her work specifically focuses on the ways ordinary people encounter, learn about, and develop understandings of the new knowledge associated with



advances in molecular genetic biology.

**HSEM 2040H Honors Seminar: Thursdays at Four: Across the University & Beyond**

**A-F only, 3 credit(s), max credits 6; prereq [Fr or soph] honors;**

**Instructor:** Smith, Susannah L

**Description:** HSEM 2040H Thursdays at Four: Across the University & Beyond In this seminar the best of the University's research and creative work is brought to you. Every Thursday afternoon, the Institute for Advanced Study offers a presentation: a lecture, discussion, or performance by leading scholars and artists from around the world and within the University. Seminar participants will attend the "Thursdays at Four" series and meet on Tuesdays to discuss the presentations, which will draw upon disciplines across the University. We will do supplemental readings related to the presentations and talk with presenters as their schedules allow. Spring 2011 will include presentations on feminist transnationalism in Palestine, developing tools to intervene in body-image perception, local farming, and the connection between art and the behavior of cephalopods. A full schedule is available at [www.ias.umn.edu/thursdays](http://www.ias.umn.edu/thursdays). This is the perfect seminar to introduce you to the rich variety of work done at the University. Susannah L. Smith is a historian and the Managing Director of the Institute for Advanced Study. Her research is on Russian and Soviet music and national identity in the Stalin period; her position at the Institute allows her to exercise her curiosity about a wide set of subjects, from physics to art, animal behavior to human psychology, and archeology to foreign policy.

**HSEM 2414H Honors Seminar: Timing-How to Decide if the Moment is Right**

**A-F only, 3 credit(s), max credits 6; prereq [Fr or soph] honors student;**

**Instructor:** Albert, Stuart

**Description:** HSEM 2414H Timing: How to Decide if the Moment is Right This course introduces a new way to think about three classic issues of timing: when to act, how to act (quickly, slowly, in what sequence), and how to anticipate timing related risks, such as the risk that a project often takes longer than expected. In every area of your personal and professional life, whether you are planning to be an architect, business leader, scientific researcher, administrator, whatever your discipline?finance, economics, marketing, geology, physics, etc.?you, and the firm or organization you join, will always face decisions about when to act. When is it too early or too late? You will also be subject to the timing decisions of others: what policy makers, governments, individual firms, did or did not do at a particular time. This course will give you a way to think about such problems that will both improve your own timing and help you anticipate the timing decisions of others. Stuart Albert teaches in the Carlson School of Management. He has degrees in philosophy and psychology, and has pursued a long-time interest in questions of time and timing. Prof. Albert is a member of the International Society for the Study of Time, has published numerous articles on time and timing, and has a book length manuscript currently being reviewed by Harvard Business School Press.

**HSEM 2714H Honors Seminar: The Physiological & Lifetime Benefits of Exercise**

**A-F only, 3 credit(s), max credits 6; prereq [Fr or soph] honors student;**

**Instructor:** Halvorsen II, Daniel Kasberg

**Description:** HSEM 2714H The Physiological & Lifetime Benefits of Exercise Learn how daily exercise routines can improve health, increase longevity and reduce disease risk throughout your lifetime. Understand the current research data and bioenergetics of healthy lives. Identify disease risk factors that increase with inactive sedentary lifestyle habits. Hands-on individual and group projects will stimulate you to completely understand the basics of exercise physiology. You will be able to implement your discoveries and exercise prescription through practical applications. You will also participate in PowerPoint presentations on relevant topics of your own selection and personal interests. This seminar is designed for critical thinkers

to use cross-over disciplines in an area of health reform that could, quite simply, change our nation. Daniel Halvorsen is a world renowned physiologist specializing in bioenergetics, exercise physiology, clinical exercise medicine, elite sports performance, and gifted-talented curriculum development. As a professional athlete in tennis and basketball he traveled and competed world-wide. He serves on national committees for health reform and the National Physical Activity Plan 2010, and regularly lectures world-wide on exercise medicine, bioenergetics, and health reform. Dan serves as the team physiologist for the Gopher teams, Olympic athletes, and local professional sports teams as well as area musicians.

**HSEM 3014H Honors Seminar: Classical Cinema as Global Vernacular**

**A-F only, 3 credit(s), max credits 6; prereq [Jr or sr] honors student; Meets CLE req of Global Perspectives;**

**Instructor:** McGrath, Jason

**Description:** HSEM 3014H Classical Cinema as Global Vernacular This course begins with an in-depth exploration and definition of 'classical Hollywood cinema' as a mode of cinematic narration. Students will be asked to think analytically and theoretically about the norms of Hollywood storytelling and style. The course then turns to the historical question of how classical cinema spread to other societies throughout the world as an intrinsic part of the process of modernization. We will draw in particular on the theory of classical cinema as a 'global vernacular' that was taken up and creatively adapted by other emerging film industries in the developing world as a way to help ordinary people negotiate the experience of modernity?from its wrenching dislocations to its liberating potential, particularly for women from many traditional societies. In a series of comparative studies, we will explore the concept of film genre as a transnational phenomenon. The main case studies outside the US to be examined are Japan and China, though Hong Kong and Bollywood also will be studied as possible challenges to the global dominance of Hollywood as the model for entertainment cinema. The course includes a weekly screening and intensive reading in film theory, with written assignments for evaluation rather than exams. Jason McGrath is Associate Professor of Chinese film and literature in the Department of Asian Languages and Literatures and is also on the faculty of the graduate minor in Moving Image Studies. He is the author of *Post-socialist Modernity: Chinese Cinema, Literature, and Criticism in the Market Age* (Stanford University Press, 2008), and his essays on Chinese film have appeared in several journals and anthologies. His current projects include a volume of Chinese critical writings on film and a book manuscript entitled *Inscribing the Real: Chinese Fiction Film from the Silent Era to the 21st Century*.

**HSEM 3028H Honors Seminar: Terrorism: From Russian Nihilism to Al-Qaeda**

**A-F only, 3 credit(s), max credits 6; prereq [Jr or sr] honors student; Meets CLE req of Global Perspectives;**

**Instructor:** Chaouat, Bruno

**Description:** HSEM 3028H Terrorism: From Russian Nihilism to Al-Qaeda Since the attacks of 9/11, pundits have questioned the accuracy of the phrase 'war on terror.' This phrase implies that what happened in New York and Washington DC on 9/11 was an act of war rather than a criminal deed. To understand the complex distinctions between war, crime, insanity, and terrorism, we will read novels as well as historical, psychoanalytical and philosophical essays. Our texts will range from 19th century Russian literature to contemporary American literature and will tackle the psychology and metaphysics of terrorism and the nihilistic rhetoric of violence. We will ask whether terrorism is a strategic and conceptual construct meant to delegitimize a political enemy, or whether it stands as an objective phenomenon altogether distinct from the law of war, individual or collective insanity, and crime. Do we always call 'terrorists' those who belong to the other camp? Or is there an epistemologically legitimate, non-ideological, non-propagandistic use of this label? Are there moral differences between different tactics of terrorism? For example, does political assassination qualify as terrorism or should the term 'terrorism' be used only



to characterize the arbitrary targeting of civilians? Finally, we will ask whether today's Muslim radicalism is a contemporary avatar of Russian nihilism, as philosophers Helene L'Heuillet and Andre Gucksmann have recently argued. Bruno Chaoat has published a book on the French romantic writer Chateaubriand, numerous articles in French and English on Jews and the Holocaust in modern France. He recently edited a volume entitled *Thinking Terror* (Presses Universitaires de Dijon, France, 2009), and he has completed a book-manuscript on the intellectual history of France from the 1930s to the present.

#### **HSEM 3046H Honors Seminar: Ethics of Diversity**

**A-F only, 3 credit(s), max credits 6; prereq [Jr or sr] honors student; Meets CLE req of Civic Life and Ethics;**

**Instructor:** Junghare, Indira Y

**Description:** HSEM 3046H Ethics of Diversity At the present time, our precious planet is in peril not only due to imbalances in natural forces, but also through global humanity's self-destructive actions. This course will focus on the ethical dimension of socio-cultural diversity as framed by political theories of ethnic, racial, and religious pluralism and the politics of identity. The course will also discuss the place of humanity within the ecology of a diverse natural world, with a view to exploring ethical principles that might support and sustain a stable and unified existence. Indira Junghare, Professor of Linguistics and South Asian Languages and Cultures, has taught and published numerous works in sociolinguistics, linguistics, literature, philosophy, and religions of India, including Buddhism and Hinduism. In recent years, she continues to be engaged in the creation and development of Diversity-Ethics-Peace Studies through teaching and research. She is a recipient of numerous awards including the CLA Distinguished Teacher Award and Outstanding Faculty Award. She taught the Honors seminars: ?You are You: Philosophy of Diversity? and ?Difference; and Understanding Diversity: A Universal Perspective.?

#### **HSEM 3048V Honors Seminar: Symphony to Cinema: Music in the Civic Sphere**

**A-F only, 3 credit(s); prereq [Jr or sr] honors student; Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive;**

**Instructor:** Painter PhD, Karen

**Description:** This seminar will explore the range of listening experiences in modern life, with a focus on how music can channel emotional development and project social values and political ideals both in the concert hall and in film. Students will analyze literary and historical documents about listening as well as attend performances by the Minnesota Orchestra (free or reduced priced tickets). Works from these programs as well as music adopted for film will be studied within a historical context and as creative inspiration for writers, painters, and film producers. The course will also approach the institution and industry of the symphony and cinema from numerous perspectives?business (with a visit from the President and CEO of the Minnesota Orchestra), political (the new role of the orchestra conductor after 1900 and the use of film as propaganda after 1914), and institutional (with a visit from a member of the orchestra). The future of classical music will be discussed, including new forms of listening that relate to the functionality of music in video games and everyday life. There will be brief weekly assignments and a major paper on a topic of the student's choice?creative, research, or analytic. No musical background is presumed. Karen Painter, associate professor in the School of Music, writes on the history of musical listening, especially in the context of ideology and social history. The framework for her research has involved early bourgeois musical culture, fin-de-siecle cultural debates, World War I, Austro-German socialism, and Nazism. Her publications have addressed a range of composers?above all Mahler and Mozart, but also Wagner, Bruckner, Mahler, Schoenberg, Richard Strauss, Hindemith and Orff. Author of *Symphonic Aspirations: German Music and Politics, 1900-1945*, she has also edited two volumes, *Late Thoughts: Reflections on Artists and Composers at Work* (with Thomas Crow) and *Mahler and His World*. In 1999-2000 she lived in Berlin, as a recipient of Humboldt fellowship and the Berlin Prize.

#### **HSEM 3052H Honors Seminar: Women and Gender in American Politics**

**A-F only, 3 credit(s), max credits 6; prereq [Jr or sr] honors student;**

**Instructor:** Pearson, Kathryn Lynn

**Description:** HSEM 3052H Women and Gender in American Politics This seminar analyzes the ways in which women and gender influence, and are influenced by, American politics and public policy. This course examines gender dynamics at work in several domains of the American political system, including the mass public, electoral politics, the U.S. Congress, state legislatures, interest groups, and the policymaking process. We begin (and end) the course by examining the rationale for a course on women and politics. We then study gender stereotypes among the public and their influence on attitudes toward women in politics and vote choice. Next, we study gender differences in candidate emergence and electoral politics, asking why women are significantly underrepresented in public office. Next, we consider whether congresswomen and congressmen advocate different policy agendas and issue positions in office. 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 serve in office. We analyze the institutional features of the American political process, asking how institutions and organized interests may help and hinder women pursuing power and policy. Students write three short papers and write and present a research paper. Kathryn Pearson is an Assistant Professor of Political Science; she received her Ph.D. from UC Berkeley. Her research focuses on the U.S Congress, political parties, congressional elections, and women and politics. From 1993-1998, she worked as a Legislative Assistant for two congresswomen on Capitol Hill.

#### **HSEM 3054H Honors Seminar: The Agile Mind: Cognitive and Brain Bases**

**A-F only, 3 credit(s), max credits 6; prereq [Jr or sr] honors student;**

**Instructor:** Koutstaal, Wilma

**Description:** HSEM 3054H The Agile Mind: Cognitive and Brain Bases This seminar course will examine recent research findings from the cognitive, brain, and social sciences to arrive at a better understanding of the conditions that foster, or impede, flexible thinking. A recurrent theme will be that creatively adaptive thinking centrally depends both on our ability to vary our level of cognitive control (from more automatic and intuitive to more controlled or deliberate processes) and our level of representational specificity (from more specific to more abstract). Representative topics will include: the effects of reinforcing variable rather than habitual behavior; the need for both highly specific and more abstract ways of accessing our knowledge and memory for experiences; the ways in which emotions may enhance or impair flexibility in thought; and the importance of mentally stimulating environments in adaptive cognition and behavior, and the brain changes that both accompany, and support, flexible thinking. We will read original research papers from several areas of psychology and cognitive neuroscience so as to arrive at a broad, integrated, and empirically informed view of flexible thinking. Wilma Koutstaal's research on human memory, thinking, and judgment focuses on factors that influence how and when we successfully use what we know, particularly the levels of detail at which we encode and use information, and how this contributes to effective problem solving and creative thought. Research in her lab draws on many methodologies: cognitive-behavioral studies both with healthy young and older adults and neuropsychological populations (e.g., global amnesia, semantic dementia), clinical psychology (e.g., effects of depression on thinking and judgment), and brain imaging (functional magnetic resonance imaging). Dr. Koutstaal also teaches the Psychology of Human Learning and Memory (Psy 5014).

#### **HSEM 3040H Honors Seminar: The Healthcare Marketplace**

**A-F only, 3 credit(s), max credits 6; prereq [Jr or sr] honors student;**

**Instructor:** Parente, Stephen T

**Description:** HSEM 3404H The Healthcare Marketplace Over one trillion dollars is spent annually on health care in the United States, constituting the largest sector in the economy. With growing demand for medical technology and the aging of the population, spending is expected to dramatically increase over the next two decades. The healthcare sector is comprised of several markets for goods and services, including physician services, hospital services, insurance, long-term care, pharmaceuticals and medical devices, and information technology. This course aims to provide an introduction to each market through lectures, discussions, and presentation from healthcare business leaders. Stephen T. Parente is a national expert of health economics, health care finance and insurance, medical technology assessment and health policy reform. He has worked as a legislative fellow in the US Senate for democrat Jay Rockefeller as well as served as an advisor to John McCain in the 2008 presidential election. His research is currently being used to inform health policy development at both the state and federal level. He has a PhD from John Hopkins University and a masters of public health from the University of Rochester.

**HSEM 3530H Honors Seminar: Golem-Robot-Cyborg: Artificial People in History**

**A-F only, 3 credit(s), max credits 6; prereq [Jr or sr] honors student;**

**Instructor:** Alexander, Jennifer Karns

**Description:** HSEM 3530H Golem-Robot-Cyborg: Artificial People in History 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. The seminar analyzes the relationship between imaginary artificial people and the technological capabilities of really producing artificial people, and investigates the societies in which it became possible to think of artificial humans and then to attempt actually to make them. Jennifer Karns Alexander is a historian of technology specializing in modern European history, with a joint appointment in the Department of Mechanical Engineering and the Program in the History of Science and Technology. She is the author of *The Mantra of Efficiency: From Waterwheel to Social Control* (Johns Hopkins, 2008), which has just received the 2010 Sidney Edelstein Prize from the Society for the History of Technology for outstanding book published in the last three years. She is at work on *Technology and Social Justice*, a book analyzing the cooperation of an unlikely group of people, engineers and theologians, in the rebuilding of Europe after World War II. She is a past fellow of the Centre Nationale de la Recherche Scientifique (CNRS) of France, and of the Max Planck Society of Germany.

**HSEM 3992H Honors Interdisciplinary Research**

**A-F only, 1-3 credit(s), max credits 9, 3 completions allowed; prereq [Jr or sr] honors student;**

**Instructor:** Nunnally, Patrick

**Description:** Visions of the Mississippi: Honors interdisciplinary research The University of Minnesota is a world-class institution, located in a national park along one of the great rivers of the world, the Mississippi. Most of us walk or bike over the river every day, but it remains terra incognita, an unknown land to many. Join our research exploration as we map research projects that will contribute to National Park Service programs in resource management, education, and urban community stewardship. Whether your interest is engineering or ecology, architecture or art, community, history, or sustainability, the National Park Service is interested in your research, discovery, and creation of new knowledge that solves problems. Research is a process of discovery, and our work will echo that concept, as we use mapping as a metaphor for exploring and becoming familiar with the unknown. We'll start by learning about the Mississippi itself as a complex array of human, biological, and physical systems, and will learn about key National Park Service priorities. Then, using students' diverse disciplinary backgrounds as a starting point, we'll engage in an iterative process of defining research problems, exploring existing secondary literature, and setting research goals that will address ongoing Park Service priorities. At the end of the term, students

will have developed a full-fledged research project that is ready for a UROP proposal, a proposal to an external funding source, development into a senior thesis or, in some cases, may have already generated important new insights that can be applied in the field. During the course of his career in academia and as a practitioner, Patrick Nunnally has specialized in researching, teaching, and managing projects that celebrate the multiple connections between people and the places they value. In addition to his public sector experience, Nunnally serves on the faculty of the University of Minnesota, teaching classes in landscape planning and urban studies, and coordinating the River Life Program through the Institute on the Environment. Documenting, preserving and celebrating the cultural heritage of the Upper Mississippi River and its valley has been the cornerstone of Nunnally's work since the mid 1990s.

## Horticultural Science

### 305 Alderman Hall

**HORT 1001 Plant Propagation**

**4 credit(s); Meets CLE req of Biological Sciences;**

**Instructor:** Gillman, Jeffrey Hays

**Description:** This course will cover basic methods of plant propagation including both asexual and sexual means. The fundamentals of plant anatomy, morphology, and physiology will also be covered.

**Style:** 50% Lecture, 10% Discussion, 40% Laboratory.

**Grading:** 40% mid exam, 15% final exam, 45% laboratory evaluation.

**Exam Format:** short answer and multiple choice

**HORT 1003 Master Gardener Core Course: Horticulture for Home & Garden**

**3 credit(s);**

**Instructor:** Weisenhorn, Julie Edith

**Description:** This 16-module class is designed to provide a foundation in various horticulture, soil and plant sciences. Modules are taught by various faculty and Extension educators and include such pertinent topics as soils, botany, entomology, plant pathology, herbaceous and woody ornamental plants, lawn care, fruits/vegetables; integrated pest management (IPM), diagnostics, and living with wildlife. The course emphasizes extension publications/resources useful in answering consumer horticulture questions. Designed to prepare Master Gardener volunteers for service in their communities, this class is also a good option for the homeowner or industry employee looking for fundamental education in horticulture and horticulture-related topics. Classes are held annually in the metro area, in selected sites in greater Minnesota and online. Contact: Julie Weisenhorn, Director, Master Gardener Program, weise019@umn.edu; 612-625-1925.

**HORT 1014 Edible Landscape**

**3 credit(s); Meets CLE req of Technology and Society;**

**Instructor:** Michaels, Thomas E

**Description:** An edible landscape is simply a space, established and managed by humans, that supports edible plants. Contemporary edible landscapes in North America are found on scales ranging from the regional (monoculture commodity production) to local (orchards, market gardens), to neighborhood (community gardens) to residential (backyard and indoor gardens). Our close relationship with edible landscapes traces to the point in our hunting-gathering origins when we began imagining the transition to settled agriculture. Ancient garden designs that followed supported food production but also celebrated culturally important mythologies. Now, as a response to technological and social change we in North America have mostly delegated management of edible landscape spaces to a small minority of the population and distanced ourselves from our food sources. This course is a small step toward understanding, reclaiming and expanding edible landscape spaces. With imagination and environmental respect we can integrate food plants into pleasing, sustainable and edible

landscapes in our yards, neighborhoods and even the region of the country in which we live. Edible landscapes are complex systems with many functions, including food of course, but also aesthetics, recreation and environmental remediation. Edible landscapes have morphed throughout history, and even today differ from culture to culture. These differences over time and across cultures can be related to changes in technologies, but also to contemporary human needs and expectations, political influences, war, environmental and economic constraints. In this course, students will explore edible landscapes through history, and the confluence of contemporary North American cultural norms, economic uncertainty and emerging technologies that have resulted in an upsurge in local foods, organic production, a rekindled interest in home cooking, residential gardens and community supported agriculture. Students will be challenged to creatively integrate these different landscape demands into recommendations of plants, production methods and designs appropriate for specific sites. Students will apply science as a way of knowing, which provides them with a powerful tool for lifelong problem-solving and decision-making about food sources, and also about the impact of personal choices regarding residential landscapes on neighborhoods, watersheds, and, collectively, on regional phenomena such as pollution remediation and addressing global warming.

**Style:** 40% WebCT web-based lectures 10% Podcast lecture companions 20% Face to face active learning sessions 30% Internet based interaction

**Grading:** 36% mid exam, 13% final exam, 17% quizzes. 34% assignments (weekly)

**HORT 1031 Vines and Wines: Introduction to Viticulture and Enology**  
**OPT No Aud, 3 credit(s); prereq 21 yrs of age by date of 1st class meeting;**

**Instructor:** Gardner, Gary M

**Description:** Upon completion of this course, each student will understand and have knowledge of the following concepts: The process of fermentation and its role in wine production; fundamental principles of biology and culture of the grapevine; types of wine and their production differences; the major grape-growing regions of the world, the most important grape cultivars in each region, and the characteristics of the wines produced in these regions; systematic evaluation of wine sensory characteristics; understanding commercial wine labels; the basic aspects of plant anatomy, using the grapevine as a model; the major genetic factors in grapes that contribute to wine quality; how cultural and environmental factors affect wine quality and yield; selection, planting, and cultivation of grapevines in a home garden; current issues involving wine and human health; and current social and legal issues involving wine. In addition to lectures, discussion groups, and sensory evaluation (tasting) sessions, the course will include one scheduled Saturday field trip to the Horticultural Research Center (part of the Minnesota Landscape Arboretum in Chanhassen) to visit the vineyards and our research winery.

**Style:** 65% Lecture, 15% Discussion. Sensory Evaluation

**Grading:** 20% mid exam, 30% final exam, 30% reports/papers, 5% quizzes, 15% class participation.

**Exam Format:** multiple choice; short answer

**HORT 1942 Topics: Freshman Seminar: The American Lawn**  
**A-F only, 3 credit(s); Meets CLE req of Technology and Society;**

**Instructor:** Watkins, Eric

**Description:** This seminar will examine the American Lawn in terms of its history, impact on society and the environment, and future. We will examine both the environmental and economic impact of lawns through scientific research articles. We will also discuss several technologies related to the lawn and how they affect society. Topics covered will include low-input lawns, pesticide fate, nutrient run-off, genetically modified turfgrass, and other related topics. Students will explore these topics through books, articles, research papers, field trips, and interactions with people involved in all aspects of the debate about the American Lawn. Writing and in-class presentations will give students opportunities to improve critical communication skills. Students

will be exposed to important technologies, learn about the science behind the technologies, and discuss how these technologies can impact society.

**Style:** 25% Lecture, 10% Discussion, 10% Small Group Activities, 10% Student Presentation, 5% Field Trips, 10% Guest Speakers, 30% Web Based. This course is delivered in a hybrid format with both in-class and online teaching.

**Grading:** 15% mid exam, 15% final exam, 25% reports/papers, 10% special projects, 5% quizzes, 10% written homework, 5% attendance, 10% in-class presentation, 5% class participation.

**Exam Format:** Short answer, essay

**HORT 3005W Environmental Effects on Horticultural Crops**  
**4 credit(s); prereq 1001, BIOL 1009, soph; Meets CLE req of Writing Intensive;**

**Instructor:** Markhart III, Albert Henry

**Description:** Student may contact the instructor or department for information.

**HORT 3090 Directed Studies**

**2-12 credit(s), max credits 72, 6 completions allowed; prereq Nonfr, instr consent;**

**Instructor:** STAFF

**Description:** Approved field, lab or greenhouse experiences in application of horticultural information and practices.

**HORT 3131 Student Organic Farm Planning, Growing, and Marketing**

**3 credit(s); prereq 1001 or AGRO 1101 or AGRO 1103 or BIOL 1001 or BIOL 1009 or instr consent ; Credit will not be granted if credit has been received for: AGRO 3131;**

**Instructor:** Markhart III, Albert Henry

**Description:** The Student Organic Farm course plans, grows, and markets organic produce and flowers from the Student Organic Farm located on the St. Paul Campus. Through weekly meetings during the Spring Semester students will review past year production and marketing successes and challenges and explore specific organic production practices for soil health and fertility, pest management, composting, handling, season extension, and options for marketing. Students will design a research project that could be executed on the farm during the summer growing season. Students will learn organic seedling production in high tunnels, effective transplanting to minimize weed competition, insect identification with an emphasis on supporting beneficial insect populations, and disease management. The organic vegetables produced on the farm have been sold at farmer's markets, by office delivery, to restaurants, coops, and local school districts. And of course eagerly consumed by the growers!

**Style:** 20% Lecture, 5% Film/Video, 20% Discussion, 22% Laboratory, 20% Small Group Activities, 5% Student Presentation, 3% Field Trips, 5% Guest Speakers.

**Grading:** 30% special projects, 35% written homework, 5% attendance, 5% in-class presentation, 10% class participation, 15% problem solving.

**HORT 4015 Advanced Woody and Herbaceous Plant Topics: Chinese Herbs & Human Health**

**A-F only, 1 credit(s), max credits 7, 7 completions allowed; prereq 1015;**

**Instructor:** Chen, Changbin

**Description:** Student may contact the instructor or department for information.

**HORT 4063 Turfgrass Science**

**A-F only, 3 credit(s); prereq 4061;**

**Instructor:** Watkins, Eric

**Description:** This course will focus on turfgrass physiology and how it relates to management practices. Students will learn how to apply turfgrass science principles and techniques to real-world situations. The course is designed for students who are preparing for careers in turfgrass science or related fields. The course will consist of lecture, discussion, and lab. Topics covered include, but are not limited to: heat/cold tolerance, drought tolerance, shade adaptation, plant growth regulation, wear tolerance, and fertility.

**Style:** 30% Lecture, 15% Discussion, 15% Laboratory, 15% Small Group Activities, 5% Student Presentation, 5% Guest Speakers, 10% Web Based, 5% Service Learning.

**Grading:** 15% mid exam, 15% final exam, 10% reports/papers, 10% special projects, 10% quizzes, 10% in-class presentation, 10% class participation, 10% laboratory evaluation, 10% problem solving.

**Exam Format:** Short answer, essay

#### **HORT 4096 Professional Experience Program: Internship**

**S-N only, 1 credit(s), max credits 2; prereq CFANS undergrad, completed internship contract prior to employment;**

**Instructor:** STAFF

**Description:** This course provides an opportunity for professional experience in horticulture businesses, government agencies, arboreta, and botanical gardens achieved through a supervised practical experience. Must work a minimum of 250 hours. Hort 4096 may be repeated once for a total of 2 credits. Credit for the internship will only be granted after successful completion of one of the following projects: A. Write a 4-5 page paper detailing your internship experience. The focus of the paper should be determined in consultation with your advisor. B. Present a public seminar on your internship. C. Publish a webpage about your internship.

**Grading:** S/N only

#### **HORT 4401 Plant Genetics and Breeding**

**4 credit(s); prereq Biol 1009 or equiv or grad, instr consent ; Credit will not be granted if credit has been received for: AGRO 4401;**

**Instructor:** Thill, Christian A

**Description:** This course is designed for undergraduate or Master of Agriculture students. The emphasis will be on plant genetics and breeding and requires no prior genetics course (although a biology course is required). Students taking the course should be interested in using the products of plant breeding rather than being a professional plant breeder. The purpose of this course is to cultivate an appreciation for the fundamental principles of plant genetics and genetic processes and the procedures plant breeders use to create new varieties. Topics range from molecular aspects of genetics, Mendelian genetics, biotechnology, and genomics to variety development, seed multiplication, and intellectual property issues. Class material on Web CT/ Web Vista.

**Style:** 55% Lecture, 3% Film/Video, 5% Discussion, 30% Laboratory, 5% Small Group Activities, 2% Student Presentation. laboratory involves working with plant material in the greenhouse

**Grading:** 15% mid exam, 25% final exam, 20% reports/papers, 15% special projects, 10% quizzes, 15% additional semester exams. Reports and papers and special project part of labs

**Exam Format:** The exams emphasize problem solving and synthesis of material from lecture and labs, Questions are short answer, TF multiple choice, matching, vocabulary and problems.

#### **HORT 5023 Public Garden Management**

**2 credit(s);**

**Instructor:** Olin, Peter Joel

**Description:** With the growth in public gardens, from city, county, and state gardens to private gardens donated to public service there is, and will continue to be, a demand for people skilled in the management of public gardens. Investigation into all areas of operations and management will provide an overview of the knowledge and skills necessary for an individual looking toward a career in public garden management.

**Style:** 30% Lecture, 30% Discussion. Site visits.

**Grading:** 40% reports/papers, 20% class participation, 40% other evaluation. Attendance

#### **HORT 5032 Organic Vegetable Production**

**A-F only, 3 credit(s); prereq [3005, ENT 3005, PLPA 2001, SOIL 2125] or instr consent ;**

**Instructor:** Thill, Christian A

**Description:** Sustainable commercial vegetable production systems meets one evening weekday, and two Saturdays 8:00am to 5:00pm for arranged field trips. Additionally, a 2-day

professional conference on fruit and vegetables is part of the curriculum. This course is designed to familiarize you with the systems of commercial vegetable production, and improvements upon these components through research. Instruction will be concentrated on systems that represent pillars of commercial vegetable production, whereby principles of their use cross the boundaries of individual cropping systems. The systems involved are neither static nor independent, rather, quite dynamic in their relationships. Thus, students should consider this as they progress through the various areas of study. Systems include: site selection, land preparation and environmental interaction, specialized equipment, seed selection to preparation and stand establishment, cultural management practices during crop growth and development, water management, control of insects, diseases, and weeds, post harvest handling, and marketing and commodity use. The instructor will incorporate case study examples to almost every topical area covered and have guest lecturers. These activities should better prepare students for out-of-class work situations and add diversity to the learning experience.

**Style:** 60% Lecture, 30% Discussion, field trips, hands on

**Grading:** 20% mid exam, 20% final exam, 20% special projects, 10% in-class presentation, 30% problem solving.

**Exam Format:** Essay

#### **HORT 5090 Directed Studies**

**1-6 credit(s), max credits 18, 18 completions allowed; prereq 8 cr upper div Hort courses, instr consent ;**

**Instructor:** STAFF

**Description:** Opportunities for in-depth exploration of concepts, technology, materials, or programs in specific areas to expand professional competency and self-confidence. Planning, organizing, implementing, and evaluating knowledge obtained from formal education and experience.

#### **HORT 5131 Student Organic Farm Planning, Growing, and Marketing**

**3 credit(s); prereq 1001 or AGRO 1101 or AGRO 1103 or BIOL 1001 or BIOL 1009 or instr consent ; Credit will not be granted if credit has been received for: AGRO 3131;**

**Instructor:** Markhart III, Albert Henry

**Description:** Student may contact the instructor or department for information.

#### **HORT 6003 Master of Agriculture in Horticulture Professional Experience Program: Internship**

**S-N only, 1-3 credit(s), max credits 6; prereq Master of agriculture in horticulture student, instr consent , completed internship contract;**

**Instructor:** Michaels, Thomas E

**Description:** Student may contact the instructor or department for information.

#### **HORT 8007 Extension Horticulture Practicum**

**1-5 credit(s), max credits 5, 1 completion allowed; prereq 9 grad cr in [ag or bio] science, instr consent;**

**Instructor:** Smith, Alan G

**Description:** Student may contact the instructor or department for information.

#### **HORT 8023 Evolution of Crop Plants**

**A-F only, 3 credit(s); prereq 9 grad cr in ag or bio sciences;**

**Instructor:** Morrell, Peter Laurent

**Description:** Student may contact the instructor or department for information.

#### **HORT 8090 Graduate Horticultural Research**

**1-12 credit(s), max credits 18, 18 completions allowed; prereq instr consent;**

**Instructor:** Smith, Alan G

**Description:** Student may contact the instructor or department for information.

#### **HORT 8270 Graduate Seminar**

**A-F only, 1 credit(s); prereq Grad major in [hort or applied plant sciences or ent or agro or plnt brdg or plnt path or**

soil] or instr consent; Credit will not be granted if credit has been received for: AGRO 8270;

Instructor: Wyse,Donald L

Description: Student may contact the instructor or department for information.

#### HORT 8280 Current Topics in Applied Plant Sciences

S-N only, 1 credit(s); prereq Grad major in [hort or applied plnt sciences or ent or agro or plnt brdg or plnt path or soil] or instr consent;

Instructor: Thill,Christian A

Description: Student may contact the instructor or department for information.

## Housing Studies

240 McNeal Hall

#### HSG 2196 Work Experience in Housing Studies

S-N only, 1-4 credit(s), max credits 8; prereq Plan submitted/approved by [adviser, internship supervisor], written approval of supervisor, instr consent ;

Instructor: Ziebarth,Ann

Description: Student may contact the instructor or department for information.

#### HSG 2196 Work Experience in Housing Studies

S-N only, 1-4 credit(s), max credits 8; prereq Plan submitted/approved by [adviser, internship supervisor], written approval of supervisor, instr consent ;

Instructor: Yust,Becky L

Description: Student may contact the instructor or department for information.

#### HSG 2196 Work Experience in Housing Studies

S-N only, 1-4 credit(s), max credits 8; prereq Plan submitted/approved by [adviser, internship supervisor], written approval of supervisor, instr consent ;

Instructor: Angell,William J

Description: Student may contact the instructor or department for information.

#### HSG 2196 Work Experience in Housing Studies

S-N only, 1-4 credit(s), max credits 8; prereq Plan submitted/approved by [adviser, internship supervisor], written approval of supervisor, instr consent ;

Instructor: Crump,Jeffrey R

Description: Student may contact the instructor or department for information.

#### HSG 2196 Work Experience in Housing Studies

S-N only, 1-4 credit(s), max credits 8; prereq Plan submitted/approved by [adviser, internship supervisor], written approval of supervisor, instr consent ;

Instructor: Bruin,Marilyn J

Description: Student may contact the instructor or department for information.

#### HSG 3482 Our Home, Our Environment

A-F only, 3 credit(s); prereq credit will not be granted if credit already received for: DHA 3482; Credit will not be granted if credit has been received for: ESPM 3601;

Instructor: Seavey,Robert Thomas

Description: Student may contact the instructor or department for information.

#### HSG 4160H Honors Capstone Project

A-F only, 2 credit(s), max credits 4; prereq Housing studies honors;

Instructor: Ziebarth,Ann

Description: Student may contact the instructor or department for information.

#### HSG 4160H Honors Capstone Project

A-F only, 2 credit(s), max credits 4; prereq Housing studies honors;

Instructor: Yust,Becky L

Description: Student may contact the instructor or department for information.

#### HSG 4160H Honors Capstone Project

A-F only, 2 credit(s), max credits 4; prereq Housing studies honors;

Instructor: Angell,William J

Description: Student may contact the instructor or department for information.

#### HSG 4160H Honors Capstone Project

A-F only, 2 credit(s), max credits 4; prereq Housing studies honors;

Instructor: Crump,Jeffrey R

Description: Student may contact the instructor or department for information.

#### HSG 4160H Honors Capstone Project

A-F only, 2 credit(s), max credits 4; prereq Housing studies honors;

Instructor: Bruin,Marilyn J

Description: Student may contact the instructor or department for information.

#### HSG 4193 Directed Study in Housing Studies

A-F only, 1-4 credit(s), max credits 8; prereq Undergrad, instr consent ;

Instructor: Ziebarth,Ann

Description: Student may contact the instructor or department for information.

#### HSG 4193 Directed Study in Housing Studies

A-F only, 1-4 credit(s), max credits 8; prereq Undergrad, instr consent ;

Instructor: Yust,Becky L

Description: Student may contact the instructor or department for information.

#### HSG 4193 Directed Study in Housing Studies

A-F only, 1-4 credit(s), max credits 8; prereq Undergrad, instr consent ;

Instructor: Angell,William J

Description: Student may contact the instructor or department for information.

#### HSG 4193 Directed Study in Housing Studies

A-F only, 1-4 credit(s), max credits 8; prereq Undergrad, instr consent ;

Instructor: Crump,Jeffrey R

Description: Student may contact the instructor or department for information.

#### HSG 4193 Directed Study in Housing Studies

A-F only, 1-4 credit(s), max credits 8; prereq Undergrad, instr consent ;

Instructor: Bruin,Marilyn J

Description: Student may contact the instructor or department for information.

#### HSG 4196 Internship in Housing Studies

S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; prereq Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent credit will not be granted if credit already received for: DHA 4196; Credit will not be granted if credit has been received for: ADES 4196;

Instructor: Ziebarth,Ann

Description: Student may contact the instructor or department for information.

**HSG 4196 Internship in Housing Studies**

**S-N only, 1-4 credit(s), max credits 4, 1 completion allowed;**  
**prereq Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent credit will not be granted if credit already received for: DHA 4196; Credit will not be granted if credit has been received for: ADES 4196;**  
**Instructor:** Yust,Becky L  
**Description:** Student may contact the instructor or department for information.

**HSG 4196 Internship in Housing Studies**

**S-N only, 1-4 credit(s), max credits 4, 1 completion allowed;**  
**prereq Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent credit will not be granted if credit already received for: DHA 4196; Credit will not be granted if credit has been received for: ADES 4196;**  
**Instructor:** Angell,William J  
**Description:** Student may contact the instructor or department for information.

**HSG 4196 Internship in Housing Studies**

**S-N only, 1-4 credit(s), max credits 4, 1 completion allowed;**  
**prereq Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent credit will not be granted if credit already received for: DHA 4196; Credit will not be granted if credit has been received for: ADES 4196;**  
**Instructor:** Crump,Jeffrey R  
**Description:** Student may contact the instructor or department for information.

**HSG 4196 Internship in Housing Studies**

**S-N only, 1-4 credit(s), max credits 4, 1 completion allowed;**  
**prereq Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent credit will not be granted if credit already received for: DHA 4196; Credit will not be granted if credit has been received for: ADES 4196;**  
**Instructor:** Bruin,Marilyn J  
**Description:** Student may contact the instructor or department for information.

**HSG 4413 A Systems Approach to Residential Construction**

**A-F only, 4 credit(s); prereq Upper div or instr consent ; Credit will not be granted if credit has been received for: BBE 4413;**  
**Instructor:** Seavey,Robert Thomas  
**Description:** Student may contact the instructor or department for information.

**HSG 4461 Housing Development and Management**

**A-F only, 3 credit(s); prereq [[2401 or DHA 2401], [2463 or DHA 2463]] or grad student or instr consent credit will not be granted if credit already received for: DHA 4461;**  
**Instructor:** Yust,Becky L  
**Description:** This course focuses on multifamily housing development planning and financing (particularly public financing), management approaches, management issues with specific residential populations such as the elderly and families with children, and affordable housing including public housing, cooperatives, manufactured or mobile homes, and community land trusts. This spring, your housing development proposal will be for a target market (of the student's choosing) for a specific site in one of the future neighborhoods of UMore Park (<http://www.umorepark.umn.edu>).  
**Style:** 40% Lecture, 2% Film/Video, 10% Discussion, 5% Small Group Activities, 13% Student Presentation, 30% Guest Speakers.  
**Grading:** 10% mid exam, 10% final exam, 40% reports/papers, 24% special projects, 16% reflection paper.

**Exam Format:** Exams are essay exams taken outside of class time on the Web through the course Moodle site.

**HSG 5193 Directed Study in Housing Studies**

**A-F only, 1-4 credit(s), max credits 8; prereq Jr or sr or grad student;**  
**Instructor:** Ziebarth,Ann  
**Description:** Student may contact the instructor or department for information.

**HSG 5193 Directed Study in Housing Studies**

**A-F only, 1-4 credit(s), max credits 8; prereq Jr or sr or grad student;**  
**Instructor:** Yust,Becky L  
**Description:** Student may contact the instructor or department for information.

**HSG 5193 Directed Study in Housing Studies**

**A-F only, 1-4 credit(s), max credits 8; prereq Jr or sr or grad student;**  
**Instructor:** Angell,William J  
**Description:** Student may contact the instructor or department for information.

**HSG 5193 Directed Study in Housing Studies**

**A-F only, 1-4 credit(s), max credits 8; prereq Jr or sr or grad student;**  
**Instructor:** Crump,Jeffrey R  
**Description:** Student may contact the instructor or department for information.

**HSG 5193 Directed Study in Housing Studies**

**A-F only, 1-4 credit(s), max credits 8; prereq Jr or sr or grad student;**  
**Instructor:** Bruin,Marilyn J  
**Description:** Student may contact the instructor or department for information.

**HSG 5463 Housing Policy**

**A-F only, 3 credit(s); prereq [[2401 or DHA 2401], [2463 or DHA 2463]] or instr consent credit will not be granted if credit already received for: DHA 5463; Credit will not be granted if credit has been received for: PA 5261;**  
**Instructor:** Crump,Jeffrey R  
**Description:** Housing is an essential human need. Adequate and affordable housing is necessary for health, psychological well-being and for the developmental needs of the young and old alike. Housing is also a critical part of the U.S. economy and many household's economic wealth (or lack thereof) is reflective of their position in the housing market. This course is an exploration of Housing Policy in the United States. We begin by setting the context for U.S. housing by examining the social and spatial segmentation of housing in the U.S. Of particular interest is the fact of racial discrimination in housing which has produced a deeply segregated residential structure. We next move on to an examination of federal housing policy including the deregulation of the mortgage industry, public housing policy and the Community Reinvestment Act (CRA). Following that, we study state and local housing policies with particular focus of local initiatives to address issues of housing affordability and racial segmentation in the housing market.

**HSG 5464 Understanding Housing: Assessment and Analysis**

**A-F only, 3 credit(s); prereq [[2401 or DHA 2401], [2463 or DHA 2463]] or instr consent credit will not be granted if credit already received for: DHA 5469;**  
**Instructor:** Deegan,Jessica Ann  
**Description:** This course is designed as an introduction to housing based research and analysis with a focus on geographic information systems and mapping. Housing research lends itself well to mapping and geographic analysis because of the fixed location of housing stock and the rich information that we can gather about the structure itself, the neighborhood or city in which it resides, and the inhabitants within. The course requires extensive use of computers in a weekly lab session. GIS analysis will be taught from the basic principals through data

collection and map production. While no previous GIS experience is necessary, a familiarity with Windows and standard office software is highly recommended and will help you succeed in the course. The are three main goals in this course: 1) To develop a basic understanding of how to use GIS in the analysis of spatial data, especially that which pertains to housing; 2) To develop the ability to design maps that effectively communicate the information that is presented; 3) To understand the characteristics and availability of a variety of data sources, both housing specific and spatial data, and to utilize these data in the analysis of housing issues. This course is targeted towards upper level undergraduates and graduate students in many disciplines.

**Style:** 50% Lecture, 50% Laboratory.

**Grading:** 40% reports/papers, 30% quizzes, 30% laboratory evaluation.

#### **HSG 5484 Rural Housing Issues**

**A-F only, 3 credit(s); prereq [[2401 or DHA 2401], [2463 or DHA 2463]] or instr consent credit will not be granted if credit already received for: DHA 5484;**

**Instructor:** Ziebarth,Ann

**Description:** Housing issues for nonmetropolitan places, small towns, and rural areas are explored in this course. Housing needs and policy implications for targeted rural populations, such as American Indians, immigrants, migrant farm workers, and those living in areas of persistent poverty, are studied. Impacts of various rural economic development strategies and public policies on housing availability, adequacy, and affordability will be discussed. Student will increase their awareness of the ways housing policies in rural places are similar and different than in urban settings. They will gain an appreciation of the unique challenges facing rural communities in addressing the housing needs of current and potential residents. Students will also develop an understanding of the public policies directed at rural housing. The course will involve a variety of learning strategies including lecture, discussion, presentations, video/DVD, and problem solving activities.

**Style:** 45% Lecture, 5% Film/Video, 25% Discussion, 10% Small Group Activities, 15% Student Presentation.

**Grading:** 33% mid exam, 33% reports/papers, 17% reflection paper, 17% in-class presentation. Class attendance and participation is expected in the course. There are two in-class exams.

**Exam Format:** Essay and short answer.

#### **HSG 8192 Readings in Housing Studies**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Ziebarth,Ann

**Description:** Student may contact the instructor or department for information.

#### **HSG 8192 Readings in Housing Studies**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Yust,Becky L

**Description:** Student may contact the instructor or department for information.

#### **HSG 8192 Readings in Housing Studies**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Angell,William J

**Description:** Student may contact the instructor or department for information.

#### **HSG 8192 Readings in Housing Studies**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Crump,Jeffrey R

**Description:** Student may contact the instructor or department for information.

#### **HSG 8192 Readings in Housing Studies**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed;**

**prereq instr consent ;**

**Instructor:** Bruin,Marilyn J

**Description:** Student may contact the instructor or department for information.

#### **HSG 8193 Directed Study**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Ziebarth,Ann

**Description:** Student may contact the instructor or department for information.

#### **HSG 8193 Directed Study**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Yust,Becky L

**Description:** Student may contact the instructor or department for information.

#### **HSG 8193 Directed Study**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Angell,William J

**Description:** Student may contact the instructor or department for information.

#### **HSG 8193 Directed Study**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Crump,Jeffrey R

**Description:** Student may contact the instructor or department for information.

#### **HSG 8193 Directed Study**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Bruin,Marilyn J

**Description:** Student may contact the instructor or department for information.

#### **HSG 8222 Plan B Master's Project**

**S-N only, 3 credit(s); prereq [DHA or design master's] student, instr consent ;**

**Instructor:** Ziebarth,Ann

**Description:** Student may contact the instructor or department for information.

#### **HSG 8222 Plan B Master's Project**

**S-N only, 3 credit(s); prereq [DHA or design master's] student, instr consent ;**

**Instructor:** Yust,Becky L

**Description:** Student may contact the instructor or department for information.

#### **HSG 8222 Plan B Master's Project**

**S-N only, 3 credit(s); prereq [DHA or design master's] student, instr consent ;**

**Instructor:** Angell,William J

**Description:** Student may contact the instructor or department for information.

#### **HSG 8222 Plan B Master's Project**

**S-N only, 3 credit(s); prereq [DHA or design master's] student, instr consent ;**

**Instructor:** Crump,Jeffrey R

**Description:** Student may contact the instructor or department for information.

#### **HSG 8222 Plan B Master's Project**

**S-N only, 3 credit(s); prereq [DHA or design master's] student, instr consent ;**

**Instructor:** Bruin,Marilyn J

**Description:** Student may contact the instructor or department for information.

**HSG 8467 Theoretical Perspectives in Housing Studies**  
**A-F only, 3 credit(s); prereq 5467 or DHA 5467 or instr consent credit will not be granted if credit already received for: DHA 8467;**

**Instructor:** Ziebarth,Ann

**Description:** This course focuses on the investigation and evaluation of theories applied to the study of housing. Links between theory, research questions and methodological approaches are examined. Students will have the opportunity to explore a variety of theories that apply directly to their own research projects.

**Style:** 25% Lecture, 50% Discussion, 25% Student Presentation.

**Grading:** 50% reports/papers, 20% special projects, 20% written homework, 10% class participation.

**Exam Format:** There are no exams in this class

## Human Factors

### 1100 Mechanical Engineering

**HUMF 8001 Special Topics: Human Factors/Ergonomics**  
**2-3 credit(s), max credits 3, 1 completion allowed; prereq Enrollment in good standing, grad HumF minor;**

**Instructor:** Hayes,Caroline Clarke

**Description:** Student may contact the instructor or department for information.

**HUMF 8002 Proseminar in Human Factors/Ergonomics**  
**A-F only, 1 credit(s), max credits 2; prereq Enrollment in good standing, grad HumF minor;**

**Instructor:** Breuch, Lee-Ann Kastman

**Description:** Student may contact the instructor or department for information.

**HUMF 8541 Decision Support Systems**

**A-F only, 4 credit(s); prereq Undergrad-level computer programming course or instr consent ; programming skills recommended; Credit will not be granted if credit has been received for: IE 8541;**

**Instructor:** Hayes,Caroline Clarke

**Description:** Student may contact the instructor or department for information.

## Human Resource Development

### 330 Wulling Hall

**HRD 3001 Introduction to Human Resource Development**  
**3 credit(s);**

**Instructor:** Fritsch,Jocelyn M

**Description:** This course provides an introduction to human resource development (HRD) theories, principles, concepts, and practices. Upon completion of the course, students will be able to: Describe the economic, political, cultural, and technological forces impacting HRD; Explain HRD as discipline, a professional field of practice, and its history; Discuss the theory and philosophy of HRD and contrast the alternative perspectives; Describe the development of human expertise through personnel training and development; Explain how organization development contributes to improved organizational effectiveness in the face of change; Define the forces shaping human resource development in the 21st century (e.g., career development, strategic roles, accountability, globalization, and technology).

**HRD 3196 Profession and Practice of Human Resource Development**  
**2 credit(s); prereq 3001, 3201, 3301, ADED 3101, HRD BS major;**

**Instructor:** Opall,Brent S

**Description:** Student may contact the instructor or department for information.

**HRD 3201 Introduction to Training and Development**  
**A-F only, 3 credit(s);**

**Instructor:** Bialek,Tani Keenlyne

**Description:** This course is an introduction to the training and development profession and familiarizes students with concepts, models, theories, and techniques for instructional design. Students will develop skills and competencies necessary to carry out a variety of instructional design roles and strategies for implementing the instructional design process in a systematic way.

**HRD 3201 Introduction to Training and Development**  
**A-F only, 3 credit(s);**

**Instructor:** Novillo,Walter E.

**Description:** Student may contact the instructor or department for information.

**HRD 3301 Introduction to Organization Development**  
**3 credit(s); prereq Undgergrad;**

**Instructor:** Christesen PhD,David Allen

**Description:** Student may contact the instructor or department for information.

**HRD 4196 Internship: Human Resource Development**  
**S-N only, 1-10 credit(s), max credits 10; prereq 3001, 3201, 3301, 3196, ADED 3101;**

**Instructor:** Snyder,Lynn M.

**Description:** Student may contact the instructor or department for information.

**HRD 4302 Managing Work Teams**

**A-F only, 3 credit(s); prereq Two core courses in HRD;**

**Instructor:** Clemmer,Gary F

**Description:** Student may contact the instructor or department for information.

**HRD 4627 Management and Supervisory Development**  
**3 credit(s); Credit will not be granted if credit has been received for: BIE 5627;**

**Instructor:** Bialek,Tani Keenlyne

**Description:** Student may contact the instructor or department for information.

**HRD 5101 Foundations of Human Resource Development**  
**1 credit(s);**

**Instructor:** Opall,Brent S

**Description:** Student may contact the instructor or department for information.

**HRD 5102 Economic Foundation of Human Resource Development**

**1 credit(s); prereq 5101;**

**Instructor:** Pittelkow,Jill Louise

**Description:** Student may contact the instructor or department for information.

**HRD 5103 Psychological Foundation of Human Resource Development**

**1 credit(s); prereq 5101;**

**Instructor:** Park,Sunyoung

**Description:** Student may contact the instructor or department for information.

**HRD 5104 Systems Foundation of Human Resource Development**

**1 credit(s); prereq 5101;**

**Instructor:** Yawson,Robert Mayfield

**Description:** This course is designed to provide participants with the basic framework for thinking about the main topic areas in systems theory and systems thinking in Human Resource Development (HRD). Through the use of small groups, personal investigation, and other online instructional strategies, participants will examine topics including: the theoretical foundations of HRD; the systems component of HRD; the relationship among HRD theory, practice, and research from a



systems perspective; and analytical tools available for systems theory, thinking, and modeling. An important part of the course will involve developing an understanding of what "systems theory" and "systems thinking" mean in the context of HRD. HRD 5104 is a journey in the realm of systems. The applications of systems theory and systems thinking in HRD have been evolving overtime and it continues to evolve. The real intent of HRD 5104 is not to study systems as a discipline, though more an intent to study lots of things and employ a systems perspective to foster understanding in HRD. Agreed, this requires some understanding of systems. As such, this class is structured in a way to enable one to develop a level of understanding sufficient to achieve the objectives of using systems theory and systems thinking in HRD.

#### **HRD 5105 Strategic Planning Through Human Resources**

**A-F only, 3 credit(s); prereq 5201 or 5301;**

**Instructor:** Peterson, Shari L

**Description:** This course explores the strategic nature of organizations and how HRD can achieve their goals which must be aligned with those of the organization. Strategic planning is viewed holistically and framed within the context of systems thinking. The focus is on identifying ways that HRD senior managers can become strategic and maintain that status so as to be recognized as a strategic player in the organization. Course Objectives During this course, students will have an opportunity, through participation in discussion and through individual and group activity to engage in critical thinking in order to: 1. Identify and describe the strategic role of human resource development. 2. Identify objectives and strategies for getting HRD to the strategic planning table. 3. Understand the business goals of an organization and how HRD initiatives contribute to achieving those goals. 4. Explain the relationship between organizational core competencies and competitive advantage, and how these constructs are related to HRD initiatives. 5. Analyze organizational missions and identify relevant HRD contributions. 6. Identify strategies for achieving high-level performance from human resources. 7. Understand the strategic nature of financial accountability for HRD. 8. Enhance writing and critical thinking skills.

#### **HRD 5111 Facilitation and Meeting Skills**

**1 credit(s);**

**Instructor:** Knapp, Randall Joseph

**Description:** Student may contact the instructor or department for information.

#### **HRD 5196 Internship: Human Resource Development**

**S-N only, 1-10 credit(s), max credits 10, 1 completion allowed; prereq [[3001, 3196, [3201 or 3301], ADED 3101, undergrad] or [[5201 or 5301], WHRE 5001, grad student]], instr consent ;**

**Instructor:** Peterson, Shari L

**Description:** Student may contact the instructor or department for information.

#### **HRD 5201 Training and Development of Human Resources**

**A-F only, 3 credit(s); prereq Grad student only;**

**Instructor:** Christesen PhD, David Allen

**Description:** Student may contact the instructor or department for information.

#### **HRD 5301 Organization Development**

**A-F only, 3 credit(s); prereq Grad student only;**

**Instructor:** Christesen PhD, David Allen

**Description:** Student may contact the instructor or department for information.

#### **HRD 5409 Planning and Decision-Making Skills**

**1 credit(s);**

**Instructor:** Knapp, Randall Joseph

**Description:** Student may contact the instructor or department for information.

#### **HRD 5410 Survey of Research Methods and Emerging Research in Human Resource Development**

**A-F only, 3 credit(s); prereq [Registered, in attendance] at conference of Academy of HRD;**

**Instructor:** Brown PhD, James M

**Description:** Student may contact the instructor or department for information.

#### **HRD 8301 Advanced Organization Development**

**A-F only, 3 credit(s); prereq 5301;**

**Instructor:** Ardichvili, Alexandre A

**Description:** An in-depth investigation of organization development research and a critical review of selected and innovative practices. The course is a primary elective for HRD doctoral students focusing on OD and is a required course for students entering the HRD M.Ed., M.A, Ed.D., or Ph.D. program who have already taken HRD 3301 or 5301 Organization Development, or its equivalent. Course Objectives By the completion of this course, students will have: 1. Identified, articulated, compared, and facilitated a class session on views and approaches to a specific organization development issue 2. Discussed the OD issues in the broad, global context 3. Read research and writings foundational to the practice and theory of OD, as identified by the instructor, colleagues and individually 4. Synthesized and integrated the literature related to their identified OD topic, appropriate for conference presentation and submission to a refereed journal 5. Interconnect as a scholarly community regarding the implications of theory and practice in organization development Instructional Strategies The course will primarily utilize student-guided seminars, scholarly dialogue, and written assignments.

## Human Resources and Industrial Relations 3-300 Carlson School of Management

#### **HRIR 3021 Human Resource Management and Industrial Relations**

**3 credit(s); prereq ECON 1101, ECON 1102, PSY 1001; Credit will not be granted if credit has been received for: HRIR 8021;**

**Instructor:** Benraouane, Sid A.

**Description:** Student may contact the instructor or department for information.

#### **HRIR 3021 Human Resource Management and Industrial Relations**

**3 credit(s); prereq ECON 1101, ECON 1102, PSY 1001; Credit will not be granted if credit has been received for: HRIR 8021;**

**Instructor:** Vellella, Rob

**Description:** Student may contact the instructor or department for information.

#### **HRIR 3031 Staffing and Selection: Strategic and Operational Concerns**

**2 credit(s); prereq CSOM upper div undergrad major grad;**

**Instructor:** Lee, Ki Yeong

**Description:** Student may contact the instructor or department for information.

#### **HRIR 3032 Training and Development**

**2 credit(s); prereq CSOM upper div undergrad major grad;**

**Instructor:** Yoon, David

**Description:** Student may contact the instructor or department for information.

#### **HRIR 3041 The Individual in the Organization**

**2 credit(s);**

**Instructor:** Yoon, David

**Description:** Student may contact the instructor or department for information.

#### **HRIR 3042 The Individual and Organizational Performance**

**2 credit(s);**

**Instructor:** STAFF

**Description:** Factors influencing group, team, and organizational performance. Examines systems that drive organizational success. Topics include job design and organization structure, organization effectiveness measures, culture, group dynamics, teamwork; power and influence.

**or HRIR grad major;**

**Instructor:** Budd,John W.

**Description:** Student may contact the instructor or department for information.

**HRIR 4100W Undergraduate HRIR Leadership Capstone**

**A-F only, 4 credit(s); prereq [3031 or Concurrent registration is required (or allowed) in 3031], [3041 or Concurrent registration is required (or allowed) in 3041], [two additional cr in HRIR undergrad program]; Meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** With recent public leadership failures at all levels of government and business, the question of how to identify and develop strong authentic and ethical leaders for the 21st century is an important societal problem, one being tackled by education, government and in the corporate boardroom. This course is the capstone experience for HRIR majors and is intended to aid students with a)integrating and applying experience from prior coursework and b)becoming effective and ethical leaders. The course is focused on preparing HR majors (or other interested undergraduate students) to develop programs and assist in the creation of corporate cultures and strategies that nurture and support effective and authentic leadership. This course is also focused on preparing students themselves to become effective, authentic leaders-whether it is in business, government, society, or in the classroom, the neighborhood, or the family. As a participant in the course, students will be expected to read and write, interview leaders, watch films, participate in group discussions and exercises, research organizational practices in leadership development, as well as to solicit feedback from others and to discuss their strengths and vulnerabilities as a person and as a leader with their classmates.

**HRIR 6025 Leadership and Personal Development**

**A-F only, 2 credit(s); prereq MBA or HRIR MA student;**

**Instructor:** Bono PhD,Joyce E.

**Description:** Student may contact the instructor or department for information.

**HRIR 8011 Using Data and Metrics in Human Resources and Industrial Relations**

**4 credit(s); prereq Grad HRIR major or dept consent ;**

**Instructor:** Sojourner,Aaron

**Description:** Student may contact the instructor or department for information.

**HRIR 8014 Human Resource Information Systems**

**2 credit(s); prereq Grad HRIR major or dept consent; grad majors must enroll A-F only;**

**Instructor:** Peterson,Matthew C

**Description:** Student may contact the instructor or department for information.

**HRIR 8023 International Human Resource Management**

**2 credit(s); prereq Grad HRIR major or dept consent ;**

**Instructor:** Leslie,Lisa

**Description:** Student may contact the instructor or department for information.

**HRIR 8033 Employee Training: Creating a Learning Organization**

**2 credit(s); prereq [8031, HRIR grad student] or dept consent; HRIR grad students must register A/F;**

**Instructor:** Tubre,Travis

**Description:** Student may contact the instructor or department for information.

**HRIR 5022 Managing Diversity**

**2 credit(s); prereq CSOM upper div undergrad major grad;**

**Instructor:** Leslie,Lisa

**Description:** Student may contact the instructor or department for information.

**HRIR 8034 Employee Development: Creating a Competitive Advantage**

**2 credit(s); prereq 8031 or instr consent, grad HRIR major or dept consent; grad majors must enroll A-F only;**

**Instructor:** Tubre,Travis

**Description:** Student may contact the instructor or department for information.

**HRIR 5023 Employment and Labor Law for the HRIR Professional**

**A-F only, 2 credit(s); prereq [[At least 60 sem cr or 75 qtr cr], 2.00 GPA] or grad student or instr consent ;**

**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.

**Exam Format:** True False, Multiple Choice, Short Answer

**HRIR 8051 Compensation and Benefits**

**4 credit(s); prereq Econ 1101, Econ 1102, Psy 1001 or instr consent, grad HRIR major or dept consent; grad majors must enroll A-F only;**

**Instructor:** Shaw,Jason D.

**Description:** Student may contact the instructor or department for information.

**HRIR 5054 Public Policies on Employee Benefits: Social Safety Nets**

**2 credit(s); prereq Undergrad in micro economics; HRIR grad majors must register A-F;**

**Instructor:** Scoville,James Griffin

**Description:** Student may contact the instructor or department for information.

**HRIR 8053 Employer-Sponsored Employee Benefit Programs**

**2 credit(s); prereq 8011, 8051 or instr consent, grad HRIR major or dept consent; grad majors must enroll A-F only;**

**Instructor:** Azevedo,Ross E

**Description:** Student may contact the instructor or department for information.

**HRIR 5061 Public Policies on Work and Pay**

**3 credit(s);**

**Instructor:** Kleiner,Morris M

**Description:** Public policies affecting employment, hours of work, and institutions in labor markets. Public programs impacting wages, unemployment, training, collective bargaining, job security, and workplace governance. Policy implications of the changing nature of work.

**HRIR 8071 Labor Relations and Collective Bargaining**

**4 credit(s); prereq Econ 1101, Econ 1102 or instr consent, grad HRIR major or dept consent; grad majors must enroll A-F only;**

**Instructor:** Sojourner,Aaron

**Description:** Student may contact the instructor or department for information.

**HRIR 5062 Personnel Economics**

**2 credit(s); prereq [ECON 1101, at least 60 sem cr, 2.00 GPA]**

**HRIR 8101 HRIR in Practice: Strategy, Execution, and Ethics**

**2 credit(s); prereq 8001, 8031, 8051, 8071, 8141, 8241, HRIR grad major;**

**Instructor:** Benraouane,Sid A.

**Description:** Student may contact the instructor or department for information.

for information.

**HRIR 8141 Organizational Theory Foundations of High-Impact HRIR**  
**2 credit(s); prereq [8001, HRIR MA student] or dept consent ;**  
**Instructor:** Ben-Ner,Avner  
**Description:** Student may contact the instructor or department for information.

**HRIR 8241 Organizational Behavior Foundations of High-Impact HRIR**  
**2 credit(s); prereq HRIR grad major or dept consent ;**  
**Instructor:** Ben-Ner,Avner  
**Description:** Student may contact the instructor or department for information.

**HRIR 8812 Seminar: Human Resources and Industrial Relations Research Methodology**  
**2-4 credit(s), max credits 8; prereq HRIR PhD student or dept consent; grad majors must enroll A-F only;**  
**Instructor:** Shaw,Jason D.  
**Description:** Student may contact the instructor or department for information.

**HRIR 8830 Seminar: Staffing, Training, and Development**  
**1-4 credit(s), max credits 8; prereq 8031 or instr consent, HRIR PhD student or dept consent; grad majors must enroll A-F only;**  
**Instructor:** Duffy,Michelle Kathleen  
**Description:** Student may contact the instructor or department for information.

## Humanities

### 831 Heller Hall

**HUM 1002 Humanities in the West II**  
**4 credit(s); Credit will not be granted if credit has been received for: HUM 3002; Meets CLE req of Arts/Humanities;**  
**Instructor:** Norwood,James  
**Description:** In our study of the humanities in the Middle Ages (c. 500-1400 AD), we will cover a dazzling array of topics, including the phenomenon of courtly love and chivalry; the origin of the Grail myth; the Crusades; and the Knights Templar. We will study as well such influential figures as St. Augustine, Charlemagne, Eleanor of Aquitaine, Thomas Becket, and Dante. A special focus in the course will be Gothic art and architecture. We will also consider the life of Joan of Arc, the rise of medieval cities, St. Thomas Aquinas, the Magna Carta, and many other influential developments in this great age. Throughout the course we will examine how the tradition of Western humanities has shaped institutions, social roles, and personal values we still possess today. Video and slide presentations will accompany many of the classes. **IMPORTANT NOTES:** (1) Grading will be based primarily on scholarly expository writing with high standards; (2) Class attendance is required and will be a component of grading in this course. This is intended as a lively learning experience with the class comprised of a wide range of student disciplines and majors.  
**Style:** 85% Lecture, 10% Film/Video, 5% Discussion. For specific questions about the course, please feel free to contact me directly at norwo001@umn.edu  
**Grading:** 25% mid exam, 25% final exam, 25% reports/papers, 20% quizzes, 5% attendance. Attendance will be worth at least 5% (with strict penalty structure for missing classes and an incentive for attending all of the classes)  
**Exam Format:** take-home essay with high standards for grading (eight criteria to be covered in class, all of which must be fulfilled for satisfactory grades)

**HUM 1003 Humanities in the West III**  
**4 credit(s); Credit will not be granted if credit has been received for: HUM 3003; Meets CLE req of Arts/Humanities;**  
**Instructor:** Norwood,James

**Description:** ATTENTION!!! FANS OF THE DA VINCI CODE!!!! This course focuses on the contributions of the Western tradition in art, literature, history, and ideas during the periods of the Renaissance and Reformation in the fifteenth and sixteenth centuries. One of our course topics will be the phenomenon of THE DA VINCI CODE, the life and art of Leonardo, and how much of Dan Brown's popular novel is based on fact. Readings will include selected works of Machiavelli, Marlowe, Cervantes, Shakespeare, Montaigne, Erasmus, and More. We will also cover the impact of Italian and Northern humanism with focused study of the life of Martin Luther. Another topic will be Italian Renaissance art with intensive study of Brunelleschi's Dome in Florence. In examining art, literature, history, philosophy, and cultural values, we will seek connections among the various disciplines. Throughout the course we will examine how the tradition of Western humanities has shaped institutions, social roles, and personal values we still possess today. Video and slide presentations will accompany many of the classes. **IMPORTANT NOTES:** (1) Grading is based primarily on scholarly expository writing with high standards; (2) Class attendance is required and will be a component of grading. This is intended as a lively and challenging learning experience with the class comprised of a wide range of student disciplines and majors.

**Style:** 85% Lecture, 10% Film/Video, 5% Discussion. For specific questions about the course, please feel free to contact me at norwo001@umn.edu

**Grading:** 25% mid exam, 25% final exam, 25% reports/papers, 20% quizzes, 5% attendance. Attendance will be worth at least 5% (with strict penalty structure for missing classes and an incentive for attending all of the classes).

**Exam Format:** take-home essay with high standards for grading (eight criteria to be covered in class, all of which must be fulfilled for satisfactory grades)

**HUM 1005 Humanities in the West V**  
**4 credit(s); Credit will not be granted if credit has been received for: HUM 3005; Meets CLE req of Arts/Humanities;**  
**Instructor:** Norwood,James

**Description:** ATTENTION!!! JANE AUSTEN FANS!!!! In this course, we will be reading Jane Austen's Persuasion! We also have a great lineup of books and topics from the nineteenth century. In the first half of the course, we will examine themes of society and the Industrial Revolution in our study of John Stuart Mill, Marx, Ibsen, Mary Shelley, and Henry David Thoreau. The second half will focus on the late 19th and early 20th centuries with emphasis on the themes of science and art as we examine Darwin, Conrad, Nietzsche, Freud, Flaubert, Proust, Verne, and Wilde. Additionally, we will trace revolutionary developments in art through the movements of Romanticism, Realism, and Impressionism. Video and slide presentations will accompany many of the classes. Throughout the course we will examine how the tradition of Western humanities has shaped institutions, social roles, and personal values we still possess today. Video and slide presentations will accompany many of the classes. **IMPORTANT NOTES:** (1) Grading is based primarily on scholarly expository writing with high standards; (2) Class attendance is required and will be a component of grading. This is intended as a lively and challenging learning experience with the class comprised of a wide range of student disciplines and majors.

**Style:** 85% Lecture, 10% Film/Video, 5% Discussion. For specific questions about the course, please feel free to contact me at norwo001@umn.edu

**Grading:** 25% mid exam, 25% final exam, 25% reports/papers, 20% quizzes, 5% attendance. Attendance will be worth at least 5% (with strict penalty structure for missing classes and an incentive for attending all of the classes).

**Exam Format:** take-home essay with high standards for grading (eight criteria to be covered in class, all of which must be fulfilled for satisfactory grades)

**HUM 1431 Introduction to Philosophy**  
**A-F only, 3 credit(s), max credits 6; prereq Only**  
**Rochester-admitted students will be able to enroll in this course.; Meets CLE req of Arts/Humanities;**

**Instructor:** Bamford, Rebecca

**Description:** Student may contact the instructor or department for information.

#### **HUM 1433 Introduction to Literature**

**A-F only, 3 credit(s); Meets CLE req of Literature;**

**Instructor:** Nichols, Marcia Dawn

**Description:** Student may contact the instructor or department for information.

#### **HUM 1441 Introduction to Ethics**

**A-F only, 3 credit(s); prereq 1431 or instr consent ; Meets CLE req of Civic Life and Ethics;**

**Instructor:** Bamford, Rebecca

**Description:** Student may contact the instructor or department for information.

#### **HUM 3002 Humanities in the West II**

**4 credit(s); Credit will not be granted if credit has been received for: HUM 1002; Meets CLE req of Arts/Humanities;**

**Instructor:** Norwood, James

**Description:** IMPORTANT NOTE: This course requires a substantial independent research project for 3000-level credit. If you do not yet have junior/senior standing and have not had extensive experience in research and expository writing in the humanities, you should register for Hum 1002. In our study of the humanities in the Middle Ages (c. 500-1400 AD), we will cover a dazzling array of topics, including the phenomenon of courtly love and chivalry; the origin of the Grail myth; the Crusades; and the Knights Templar. We will study as well such influential figures as St. Augustine, Charlemagne, Eleanor of Aquitaine, Thomas Becket, and Dante. A special focus in the course will be Gothic art and architecture. We will also consider the life of Joan of Arc, the rise of medieval cities, St. Thomas Aquinas, the Magna Carta, and many other influential developments in this great age. Throughout the course we will examine how the tradition of Western humanities has shaped institutions, social roles, and personal values we still possess today. Video and slide presentations will accompany many of the classes. IMPORTANT NOTES: (1) Grading will be based primarily on scholarly expository writing with high standards; (2) Class attendance is required and will be a component of grading in this course. This is intended as a lively learning experience with the class comprised of a wide range of student disciplines and majors.

**Style:** 85% Lecture, 10% Film/Video, 5% Discussion. For specific questions about the course, please feel free to contact me directly at norwo001@umn.edu

**Grading:** 20% mid exam, 20% final exam, 20% reports/papers, 20% special projects, 15% quizzes, 5% attendance. Attendance will be worth at least 5% (with strict penalty structure for missing classes and an incentive for attending all of the classes)

**Exam Format:** take-home essay with high standards for grading (eight criteria to be covered in class, all of which must be fulfilled for satisfactory grades)

#### **HUM 3003 Humanities in the West III**

**4 credit(s); Credit will not be granted if credit has been received for: HUM 1003; Meets CLE req of Arts/Humanities;**

**Instructor:** Norwood, James

**Description:** IMPORTANT NOTE: This course requires a substantial independent research project for 3000-level credit. If you do not yet have junior/senior standing and have not had extensive experience in research and expository writing in the humanities, you should register for Hum 1003. This course focuses on the contributions of the Western tradition in art, literature, history, and ideas during the periods of the Renaissance and Reformation in the fifteenth and sixteenth centuries. One of our course topics will be the phenomenon of THE DA VINCI CODE, the life and art of Leonardo da Vinci, and how much of Dan Brown's popular novel is based on fact. Readings will include selected works of Machiavelli, Marlowe, Cervantes, Shakespeare, Montaigne, Erasmus, and More. We will also study the impact of Italian and Northern humanism, including the life of Martin Luther. Another topic will be Italian Renaissance art with intensive study of Brunelleschi's Dome in

Florence. In examining art, literature, history, philosophy, and cultural values, we will seek connections among the various disciplines. Throughout the course we will examine how the tradition of Western humanities has shaped institutions, social roles, and personal values we still possess today. Video and slide presentations will accompany many of the classes. IMPORTANT NOTES: (1) Grading is based primarily on scholarly expository writing with high standards; (2) Class attendance is required and will be a component of grading. This is intended as a lively and challenging learning experience with the class comprised of a wide range of student disciplines and majors.

**Style:** 85% Lecture, 10% Film/Video, 5% Discussion. For specific questions about the course, please feel free to contact me at norwo001@umn.edu

**Grading:** 20% mid exam, 20% final exam, 20% reports/papers, 20% special projects, 15% quizzes, 5% attendance. Attendance will be worth at least 5% (with strict penalty structure for missing classes and an incentive for attending all of the classes).

**Exam Format:** take-home essay with high standards for grading (eight criteria to be covered in class, all of which must be fulfilled for satisfactory grades)

#### **HUM 3005 Humanities in the West V**

**4 credit(s); Credit will not be granted if credit has been received for: HUM 1005; Meets CLE req of Arts/Humanities;**

**Instructor:** Norwood, James

**Description:** IMPORTANT NOTE: This course requires a substantial independent research project for 3000-level credit. If you do not yet have junior/senior standing and have not had extensive experience in research and expository writing in the humanities, you should register for Hum 1005. In this course we have a great lineup of books and topics from the nineteenth century. In the first half of the course, we will examine themes of society and the Industrial Revolution in our study of John Stuart Mill, Marx, Ibsen, Mary Shelley, and Henry David Thoreau. The second half will focus on the late 19th and early 20th centuries with emphasis on the themes of science and art as we examine Darwin, Conrad, Nietzsche, Freud, Flaubert, Proust, Verne, and Wilde. Additionally, we will trace revolutionary developments in art through the movements of Romanticism, Realism, and Impressionism. Video and slide presentations will accompany many of the classes. Throughout the course we will examine how the tradition of Western humanities has shaped institutions, social roles, and personal values we still possess today. Video and slide presentations will accompany many of the classes. IMPORTANT NOTES: (1) Grading is based primarily on scholarly expository writing with high standards; (2) Class attendance is required and will be a component of grading. This is intended as a lively and challenging learning experience with the class comprised of a wide range of student disciplines and majors.

**Style:** 85% Lecture, 10% Film/Video, 5% Discussion. For specific questions about the course, please feel free to contact me at norwo001@umn.edu

**Grading:** 20% mid exam, 20% final exam, 20% reports/papers, 20% special projects, 15% quizzes, 5% attendance. Attendance will be worth at least 5% (with strict penalty structure for missing classes and an incentive for attending all of the classes).

**Exam Format:** take-home essay with high standards for grading (eight criteria to be covered in class, all of which must be fulfilled for satisfactory grades)

#### **HUM 3282 European Intellectual History: The Late 19th and 20th Centuries**

**3 credit(s); Credit will not be granted if credit has been received for: HIST 3282;**

**Instructor:** Shank, JB

**Description:** Second of a two-semester survey of European philosophical thought in its historical/cultural context. Emphasizes the development of philosophical/scientific thought and its relation to thinking about the individual and the community. Readings are drawn from original texts by such authors as Hume, Kant, Rousseau, Hegel, Marx, Darwin, Nietzsche, Weber, Freud, Woolf, Heidegger, Adorno, and Foucault. Students will write short weekly response papers and

two longer critical essays.

**Style:** 60% Lecture, 40% Discussion.

**Grading:** 90% reports/papers, 10% class participation.

**HUM 3910 Topics in the Humanities: Masses, Elites-Leaders, Followers**

**3 credit(s);**

**Instructor:** Klinger, George

**Description:** Mass movements and cults, fired by ideological fanaticism, led by so-called "charismatic personalities," (e. g., Adolf Hitler, Mao Tse Tung, Jim Jones, David Koresh) often resulting in catastrophic events such as reigns of terror, genocide, the holocaust, collective suicide, enormously destructive wars, etc., have been frequent in the twentieth century. This century has also been characterized by the prevalence of what can best be called mass societies, particularly in the industrially and technologically advanced regions of the globe. Drawing on interdisciplinary sources, this seminar will explore the following issues: the nature of mass society; the tendency to conform; unquestioned obedience to authority; susceptibility to be influenced, swayed, manipulated by advertisements, propaganda, demagoguery; special circumstances which make masses of people more susceptible to falling under the spell of "charismatic" figures and the ideologies they advocate than in normal times; antidotes to such vulnerability; the relationships of elites to masses, leaders to followers.

**Style:** 60% Discussion, 40% Student Presentation. Opportunity to rewrite paper

**Grading:** 80% reports/papers, 20% in-class presentation. A minimum attendance of 12 class meetings required to pass course.

**HUM 3970 Directed Studies**

**1-4 credit(s), max credits 4, 1 completion allowed; prereq instr consent;**

**Instructor:** STAFF

**Description:** Student may contact instructor or department for information.

**HUM 4910 Topics in the Humanities: Masses, Elites--Leaders, Followers**

**3 credit(s);**

**Instructor:** Klinger, George

**Description:** Mass movements and cults, fired by ideological fanaticism, led by so-called "charismatic personalities," (e. g., Adolf Hitler, Mao Tse Tung, Jim Jones, David Koresh) often resulting in catastrophic events such as reigns of terror, genocide, the holocaust, collective suicide, enormously destructive wars, etc., have been frequent in the twentieth century. This century has also been characterized by the prevalence of what can best be called mass societies, particularly in the industrially and technologically advanced regions of the globe. Drawing on interdisciplinary sources, this seminar will explore the following issues: the nature of mass society; the tendency to conform; unquestioned obedience to authority; susceptibility to be influenced, swayed, manipulated by advertisements, propaganda, demagoguery; special circumstances which make masses of people more susceptible to falling under the spell of "charismatic" figures and the ideologies they advocate than in normal times; antidotes to such vulnerability; the relationships of elites to masses, leaders to followers.

**Style:** 60% Discussion, 40% Student Presentation. Opportunity to rewrite paper

**Grading:** 80% reports/papers, 20% in-class presentation. A minimum attendance of 12 class meetings required to pass course.

## Industrial Engineering

### 125 Mechanical Engineering

**IE 3041 Industrial Assignment I**

**A-F only, 2 credit(s); prereq ME upper division, registration in ME co-op program;**

**Instructor:** Marple, Virgil A

**Description:** Student may contact the instructor or department for information.

**IE 4043 Industrial Assignment III**

**A-F only, 4 credit(s); prereq 4042;**

**Instructor:** Marple, Virgil A

**Description:** Student may contact the instructor or department for information.

**IE 4521 Statistics, Quality, and Reliability**

**4 credit(s); prereq Upper div or grad student or CNR;**

**Instructor:** Cooper, William L

**Description:** Student may contact the instructor or department for information.

**IE 4521 Statistics, Quality, and Reliability**

**4 credit(s); prereq Upper div or grad student or CNR;**

**Instructor:** Carlsson, John Gunnar

**Description:** Student may contact the instructor or department for information.

**IE 5113 Systems Engineering II**

**A-F only, 4 credit(s); prereq 5111, a course on basic probability, [CSE upper div or grad student];**

**Instructor:** Monson, Robert James

**Description:**

**IE 5513 Engineering Safety**

**A-F only, 4 credit(s); prereq Upper div CSE or grad student;**

**Instructor:** Chaplin, Jonathan

**Description:** Occupational, health, and product safety. Standards, laws, and regulations. Hazards and their engineering control, including general principles, tools and machines, mechanics and structures, electrical safety, materials handling, fire safety, and chemicals. Human behavior and safety, procedures and training, warnings and instructions.

**Style:** 100% Lecture.

**Grading:** 22% mid exam, 31% final exam, 5% reports/papers, 10% quizzes, 22% written homework, 10% class participation.

**IE 5522 Quality Engineering and Reliability**

**4 credit(s); prereq [4521 or equiv], [upper div or grad student or CNR];**

**Instructor:** STAFF

**Description:** The course focuses on building quality through product and process design and seeking continuous improvements by identifying weakness bottlenecks, wastes, etc and using concepts such as Robust Design Quality Function Deployment (QFD), Failure Mode Effect Analysis (FMEA), Fault trees, event trees, goal trees, Design Review, value analysis, principles of integration, cause effect analysis, reengineering benchmarking, etc. A lot of stress is given on sampling tolerance engineering statistical process control. Control charts variable attribute, process capability indices etc are thoroughly covered. Modeling for improvement of system reliability, availability and maintainability is also covered. The course also stresses on Organizational issues, such as Total Quality Management (TQM), employee empowerment, team work, Performance measurement ISO 9000 series certification, Malcolm Baldrige Award.

**Style:** 80% Lecture, 20% Discussion.

**Grading:** 20% mid exam, 40% final exam, 30% special projects, 10% problem solving.

**Exam Format:** problems

**IE 5541 Project Management**

**4 credit(s); prereq Upper div or grad student;**

**Instructor:** Fiedler, Corinne (Corrie)

**Description:** Student may contact the instructor or department for information.

**IE 5545 Decision Analysis**

**4 credit(s); prereq 4521 or equiv;**

**Instructor:** Gupta, Diwakar

**Description:** This course surveys normative theories of decision

making, with a particular emphasis on structuring of hard decision problems arising in a variety of engineering, business, and public policy contexts. Topics discussed include decision trees, expected utility theory, screening prospects by dominance, assessment of subjective probability, multiple attribute utility, analytic hierarchy process, value of information, multistage decision problems, benchmarking with data envelopment analysis, and basics of game theory. The course is structured around the following themes: 1. What makes decision problems hard? Structuring of decision problems via decision trees. 2. Shortcomings of some commonly used decision criterion. 3. Value functions and utility functions. Expected utility maximization principle. 4. Risk attitudes, assessing utility functions and subjective probabilities. 5. Screening prospects by dominance. Portfolio selection. 6. Multiple attribute utility theory. 7. Analytical Hierarchy Process: Introduction, strengths and shortcomings. 8. Data Envelopment Analysis. Applications of DEA. 9. Introduction to game theory: Zero sum games. Cooperative and competitive games. Nash equilibrium. Stackelberg equilibrium. 10. Examples and cases from public policy and business sectors of economy. This course will be web enhanced but the URL is not yet available.

**Style:** 50% Lecture, 20% Discussion. Discussion of assigned cases

**Grading:** 25% mid exam, 35% final exam, 10% reports/papers, 10% in-class presentation, 20% problem solving. Depending on student needs, the final exam may be replaced by a project.

**Exam Format:** Questions that must be answered in detail.

**IE 5551 Production Planning and Inventory Control**  
4 credit(s); prereq CNR or upper div or grad student;

**Instructor:** Benjaafar, Saif

**Description:** Student may contact the instructor or department for information.

**IE 8534 Advanced Topics in Operations Research: Linear and Nonlinear Optimization**

1-4 credit(s), max credits 8; prereq 5531, 8532;

**Instructor:** Zhang, Shuzhong

**Description:** Student may contact the instructor or department for information.

**IE 8773 Graduate Seminar**

S-N only, 1 credit(s);

**Instructor:** Cooper, William L

**Description:** Student may contact the instructor or department for information.

**IE 8774 Graduate Seminar**

S-N only, 1 credit(s); prereq 8773;

**Instructor:** Cooper, William L

**Description:** Student may contact the instructor or department for information.

**IE 8794 Industrial Engineering Research**

1-6 credit(s), max credits 10, 10 completions allowed; prereq instr consent ;

**Instructor:** Benjaafar, Saif

**Description:** Student may contact the instructor or department for information.

## Information Networking

20 Classroom Office Building

**INET 4021 Network Programming**

A-F only, 4 credit(s); prereq [CSCI 4211 or equiv professional experience or instr consent ], 45 cr;

**Instructor:** Langanki, Mark D

**Description:** Network and distributed programming concepts and design using C, Java, and other higher level programming languages. Topics include sockets, TCP/ICP, RPC, streaming, CORBA, .NET, and SOAP. Labs use UNIX/Linux and MS Windows operating systems.

**INET 4031 System Administration**

A-F only, 4 credit(s); prereq [CSCI 4061 or instr consent ], 45 cr;

**Instructor:** Dunn, Lawrence

**Description:** Integration of hardware, software and operational practice. Recap of machine architecture/organization. Complex technology issues, e.g. designing for scalability, configuring systems, architecting storage systems, monitoring/testing performance, executing recovery processes, managing software licenses. Lab based, Microsoft Server and Linux OS.

**INET 4051 IT Infrastructure Operations**

A-F only, 3 credit(s); prereq [CSCI 4211 or instr consent ], sr;

**Instructor:** Splett, Katherine Anna

**Description:** Network, server and database operations including infrastructure architecture, organizational structure, security, metrics, vendor relations, outsourcing, capacity planning, strategic planning and budgeting. Online, case study.

**INET 4082 IT Infrastructure Projects and Processes**

A-F only, 2 credit(s); prereq 45 cr;

**Instructor:** Griep, Valarie J

**Description:** IT management overview of business partnerships, project management and lifecycles, methodologies, processes and organizational structures. Technology management, resource estimating, cost, quality, metrics and architecture concepts. Emphasis on best practices. Project assignment in student-selected IT infrastructure area of interest.

**INET 4083 System Analysis and Design**

A-F only, 2 credit(s); prereq 4082 or project management experience;

**Instructor:** Shah, Shanti R Ganger

**Description:** Requirements management, analysis, and design of computer system solutions targeting business objectives, as preparation for role of business analyst or system analyst. Topics include: system development life cycle; development methodologies; analysis & design tools/techniques; communication strategies. System architecture as a business strategy.

**INET 4165 Information Security: Technology, Ethics, Legality, and Standards**

A-F only, 3 credit(s); prereq CSCI 4061 or equiv experience with operating systems;

**Instructor:** Estrem, LeAllan James

**Description:** In-depth exploration of real-world IT security issues and processes in the information security profession. Research security incidents; develop incident response plans; implement countermeasures; create standards-compliant policies. Topics include detection, risk assessment, technology, secure design, business continuity, forensics, law.

**INET 4193 Directed Study**

A-F only, 1-4 credit(s), max credits 12, 4 completions allowed; prereq ITI student, dept consent ;

**Instructor:** STAFF

**Description:** Independent project, topic arranged with and supervised by ITI faculty.

**INET 4707 Practice of Database Systems**

A-F only, 3 credit(s); prereq CSci 4061, at least 45 cr completed; CSci majors contact CSci dept before registering; Credit will not be granted if credit has been received for: CSCI 5707;

**Instructor:** Splett, Katherine Anna

**Description:** Concepts, conceptual data models with case studies, common data manipulation languages, logical data models, database design, facilities for database security/integrity, applications.

## Information and Decision Sciences

3-353 Carlson School of Management

**IDSC 3001 Information Systems for Business Processes and Management**

**A-F only, 3 credit(s); prereq BA 1001 or experience using Windows/Internet Experience using Windows/Internet;**  
**Instructor:** Olson, Timothy Harold  
**Description:** Student may contact the instructor or department for information.

**IDSC 3101 Introduction to Programming**

**A-F only, 2 credit(s); prereq credit will not be granted if credit already received for: IDSc 3201;**  
**Instructor:** Umyarov, Akhmed  
**Description:** Student may contact the instructor or department for information.

**IDSC 3103 Data Modeling and Databases**

**A-F only, 2 credit(s); prereq 3001 credit will not be granted if credit already received for: IDSc 4203;**  
**Instructor:** Umyarov, Akhmed  
**Description:** Student may contact the instructor or department for information.

**IDSC 3104 Information Technology Infrastructure**

**A-F only, 2 credit(s); prereq 3001 credit will not be granted if credit already received for: IDSc 4203;**  
**Instructor:** Wang, Sijia  
**Description:** Student may contact the instructor or department for information.

**IDSC 3202 Analysis and Modeling for Business Systems Development**

**A-F only, 4 credit(s); prereq 3001;**  
**Instructor:** Fiedler, Corrinne (Corrie)  
**Description:** Improving business processes has become a key business strategy: always driving toward faster, cheaper, more reliable processes. A key role in these improvement efforts is that of the Business Analyst: the person who bridges the gap of understanding between the business needs and the technologists (designers and programmers) - - IDSc 3202 emphasizes the science and the art of converting ambiguous and contradictory business concepts into business process models. These models must, of course, be correct, but also precise enough to be implemented. - - Over the semester, we study critical business analyst skills: evaluating current processes, recommending strategic solutions, working with business stakeholders to clarify & document requirements, developing process and data models, and planning for the human side of change. - - The class covers critical skills for those with career goals in any process-oriented role in today's enterprises, including business analyst, supply chain manager, operations manager, finance manager, MIS manager, project manager. - - The course includes hands-on experience with process modeling (Microsoft Visio), project management (Microsoft Project), and data base (Microsoft Access) tools.  
**Style:** 45% Lecture, 30% Discussion, 15% Small Group Activities, 5% Student Presentation, 5% Guest Speakers. Class time set aside weekly for team project work.  
**Grading:** 20% mid exam, 10% final exam, 25% special projects, 30% written homework, 15% class participation.

**IDSC 4301 Information Systems Capstone Course: A Live Case**

**A-F only, 2 credit(s); prereq 4204W;**  
**Instructor:** Chervany, Norman Lee  
**Description:** Student may contact the instructor or department for information.

**IDSC 4401 Information Security**

**A-F only, 2 credit(s); prereq 3104 or instr consent ;**  
**Instructor:** Schmidt, Matt  
**Description:** Information security is recognized as one of the most prominent topics in modern information systems management. Security incidents can cause severe damage to corporations in forms of lost productivity, downtime, disclosed confidential data, and reputation implications. With attacks becoming faster and more sophisticated, it is important to understand what can be done to identify, prevent, sustain, and

recover from those attacks. One particular aspect of information security that will be the major focus of this class is network security. The importance of network security puts pressure on information systems managers from two directions. On one hand, we are very dependent on internal (LAN) and external (Internet) networks, and losing network access may lead to catastrophic consequences. On another hand, a majority of attacks against information systems are carried out remotely by the means of the same networks that are used for legitimate communications. In this class, we will discuss common problems with basic solutions and techniques that make computer networks and data safer. We will look at the common practices followed by hackers and consider tools that are used for networks attacks as well as how to detect and stop those attacks. This class will be beneficial for you if you are preparing for a career in information systems and related areas, particularly with network management and support or IT audit and assurance. In addition, this class will cover a substantial portion of material common on the Security+ certification exam. This certification is beneficial for people interested in careers in Information Security area. The class will be held primarily in lecture mode with a significant amount of discussion on some tools along with in-class demonstrations. Students are encouraged to read about and bring examples of security incidents for class discussion and relate the class concepts to real-world issues.

**Style:** 55% Lecture, 20% Discussion, 20% Demonstration, 5% Guest Speakers.

**Grading:** 25% final exam, 35% special projects, 30% quizzes, 10% other evaluation. 3 quizzes at 10% each. 2 projects: one at 15%, and one at 20%

**Exam Format:** T/F w/ explanation Multiple choice Short Answer

**IDSC 4411 Accounting Information Systems and IT Governance**

**A-F only, 2 credit(s); prereq 3001;**  
**Instructor:** Schmidt, Matt

**Description:** As organizations become more and more dependent on information technology, they are being challenged to build and maintain an internal control structure to manage IT risk to an acceptable level. Additionally, regulations such as Sarbanes-Oxley, GLBA, and HIPAA have increased the need for sound internal control and security management, coupled with audit oversight. This course provides the student with an in-depth look into the information technology audit function, internal control, the IT audit process, network security, the systems development life-cycle, compliance issues, IT governance, business continuity, and the various frameworks and methodologies. A series of lectures, case studies, and real world examples will be used to demonstrate this material.

**Style:** 50% Lecture, 10% Film/Video, 20% Discussion, 5% Small Group Activities, 5% Demonstration, 10% Guest Speakers.  
Please note that percentages are estimates.

**Grading:** 45% mid exam, 45% final exam, 10% class participation.

**IDSC 4431 Advanced Database Design**

**A-F only, 2 credit(s); prereq 3103 or CSCI 4707 or CSCI 5707 or instr consent ;**  
**Instructor:** Everest, Gordon C

**Description:** Raise your database design skills to a whole new level. This course receives very high ratings from students. One wrote "enjoyed your class tremendously; one of the best I had at the U." Students learn something substantive to greatly enhance a career in IS, and have fun in the process. This course presents a high-level, conceptual data modeling scheme called Object Role Modeling (ORM). Students gain practical experience developing data models using ORM and its supporting CASE tool, the Natural ORM Architect (NORMA), which is open source software. Topics include: the basics of Entity-Relationship Diagrams (ERD), relational database modeling, and the principles of data normalization; a comprehensive taxonomy and comparison of data modeling schemes; advanced constructs in database design - subtypes and supertypes, ternary relationships, integrity constraints; capturing and representing facts and advanced business rule semantics in a data model;

presentation and verbalization of a data model diagram for human understanding and validation; conducting a data modeling project; and mapping an ORM data model to a relational data model. ORM is a new way of thinking which avoids "table think." It enables data modelers to produce models which are semantically richer and easier to understand than traditional ?record-based? data modeling schemes, such as Entity-Relationship (ER) Diagrams and relational tables. TEXT: Terry Halpin and Tony Morgan, Information Modeling and Relational Databases, Morgan-Kaufmann, 2008. AUDIENCE -- For the student or practicing IS professional who wants to learn how to do a good job of designing databases. This course provides the necessary methodology and tool skills.

**Style:** 70% Lecture, 20% Discussion, 10% Demonstration. Although mostly lecture time, we have a lot of interactive discussion. It makes the class more interesting by getting students involved.

**Grading:** 25% final exam, 20% quizzes, 50% written homework, 5% class participation. A 10 min, 1 page quiz each week an assignment is not due plus a final exam.

**Exam Format:** Both quizzes and the final exam: a mix of TF, MC, Blank fill, short answer, and mini design problems. Final exam is comprehensive on the whole course.

#### **IDSC 4490 Information Systems Special Topics**

**A-F only, 2 credit(s), max credits 10, 5 completions allowed;**

**Instructor:** Adomavicius, Gediminas

**Description:** Course title: Business Intelligence The interaction between companies and their customers has changed dramatically in recent years. Customers and prospective customers want to interact with companies on their own terms, and a customer's continued business is no longer a guarantee. As a result, companies have realized that they need to understand their customers better and to be able to respond to various customer needs in a timely fashion. Business intelligence is the use of information technologies for gathering, storing, analyzing, and providing access to data to help managers make better decisions about their business and the way they serve customers. The innovative use of business intelligence technologies forms a powerful basis for competitive advantage in today's networked economy. The purpose of this course is to explain how data-driven business intelligence technologies, such as data mining, can help in many important business applications. This course begins by covering these topics at a basic fundamental level for those who have little or no experience with these technologies, and builds on this foundation to provide a comprehensive exploration of a variety of business intelligence technologies. This course has no prerequisites and welcomes students from all majors. Students may find that a basic understanding of math and statistics is helpful; however, the instructor will review any necessary background material as needed. In addition, this course assumes familiarity with Microsoft Excel. Important information about the required textbook: Galit Shmueli, Nitin R. Patel, Peter C. Bruce. Data Mining for Business Intelligence: Concepts, Techniques, and Applications in Microsoft Office Excel with XLMiner. 2nd edition. Wiley, 2010. ISBN: 978-0-470-52682-8. Note: This textbook comes with the XLMiner software (6-month license) that we will use in the class (you will be able to install it on your laptop and use it during the class and for homework assignments). In particular, each textbook has a license code for the software (and the software itself can be downloaded from the web). Thus, if you buy this textbook as a used book, you might not be able to use the software (since the original book owner might have used the software license up). For this reason, it is less risky to buy the textbook as a new book, because you will definitely need the software for the class work.

**Grading:** 20% final exam, 35% special projects, 45% written homework.

#### **IDSC 4490 Information Systems Special Topics: Business of Blogs, Communities & Social Networks**

**A-F only, 2 credit(s), max credits 10, 5 completions allowed;**

**Instructor:** Ray, Gautam

**Description:** Student may contact the instructor or department for information.

#### **IDSC 6040 Information Technology Management**

**A-F only, 2 credit(s); prereq MBA core menu course;**

**Instructor:** Ray, Gautam

**Description:** Student may contact the instructor or department for information.

#### **IDSC 6050 Information Technologies and Solutions**

**A-F only, 2 credit(s);**

**Instructor:** Adomavicius, Gediminas

**Description:** Student may contact the instructor or department for information.

#### **IDSC 6421 Financial Information Systems and Technology**

**A-F only, 2 credit(s); prereq MBA student;**

**Instructor:** Olson, Timothy Harold

**Description:** Student may contact the instructor or department for information.

#### **IDSC 6423 Enterprise Systems**

**A-F only, 2 credit(s);**

**Instructor:** Nemani, Rao R

**Description:** Student may contact the instructor or department for information.

#### **IDSC 6444 Business Intelligence**

**A-F only, 2 credit(s); prereq [6040 or 6050 or MBA 6240], MBA student;**

**Instructor:** Adomavicius, Gediminas

**Description:** Course title: Business Intelligence The interaction between companies and their customers has changed dramatically in recent years. Customers and prospective customers want to interact with companies on their own terms, and a customer's continued business is no longer a guarantee. As a result, companies have realized that they need to understand their customers better and to be able to respond to various customer needs in a timely fashion. Business intelligence is the use of information technologies for gathering, storing, analyzing, and providing access to data to help managers make better decisions about their business and the way they serve customers. The innovative use of business intelligence technologies forms a powerful basis for competitive advantage in today's networked economy. The purpose of this course is to explain how data-driven business intelligence technologies, such as data mining, can help in many important business applications. This course begins by covering these topics at a basic fundamental level for those who have little or no experience with these technologies, and builds on this foundation to provide a comprehensive exploration of a variety of business intelligence technologies. This course assumes familiarity with Microsoft Excel. Important information about the required textbook: Galit Shmueli, Nitin R. Patel, Peter C. Bruce. Data Mining for Business Intelligence: Concepts, Techniques, and Applications in Microsoft Office Excel with XLMiner. 2nd edition. Wiley, 2010. ISBN: 978-0-470-52682-8. Note: This textbook comes with the XLMiner software (6-month license) that we will use in the class (you will be able to install it on your laptop and use it during the class and for homework assignments). In particular, each textbook has a license code for the software (and the software itself can be downloaded from the web). Thus, if you buy this textbook as a used book, you might not be able to use the software (since the original book owner might have used the software license up). For this reason, it is less risky to buy the textbook as a new book, because you will definitely need the software for the class work.

#### **IDSC 6465 Global Sourcing of IT and IT Enabled Services**

**A-F only, 2 credit(s); prereq [6040 or 6050 or MBA 6240], MBA student;**

**Instructor:** Bapna, Ravi

**Description:** Student may contact the instructor or department for information.

#### **IDSC 8003 Accounting and Information Systems**

**A-F only, 4 credit(s); prereq MAcc student;**

**Instructor:** Schmidt, Matt

**Description:** Information technology (IT) has transformed the



collection of financial data, the nature of financial reporting, the auditing business process, and the practice of financial and managerial accounting within the firm. This course provides the student with relevant background on the technology solution, managerial approaches, systems design and assessment methods, and managerial issues that are specific to this area. It also covers digital data sources, procedures related to financial data and financial reporting, the Sarbanes-Oxley reporting requirements, and IS/IT infrastructure and internal control assessment. Students engage in experiential learning and obtain real world exposure via hands-on use of IT Governance frameworks. A course project is required.

**Style:** 50% Lecture, 10% Film/Video, 25% Discussion, 10% Student Presentation, 5% Guest Speakers. Please note that percentages are estimates.

**Grading:** 25% mid exam, 25% final exam, 25% special projects, 25% quizzes.

#### **IDSC 8521 System Development**

**2 credit(s); prereq Business admin PhD student or instr consent;**

**Instructor:** Gupta,Alok

**Description:** Student may contact the instructor or department for information.

#### **IDSC 8801 Research Seminar in Information and Decision Sciences**

**2 credit(s), max credits 20, 10 completions allowed; prereq Business Admin PhD student or instr consent ;**

**Instructor:** Subramani,Mani R

**Description:** Student may contact the instructor or department for information.

#### **IDSC 8801 Research Seminar in Information and Decision Sciences**

**2 credit(s), max credits 20, 10 completions allowed; prereq Business Admin PhD student or instr consent ;**

**Instructor:** Ray,Gautam

**Description:** Student may contact the instructor or department for information.

## **Infrastructure Systems Engineering** *510 WBOB*

#### **ISE 5104 Construction Estimating**

**A-F only, 2 credit(s); prereq ISE grad student;**

**Instructor:** Hilger,Peter

**Description:** Student may contact the instructor or department for information.

#### **ISE 5112 Infrastructure Systems Engineering Management**

**A-F only, 2 credit(s); prereq ISE grad student;**

**Instructor:** Kern,Philip M

**Description:** Student may contact the instructor or department for information.

#### **ISE 5201 Pavement Management Maintenance and Rehabilitation**

**A-F only, 2 credit(s); prereq ISE grad student;**

**Instructor:** Damiani,Damian

**Description:** Student may contact the instructor or department for information.

#### **ISE 5202 Traffic Engineering Management**

**A-F only, 2 credit(s); prereq ISE student;**

**Instructor:** Damiani,Damian

**Description:** Student may contact the instructor or department for information.

#### **ISE 5301 Bridge Management Maintenance and Rehabilitation**

**A-F only, 2 credit(s); prereq ISE grad student;**

**Instructor:** Olson,Steven Arthur

**Description:** Student may contact the instructor or department for information.

#### **ISE 5302 Critical Infrastructure Security and Protection** **A-F only, 2 credit(s); prereq ISE grad student or instr consent ;**

**Instructor:** Amin,Massoud

**Description:** Student may contact the instructor or department for information.

#### **ISE 5402 Storm Water Management**

**A-F only, 2 credit(s), max credits 10, 1 completion allowed; prereq ISE grad student;**

**Instructor:** Willenbring,Peter Rich

**Description:** Student may contact the instructor or department for information.

#### **ISE 5501 Geographic Information Systems**

**A-F only, 2 credit(s); prereq ISE student;**

**Instructor:** Henry,Brad

**Description:** Student may contact the instructor or department for information.

#### **ISE 8105 Capstone Project**

**A-F only, 1-2 credit(s), max credits 3; prereq ISE student;**

**Instructor:** Voller,Vaughan Richard

**Description:** Student may contact the instructor or department for information.

## **Innovation Studies**

### *20 Classroom Office Building`*

#### **IS 5002 Final Project for Innovation Studies**

**A-F only, 1-4 credit(s), max credits 4, 4 completions allowed; prereq Completion of IS requirements, dept consent ;**

**Instructor:** Harkins,Arthur M

**Description:** The Final Project must have an applied, field-based dimension, and may be undertaken in one of two ways: (1) as an internship in an organization such as a business, school, government agency, nonprofit or community group, or (2) as a hands-on study project that sheds light on a contemporary issue or problem. Section 001 is for initial preparation of the Final Project.

#### **IS 5100 Innovation Studies Seminar: Leadership and Change in an Innovation Society**

**A-F only, 3 credit(s), max credits 24, 24 completions allowed; prereq dept consent ;**

**Instructor:** Crosby,Barbara C

**Description:** Change is often built into definitions of leadership, and certainly many scholars and practitioners have written about how leaders can foster change in their organizations or communities. Moreover, understanding the links between leadership and change takes on increased urgency as the United States and other countries strive to foster an "innovation economy" and navigate through complex, turbulent political terrain. Leaders will need conceptual tools and practical skills to promote innovative organizations that thrive in and contribute to an innovative society. Accordingly, this seminar will examine models of change and models of leadership and investigate how leaders can promote desirable personal, organizational and societal change. Case studies and action research will be emphasized. An important class product will be a framework for leadership and change in an innovation society. During each class session, one or two learners will be responsible for recording "takeaways" from the evening's conversation. When participants complete this course, they will have knowledge, skills, wisdom, and motivation that enable them to practice personal, team, organizational and societal leadership aimed at innovation for the common good.

**Grading:** 35% reports/papers, 25% reflection paper, 30% class participation, 10% other evaluation.

**IS 5100 Innovation Studies Seminar: Discovering Cultural Leadership in a Web 2.0 World****A-F only, 3 credit(s), max credits 24, 24 completions allowed; prereq dept consent ;****Instructor:** Husom, David Harold

**Description:** From rural hamlets to major cities, towns are now looking to the arts and culture to bring them into the 21st Century. Encouraged by the "Creative Class" theories of Richard Florida and others, these towns hope that by creating opportunities for those in the arts that tourism, and more importantly today's knowledge workers, will follow. Yet for this to happen communities need cultural leaders. Examine the qualities that make today's successful leaders in arts organizations. Using online resources of studies of the arts, you will get an overall sense of the importance of the arts and challenges art organizations face. Conduct interviews with arts leaders to ascertain what the struggles and triumphs of today's leaders are. Using video or Flip video with YouTube, digital photography and sound with SoundSlides, PowerPoint or Keynote, or PDFs students will prepare a presentation on their leader and their arts organization.

**IS 5950 Special Topics: Wicked Problem Solving****A-F only, 1 credit(s), max credits 12, 3 completions allowed; prereq dept consent ;****Instructor:** Schuelke, L David

**Description:** Group change often demands adaptive processing options. Traditional rhetorical approaches often limit the options for innovation. This offering provides an introduction to Knowledge Management. Apply the five-step process of identifying needs, determining essential knowledge, evaluating information sources, initiating learning, and developing efficient dissemination systems in group and/or organizations with which you are familiar.

**Style:** This course is entirely online. Work will be a combination of online discussion, reading, and writing assignments due over a period of 4 weeks beginning January 22, 2011.

**IS 5950 Special Topics: Buddhists and Futurists****A-F only, 1 credit(s), max credits 12, 3 completions allowed; prereq dept consent ;****Instructor:** Harkins, Arthur M

**Description:** Buddhism and futurism are two attempts to help understand the world and its rapid, increasingly unpredictable changes. Important to futurists is acceptance of scientific and technological progress. Important to Buddhists are contentment, voluntary simplicity, and non-materialism, which can help contribute to the preservation of the global environment. A particular focus in the workshop will be the Singularity, a construct created by Vernor Vinger and expanded by Ray Kurzweil referring to exponential change, including its unpredictable directions and impacts. The Singularity may be said to epitomize a level of complexity that invalidates the usefulness of personal and institutional paradigms and cultures. The Singularity presumes the arrival of artificial intelligence. Examine the possible roles of Buddhism and futurism in re-orienting and re-stabilizing individuals, cultures and societies deprived of their "realities" by the Singularity. The workshop will be international in its approach to both Buddhism and futurism and their possible forms of innovative collaboration in the future.

## Insurance and Risk Management

### 3-122 Carlson School of Management

**INS 4100 Corporate Risk Management****2 credit(s); prereq credit will not be granted if credit received for: 5100;****Instructor:** Whitman, Andrew Franklin

**Description:** Theory applied to Enterprise Risk Management (ERM) practice. Guest industry practitioners demonstrate as students learn how to apply the risk management process of identifying, assessing, controlling, financing and monitoring risks from all sources to increase value to all stakeholders. Risk

managing cash flow, human resources, intellectual and tangible property, liability, and worker's compensation by application of risk control and risk financing tools, including insurance. Students learn to serve as consultants in teams presenting the risk management process to a live client company

**INS 4200 Insurance Theory and Practice****2 credit(s); prereq credit will not be granted if credit received for: 5200;****Instructor:** Whitman, Andrew Franklin

**Description:** An introduction to insurance theory and practice and to careers of actuary, corporate risk manager, insurance agent/broker/consultant, underwriter, and loss adjuster. Types of insurance: liability, crime, workers' compensation, and property insurance. Insurance practices of pricing, marketing, underwriting, and claims administration. These functions are applicable to all types of insurance and to self insurance in large organization. Life and health insurance; they are covered in Ins 4101 & Ins 4201.

## Inter-College Program

### 20 Classroom Office Building

**ICP 3000 Career Skills in the Professional Environment****2 credit(s); prereq 60 cr;****Instructor:** Bonderson, Lori

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid restrictions. This course is designed to introduce you to the nuts and bolts of job search strategies, including resume writing, interviewing, working, and the use of technology and the Internet in job seeking.

**Style:** Online

**Grading:** 25% special projects. -Self-Introduction (12%) -Cover Letter (10%) -Resume (10%) -Networking Assignment (10%) -Career Center Visit (10%) -Course Project: Progress Report (3%) -Company Research (10%) -Interview Preparation (10%)

**ICP 3001W Introduction to Multidisciplinary Studies****A-F only, 3 credit(s); prereq Admitted to ICP Multidisciplinary Studies; Meets CLE req of Writing Intensive;****Instructor:** Moon, Karen

**Description:** This course is designed to help returning students re-acclimate to a university environment, specifically the University of Minnesota, and select a multidisciplinary program of study in the Inter-College Program. Through readings, discussion, and writing, ICP 3001W will invite you to think about your own identity, write an educational autobiography, and create a curriculum to meet your goals. You will learn to view subject matter through a variety of lenses as we read authors from an array of disciplines. Your writings will be self-reflective and will allow you to develop your investigative and evaluative abilities as you consider your future at the University.

**Style:** 25% Lecture, 30% Discussion, 25% Small Group Activities, 5% Student Presentation, 5% Field Trips, 10% Guest Speakers.

**Grading:** 60% reports/papers, 20% quizzes, 20% class participation.

**ICP 3001W Introduction to Multidisciplinary Studies****A-F only, 3 credit(s); prereq Admitted to ICP Multidisciplinary Studies; Meets CLE req of Writing Intensive;****Instructor:** Garrett, Lisa Ann

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Designed for returning adult students admitted to the Inter-College Program's Multidisciplinary Studies degree.

Students develop the skills for creating a proposal of study while cultivating an understanding of the fundamental aspects of a

baccalaureate degree at the University of Minnesota. The role of an undergraduate degree in a lifetime of learning will be explored through critical reflection. Students will produce a MdS Proposal for Plan of Study and formulate a plan of courses and projects through which to complete a degree.

**Style:** Online

**Grading:** -14 online discussions (15%) -14 online reflective journal entries(29%) -Lifework activities (10%) -MdS Proposal for Plan of Study (41%) - Peer Reviews/Self-Evaluations(5%)

#### ICP 3093 Directed Study

**1-15 credit(s), max credits 15, 1 completion allowed; prereq**

**instr consent ;**

**Instructor:** STAFF

**Description:**

## Interdepartmental Study

*135 Johnston Hall*

#### ID 1201 Major and Career Exploration

**2 credit(s); prereq Fr or soph;**

**Instructor:** Bolte,Mia M

**Description:** Are you undecided about which major to choose? Or are you wondering what careers you can pursue with your major? In this class you'll learn about the foundations of career planning in relation to your interests. The course covers two main subjects: \* Self-Assessment: Learn more about your skills, values, interests, and personality. \* Exploring Options: Learn about majors available at the U, and how you can use your major to find a career you'll enjoy. We'll also introduce you to many of the resources available on campus, and help you explore the ways internships, community service, work experience, and travel can impact your future success. A \$30 fee will be charged for career assessment inventories. Grading/Workload: Grades are determined based on student participation in class, 3-4 papers/projects, and other reaction papers as determined by the instructor. There are no exams in this course. An average of 25 pages of reading will be required each week.

#### ID 1201 Major and Career Exploration

**2 credit(s); prereq Fr or soph;**

**Instructor:** Timmins,Paul

**Description:** Are you undecided about which major to choose? Or are you wondering what careers you can pursue with your major? In this class you'll learn about the foundations of career planning in relation to your interests. The course covers two main subjects: \* Self-Assessment: Learn more about your skills, values, interests, and personality. \* Exploring Options: Learn about majors available at the U, and how you can use your major to find a career you'll enjoy. We'll also introduce you to many of the resources available on campus, and help you explore the ways internships, community service, work experience, and travel can impact your future success. A \$30 fee will be charged for career assessment inventories. Grading/Workload: Grades are determined based on student participation in class, 3-4 papers/projects, and other reaction papers as determined by the instructor. There are no exams in this course. An average of 25 pages of reading will be required each week.

#### ID 1201 Major and Career Exploration

**2 credit(s); prereq Fr or soph;**

**Instructor:** Buckley,Christopher Gene

**Description:** Are you undecided about which major to choose? Or are you wondering what careers you can pursue with your major? In this class you'll learn about the foundations of career planning in relation to your interests. The course covers two main subjects: \* Self-Assessment: Learn more about your skills, values, interests, and personality. \* Exploring Options: Learn about majors available at the U, and how you can use your major to find a career you'll enjoy. We'll also introduce you to many of the resources available on campus, and help you explore the ways internships, community service, work experience, and travel can impact your future success. A \$30 fee will be charged

for career assessment inventories. Grading/Workload: Grades are determined based on student participation in class, 3-4 papers/projects, and other reaction papers as determined by the instructor. There are no exams in this course. An average of 25 pages of reading will be required each week.

#### ID 1201 Major and Career Exploration

**2 credit(s); prereq Fr or soph;**

**Instructor:** Halverson,Joyce A

**Description:** Are you undecided about which major to choose? Or are you wondering what careers you can pursue with your major? In this class you'll learn about the foundations of career planning in relation to your interests. The course covers two main subjects: \* Self-Assessment: Learn more about your skills, values, interests, and personality. \* Exploring Options: Learn about majors available at the U, and how you can use your major to find a career you'll enjoy. We'll also introduce you to many of the resources available on campus, and help you explore the ways internships, community service, work experience, and travel can impact your future success. A \$30 fee will be charged for career assessment inventories. Grading/Workload: Grades are determined based on student participation in class, 3-4 papers/projects, and other reaction papers as determined by the instructor. There are no exams in this course. An average of 25 pages of reading will be required each week.

#### ID 1201 Major and Career Exploration

**2 credit(s); prereq Fr or soph;**

**Instructor:** Sturm,Chelsie J

**Description:** Student may contact the instructor or department for information.

#### ID 3201 Career Planning

**2 credit(s);**

**Instructor:** Untiedt PhD,LP,Stephanie Ann

**Description:** Wondering what you'll do after graduation? This course provides a practical introduction to integrating career-search strategies with your talents, values, interests and experience. Emphasis is on understanding the marketplace, online research, strategic resume writing, networking, and interviewing. A \$40 fee will be charged for career assessment inventories. Grading/Workload: Grades are determined based on student participation in class, 3-4 papers/projects, and other reaction papers as determined by the instructor. There are no exams in this course. An average of 25 pages of reading will be required each week.

#### ID 3201 Career Planning

**2 credit(s);**

**Instructor:** Holschbach MA,Jesse

**Description:** Wondering what you'll do after graduation? This course provides a practical introduction to integrating career-search strategies with your talents, values, interests and experience. Emphasis is on understanding the marketplace, online research, strategic resume writing, networking, and interviewing. A \$40 fee will be charged for career assessment inventories. Grading/Workload: Grades are determined based on student participation in class, 3-4 papers/projects, and other reaction papers as determined by the instructor. There are no exams in this course. An average of 25 pages of reading will be required each week.

#### ID 3205 Law School Exploration

**2 credit(s);**

**Instructor:** Whitney,Angie Schmidt

**Description:** Thinking about law school? This course will provide information about law school and the legal profession. The course includes tours of the four MN law schools (students are responsible for transportation, although carpool and bus options are discussed in class). Students will learn about the application process, write a resume and personal statement, and conduct informational interviews to help determine if law school is a strong choice. This course is designed primarily for students still considering law school but have not started the application process.

**ID 3551 Community Leadership Seminar: Leadership, Ethics, and Community Building in Nonprofits****A-F only, 3 credit(s); prereq Concurrent registration is required (or allowed) in 3552, instr consent ;****Instructor:** Murton,Niall Donal**Description:** Student may contact the instructor or department for information.**ID 3552 Community Leadership Internship: Leadership, Ethics, and Community Building in Nonprofits****A-F only, 3 credit(s); prereq Concurrent registration is required (or allowed) in 3551;****Instructor:** Murton,Niall Donal**Description:** Student may contact the instructor or department for information.**ID 3571 Metro Urban Studies Term: Contested Theories of Poverty, Inequality, and Social Change****4 credit(s); prereq Concurrent registration is required (or allowed) in 3572, 3573, dept consent ;****Instructor:** Holliday,David Wallace**Description:** In the Metro Urban Studies Term students activity delve into major challenges of our time: poverty, inequality and social change. Connecting these issues is at the core of the program. Instead of just learning about these problems in the classroom, students actively explore solutions and become engaged in organization committed to social transformation. This program focuses on learning the basics of organizing in communities and workplaces, how to persuade others to become critically engaged, and how to be an effective advocate for issues and people. Concurrent enrollment in ID 3572 and ID 3573 is required. Contact the Off-Campus Study Programs Office (612-626-2044 or 240 Appleby) for more information.**ID 3572 Metro Urban Studies Term: Social Policy and Anti-Poverty Strategies in Theory and Practice****4 credit(s); prereq Concurrent registration is required (or allowed) in 3571, 3573, dept consent ;****Instructor:** Holliday,David Wallace**Description:** In the Metro Urban Studies Term students actively delve into major challenges of our time: poverty, inequality and social change. Connecting these issues is at the core of the program. Instead of just learning about these problems in the classroom, students actively explore solutions and become engaged in organization committed to social transformation. This program focuses on learning the basic of organizing in communities and workplaces, how to persuade others to become critically engaged, and how to be an effective advocate for issues and people. Concurrent enrollment in ID 3571 and ID 3573 is required. Contact the Off-Campus Study Programs Office (612-626-2044 or 240 Appleby) for more information.**ID 3573 HECUA Off-Campus Study Program: Metro Urban Studies Term Internship Seminar****8 credit(s); prereq concurrent enrollment in 3571, 3572, dept consent; contact CCLC, 345 FraserH, 626-2044;****Instructor:** Holliday,David Wallace**Description:** In the Metro Urban Studies Term students actively delve into major challenges of our time: poverty, inequality and social change. Connecting these issues is at the core of the program. Instead of just learning about these problems in the classroom, students actively explore solutions and become engaged in organization committed to social transformation. This program focuses on learning the basic of organizing in communities and workplaces, how to persuade others to become critically engaged, and how to be an effective advocate for issues and people. This is an 8-credit internship in the Twin Cities. Concurrent enrollment in ID 3571 and ID 3573 is required. Contact the Off-Campus Study Programs Office (612-626-2044 or 240 Appleby) for more information.**ID 3581 City Arts: Creating Social Change - Art and Culture in Political, Social, Historical Context****4 credit(s); prereq Concurrent registration is required (or allowed) in 3582, 3583, dept consent ;****Instructor:** Holliday,David Wallace**Description:** In this semester-long program that takes place off-campus in the Twin Cities, the arts are embraced as essential tools for civic engagement, participatory democracy and social justice. Through classroom seminars, field visits and professional internships, students explore how art and culture impact communities and how creative work (i.e. performance, writing, visual art, music and interpretation) can address and illuminate pressing issues. Social and cultural identity, democracy and power structures are just some of the issues students grapple with through the lens of art, culture and social change. In the learning process, students meet with a wide variety of local artists, educators and arts advocates in addition to attending performances, films and installations. Concurrent registration in ID 3582 and ID 3583 is required. Contact the Off-Campus Study Programs Office (612-626-2044 or 240 Appleby) for more information.**ID 3582 City Arts: Arts Praxis - Social Justice Theory and Practice in the Field****4 credit(s); prereq Concurrent registration is required (or allowed) in 3581, 3583, dept consent ;****Instructor:** Holliday,David Wallace**Description:** In this semester-long program that takes place off-campus in the Twin Cities, the arts are embraced as essential tools for civic engagement, participatory democracy and social justice. Through classroom seminars, field visits and professional internships, students explore how art and culture impact communities and how creative work (i.e. performance, writing, visual art, music and interpretation) can address and illuminate pressing issues. Social and cultural identity, democracy and power structures are just some of the issues students grapple with through the lens of art, culture and social change. In the learning process, students meet with a wide variety of local artists, educators and arts advocates in addition to attending performances, films and installations. Concurrent registration in ID 3582 and ID 3583 is required. Contact the Off-Campus Study Programs Office (612-626-2044 or 240 Appleby) for more information.**ID 3583 HECUA Off-Campus Program: City Arts Internship Seminar****8 credit(s); prereq concurrent enrollment 3581, 3582, dept consent; contact CCLC, 345 FraserH, 626-2044;****Instructor:** Holliday,David Wallace**Description:** In this semester-long program that takes place off-campus in the Twin Cities, the arts are embraced as essential tools for civic engagement, participatory democracy and social justice. Through classroom seminars, field visits and professional internships, students explore how art and culture impact communities and how creative work (i.e. performance, writing, visual art, music and interpretation) can address and illuminate pressing issues. Social and cultural identity, democracy and power structures are just some of the issues students grapple with through the lens of art, culture and social change. In the learning process, students meet with a wide variety of local artists, educators and arts advocates in addition to attending performances, films and installations. This course is an internship with an organization in the Twin Cities. Concurrent registration in ID 3582 and ID 3583 is required. Contact the Off-Campus Study Programs Office (612-626-2044 or 240 Appleby) for more information.**ID 3591 HECUA Off-Campus Study Program: Environmental Sustainability: Adaptive Ecosystem Management****A-F only, 4 credit(s); 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 ;****Instructor:** Holliday,David Wallace**Description:** Students will gain a practical understanding of the ecological and physical processes that underlie environmental degradation. This course includes both classroom and field work. All majors are welcome! Concurrent registration in ID 3592, 3593, & 3594 is required. Contact the CCLC (612-626-2044) for more information.

**ID 3592 HECUA Off-Campus Study Program: Environmental Sustainability: Dimensions of Environmental Change**  
**A-F only, 4 credit(s); 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 ;**  
**Instructor:** Holliday,David Wallace  
**Description:** All majors are welcome! Students explore how humans understand environmental sustainability, how current power dynamics and trends towards a global free market impact local efforts to promote sustainability, and how community and social movements are developing alternative visions of environmental sustainability. This course includes both classroom and field work. Concurrent registration in ID 3591, 3593, & 3594 is required. Contact the CCLC (612-626-2044) for more information.

**ID 3593 HECUA Off-Campus Study Program in Sustainability: Field Methods Research and Investigation**  
**A-F only, 4 credit(s); prereq Concurrent registration is required (or allowed) in 3591, Concurrent registration is required (or allowed) in 3592, 3594, dept consent ;**  
**Instructor:** Holliday,David Wallace  
**Description:** All majors are welcome! In this component of the program, students have an opportunity to work with scientists and community members to conduct publishable research. Concurrent registration in ID 3591, 3592, & 3594 is required. Contact the CCLC (612-626-2044) for more information.

**ID 3594 HECUA Off-Campus Study Program: Environmental Sustainability, Internship**  
**A-F only, 4 credit(s); 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 ;**  
**Instructor:** Holliday,David Wallace  
**Description:** All majors are welcome! This 15-hour per week internship gives students an opportunity to interact and work with one of the most active networks of environmental organizations in the country. Concurrent registration in ID 3591, 3592, & 3593 is required. Contact the CCLC (612-626-2044) for more information.

**ID 3901 Integrative Community Engagement Project Seminar**  
**A-F only, 1 credit(s); prereq dept consent , Community Engagement Scholars coordinator approval;**  
**Instructor:** Siems,Monica Lee  
**Description:** Student may contact the instructor or department for information.

**ID 3901 Integrative Community Engagement Project Seminar**  
**A-F only, 1 credit(s); prereq dept consent , Community Engagement Scholars coordinator approval;**  
**Instructor:** Peacock,Katie  
**Description:** Student may contact the instructor or department for information.

**ID 3901 Integrative Community Engagement Project Seminar**  
**A-F only, 1 credit(s); prereq dept consent , Community Engagement Scholars coordinator approval;**  
**Instructor:** Hirt,Laurel Elizabe  
**Description:** Student may contact the instructor or department for information.

**ID 3901 Integrative Community Engagement Project Seminar**  
**A-F only, 1 credit(s); prereq dept consent , Community Engagement Scholars coordinator approval;**  
**Instructor:** Dammer Hess,Laura Ann  
**Description:** Student may contact the instructor or department for information.

**ID 3993 Directed Study**  
**1-4 credit(s), max credits 8, 8 completions allowed; prereq instr consent, dept consent, college consent;**  
**Instructor:** Hirt,Laurel Elizabe  
**Description:** Student may contact the instructor or department

for information.

**ID 3993 Directed Study**  
**1-4 credit(s), max credits 8, 8 completions allowed; prereq instr consent, dept consent, college consent;**  
**Instructor:** Timmins,Paul  
**Description:** Student may contact the instructor or department for information.

## Interior Design

### 240 McNeal Hall

**IDES 2196 Work Experience in Interior Design**  
**S-N only, 1-4 credit(s), max credits 8; prereq Plan submitted/approved by [adviser, internship supervisor], written approval of supervisor, instr consent ;**  
**Instructor:** Hadjiyanni,Tasoulla  
**Description:** Student may contact the instructor or department for information.

**IDES 2196 Work Experience in Interior Design**  
**S-N only, 1-4 credit(s), max credits 8; prereq Plan submitted/approved by [adviser, internship supervisor], written approval of supervisor, instr consent ;**  
**Instructor:** Guerin,Denise A  
**Description:** Student may contact the instructor or department for information.

**IDES 2196 Work Experience in Interior Design**  
**S-N only, 1-4 credit(s), max credits 8; prereq Plan submitted/approved by [adviser, internship supervisor], written approval of supervisor, instr consent ;**  
**Instructor:** Zollinger,Stephanie Watson  
**Description:** Student may contact the instructor or department for information.

**IDES 2604 Interior Design Studio IV**  
**A-F only, 4 credit(s); prereq [[2603 or DHA 2603], [2612 or DHA 2612], [2621 or DHA 2621]] with grade of at least C-, interior design major credit will not be granted if credit already received for: DHA 2604;**  
**Instructor:** Saari,Cheri Marie  
**Description:** This course focuses on exploring how a building and its systems are put together relative to interior design. Conceptually and programmatically, students get an opportunity to holistically implement their understanding of building systems in the design of an interior space.  
**Style:** 10% Lecture, 5% Discussion, 10% Small Group Activities, 5% Student Presentation, 5% Field Trips, 65% Studio.  
**Grading:** 20% reports/papers, 58% special projects, 12% additional semester exams, 10% in-class presentation.

**IDES 2613 Lighting Design and Life Safety Issues**  
**A-F only, 4 credit(s); prereq 2612 or DHA 2612 or instr consent credit will not be granted if credit already received for: DHA 2613;**  
**Instructor:** Ham,Tao Y  
**Description:** Student may contact the instructor or department for information.

**IDES 3162 History of Interiors and Furnishings: 1750 to Present**  
**A-F only, 4 credit(s); prereq credit will not be granted if credit already received for: DHA 4162; Meets CLE req of Historical Perspectives;**  
**Instructor:** Hadjiyanni,Tasoulla  
**Description:** This course explores the evolution in the design and meaning of furniture and domestic interiors in Europe and America between 1750 and the present day. Fundamental to the course's approach is the uncovering of the artistic, historical, social, environmental, economic, political, cultural, religious, and technological forces behind these designs. Armed with an understanding of the world's interconnectedness and the

multiplicity of factors that impact the development of furniture and interiors, students are challenged to consider how they can be responsible designers and create designs that respond to current forces and social concerns.

**Style:** 80% Lecture, presentations

**Grading:** 60% mid exam, 15% final exam, 10% reports/papers, 15% special projects.

**Exam Format:** identification of images

#### **IDES 3606 Interior Design Studio VI**

**A-F only, 4 credit(s); prereq [3605 or DHA 3605] with grade of at least C- credit will not be granted if credit already received for: DHA 3606;**

**Instructor:** Adams, Brandie Kimberly

**Description:** Student may contact the instructor or department for information.

#### **IDES 3606 Interior Design Studio VI**

**A-F only, 4 credit(s); prereq [3605 or DHA 3605] with grade of at least C- credit will not be granted if credit already received for: DHA 3606;**

**Instructor:** Schoessler Lynn, Rachele M

**Description:** Student may contact the instructor or department for information.

#### **IDES 4160H Honors Capstone Project**

**A-F only, 2 credit(s), max credits 4; prereq Interior design honors;**

**Instructor:** Hadjiyanni, Tasoulla

**Description:** Student may contact the instructor or department for information.

#### **IDES 4160H Honors Capstone Project**

**A-F only, 2 credit(s), max credits 4; prereq Interior design honors;**

**Instructor:** Guerin, Denise A

**Description:** Student may contact the instructor or department for information.

#### **IDES 4160H Honors Capstone Project**

**A-F only, 2 credit(s), max credits 4; prereq Interior design honors;**

**Instructor:** Zollinger, Stephanie Watson

**Description:** Student may contact the instructor or department for information.

#### **IDES 4193 Directed Study in Interior Design**

**A-F only, 1-4 credit(s), max credits 8; prereq Undergrad, instr consent ;**

**Instructor:** Hadjiyanni, Tasoulla

**Description:** Student may contact the instructor or department for information.

#### **IDES 4193 Directed Study in Interior Design**

**A-F only, 1-4 credit(s), max credits 8; prereq Undergrad, instr consent ;**

**Instructor:** Guerin, Denise A

**Description:** Student may contact the instructor or department for information.

#### **IDES 4193 Directed Study in Interior Design**

**A-F only, 1-4 credit(s), max credits 8; prereq Undergrad, instr consent ;**

**Instructor:** Zollinger, Stephanie Watson

**Description:** Student may contact the instructor or department for information.

#### **IDES 4196 Internship in Interior Design**

**S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; prereq Completion of at least on-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent ; Credit will not be granted if credit has been received for: ADES 4196;**

**Instructor:** Hadjiyanni, Tasoulla

**Description:** Student may contact the instructor or department for information.

#### **IDES 4196 Internship in Interior Design**

**S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; prereq Completion of at least on-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent ; Credit will not be granted if credit has been received for: ADES 4196;**

**Instructor:** Martin, Caren Samter

**Description:** Student may contact the instructor or department for information.

#### **IDES 4196 Internship in Interior Design**

**S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; prereq Completion of at least on-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent ; Credit will not be granted if credit has been received for: ADES 4196;**

**Instructor:** Guerin, Denise A

**Description:** Student may contact the instructor or department for information.

#### **IDES 4196 Internship in Interior Design**

**S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; prereq Completion of at least on-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent ; Credit will not be granted if credit has been received for: ADES 4196;**

**Instructor:** Zollinger, Stephanie Watson

**Description:** Student may contact the instructor or department for information.

#### **IDES 4608 Interior Design Thesis**

**A-F only, 4 credit(s); prereq [4615W or DHA 4615W], [4607 or DHA 4607] with grade of at least C- credit will not be granted if credit already received for: DHA 4608;**

**Instructor:** English, Michael

**Description:** Student may contact the instructor or department for information.

#### **IDES 4608 Interior Design Thesis**

**A-F only, 4 credit(s); prereq [4615W or DHA 4615W], [4607 or DHA 4607] with grade of at least C- credit will not be granted if credit already received for: DHA 4608;**

**Instructor:** Hirani, Aditi K

**Description:** This course is the design portion of the interior design senior thesis. During fall semester, students completed an evidence-based design program for a specific project. This semester, they complete the design process to solve the problem. Interior designers, architects, and the client are brought into the studio for critique at various stages of preliminary completion: concept, schematic development, and design development. They are also there to review the contract documents and the final project presentation. This is the culmination of the professional interior design curriculum.

#### **IDES 4616 Sustainable Commercial Interior Design**

**A-F only, 3 credit(s); prereq 2613 or DHA 2613 or instr consent credit will not be granted if credit already received for: DHA 3170 Special Topics in Design, Housing, and Apparel: Sustainable Design for Commercial Interiors;**

**Instructor:** Paron-Wildes, Anita Jean

**Description:** Student may contact the instructor or department for information.

#### **IDES 5193 Directed Study in Interior Design**

**A-F only, 1-4 credit(s), max credits 8; prereq Jr or sr or grad student;**

**Instructor:** Hadjiyanni, Tasoulla

**Description:** Student may contact the instructor or department for information.

**IDES 5193 Directed Study in Interior Design**

**A-F only, 1-4 credit(s), max credits 8; prereq Jr or sr or grad student;**

**Instructor:** Guerin,Denise A

**Description:** Student may contact the instructor or department for information.

**IDES 5193 Directed Study in Interior Design**

**A-F only, 1-4 credit(s), max credits 8; prereq Jr or sr or grad student;**

**Instructor:** Zollinger,Stephanie Watson

**Description:** Student may contact the instructor or department for information.

**IDES 8192 Readings in Interior Design**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Hadjiyanni,Tasoulla

**Description:** Student may contact the instructor or department for information.

**IDES 8192 Readings in Interior Design**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Martin,Caren Samter

**Description:** Student may contact the instructor or department for information.

**IDES 8192 Readings in Interior Design**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Guerin,Denise A

**Description:** Student may contact the instructor or department for information.

**IDES 8192 Readings in Interior Design**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Zollinger,Stephanie Watson

**Description:** Student may contact the instructor or department for information.

**IDES 8193 Directed Study**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Hadjiyanni,Tasoulla

**Description:** Student may contact the instructor or department for information.

**IDES 8193 Directed Study**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Martin,Caren Samter

**Description:** Student may contact the instructor or department for information.

**IDES 8193 Directed Study**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Guerin,Denise A

**Description:** Student may contact the instructor or department for information.

**IDES 8193 Directed Study**

**A-F only, 1-3 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Zollinger,Stephanie Watson

**Description:** Student may contact the instructor or department for information.

**IDES 8222 Plan B Master's Project**

**S-N only, 3 credit(s); prereq [DHA or design] master's student, instr consent ;**

**Instructor:** Hadjiyanni,Tasoulla

**Description:** Student may contact the instructor or department

for information.

**IDES 8222 Plan B Master's Project**

**S-N only, 3 credit(s); prereq [DHA or design] master's student, instr consent ;**

**Instructor:** Martin,Caren Samter

**Description:** Student may contact the instructor or department for information.

**IDES 8222 Plan B Master's Project**

**S-N only, 3 credit(s); prereq [DHA or design] master's student, instr consent ;**

**Instructor:** Guerin,Denise A

**Description:** Student may contact the instructor or department for information.

**IDES 8222 Plan B Master's Project**

**S-N only, 3 credit(s); prereq [DHA or design] master's student, instr consent ;**

**Instructor:** Zollinger,Stephanie Watson

**Description:** Student may contact the instructor or department for information.

## International Business 2-210 Carlson School of Management

**IBUS 3010 International Business Topics**

**A-F only, 4 credit(s), max credits 12, 3 completions allowed; prereq Carlson International Programs consent;**

**Instructor:** Spruth,Steve

**Description:** Student may contact the instructor or department for information.

**IBUS 3021 Human Resource Management and Industrial Relations**

**3 credit(s); prereq ECON 1101, ECON 1102, PSY 1001;**

**Instructor:** Vellella,Rob

**Description:** Student may contact the instructor or department for information.

**IBUS 4082W Brand Management**

**A-F only, 4 credit(s); prereq MKTG 3001, MKTG 3010, MKTG 3040; Meets CLE req of Writing Intensive;**

**Instructor:** Loken,Barbara

**Description:** Student may contact the instructor or department for information.

**IBUS 6400 Carlson MBA Global Discovery**

**A-F only, 1-3 credit(s), max credits 3; prereq 2nd yr full-time MBA student, consent of [Carlson School International Programs, Carlson Full-Time MBA Program];**

**Instructor:** Madzar,Svjatlana

**Description:** Student may contact the instructor or department for information.

**IBUS 6400 Carlson MBA Global Discovery**

**A-F only, 1-3 credit(s), max credits 3; prereq 2nd yr full-time MBA student, consent of [Carlson School International Programs, Carlson Full-Time MBA Program];**

**Instructor:** Vaaler,Paul Martin

**Description:** Student may contact the instructor or department for information.

**IBUS 6400 Carlson MBA Global Discovery**

**A-F only, 1-3 credit(s), max credits 3; prereq 2nd yr full-time MBA student, consent of [Carlson School International Programs, Carlson Full-Time MBA Program];**

**Instructor:** Li,William

**Description:** Student may contact the instructor or department for information.

## Interpersonal Relationships Research

### 104 Child Development

#### IREL 8021 Seminar: Statistical and Methodological Issues in Research on Dyadic Relationships

**S-N only, 3 credit(s); prereq Grad IRel minor, [one prior course in multiple regression or structural equation modeling], instr consent ;**

**Instructor:** Simpson, Jeffrey A

**Description:** Student may contact the instructor or department for information.

## Introduced Species and Genotypes

#### ISG 5020 Risk Analysis Modeling for Introduced Species and Genotypes

**S-N only, 1 credit(s); prereq [5010 or equiv], instr consent ;**

**Instructor:** Andow, David

**Description:** Student may contact the instructor or department for information.

## Italian

### 101 Klaeber Court

#### ITAL 1001 Beginning Italian

**5 credit(s); Credit will not be granted if credit has been received for: ITAL 4001;**

**Instructor:** STAFF

**Description:** Italian 1001 introduces students to the language and culture of Italy. Class time is spent on presentations of new concepts and on continual use of material already taught. Students work individually, in pairs and in groups. They learn to read, write, speak and understand Italian. They view Italian films. Integral parts of this course will be the online assignments (Quia workbook and laboratory manuals) that students are required to do at home and the cultural reading text *Stelle, perle e mistero*. By the end of the first semester, students can communicate in a number of real life situations and are becoming comfortable with the present and the past tenses. The grade is based on daily participation and homework performance, frequent quizzes, oral exams, compositions, and the final exam. Students who pass 1001 with a grade of +C- or higher can then move on to Italian 1002.

**Grading:** 15% final exam, 65% quizzes, 5% class participation, 15% other evaluation. oral presentations

**Exam Format:** Fill in the blank; true/false; essay; short answer

#### ITAL 1002 Beginning Italian

**5 credit(s); prereq 1001 or instr consent ; Credit will not be granted if credit has been received for: ITAL 4002;**

**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.

**Grading:** 15% final exam, 65% quizzes, 5% class participation, 15% other evaluation. oral presentations

**Exam Format:** Short answer; fill in the blank, true/false

#### ITAL 1003 Intermediate Italian

**5 credit(s); prereq 1001-1002; Credit will not be granted if credit has been received for: ITAL 4003;**

**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.

**Grading:** 10% final exam, 70% quizzes, 5% class participation, 15% other evaluation. oral exam

**Exam Format:** essay, short answer, fill-in blank, true/false

#### ITAL 1004 Intermediate Italian

**5 credit(s); prereq 1001, 1002, 1003; Credit will not be granted if credit has been received for: ITAL 4004;**

**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.

**Grading:** 10% final exam, 70% quizzes, 5% class participation, 15% other evaluation. oral exam

**Exam Format:** essay, short answer, fill-in-blank, true/false, various presentations

#### ITAL 3459W Senior Project

**1 credit(s); Meets CLE req of Writing Intensive;**

**Instructor:** Ferlito, Susanna Florencia

**Description:** Student may contact the instructor or department for information.

#### ITAL 3502 Making of Modern Italy: From the Enlightenment to the Present.

**3 credit(s), max credits 12, 4 completions allowed; prereq 3015; Credit will not be granted if credit has been received for: ITAL 5502;**

**Instructor:** Ferlito, Susanna Florencia

**Description:** The course is subtitled: *Monstrous Women: intellectuals and undisciplined deviants*. Mid-nineteenth century it was argued that if women studied too hard and got a university degree their ovaries would shrink. Women could not be ?intellectuals? without losing their ?being woman?. Thus, women writers were at best defined as ?virile minds?. In this seminar we will focus closely on the debates surrounding ?the woman question? in nineteenth-century Italy and France, in particular. We will explore how women struggled to retain their ?being woman? while participating as writers and thinkers in the political and public sphere. Dismissed as ?virile minds? or as women with ?ink stained fingers? or as ?a virile soul within a beautiful feminine body? (Baudelaire about Mme Bovary) we will explore how the figure of the intellectual woman is an impossibility, an anomaly, a stain and threat to the stability of family structures and society. The question then is: how did women imagine progress and reform and the way in which to achieve that radical



change in the social edifice? Our aim in this seminar will be to delve into the works of minor and well known women writers, journalists, political activists, emancipationists in order to think particularly in the case of Italy as to the role of these in the construction of national unity. Keywords: ?woman question, ? gender, sexuality, hysteria, transgression, education, literature and culture. Among authors studied: Belgioioso, Mancini, Franceschi Ferrucci, Mozzoni, Sand, Flaubert (mme. Bovary) and many more. Students will have an option to either take a Midterm/final exam 40% plus 20% discussion/presentation. Or write a research paper 80% plus participation/presentation in class 20%.

**ITAL 3640 Topics in Italian Studies: Mobile Identities: Migration Narratives in Italy**

**3 credit(s), max credits 12, 4 completions allowed;**

**Instructor:** Ferlito, Susanna Florenc

**Description:** Mobile Identities: migration narratives in contemporary Italy. In this course we will be examining literary and cultural texts (films, theater, music etc) narrated and performed by immigrants in contemporary Italy. Our focus will be on how identities are shaped by various forms of illegal or legal border crossings and transnational practices of commuting. We will examine issues of memory, health, sexuality, as well as questions of gender, race, class, and attempt to map the emotional investments immigrants make in navigating new and old, past and present, spaces and places. Among the authors examined from the group of ?first? immigrant writers during the 1990s: Pap Khouma, Methani, Chora, Bouchane, and from more recent writers Jadelin Mabilia Gangbo.. Mamadou Gaye, Cheikh and others. Students will be asked to give weekly presentations on several Italian newspaper reportages and images focused on immigrant/immigration.

**Grading:** Midterm/final: 80% presentations: 20%

**ITAL 4970 Directed Readings**

**1-4 credit(s), max credits 16, 4 completions allowed; prereq instr consent;**

**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 5502 Making of Modern Italy: From the Enlightenment to the Present**

**3 credit(s), max credits 12, 4 completions allowed; prereq grad student or instr consent; Credit will not be granted if credit has been received for: ITAL 3502;**

**Instructor:** Ferlito, Susanna Florenc

**Description:** Student may contact the instructor or department for information.

**ITAL 5640 Topics in Italian Studies**

**3 credit(s), max credits 12, 4 completions allowed; prereq Ital 3015;**

**Instructor:** Ferlito, Susanna Florenc

**Description:** In this course we will be examining the topic of exile in 19th and 20th century Italy. We will keep in mind a history of exiled individuals and gender differences between experiences of exile. We will keep a history of famous cases of exile in mind begin with the murderess Adelaide Borgomanero who in the 1300s who was exiled to Como and the ?witches of Sicily? who were exiled in the 1630s because caught talking to fairies. During the 19th century we will examine the political option of exile and the form it takes during fascism and the contemporary period (for example, Toni Negri). Our readings and discussions will examine the experience of exile as it is shaped by questions of politics, social class, religion, and gender and we will explore how feelings about and experiences of exile get represented through letters, diaries, biographies, novels, journalistic accounts, court-cases. We will also think about the choices available to exiles of where to settle as well as their emotional responses to and experience of travel and living in foreign lands. Among other texts considered: Dacia Maraini Anno 1424, Cristina Trivulzio di Belgioioso Ricordi nell'esilio, as

well as texts by Baron Poerio, Settembrini, Manzoni, Moravia (Il conformista). This course will be conducted in Italian.

**Style:** 40% Lecture, 30% Discussion, 20% Small Group Activities, 10% Guest Speakers.

**ITAL 5970 Directed Readings**

**1-4 credit(s), max credits 16, 4 completions allowed; prereq instr consent;**

**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.

## Japanese

### 136 Klæber Court

**JPN 1012 Beginning Japanese**

**6 credit(s); prereq 1011; Credit will not be granted if credit has been received for: JPN 4002;**

**Instructor:** Tazawa, Kenichi

**Description:** This course is the second of a two-semester sequence of Beginning Japanese. It aims to develop communication skills in Japanese. Therefore, students will continue learning the four skills of language (speaking, listening, reading, and writing) as well as culture-specific skills (dos and don'ts). The items that will be covered in this semester include but are not limited to: 1. Describing appearance, 2. Reporting, 3. Giving an opinion or advice, 4. Describing a plan, intention, or desire, and 5. Making comparisons. The course will cover Lessons 7 through 12 of Genki (Refer to COURSE MATERIALS below), including both dialogue/grammar and reading/writing. It is expected that, by the end of this semester, students will be able to use the above functions to talk about family and friends, describe health concerns, and so on. Students also will be able to read and write short paragraphs, such as a letter or a report. To facilitate literacy, students will learn 87 kanji or Chinese characters (a total of 145 for JPN1011-1012).

**JPN 3022 Intermediate Japanese**

**5 credit(s); prereq 3021 or instr consent; Credit will not be granted if credit has been received for: JPN 4004;**

**Instructor:** Emmett, Keiko

**Description:** This course is the second of a two-semester sequence of Intermediate Japanese. The course will cover Lessons 18 through 22 of Genki, both sections of dialogue/grammar and of reading/writing. The course aims to develop the four communication skills (speaking, listening, reading, and writing) on the intermediate level, as well as culture-specific skills (do's and don'ts). The items that will be covered in this term include, but are not limited to: 1. Describing the condition of an occurrence, 2. Speaking respectfully, 3. Explaining what you do not know, 4. Talking about bad experiences or events, and 5. Giving orders. It is expected that, by the end of this semester, students will be able to use the above functions to participate in formal, professional conversation. Students also will read/write short stories, expository writings, and formal letters. 78 kanji characters will be introduced in addition to the 224 characters learned in the previous lessons.

**Style:** 40% Lecture, 60% Discussion.

**Grading:** 6% special projects, 15% quizzes, 25% written homework, 40% additional semester exams, 5% attendance, 1% in-class presentation, 8% other evaluation. There are no mid and final exams. "Additional Semester Exams" consist of 5 chapter exams (written) and 2 oral exams.

**Exam Format:** Five written exams (multiple-choice, filling-in the blank, short-answer) and two 10-minute oral exams

**JPN 3032 Third-Year Japanese**

**4 credit(s); prereq 3031 or instr consent;**

**Instructor:** Buchanan, Michiko Todokoro

**Description:** This course is the second of a two-semester

sequence of third-year Japanese. The course will cover lessons 7-12 of 'An Integrated Approach to Intermediate Japanese - revised edition.' The course aims to develop the four communication skills (i.e., speaking, listening, reading, and writing) on an intermediate-high level, as well as strategies for carrying on a conversation. The items that will be covered in this semester include, but are not limited to: 1. Inviting people and accepting/declining an invitation, 2. Looking for a job, 3. Giving and receiving, 4. Making reservations, 5. Complaining and apologizing, and 6. Describing health conditions. Students will read short essays and pieces of expository writing as well as excerpts from authentic materials (i.e., materials written for native speakers of Japanese). In terms of kanji, there are 89 characters that the students are expected to be able to write in addition to the 367 characters learned in the lower courses. In addition, there are approximately 145 characters meant for recognition only.

#### JPN 3032 Third-Year Japanese

**4 credit(s); prereq 3031 or instr consent;**

**Instructor:** Kawakami,Keiko

**Description:** This course is the second of a two-semester sequence of third-year Japanese. The course will cover lessons 7-12 of 'An Integrated Approach to Intermediate Japanese - revised edition.' The course aims to develop the four communication skills (i.e., speaking, listening, reading, and writing) on an intermediate-high level, as well as strategies for carrying on a conversation. The items that will be covered in this semester include, but are not limited to: 1. Inviting people and accepting/declining an invitation, 2. Looking for a job, 3. Giving and receiving, 4. Making reservations, 5. Complaining and apologizing, and 6. Describing health conditions. Students will read short essays and pieces of expository writing as well as excerpts from authentic materials (i.e., materials written for native speakers of Japanese). In terms of kanji, there are 89 characters that the students are expected to be able to write in addition to the 367 characters learned in the lower courses. In addition, there are approximately 145 characters meant for recognition only.

#### JPN 3290 Japanese Language Teaching Tutorial

**S-N only, 1 credit(s), max credits 2; prereq Grade of A in 4042;**

**Instructor:** Buchanan,Michiko Todokoro

**Description:** Student may contact the instructor or department for information.

#### JPN 4002 Beginning Japanese

**3 credit(s); prereq 4001, grad student; Credit will not be granted if credit has been received for: JPN 1012;**

**Instructor:** Tazawa,Kenichi

**Description:** This course is the second of a two-semester sequence of Beginning Japanese. It aims to develop communication skills in Japanese. Therefore, students will continue learning the four skills of language (speaking, listening, reading, and writing) as well as culture-specific skills (dos and don'ts). The items that will be covered in this semester include but are not limited to: 1. Describing appearance, 2. Reporting, 3. Giving an opinion or advice, 4. Describing a plan, intention, or desire, and 5. Making comparisons. The course will cover Lessons 7 through 12 of Genki (Refer to COURSE MATERIALS below), including both dialogue/grammar and reading/writing. It is expected that, by the end of this semester, students will be able to use the above functions to talk about family and friends, describe health concerns, and so on. Students also will be able to read and write short paragraphs, such as a letter or a report. To facilitate literacy, students will learn 87 kanji or Chinese characters (a total of 145 for JPN1011-1012).

#### JPN 4004 Intermediate Japanese

**3 credit(s); prereq 4003, grad student; Credit will not be granted if credit has been received for: JPN 3022;**

**Instructor:** Emmett,Keiko

**Description:** This course is the second of a two-semester sequence of Intermediate Japanese. The course will cover Lessons 18 through 22 of Genki, both sections of

dialogue/grammar and of reading/writing. The course aims to develop the four communication skills (speaking, listening, reading, and writing) on the intermediate level, as well as culture-specific skills (do's and don'ts). The items that will be covered in this term include, but are not limited to: 1. Describing the condition of an occurrence, 2. Speaking respectfully, 3. Explaining what you do not know, 4. Talking about bad experiences or events, and 5. Giving orders. It is expected that, by the end of this semester, students will be able to use the above functions to participate in formal, professional conversation. Students also will read/write short stories, expository writings, and formal letters. 78 kanji characters will be introduced in addition to the 224 characters learned in the previous lessons.

**Style:** 40% Lecture, 60% Discussion.

**Grading:** 6% special projects, 15% quizzes, 25% written homework, 40% additional semester exams, 5% attendance, 1% in-class presentation, 8% other evaluation. There are no mid and final exams. "Additional Semester Exams" consist of 5 chapter exams (written) and 2 oral exams.

**Exam Format:** Five written exams (multiple-choice, filling-in the blank, short-answer) and two 10-minute oral exams

#### JPN 4006 Third Year Japanese

**3 credit(s); prereq 4005, grad student; Credit will not be granted if credit has been received for: JPN 4005;**

**Instructor:** Buchanan,Michiko Todokoro

**Description:** This course is the second of a two-semester sequence of third-year Japanese. The course will cover lessons 7-12 of 'An Integrated Approach to Intermediate Japanese - revised edition.' The course aims to develop the four communication skills (i.e., speaking, listening, reading, and writing) on an intermediate-high level, as well as strategies for carrying on a conversation. The items that will be covered in this semester include, but are not limited to: 1. Inviting people and accepting/declining an invitation, 2. Looking for a job, 3. Giving and receiving, 4. Making reservations, 5. Complaining and apologizing, and 6. Describing health conditions. Students will read short essays and pieces of expository writing as well as excerpts from authentic materials (i.e., materials written for native speakers of Japanese). In terms of kanji, there are 89 characters that the students are expected to be able to write in addition to the 367 characters learned in the lower courses. In addition, there are approximately 145 characters meant for recognition only.

#### JPN 4006 Third Year Japanese

**3 credit(s); prereq 4005, grad student; Credit will not be granted if credit has been received for: JPN 4005;**

**Instructor:** Kawakami,Keiko

**Description:** This course is the second of a two-semester sequence of third-year Japanese. The course will cover lessons 7-12 of 'An Integrated Approach to Intermediate Japanese - revised edition.' The course aims to develop the four communication skills (i.e., speaking, listening, reading, and writing) on an intermediate-high level, as well as strategies for carrying on a conversation. The items that will be covered in this semester include, but are not limited to: 1. Inviting people and accepting/declining an invitation, 2. Looking for a job, 3. Giving and receiving, 4. Making reservations, 5. Complaining and apologizing, and 6. Describing health conditions. Students will read short essays and pieces of expository writing as well as excerpts from authentic materials (i.e., materials written for native speakers of Japanese). In terms of kanji, there are 89 characters that the students are expected to be able to write in addition to the 367 characters learned in the lower courses. In addition, there are approximately 145 characters meant for recognition only.

#### JPN 4042 Advanced Japanese Conversation and Composition

**4 credit(s); prereq 4041 or instr consent;**

**Instructor:** Matsumoto,Fumiko

**Description:** This course aims to improve effective communication skills in speaking, listening, reading and writing in academic settings. Interviews, class presentations, discussions, and role-playing, as well as reading texts, will be employed in

class. The course also aims to deepen the understanding of modern Japanese society and culture and to help students to be able to talk about their own society and culture in Japanese. Effective learning strategies will be introduced and implemented to help students become independent learners of Japanese. This course will cover Theme 4 through Theme 6 of 'Image of Japan', and topics such as "work,&" "foreigner,&" and "affluence" will be dealt with.

**Style:** 20% Lecture, 80% Discussion.

**Grading:** 10% mid exam, 10% final exam, 5% reports/papers, 10% special projects, 15% quizzes, 15% in-class presentation, 10% class participation, 25% other evaluation. Homework (assignments)

#### JPN 5040 Readings in Japanese Texts

**A-F only, 3 credit(s), max credits 9, 3 completions allowed; prereq 4042 or equiv or instr consent ;**

**Instructor:** Isaka,Maki

**Description:** Student may contact the instructor or department for information.

#### JPN 5993 Directed Studies in Japanese

**1-15 credit(s), max credits 15, 1 completion allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** Buchanan,Michiko Todokoro

**Description:** Student may contact the instructor or department for information.

#### JPN 5993 Directed Studies in Japanese

**1-15 credit(s), max credits 15, 1 completion allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** Isaka,Maki

**Description:** Student may contact the instructor or department for information.

#### JPN 5993 Directed Studies in Japanese

**1-15 credit(s), max credits 15, 1 completion allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** Marran,Christine L

**Description:** Student may contact the instructor or department for information.

## Jewish Studies

### Center for Jewish Studies

#### JWST 3115 Midrash: Jewish Biblical Interpretation

**3 credit(s); Credit will not be granted if credit has been received for: RELS 3115;**

**Instructor:** Jassen,Alex P

**Description:** This course introduces students to the history of biblical interpretation in ancient Judaism. The Hebrew Bible (Old Testament) is the central document in Judaism. As with all scripture-based religions, Jews throughout time have been faced with the task of making sense of their sacred scriptures and renewing it for their own time. The aim of this course is to explore the variety of ancient Jewish readings of the Hebrew Bible in their diverse literary, cultural, and historical settings. Emphasis is placed on the different genres employed in Jewish biblical interpretation and their historical development. The course begins with interpretation within the Hebrew Bible itself and then explores the diverse forms of biblical interpretation found in Judaism of the late Second Temple period (3rd cen BCE-1st cen CE) ? translation, rewritten biblical texts, and the commentary form. Students read selections in translation drawn from the Dead Sea Scrolls, the Apocrypha and Pseudepigrapha, the Septuagint, the writings of Philo of Alexandria, and related texts. The course then focuses on the diverse collection of biblical interpretation stemming from rabbinic Judaism, ranging in date from the 3rd century CE through the 10th century CE. Analysis of rabbinic biblical interpretation (Midrash) focuses on unique elements in the rabbinic tradition as well as locates these approaches as part of the broader history of Jewish biblical interpretation. The remainder of the course will engage in

comparative analysis of particular aspects of the biblical narrative as they are interpreted across the various text encountered. Topics that will be addressed in this comparative framework include the flood story, the binding of Isaac, the exodus, and the golden calf incident. Course meetings will emphasize in-depth reading of the material in the context of active student participation.

**Style:** 15% Lecture, 75% Discussion, 10% Student Presentation.

**Grading:** 50% reports/papers, 15% quizzes, 10% in-class presentation, 25% class participation.

#### JWST 3502 Ancient Israel: From Conquest to Exile

**3 credit(s); prereq Knowledge of Hebrew not required, 3501 recommended credit will not be granted if credit already received for: ANE 3502/5502, RelA 3502/5502; Credit will not be granted if credit has been received for: CNES 3502;**

**Instructor:** von Dassow,Eva

**Description:** Israel and Judah were not states of great importance in the ancient Near East. Their population, territory, and economy were small, and they could not resist conquest by larger, more powerful states like Assyria and Rome. So why is their history significant still? The historical experiences of the people of ancient Israel and Judah were transmogrified in literary form into the Hebrew Bible (Old Testament), which became the foundation and wellspring for much of Western and Islamic civilization. Innumerable aspects of modern history and culture are predicated on some element of Israel's ancient past, as mediated to us through the Bible; so it behoves us to understand that past. But the Bible is a religious work, not a transcript of events, and it is not the only source of information about ancient Israel. Archaeological excavations have revealed the physical remains of the cultures of Israel and neighboring lands, as well as bringing to light documents, inscriptions, and literary works produced by these cultures. This course treats the history of ancient Israel and Judah from the Late Bronze Age through the period of Roman rule, on the basis of archaeological, epigraphic, and literary sources. Historical study entails inquiring into the ideology of the sources, including the Bible. Implicit in the methods of inquiry are issues of the nature of historical knowledge is created. Students taking the course for graduate credit will do additional reading and a research paper.

**Style:** 60% Lecture, 40% Discussion.

**Grading:** 20% final exam, 45% reports/papers, 20% quizzes, 15% class participation.

**Exam Format:** Essays, short IDs, maps

#### JWST 3520 History of the Holocaust

**3 credit(s); Credit will not be granted if credit has been received for: RELS 3521W;**

**Instructor:** Konieczny,Matthew James

**Description:** In 1933, approximately 9.5 million Jews lived in Europe. Little more than a decade later, two out of every three European Jews would be dead through a series of policies and actions known most commonly today as the Holocaust. This course seeks to present the historiographical details and explore the historical context of the Holocaust using both primary and secondary sources. This course is also designed to encourage you to address many of the questions surrounding the Holocaust that still linger today. Among the persistent questions with which we will grapple: Why, after centuries of anti-Semitism in Europe, did the Holocaust unfold in the middle of twentieth century? How did the National Socialist dictatorship turn economic crisis and social upheaval into one of the largest mass murders in history? What was the relationship between perpetrators, victims, and bystanders in these horrific events and how do we understand the concepts of guilt and responsibility? How did the victims of the Holocaust understand and respond to the crimes of the Holocaust? How do we approach the Holocaust in terms of the multiple victim groups targeted by the Nazi regime? How is the Holocaust remembered and what is the meaning of the Holocaust today? We will approach these questions with appeals to the historical evidence through various analytical frameworks. In other words, this class will encourage you to think about the Holocaust like a historian.

**Style:** This course will be taught as a blend of lecture and discussion. Attendance at lecture and timely completion of

reading assignments will be essential for active participation in class and for a command of the material on which exams will be based.

**JWST 3775 History of Jews in Europe and the Atlantic World, from 1700 to Present**

**3 credit(s);**

**Instructor:** Cohen, Gary B.

**Description:** HIST 3775 - History of Jews in Europe and the Atlantic World, from 1700 to Present Examines the social, political, and cultural history of Jews in Europe and the Atlantic world from the end of the Middle Ages to after World War II. Topics include the patterns of medieval settlement, medieval expulsions and creation of ghetto communities; society and culture in the late medieval and early modern ghettos; beginnings of change and modernization in the eighteenth century; patterns of emancipation between the French Revolution and the mid-nineteenth century; the contrasting experiences in western Europe, eastern Europe, and the Americas; adaptation to modern industrialization and urbanization; migration and assimilation; the rise of modern political Antisemitism and Zionism; the Holocaust and post-1945 recovery. Mixed lecture-discussion format. 2 midterm examinations and a final examination (ident. items and essay); one 7-to-9 page paper  
**Style:** 100% Lecture.  
**Grading:** 50% mid exam, 25% final exam, 25% reports/papers.  
**Exam Format:** five identification items and one essay for each examination

**JWST 3900 Topics: Jewish Studies: Getting Lost with Kafka**  
**A-F only, 3 credit(s), max credits 15, 5 completions allowed;**

**Instructor:** Morris, Leslie C

**Description:**

**JWST 3900 Topics: Jewish Studies: German-Jewish Encounters in Israeli and Ger Films**

**A-F only, 3 credit(s), max credits 15, 5 completions allowed;**

**Instructor:** Ashkenazi, Ofer

**Description:** Student may contact the instructor or department for information.

**JWST 4001W Final Project, Writing Intensive**

**A-F only, 1 credit(s); prereq concurrent enrollment 5xxx, JwSt major, permission of dir of undergrad studies; Meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**JWST 5115 Midrash: Jewish Biblical Interpretation**

**3 credit(s); Credit will not be granted if credit has been received for: JWST 3115;**

**Instructor:** STAFF

**Description:** Mishnah and Midrash represent the earliest forms of Rabbinic literature. Mishnah refers to the early 3rd century C.E. compendium of Rabbinic legal traditions, while Midrash indicates the various collections of Rabbinic interpretation of the Bible that were compiled in the following centuries. These texts reflect early Rabbinic models of biblical interpretation, law, and theology. At the same time, Mishnah and Midrash, like Rabbinic Judaism in general, are heavily indebted to earlier expressions of Judaism that existed in the Second Temple period (539 B.C.E. - 70 C.E.). This course explores Mishnah, Midrash, and early Rabbinic Judaism in dialogue with Second Temple period Judaism and its literature (such as the Dead Sea Scrolls, the Apocrypha and Pseudepigrapha, and Philo). Each week, we examine a particular theme and track its development from Second Temple literature into Rabbinic Judaism. These topics are structured around the two central elements of Mishnah and Midrash: (1) Biblical Interpretation and (2) Law and Theology. For the former, we treat issues such as closing the canon of the Bible, text and interpretation, religious and interpretative authority, rewriting the Bible, and allegorical interpretation of the Bible. For the latter, we discuss models of the divine, sectarianism and Judaism, sacrifice and liturgy, prophecy and

revelation, and messianism and eschatology. All texts will be read in translation.

**Style:** 15% Lecture, 75% Discussion. Student Presentation  
**Grading:** 20% mid exam, 25% final exam, 25% reports/papers, 20% in-class presentation, 10% class participation.

**Exam Format:** Identifications, Short and Long Essay

**JWST 5992 Directed Readings**

**1-12 credit(s), max credits 12, 1 completion allowed; prereq instr consent;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

## Journalism and Mass Communication

111 Murphy Hall

**JOUR 1001 Introduction to Mass Communication**

**A-F only, 3 credit(s); prereq Pre-jour or non-jour major;**

**Meets CLE req of Social Sciences;**

**Instructor:** Williams, Jennifer Lisa

**Description:** Student may contact the instructor or department for information.

**JOUR 1001 Introduction to Mass Communication**

**A-F only, 3 credit(s); prereq Pre-jour or non-jour major;**

**Meets CLE req of Social Sciences;**

**Instructor:** Paul, Nora

**Description:** Student may contact the instructor or department for information.

**JOUR 1001 Introduction to Mass Communication**

**A-F only, 3 credit(s); prereq Pre-jour or non-jour major;**

**Meets CLE req of Social Sciences;**

**Instructor:** Lewis, Seth Corwin

**Description:** Student may contact the instructor or department for information.

**JOUR 1001H Honors: Introduction to Mass Communication**

**A-F only, 3 credit(s); prereq Honors, [pre-jour or non-jour major]; Meets CLE req of Social Sciences;**

**Instructor:** Lewis, Seth Corwin

**Description:** Student may contact the instructor or department for information.

**JOUR 3004V Honors: Information for Mass Communication**

**A-F only, 3 credit(s); prereq Honors, [jour major or mass comm minor or approved IDIM major or ICP major or BIS major]; Meets CLE req of Writing Intensive;**

**Instructor:** Hansen, Kathleen Ann

**Description:** This course introduces the concept of the information strategy as it applies to mass communication. The strategies, techniques and resources discussed will apply to any type of mass communication message production; they will also apply to academic work such as term paper and project production. We are most concerned with the process of information gathering, evaluation and use. A case study format will be used to study this process in depth throughout the semester.

**Style:** 66% Lecture, 33% Discussion.

**Grading:** 30% final exam, 30% reports/papers, 10% class participation, 30% problem solving.

**Exam Format:** multiple choice, true-false

**JOUR 3004W Information for Mass Communication**

**A-F only, 3 credit(s); prereq Jour major or jour minor or approved IDIM major or ICP major or BIS major; prereqs do not apply to IDL sections; Meets CLE req of Writing Intensive;**

**Instructor:** Paul, Nora

**Description:** This course introduces the concept of the

information strategy as it applies to mass communication. The strategies, techniques and resources discussed will apply to any type of mass communication message production; they will also apply to academic work such as term paper and project production. We are most concerned with the process of information gathering, evaluation and use. A case study format will be used to study this process in depth throughout the semester. The case study topic for this semester changes each semester and draws from current news issues for which examples abound in advertising, news and public relations. WebCT is used for all the course materials.

**Style:** 66% Lecture, 34% Discussion.

**Grading:** 16% mid exam, 16% final exam, 30% special projects, 12% class participation, 26% problem solving.

**Exam Format:** Multiple choice and true / false

By the end of the semester, students will understand how newsrooms work, and how good reporters produce accurate, high-quality stories for print and broadcast.

**Style:** 40% Lecture, 40% Discussion. TV news viewing, guest speakers, in-class exercises, etc.

**Grading:** 100% reports/papers. Occasional quizzes, as well as attendance and class participation could factor in to grades

#### JOUR 3121 Intermediate News Reporting

**A-F only, 3 credit(s); prereq [3004W or 3004V], [3101 or 3101H], [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Mc Enroe,Paul Joseph

**Description:** Student may contact the instructor or department for information.

#### JOUR 3155 Editing for Print and Digital Audiences

**A-F only, 3 credit(s); prereq [3004W or 3004V, 3101 or 3101H], [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** McKenzie,Sarah Lynn

**Description:** Student may contact the instructor or department for information.

#### JOUR 3173W Magazine Writing

**A-F only, 3 credit(s); prereq [3004W or 3304V, 3101 or 3101H], [jour major or approved IDIM major or ICP major or BIS major]; prereqs do not apply to IDL sections; Meets CLE req of Writing Intensive;**

**Instructor:** Froiland,Paul V

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid policies. This course will teach you the concepts and skills of writing for magazines. You will learn how to identify a magazine's niche and how to market stories editors want. Through a series of writing assignments, all of which will be edited and rewritten, you will then learn how to market, develop, and write the most common types of magazine stories. In the end, you will have some experience pitching a story to a publication, giving them the first step into that marketplace.

**Style:** 100% Web Based.

**Grading:** -5 writing assignments (72%) -5 analysis assignments (8%) -Story development assignments (20%)

#### JOUR 3173W Magazine Writing

**A-F only, 3 credit(s); prereq [3004W or 3304V, 3101 or 3101H], [jour major or approved IDIM major or ICP major or BIS major]; prereqs do not apply to IDL sections; Meets CLE req of Writing Intensive;**

**Instructor:** Golden,Gayle Celeste

**Description:** This course will teach students the concepts and skills of writing for magazines. Students will learn how to identify a magazine's niche and how to market stories editors want. Through a series of writing assignments, all of which will be edited and rewritten, students will then learn how to market, develop and write the most common types of magazine stories. In the end, students will have some experience pitching a story to a publication, giving them the first step into that marketplace.

**Style:** 50% Lecture, 30% Discussion, 20% Small Group Activities.

**Grading:** 10% special projects, 70% written homework, 20% class participation.

#### JOUR 3201 Principles of Strategic Communication: Advertising

**A-F only, 3 credit(s); prereq [3004V or Concurrent registration is required (or allowed) in 3004V or 3004W or Concurrent registration is required (or allowed) in 3004W], [jour major or design comm premajor or major or graphics design premajor or major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Williams,Jennifer Lisa

**Description:** Student may contact the instructor or department for information.

#### JOUR 3202 Principles of Strategic Communication: Public

#### JOUR 3006 Visual Communication

**A-F only, 3 credit(s); prereq Non-jour major or [jour major, course approval in program plan] or [pre-jour, adviser approval];**

**Instructor:** Schwartz,Dona

**Description:** Student may contact the instructor or department for information.

#### JOUR 3101 News Reporting and Writing

**A-F only, 3 credit(s); prereq [3004W or Concurrent registration is required (or allowed) in 3004W or 3004V], [jour major or approved IDIM major or ICP major or BIS major], typing skill; Credit will not be granted if credit has been received for: JOUR 3101H;**

**Instructor:** Golden,Gayle Celeste

**Description:** Student may contact the instructor or department for information.

#### JOUR 3101 News Reporting and Writing

**A-F only, 3 credit(s); prereq [3004W or Concurrent registration is required (or allowed) in 3004W or 3004V], [jour major or approved IDIM major or ICP major or BIS major], typing skill; Credit will not be granted if credit has been received for: JOUR 3101H;**

**Instructor:** Anderson Jr,Gerald

**Description:** Student may contact the instructor or department for information.

#### JOUR 3102 Convergence Journalism

**A-F only, 3 credit(s); prereq [3004W or 3004V or Concurrent registration is required (or allowed) in 3004W or Concurrent registration is required (or allowed) in 3004V], [3101 or 3101H or Concurrent registration is required (or allowed) in 3101 or Concurrent registration is required (or allowed) in 3101H], [Jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Broeckert,Jerry

**Description:** Student may contact the instructor or department for information.

#### JOUR 3121 Intermediate News Reporting

**A-F only, 3 credit(s); prereq [3004W or 3004V], [3101 or 3101H], [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Ison,Christopher John

**Description:** This is a class tailored to undergraduate journalism majors in the news/editorial sequence. Students will learn how to report on the people, events and institutions that make up the most fundamental news beats in any newsroom. They'll learn by doing - hitting the streets to find news stories at city hall, the police department, the courthouse, etc. They'll need to apply what they learned in Journalism 3101 (Newswriting) and the additional writing skills they learn during the semester in this class. The class will emphasize how to find and use public records for news stories, how to find and interview sources and how to organize information so that stories are interesting and understandable to readers. The instructor will emphasize class discussion to learn about reporting methods, ethics and news judgment. Students will be required to read the newspaper every day and be able to think critically and discuss the news in class.

**Relations**

**A-F only, 3 credit(s); prereq [3004V or Concurrent registration is required (or allowed) in 3004V or 3004W or Concurrent registration is required (or allowed) in 3004W], [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Therkelsen,David Jon

**Description:** Student may contact the instructor or department for information.

**JOUR 3241 Creative Strategy and Copywriting**

**A-F only, 3 credit(s); prereq [3004W or 3004V, 3201], [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Shaw,Sarah Brady

**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.

**Style:** 60% Lecture, 40% Discussion.

**Grading:** 15% mid exam, 25% final exam, 25% reports/papers, 10% quizzes, 25% class participation.

**Exam Format:** definitions, short answer, essay, final exam is a campaign project

**JOUR 3241 Creative Strategy and Copywriting**

**A-F only, 3 credit(s); prereq [3004W or 3004V, 3201], [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Johnson,Jennifer M

**Description:** This course introduces students to creative strategic development and conceptual thinking in advertising. They will develop creative ideas and copy based on strategies, with particular emphasis on print. At the end of the term, successful students will be able to recognize solid advertising, develop an intelligent creative strategy, create concepts and copy, and present their ideas to others.

**Style:** 60% Lecture, 40% Discussion.

**Grading:** Team presentations account for 40% of final grade and individual quizzes, assignments, and participation account for 60% of final grade.

**Exam Format:** no standard format

**JOUR 3251 Strategic Communication Research**

**A-F only, 3 credit(s); prereq [3004W or 3004V], [3159 or 3201 or 3202], [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** LaMarre,Heather Lyn

**Description:** Student may contact the instructor or department for information.

**JOUR 3279W Public Relations Writing and Campaign Tactics**

**A-F only, 3 credit(s); prereq [3004W or 3004V], [3159 or 3201 or 3202], [jour major or approved IDIM major or ICP major or BIS major]] or [professional jour track, instr consent ];**

**Meets CLE req of Writing Intensive;**

**Instructor:** Therkelsen,David Jon

**Description:** Student may contact the instructor or department for information.

**JOUR 3279W Public Relations Writing and Campaign Tactics**

**A-F only, 3 credit(s); prereq [3004W or 3004V], [3159 or 3201 or 3202], [jour major or approved IDIM major or ICP major or BIS major]] or [professional jour track, instr consent ];**

**Meets CLE req of Writing Intensive;**

**Instructor:** Sichko,Martha Jones

**Description:** Student may contact the instructor or department for information.

**JOUR 3321 Basic Media Graphics**

**A-F only, 3 credit(s); prereq [3004V or 3004W or Concurrent**

**registration is required (or allowed) in 3004W], [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Kelley,Debra S

**Description:** This lab-based course gives students an introduction to the basic principles of graphic design. Students are challenged to develop their own aesthetic sense and graphic design skills through the study and creation of effective communication tools. Students are expected to work through study guides in class and on their own to develop software technology skills necessary to complete assignments. Hands-on projects give students the opportunity to develop their skills in designing and producing traditional print publications and new media.

**Style:** 10% Lecture, 10% Discussion, 80% Laboratory. project-based course - 5 projects plus software tutorials

**Grading:** 16% mid exam, 80% special projects, 4% class participation.

**Exam Format:** multiple choice

**JOUR 3321 Basic Media Graphics**

**A-F only, 3 credit(s); prereq [3004V or 3004W or Concurrent registration is required (or allowed) in 3004W], [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** West,Arlene K

**Description:** Student may contact the instructor or department for information.

**JOUR 3321 Basic Media Graphics**

**A-F only, 3 credit(s); prereq [3004V or 3004W or Concurrent registration is required (or allowed) in 3004W], [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Martin,Peter Lynn

**Description:** This class introduces students to the use of Graphics in digital media, students explore \_basic\_ digital imaging, how we do it, how we repurpose images and a basic investigation of some issues the new media technology brings to the content of our images. We will start with image creation/acquisition, using digital cameras, scanners, both film and flatbed, using Adobe's PhotoShop software to modify the digital images. Assignments include Portrait, font choice, Resume, photo composite and finally, a project that investigates image intent, specifically, how the computer imaging environment affects the student's interpretation of the truth of the image they create. These projects set the tone for undertakings of creative discovery. The class is designed to provide a working knowledge of Adobe PhotoShop and basic aspects of both Quark Xpress or Adobe InDesign and Adobe GoLive programs as a basis to begin exploration of the opportunities that new media technology enables.

**Style:** 25% Lecture, 10% Discussion, 65% Laboratory.

**Grading:** 100% special projects.

**JOUR 3321 Basic Media Graphics**

**A-F only, 3 credit(s); prereq [3004V or 3004W or Concurrent registration is required (or allowed) in 3004W], [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Husom,David Harold

**Description:** Student may contact the instructor or department for information.

**JOUR 3451 Electronic News Writing and Reporting**

**A-F only, 3 credit(s); prereq [3004W or 3004V], [3101 or 3101H], [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Benson,Dana Richard

**Description:** Student may contact the instructor or department for information.

**JOUR 3451 Electronic News Writing and Reporting**

**A-F only, 3 credit(s); prereq [3004W or 3004V], [3101 or 3101H], [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Stone,Ken

**Description:** Students will learn how to research, write and report different forms of electronic news stories including anchor readers, voiceovers and packages within a framework of news

judgment and news ethics. Students will become familiar with the basics of shooting and editing electronic news stories; and produce two full news packages for television. The course will compare and contrast television news writing with news writing for radio and online; and explore online news and information sites for electronic media. Learning Objectives: Distinguish between the writing styles required for electronic news and that which is acceptable or expected in print journalism (including difference between passive and active voice); tell stories matching copy to video, using clean, concise conversational copy and video/audio that captures and conveys the story; write various forms of electronic news stories (especially anchor readers, voiceovers and packages for television); demonstrate ability to operate video camera and editing software and hardware; produce complete television news packages; exploit the full video and audio storytelling potential of the electronic news-gathering tools.

**Style:** 15% Lecture, 35% Discussion, 50% Laboratory.

**Grading:** 25% reports/papers, 60% special projects, 15% quizzes.

**Exam Format:** judgment and news ethics. Students will become familiar with the basics of shooting and editing electronic news stories; and produce two full news packages for television. The course will compare and contrast television news writing with news writing

#### JOUR 3614 History of Media Communication

**A-F only, 3 credit(s); prereq Non-jour major or [jour major, course appr on prog plan] or [pre-jour, adviser approval]; Meets CLE req of Historical Perspectives;**

**Instructor:** Dell'Orto, Giovanna

**Description:** This course examines the history of media communication through the window of changing media technology, with an emphasis on the impact of new technologies on society. Beginning with the earliest oral approaches to communication, the class surveys the evolution of print, wired telecommunications, radio, television, computer and the Internet. The course focuses on the way technological innovations?from the printing press to wireless Internet?have changed not only how people share beliefs and information but also what people have communicated through history. The underlying question guiding inquiry through the course?s survey of diverse historical times is: How have new communication technologies affected society through time? That entails also exploring the philosophical/ethical foundations in society at different times that shaped how new technologies were applied and how mass communication changed accordingly. Finally, how did mass communication and its related social, cultural, and political contexts change over time? Students are expected to develop an understanding of how technological and communication change has affected differently diverse groups in U.S. society and internationally, and to develop an understanding of the ethical implications of new media technologies and their effects on mass communication. The class is in part a study of history and in part the ?doing? of history?in addition to attending lectures, participating in small-group discussions, studying the assigned readings and completing two exams, students are required to write a brief research paper.

#### JOUR 3741 People of Color and the Mass Media

**A-F only, 3 credit(s); prereq Non-jour major or [jour major, course appr on prog plan] or [pre-jour, adviser approval]; Meets CLE req of Diversity and Soc Justice US;**

**Instructor:** Squires, Catherine R

**Description:** Student may contact the instructor or department for information.

#### JOUR 3745 Mass Media and Popular Culture

**A-F only, 3 credit(s); prereq Non-jour major or [jour major, course appr on prog plan] or [pre-jour, adviser approval]; Credit will not be granted if credit has been received for: JOUR 3745H; Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US;**

**Instructor:** 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? **Style:** 30% Lecture, 30% Film/Video, 10% Discussion, 20% Student Presentation, 10% Web Based.

**Grading:** 20% mid exam, 20% final exam, 60% reflection paper. In-class presentation is the outcome of a group or solo media project. Each student can choose whether to do the project alone or in a group.

**Exam Format:** multiple choice

#### JOUR 3771 Mass Media Ethics: Moral Reasoning and Case Studies

**A-F only, 3 credit(s); prereq Non-jour major or [jour major, course appr on prog plan] or [pre-jour, adviser approval]; Meets CLE req of Civic Life and Ethics;**

**Instructor:** Kirtley, Jane E

**Description:** Student may contact the instructor or department for information.

#### JOUR 3776 Mass Communication Law

**A-F only, 3 credit(s); prereq Jour major or jour minor or approved IDIM major or ICP major or BIS major or instr consent ;**

**Instructor:** Sanders, Amy Kristin

**Description:** Student may contact the instructor or department for information.

#### JOUR 3776H Mass Communication Law

**A-F only, 3 credit(s); prereq Honors, [Jour major or jour minor or approved IDIM major or ICP major or BIS major or instr consent ];**

**Instructor:** Sanders, Amy Kristin

**Description:** Student may contact the instructor or department for information.

#### JOUR 3993 Directed Study

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [jour major or jour minor or approved IDIM major or ICP major or BIS major], instr consent, dept consent, college consent;**

**Instructor:** Doyle, Kenneth Owen

**Description:** Student may contact the instructor or department for information.

#### JOUR 3993 Directed Study

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [jour major or jour minor or approved IDIM major or ICP major or BIS major], instr consent, dept consent, college consent;**

**Instructor:** Sullivan, Dan

**Description:** Student may contact the instructor or department for information.

#### JOUR 3993 Directed Study

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [jour major or jour minor or approved IDIM major or ICP major or BIS major], instr consent, dept consent, college consent;**

**Instructor:** Ison, Christopher John

**Description:** Student may contact the instructor or department for information.

#### JOUR 3993 Directed Study

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [jour major or jour minor or approved IDIM major or ICP major or BIS major], instr consent, dept consent, college consent;**

**Instructor:** Pedelty, Mark Holmes

**Description:** Student may contact the instructor or department for information.

#### JOUR 3993 Directed Study

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;**

**prereq [jour major or jour minor or approved IDIM major or ICP major or BIS major], instr consent, dept consent, college consent;**

**Instructor:** Dell'Orto,Giovanna

**Description:** Student may contact the instructor or department for information.

**JOUR 3993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [jour major or jour minor or approved IDIM major or ICP major or BIS major], instr consent, dept consent, college consent;**

**Instructor:** Faber,Ronald J

**Description:** Student may contact the instructor or department for information.

**JOUR 3993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [jour major or jour minor or approved IDIM major or ICP major or BIS major], instr consent, dept consent, college consent;**

**Instructor:** Schwartz,Dona

**Description:** Student may contact the instructor or department for information.

**JOUR 3993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [jour major or jour minor or approved IDIM major or ICP major or BIS major], instr consent, dept consent, college consent;**

**Instructor:** Tims,Albert R

**Description:** Student may contact the instructor or department for information.

**JOUR 3993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [jour major or jour minor or approved IDIM major or ICP major or BIS major], instr consent, dept consent, college consent;**

**Instructor:** Wackman,Daniel Bruce

**Description:** Student may contact the instructor or department for information.

**JOUR 3993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [jour major or jour minor or approved IDIM major or ICP major or BIS major], instr consent, dept consent, college consent;**

**Instructor:** Hansen,Kathleen Ann

**Description:** Student may contact the instructor or department for information.

**JOUR 3993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [jour major or jour minor or approved IDIM major or ICP major or BIS major], instr consent, dept consent, college consent;**

**Instructor:** Leighton,Gordon

**Description:** Student may contact the instructor or department for information.

**JOUR 3993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [jour major or jour minor or approved IDIM major or ICP major or BIS major], instr consent, dept consent, college consent;**

**Instructor:** Golden,Gayle Celeste

**Description:** Student may contact the instructor or department for information.

**JOUR 3993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [jour major or jour minor or approved IDIM major or ICP major or BIS major], instr consent, dept consent, college consent;**

**Instructor:** Kirtley,Jane E

**Description:** Student may contact the instructor or department for information.

**JOUR 3993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [jour major or jour minor or approved IDIM major or ICP major or BIS major], instr consent, dept consent, college consent;**

**Instructor:** Schwitzer,Gary John

**Description:** Student may contact the instructor or department for information.

**JOUR 3993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [jour major or jour minor or approved IDIM major or ICP major or BIS major], instr consent, dept consent, college consent;**

**Instructor:** Southwell,Brian G

**Description:** Student may contact the instructor or department for information.

**JOUR 3993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [jour major or jour minor or approved IDIM major or ICP major or BIS major], instr consent, dept consent, college consent;**

**Instructor:** Eighmey,John

**Description:** Student may contact the instructor or department for information.

**JOUR 3993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [jour major or jour minor or approved IDIM major or ICP major or BIS major], instr consent, dept consent, college consent;**

**Instructor:** Huh,Jisu

**Description:** Student may contact the instructor or department for information.

**JOUR 3993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [jour major or jour minor or approved IDIM major or ICP major or BIS major], instr consent, dept consent, college consent;**

**Instructor:** Yzer,Marco

**Description:** Student may contact the instructor or department for information.

**JOUR 3993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [jour major or jour minor or approved IDIM major or ICP major or BIS major], instr consent, dept consent, college consent;**

**Instructor:** Squires,Catherine R

**Description:** Student may contact the instructor or department for information.

**JOUR 3993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [jour major or jour minor or approved IDIM major or ICP major or BIS major], instr consent, dept consent, college consent;**

**Instructor:** Sanders,Amy Kristin

**Description:** Student may contact the instructor or department for information.

**JOUR 3993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [jour major or jour minor or approved IDIM major or ICP major or BIS major], instr consent, dept consent, college consent;**

**Instructor:** Thiel-Stern,Shayla

**Description:** Student may contact the instructor or department for information.



**JOUR 3996 Directed Internship**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq Jour major, dept consent ;**

**Instructor:** Benson,Dana Richard

**Description:** Student may contact the instructor or department for information.

**JOUR 3996 Directed Internship**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq Jour major, dept consent ;**

**Instructor:** Leighton,Gordon

**Description:** To enroll in this one-term internship program, obtain an Internship Verification Form from the Undergraduate Studies (UGS) office at the SJMC in Murphy Hall. Complete the form and have your internship employer sign it, then return it to the UGS office up to mid-term of the semester (or start of summer semester). Office staff will give you a course packet and information about class meetings. This internship program can be repeated up to three times in different semesters.

**Grading:** 100% reports/papers.

**JOUR 3996 Directed Internship**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq Jour major, dept consent ;**

**Instructor:** Golden,Gayle Celeste

**Description:** Student may contact the instructor or department for information.

**JOUR 3996 Directed Internship**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq Jour major, dept consent ;**

**Instructor:** Johnson,Jennifer M

**Description:** Student may contact the instructor or department for information.

**JOUR 4171 Capstone: Covering the Arts**

**A-F only, 3 credit(s); prereq [[3004W or 3004V, 3101 or 3101H], [jour major or approved IDIM major or ICP major or BIS major]] or instr consent ;**

**Instructor:** Sullivan,Daniel Joseph

**Description:** Student may contact the instructor or department for information.

**JOUR 4242 Advertising Portfolio Development**

**A-F only, 3 credit(s); prereq [3004W or 3004V], 3201, 3241, [jour major or approved IDIM or ICP or BIS];**

**Instructor:** Johnson,Jennifer M

**Description:** This course introduces students to advertising creative development and conceptual thinking. Students will work in teams that include account planners, copywriters, and art directors. They will develop creative strategy briefs and present ideas based on their strategies. At the end of the term, successful students will be able to apply practical creativity to advertising ideas and will have a basic understanding of how to put a book together to get a job in advertising.

**Style:** 30% Lecture, 20% Laboratory. This class is highly interactive. Students must contribute to class creative exercises and assignments during each meeting.

**Grading:** A midterm creative review and a final creative review, by advertising professionals, will help determine final grades. Completion of assignments and level of improvement will also weigh heavily on grade. Student participation is critical.

**JOUR 4259 Cases in Strategic Planning and Thinking**

**A-F only, 3 credit(s); prereq [3004W or 3004V], [3159 or 3201 or 3202], 3251, [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Nelson,Lynn Ingrid

**Description:** Student may contact the instructor or department for information.

**JOUR 4259 Cases in Strategic Planning and Thinking**

**A-F only, 3 credit(s); prereq [3004W or 3004V], [3159 or 3201 or 3202], 3251, [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Kaiser,Kent Luther

**Description:** Student may contact the instructor or department for information.

**JOUR 4259 Cases in Strategic Planning and Thinking**

**A-F only, 3 credit(s); prereq [3004W or 3004V], [3159 or 3201 or 3202], 3251, [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Leighton,Gordon

**Description:** A course in strategic communications management with the objective of enabling students to develop their abilities in brand communication,issue identification, research, analysis, strategy development, and tactical campaign implementation -- as well as development of presentation skills to convey those abilities. This course is heavily oriented toward implementing and managing professional communication campaigns using a case study perspective.

**Style:** 30% Lecture, 60% Discussion. Student presentations

**Grading:** 25% mid exam, 25% final exam, 25% reports/papers, 25% special projects.

**Exam Format:** multiple choice, T/F, short answer

**JOUR 4259 Cases in Strategic Planning and Thinking**

**A-F only, 3 credit(s); prereq [3004W or 3004V], [3159 or 3201 or 3202], 3251, [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Kucharski,Matthew John

**Description:** A comprehensive review of current and classic case studies in strategic communications planning and thinking. Covers a wide range of communications disciplines, scenarios and industries.

**JOUR 4259 Cases in Strategic Planning and Thinking**

**A-F only, 3 credit(s); prereq [3004W or 3004V], [3159 or 3201 or 3202], 3251, [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Reid,Victoria Jane

**Description:** Student may contact the instructor or department for information.

**JOUR 4261 Advertising: Media Strategy**

**A-F only, 3 credit(s); prereq [3004W or 3004V], [3159 or 3201 or 3202], 3251, [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Herzog,Earl Alphonse

**Description:** Student may contact the instructor or department for information.

**JOUR 4263 Strategic Communication Campaigns**

**A-F only, 4 credit(s); prereq [3004W or 3004V], [3201 or 3202], 3251, [3179 or 3241 or 3279 or 4159 or 4259 or 4261], MKTG 3001, [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Kaiser,Kent Luther

**Description:** Student may contact the instructor or department for information.

**JOUR 4263 Strategic Communication Campaigns**

**A-F only, 4 credit(s); prereq [3004W or 3004V], [3201 or 3202], 3251, [3179 or 3241 or 3279 or 4159 or 4259 or 4261], MKTG 3001, [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Weitz,Carol Ruth

**Description:** An in-depth look at all aspects of strategic campaign development, culminating in the development of a strategically sound communications campaign. Emphasis on "real life" examples of campaigns, their creation and development. All essentials of developing strategic communication campaigns are covered, including advertising strategy and positioning, developing creative, consumer research, planning and setting objectives, media strategies, public relations programs, promotion, and targeting and segmentation. Course involves team work, multi-media presentations and class discussion.

**JOUR 4263 Strategic Communication Campaigns**

**A-F only, 4 credit(s); prereq [3004W or 3004V], [3201 or**

**3202], 3251, [3179 or 3241 or 3279 or 4159 or 4259 or 4261], MKTG 3001, [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Pounds, James E

**Description:** Student may contact the instructor or department for information.

#### **JOUR 4263 Strategic Communication Campaigns**

**A-F only, 4 credit(s); prereq [3004W or 3004V], [3201 or 3202], 3251, [3179 or 3241 or 3279 or 4159 or 4259 or 4261], MKTG 3001, [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Moorhouse, Bruce Thompson

**Description:** Student may contact the instructor or department for information.

#### **JOUR 4272 Interactive Advertising**

**A-F only, 3 credit(s); prereq Non-jour major or [jour major, course appr on prog plan] or [pre-jour, adviser approval]; Instructor:** Huh, Jisu

**Description:** This course is designed to give students insight into the world of interactive advertising: definition of key concepts, history of interactive advertising, theories and principles for effective interactive advertising campaigns, and legal/ethical issues in interactive advertising. This course introduces new communication technologies as they have come to be used for advertising and other types of strategic communication. The course makes use of lectures, guest speakers, and discussion.

**Style:** 55% Lecture, 20% Discussion, 25% Guest Speakers.

**Grading:** 25% mid exam, 25% final exam, 40% reports/papers, 10% class participation.

**Exam Format:** a combination of multiple-choice, fill-in-the-blank, and short essays

#### **JOUR 4274W Advertising in Society**

**A-F only, 3 credit(s); prereq Jour major or mass comm 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; Instructor:** Wackman, Daniel Bruce

**Description:** Advertising in Society introduces students to a variety of issues regarding ways in which advertising is linked to society. It examines these issues from several perspectives: social, cultural, economic, legal, and ethical. The course differs from professionally-oriented classes which study advertising from the perspective of a professional attempting to develop effective advertising. As a writing intensive course, Advertising in Society helps students learn how to conduct thorough analyses of issues, develop positions on issues, and present coherent and convincing arguments for positions they have taken. We begin the course with a four week section focusing on one issue involving the relationship between advertising and society. The issue chosen illustrates the complex, multifaceted nature of advertising--society issues. The next six weeks focus on the role of advertising in the economic system and the ways in which advertising is regulated to try to insure fair competition and to protect consumers. The last five weeks focus on social criticisms of advertising and the social responsibilities of advertising practitioners.

**Style:** 35% Lecture, 65% Discussion.

**Grading:** 24% mid exam, 24% final exam, 43% reports/papers, 6% special projects, 3% class participation.

**Exam Format:** multiple choice, short answer, and essay

#### **JOUR 4302 Electronic Photojournalism**

**A-F only, 3 credit(s); prereq [3004W or 3004V], 3102, [jour major or approved IDIM major or ICP major or BIS major]; Instructor:** Zerby, Mike

**Description:** Jour 4302 is a basic skills course, designed to teach a journalism student the fundamentals of electronic photojournalism as practiced by newsrooms across many forms of media. The course will: 1) create a foundation for understanding the historical, technical, aesthetic and ethical development of journalistic photography. 2) discuss and practice the principles of communication as embodied in the profession of

photojournalism, including how to: a) conceptualize and plan photo shoots, photo stories, and essays. b) research story ideas, develop shooting strategies, gain access to subjects. c) structure and present visual narratives in print and on the internet. d) enable a student to acquire some of the camera and computer skills necessary to practice the craft of electronic photojournalism, including some digital darkroom processing. e) involve students in executing photo assignments and experiencing frequent critiques, thus beginning the creation of a portfolio of journalistic photography suitable for job seeking. The content and direction of this course will not presume great prior knowledge or skills. However, students with experience may proceed to more distant horizons. All photographic assignments will all be done with digital equipment. The primary focus will be on achieving access, capturing content and accomplishing journalistic story telling. The course will refer to other reporting competencies such as: technology, press responsibility, cultural sensitivity and ethics.

**Style:** 30% Lecture, 20% Discussion, 50% Laboratory.

**Grading:** 10% quizzes, 20% in-class presentation, 10% class participation, 60% problem solving.

**Exam Format:** performance on problem solving IS exam

#### **JOUR 4303 Capstone: Documentary Photojournalism**

**A-F only, 3 credit(s); prereq [[3004W or 3004V], 4302, [jour major or approved IDIM major or ICP major or BIS major]] or instr consent ;**

**Instructor:** Schwartz, Dona

**Description:** Student may contact the instructor or department for information.

#### **JOUR 4451 Capstone: Advanced Electronic News Writing and Reporting**

**A-F only, 3 credit(s); prereq [3004W or 3004V], [3101 or 3101H], 3121, 3451, [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Benson, Dana Richard

**Description:** Student may contact the instructor or department for information.

#### **JOUR 4452 Capstone: Electronic Newscast Producing**

**A-F only, 3 credit(s); prereq [3004W or 3004V], [3101 or 3101H], 3121, 3451, [jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Benson, Dana Richard

**Description:** Student may contact the instructor or department for information.

#### **JOUR 4551 New Media and Culture**

**A-F only, 3 credit(s); prereq Non-jour major or jour major with course appr on prog plan or pre-jour with adviser approval; Meets CLE req of Arts/Humanities; meets CLE req of Technology and Society;**

**Instructor:** Thiel-Stern, Shayla

**Description:** A broad upper-level theoretical course about the history, theories and social impact of digital and interactive media on culture. How new media -- including the Internet, mobile devices, and more specific websites and applications -- may change ways we communicate, distribute, and process information in all aspects of our daily lives, with a special focus on the media that audiences consume, produce and share.

**Style:** 40% Lecture, 15% Film/Video, 30% Discussion, 10% Guest Speakers, 5% Web Based.

**Grading:** 30% mid exam, 30% final exam, 20% special projects, 10% quizzes, 5% attendance, 5% class participation. Grading changes per semester, depending on the instructor. The above is simply an example of a typical semester.

#### **JOUR 4721 Mass Media and U.S. Society**

**A-F only, 3 credit(s); prereq Non-jour major or jour major with course appr on prog plan or pre-jour with adviser approval; Meets CLE req of Social Sciences;**

**Instructor:** Sullivan, Dan

**Description:** Are the news media doing a good job? How can you tell? Does it matter? Is The Daily Show the best news program on television? Why or why not? Most people seem to

have an opinion about all of these questions. Most discussions seem to center on one of four themes: 1) who owns the media and what they care about; 2) media credibility and bias; 3) whether entertainment is replacing or enhancing information; and 4) to what extent is the Internet changing everything about the way the media work. Mass Media and U.S. Society will explore the validity and importance of these themes in terms of what roles can the media play in society, what roles does it play, and how have those roles changed over time. The course will draw on ideas from various social sciences to develop tools for discussing a number of specific issues related to these themes. The class format will be a mix of lecture and discussion. Required reading for the course will center on the one text for the course: *The Press*. There will be a midterm, a final and 3-4 short writing exercises.

**Style:** 60% Lecture, 40% Discussion.

**Grading:** 30% mid exam, 30% final exam, 30% reports/papers, 10% class participation.

**Exam Format:** short answer and short essay

#### **JOUR 4721H Mass Media and U.S. Society**

**A-F only, 3 credit(s); prereq Honors, [non-jour major or [jour major, course appr on prog plan] or [pre-jour, adviser approval]];**

**Instructor:** Sullivan,Dan

**Description:** Are the news media doing a good job? How can you tell? Does it matter? Is *The Daily Show* the best news program on television? Why or why not? Most people seem to have an opinion about all of these questions. Most discussions seem to center on one of four themes: 1) who owns the media and what they care about; 2) whether the news media are becoming more or less credible and/or biased; 3) whether entertainment is replacing or enhancing information in news programming; and 4) how much, if at all, is the Internet changing everything about the way the media work. Mass Media and U.S. Society will explore the validity and importance of these themes in terms of what roles can the media play in society, what roles does it play, and how have those roles have changed over time. The course will draw on ideas from various social sciences to develop tools for discussing a number of specific issues related to these themes.

**Style:** 40% Lecture, 40% Discussion, 20% Small Group Activities.

#### **JOUR 4733H Honors Thesis Seminar**

**A-F only, 3 credit(s); prereq Jour major, [jr or sr], honors;**

**Instructor:** Wackman,Daniel Bruce

**Description:** Student may contact the instructor or department for information.

#### **JOUR 4801 Global Communication**

**A-F only, 3 credit(s); prereq Non-jour major or [jour major, course appr on prog plan] or [pre-jour, adviser approval];**

**Instructor:** Pedelty,Mark Holmes

**Description:** Global Communication is about media on a planetary scale. It is a study of transnational media institutions and policies as well as the technologies that make global communication possible. Global Communication is also about cultures of communication that transcend national boundaries, ranging from massive multiplayer video games and transnational musical subcultures to virtual movements made-up of media activists attempting to transform global institutions and policies. Students will study theoretical models of global communication and debate competing theories. However, global media influence communication on all levels, from local musical performance to national news content. Therefore, students will use the world as their laboratory, including in a hands-on project to explore the world of communication. For example, students will study global communication by and about transnational corporations active on campus, linking campus life to international media and an interconnected world.

**Style:** 40% Lecture, 20% Film/Video, 20% Discussion, 10% Small Group Activities, 10% Student Presentation.

**Grading:** 20% final exam, 20% special projects, 60% reflection paper. These percentages and assessments are subject to change.

#### **JOUR 4990 Special Topics in Mass Communication:**

**Professional: Representing Media in the Marketplace**

**A-F only, 3 credit(s), max credits 6; prereq [3101 or 3201 or 3202)], 3004, [Jour major or approved IDIM major or ICP major or BIS major];**

**Instructor:** Moyer,J. Keith

**Description:** Student may contact the instructor or department for information.

#### **JOUR 4992 Capstone: Field Based Practicum**

**A-F only, 3 credit(s), max credits 6; prereq Jour major;**

**Instructor:** Ison,Christopher John

**Description:** Student may contact the instructor or department for information.

#### **JOUR 4993H Honors: Projects**

**A-F only, 3 credit(s); prereq Jour major, honors div regis, college consent , dept consent , instr consent ;**

**Instructor:** Doyle,Kenneth Owen

**Description:** Student may contact the instructor or department for information.

#### **JOUR 4993H Honors: Projects**

**A-F only, 3 credit(s); prereq Jour major, honors div regis, college consent , dept consent , instr consent ;**

**Instructor:** Sullivan,Dan

**Description:** Student may contact the instructor or department for information.

#### **JOUR 4993H Honors: Projects**

**A-F only, 3 credit(s); prereq Jour major, honors div regis, college consent , dept consent , instr consent ;**

**Instructor:** Ison,Christopher John

**Description:** Student may contact the instructor or department for information.

#### **JOUR 4993H Honors: Projects**

**A-F only, 3 credit(s); prereq Jour major, honors div regis, college consent , dept consent , instr consent ;**

**Instructor:** Pedelty,Mark Holmes

**Description:** Student may contact the instructor or department for information.

#### **JOUR 4993H Honors: Projects**

**A-F only, 3 credit(s); prereq Jour major, honors div regis, college consent , dept consent , instr consent ;**

**Instructor:** Dell'Orto,Giovanna

**Description:** Student may contact the instructor or department for information.

#### **JOUR 4993H Honors: Projects**

**A-F only, 3 credit(s); prereq Jour major, honors div regis, college consent , dept consent , instr consent ;**

**Instructor:** Faber,Ronald J

**Description:** Student may contact the instructor or department for information.

#### **JOUR 4993H Honors: Projects**

**A-F only, 3 credit(s); prereq Jour major, honors div regis, college consent , dept consent , instr consent ;**

**Instructor:** Schwartz,Dona

**Description:** Student may contact the instructor or department for information.

#### **JOUR 4993H Honors: Projects**

**A-F only, 3 credit(s); prereq Jour major, honors div regis, college consent , dept consent , instr consent ;**

**Instructor:** Tims,Albert R

**Description:** Student may contact the instructor or department for information.

#### **JOUR 4993H Honors: Projects**

**A-F only, 3 credit(s); prereq Jour major, honors div regis, college consent , dept consent , instr consent ;**

**Instructor:** Wackman,Daniel Bruce

**Description:** Student may contact the instructor or department for information.

**JOUR 4993H Honors: Projects**

**A-F only, 3 credit(s); prereq Jour major, honors div regis, college consent , dept consent , instr consent ;**

**Instructor:** Hansen,Kathleen Ann

**Description:** Student may contact the instructor or department for information.

**JOUR 4993H Honors: Projects**

**A-F only, 3 credit(s); prereq Jour major, honors div regis, college consent , dept consent , instr consent ;**

**Instructor:** Leighton,Gordon

**Description:** Student may contact the instructor or department for information.

**JOUR 4993H Honors: Projects**

**A-F only, 3 credit(s); prereq Jour major, honors div regis, college consent , dept consent , instr consent ;**

**Instructor:** Golden,Gayle Celeste

**Description:** Student may contact the instructor or department for information.

**JOUR 4993H Honors: Projects**

**A-F only, 3 credit(s); prereq Jour major, honors div regis, college consent , dept consent , instr consent ;**

**Instructor:** Kirtley,Jane E

**Description:** Student may contact the instructor or department for information.

**JOUR 4993H Honors: Projects**

**A-F only, 3 credit(s); prereq Jour major, honors div regis, college consent , dept consent , instr consent ;**

**Instructor:** Schwitzer,Gary John

**Description:** Student may contact the instructor or department for information.

**JOUR 4993H Honors: Projects**

**A-F only, 3 credit(s); prereq Jour major, honors div regis, college consent , dept consent , instr consent ;**

**Instructor:** Southwell,Brian G

**Description:** Student may contact the instructor or department for information.

**JOUR 4993H Honors: Projects**

**A-F only, 3 credit(s); prereq Jour major, honors div regis, college consent , dept consent , instr consent ;**

**Instructor:** Eighmey,John

**Description:** Student may contact the instructor or department for information.

**JOUR 4993H Honors: Projects**

**A-F only, 3 credit(s); prereq Jour major, honors div regis, college consent , dept consent , instr consent ;**

**Instructor:** Huh,Jisu

**Description:** Student may contact the instructor or department for information.

**JOUR 4993H Honors: Projects**

**A-F only, 3 credit(s); prereq Jour major, honors div regis, college consent , dept consent , instr consent ;**

**Instructor:** Yzer,Marco

**Description:** Student may contact the instructor or department for information.

**JOUR 4993H Honors: Projects**

**A-F only, 3 credit(s); prereq Jour major, honors div regis, college consent , dept consent , instr consent ;**

**Instructor:** Johnson,Jennifer M

**Description:** Student may contact the instructor or department for information.

**JOUR 4993H Honors: Projects**

**A-F only, 3 credit(s); prereq Jour major, honors div regis,**

**college consent , dept consent , instr consent ;**

**Instructor:** Squires,Catherine R

**Description:** Student may contact the instructor or department for information.

**JOUR 4993H Honors: Projects**

**A-F only, 3 credit(s); prereq Jour major, honors div regis, college consent , dept consent , instr consent ;**

**Instructor:** Sanders,Amy Kristin

**Description:** Student may contact the instructor or department for information.

**JOUR 4993H Honors: Projects**

**A-F only, 3 credit(s); prereq Jour major, honors div regis, college consent , dept consent , instr consent ;**

**Instructor:** Thiel-Stern,Shayla

**Description:** Student may contact the instructor or department for information.

**JOUR 4993H Honors: Projects**

**A-F only, 3 credit(s); prereq Jour major, honors div regis, college consent , dept consent , instr consent ;**

**Instructor:** LaMarre,Heather Lyn

**Description:** Student may contact the instructor or department for information.

**JOUR 5155 Capstone: Database Reporting**

**A-F only, 3 credit(s); prereq [[3004W or 3004V], [3101 or 3101H], 3121, [jour major or approved IDIM major or ICP major or BIS major]] or grad student credit will not be granted if credit received for: 4155;**

**Instructor:** Webster,Mary Jo

**Description:** Student may contact the instructor or department for information.

**JOUR 5174 Capstone: Magazine Editing and Production**

**A-F only, 4 credit(s); prereq [[[3004W or 3004V], [3101 or 3101H], [3155 or 3173W or 3321 or 4302]], [jour major or approved IDIM major or ICP major or BIS major]] or grad student credit will not be granted if credit received for: 4174;**

**Instructor:** Larsen,Elizabeth F

**Description:** Student may contact the instructor or department for information.

**JOUR 5251 Psychology of Advertising**

**A-F only, 3 credit(s); prereq jour maj or min or design comm or graphic pre-design or design comm or graph design or IDIM/ICP/BIS or instr consent ;**

**Instructor:** Williams,Jennifer Lisa

**Description:** Student may contact the instructor or department for information.

**JOUR 5251 Psychology of Advertising**

**A-F only, 3 credit(s); prereq jour maj or min or design comm or graphic pre-design or design comm or graph design or IDIM/ICP/BIS or instr consent ;**

**Instructor:** Eighmey,John

**Description:** This course is concerned with psychological concepts and theories, behavioral science research techniques, and research applications that advance understanding of the development and evaluation of advertising. Theories and concepts focusing on attitude content, structure and change are used to critically analyze advertising. The conceptual focus is primarily on the theory of planned behavior, elaboration likelihood and the role of emotions. With 42 students in the class, the classroom approach is a combination of lecture and discussion about the theories, research findings and their specific application to improve critical thinking about advertising. The course is intended for students who have studied advertising and/or behavioral sciences. WebCT is used extensively

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 20% final exam, 20% reports/papers, 20% special projects, 40% other evaluation. Two mid-term tests (each 20 percent of grade)

**Exam Format:** Essay

**JOUR 5552 Law of Internet Communications**

**A-F only, 3 credit(s); prereq Non-jour major or jour major with course appr on prog plan or [pre-jour with adviser approval] credit will not be granted if credit received for: 4552;**

**Instructor:** Sanders,Amy Kristin

**Description:** Student may contact the instructor or department for information.

**JOUR 5993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [Jour major or jour minor or approved IDIM major or ICP major or BIS major], GPA of at least 3.00, college consent , dept consent , instr consent ;**

**Instructor:** Doyle,Kenneth Owen

**Description:** Student may contact the instructor or department for information.

**JOUR 5993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [Jour major or jour minor or approved IDIM major or ICP major or BIS major], GPA of at least 3.00, college consent , dept consent , instr consent ;**

**Instructor:** Sullivan,Dan

**Description:** Student may contact the instructor or department for information.

**JOUR 5993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [Jour major or jour minor or approved IDIM major or ICP major or BIS major], GPA of at least 3.00, college consent , dept consent , instr consent ;**

**Instructor:** Ison,Christopher John

**Description:** Student may contact the instructor or department for information.

**JOUR 5993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [Jour major or jour minor or approved IDIM major or ICP major or BIS major], GPA of at least 3.00, college consent , dept consent , instr consent ;**

**Instructor:** Pedelty,Mark Holmes

**Description:** Student may contact the instructor or department for information.

**JOUR 5993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [Jour major or jour minor or approved IDIM major or ICP major or BIS major], GPA of at least 3.00, college consent , dept consent , instr consent ;**

**Instructor:** Dell'Orto,Giovanna

**Description:** Student may contact the instructor or department for information.

**JOUR 5993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [Jour major or jour minor or approved IDIM major or ICP major or BIS major], GPA of at least 3.00, college consent , dept consent , instr consent ;**

**Instructor:** Faber,Ronald J

**Description:** Student may contact the instructor or department for information.

**JOUR 5993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [Jour major or jour minor or approved IDIM major or ICP major or BIS major], GPA of at least 3.00, college consent , dept consent , instr consent ;**

**Instructor:** Schwartz,Dona

**Description:** Student may contact the instructor or department for information.

**JOUR 5993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [Jour major or jour minor or approved IDIM major or ICP major or BIS major], GPA of at least 3.00, college**

**consent , dept consent , instr consent ;**

**Instructor:** Tims,Albert R

**Description:** Student may contact the instructor or department for information.

**JOUR 5993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [Jour major or jour minor or approved IDIM major or ICP major or BIS major], GPA of at least 3.00, college consent , dept consent , instr consent ;**

**Instructor:** Wackman,Daniel Bruce

**Description:** Student may contact the instructor or department for information.

**JOUR 5993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [Jour major or jour minor or approved IDIM major or ICP major or BIS major], GPA of at least 3.00, college consent , dept consent , instr consent ;**

**Instructor:** Hansen,Kathleen Ann

**Description:** Student may contact the instructor or department for information.

**JOUR 5993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [Jour major or jour minor or approved IDIM major or ICP major or BIS major], GPA of at least 3.00, college consent , dept consent , instr consent ;**

**Instructor:** Leighton,Gordon

**Description:** Student may contact the instructor or department for information.

**JOUR 5993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [Jour major or jour minor or approved IDIM major or ICP major or BIS major], GPA of at least 3.00, college consent , dept consent , instr consent ;**

**Instructor:** Golden,Gayle Celeste

**Description:** Student may contact the instructor or department for information.

**JOUR 5993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [Jour major or jour minor or approved IDIM major or ICP major or BIS major], GPA of at least 3.00, college consent , dept consent , instr consent ;**

**Instructor:** Kirtley,Jane E

**Description:** Student may contact the instructor or department for information.

**JOUR 5993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [Jour major or jour minor or approved IDIM major or ICP major or BIS major], GPA of at least 3.00, college consent , dept consent , instr consent ;**

**Instructor:** Schwitzer,Gary John

**Description:** Student may contact the instructor or department for information.

**JOUR 5993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [Jour major or jour minor or approved IDIM major or ICP major or BIS major], GPA of at least 3.00, college consent , dept consent , instr consent ;**

**Instructor:** Southwell,Brian G

**Description:** Student may contact the instructor or department for information.

**JOUR 5993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed; prereq [Jour major or jour minor or approved IDIM major or ICP major or BIS major], GPA of at least 3.00, college consent , dept consent , instr consent ;**

**Instructor:** Eighmey,John

**Description:** Student may contact the instructor or department for information.

**JOUR 5993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;**  
**prereq [Jour major or jour minor or approved IDIM major or ICP major or BIS major], GPA of at least 3.00, college consent , dept consent , instr consent ;**  
**Instructor:** Huh,Jisu  
**Description:** Student may contact the instructor or department for information.

**JOUR 5993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;**  
**prereq [Jour major or jour minor or approved IDIM major or ICP major or BIS major], GPA of at least 3.00, college consent , dept consent , instr consent ;**  
**Instructor:** Yzer,Marco  
**Description:** Student may contact the instructor or department for information.

**JOUR 5993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;**  
**prereq [Jour major or jour minor or approved IDIM major or ICP major or BIS major], GPA of at least 3.00, college consent , dept consent , instr consent ;**  
**Instructor:** Squires,Catherine R  
**Description:** Student may contact the instructor or department for information.

**JOUR 5993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;**  
**prereq [Jour major or jour minor or approved IDIM major or ICP major or BIS major], GPA of at least 3.00, college consent , dept consent , instr consent ;**  
**Instructor:** Sanders,Amy Kristin  
**Description:** Student may contact the instructor or department for information.

**JOUR 5993 Directed Study**

**A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;**  
**prereq [Jour major or jour minor or approved IDIM major or ICP major or BIS major], GPA of at least 3.00, college consent , dept consent , instr consent ;**  
**Instructor:** Thiel-Stern,Shayla  
**Description:** Student may contact the instructor or department for information.

**JOUR 8202 Generation and Selection of Communication Strategies**

**A-F only, 3 credit(s); prereq Strat Comm MA grad major;**  
**Instructor:** Wehrenberg,Steven James  
**Description:** Student may contact the instructor or department for information.

**JOUR 8205 Cases in Strategic Communication**

**A-F only, 3 credit(s); prereq 8203, strat comm MA grad major;**  
**Instructor:** Wood,Michelle Leigh Maronn  
**Description:** Student may contact the instructor or department for information.

**JOUR 8501 Seminar: The Process of Quantitative Mass Communication Research**

**A-F only, 3 credit(s); prereq 9 cr soc sci, EPsy 5260 or equiv or concurrent enrollment in EPsy 5260;**  
**Instructor:** Huh,Jisu  
**Description:** Student may contact the instructor or department for information.

**JOUR 8602 Seminar: History of Mass Communication**

**A-F only, 3 credit(s); prereq 5601;**  
**Instructor:** Dell'Orto,Giovanna  
**Description:** Student may contact the instructor or department for information.

**JOUR 8651 Seminar: Mass Media and Social Change**

**A-F only, 3 credit(s); prereq 8001 or 8002 or equiv;**

**Instructor:** Thiel-Stern,Shayla

**Description:** Student may contact the instructor or department for information.

**JOUR 8678 Seminar: Constitutional Law--Theories of Freedom of Expression**

**A-F only, 3 credit(s); prereq 5777 or instr consent or law student; Credit will not be granted if credit has been received for: LAW 6059;**  
**Instructor:** Kirtley,Jane E

**Description:** This course will survey the evolution of First Amendment law as it affects the legal rights and privileges of the print and electronic media. Topics will include prior restraints, libel, privacy, reporters' privilege, access to courts (including free press/fair trial), commercial speech, and obscenity/indecency. The course will examine the statutory and common law rights of access to information, and will consider the constitutional implications of government regulation of media content, including the new media. We will read court opinions as well as seminal scholarly articles on the historical origins and philosophical foundations of freedom of press and speech, and review doctrinal themes.

**Style:** 5% Lecture, 10% Film/Video, 65% Discussion, 10% Student Presentation, 10% Guest Speakers. This is a seminar, so thorough preparation and enthusiastic participation in discussions is required.

**Grading:** 20% mid exam, 50% reports/papers, 10% in-class presentation, 20% class participation. Attendance is required. More than one unexcused absence will lower the student's class participation grade. Due dates for assignments are strictly enforced.

**Exam Format:** Essay. Closed book.

**JOUR 8721 Seminar: Communication Agencies as Social Institutions**

**A-F only, 3 credit(s);**  
**Instructor:** Sullivan,Dan

**Description:** ?Social Institutions? are those organizations, structures and mechanisms that help establish social order and enable a society to evolve and grow. That is, they serve as elements of the ?infrastructure? that enable individuals to come together to form a coherent, functioning society. One key element of that infrastructure is a society?s information and communication system. Historically, public meetings, churches and families [and, in some cases, schools] have played key roles. Mass media organizations are a relatively recent addition to this system. The current period in history is often referred to as the ?Information Age;? changes in technology have made information and communication both more central and more important in our lives and, in turn, may have increased the influence that media organizations have on society. This course considers various theoretical approaches for 1) examining the organizations through which mass communication occurs and how these organizations function as social institutions in the United States (i.e., as key elements of this country?s information and communication system), 2) for understanding the relationship of these organizations to society and 3) for evaluating their performance. More specifically, the course will examine: ? What should media organizations do for a society? ? What can they do? ? What have they done? ? What can society do to change current performance? This examination begins with a consideration of alternative theories of democracy and the implications for what citizens need from the media. It then draws on the insights of sociology, political science and economics, in addition to those of mass communication, to build an overall framework that includes four key elements: 1. Models of the characteristics and behavior of media organizations (focusing the media as commercial enterprises), 2. How best to frame the changes in the media environment, including advances in technology (especially the role of the Internet and related technologies in changing the role of media organizations in society) and increases in the diversity of American communities, 3. An understanding of the various dimensions of access to media and the development of principles for evaluating various outcomes, and 4. Theories related to the influence/effect that media content has on individuals (e.g., framing and

agenda-setting, third-person effects and two-step theory, and the behavior of audiences). This course will then use this framework to look in depth at a range of specific issues that reflect the specific interests of those in the class.

**JOUR 8993 Directed Study**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Grad mass comm major or minor, instr consent, dept consent;**

**Instructor:** Doyle, Kenneth Owen

**Description:** Student may contact the instructor or department for information.

**JOUR 8993 Directed Study**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Grad mass comm major or minor, instr consent, dept consent;**

**Instructor:** Sullivan, Dan

**Description:** Student may contact the instructor or department for information.

**JOUR 8993 Directed Study**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Grad mass comm major or minor, instr consent, dept consent;**

**Instructor:** Ison, Christopher John

**Description:** Student may contact the instructor or department for information.

**JOUR 8993 Directed Study**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Grad mass comm major or minor, instr consent, dept consent;**

**Instructor:** Pedelty, Mark Holmes

**Description:** Student may contact the instructor or department for information.

**JOUR 8993 Directed Study**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Grad mass comm major or minor, instr consent, dept consent;**

**Instructor:** Dell'Orto, Giovanna

**Description:** Student may contact the instructor or department for information.

**JOUR 8993 Directed Study**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Grad mass comm major or minor, instr consent, dept consent;**

**Instructor:** Faber, Ronald J

**Description:** Student may contact the instructor or department for information.

**JOUR 8993 Directed Study**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Grad mass comm major or minor, instr consent, dept consent;**

**Instructor:** Schwartz, Dona

**Description:** Student may contact the instructor or department for information.

**JOUR 8993 Directed Study**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Grad mass comm major or minor, instr consent, dept consent;**

**Instructor:** Tims, Albert R

**Description:** Student may contact the instructor or department for information.

**JOUR 8993 Directed Study**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Grad mass comm major or minor, instr consent, dept consent;**

**Instructor:** Wackman, Daniel Bruce

**Description:** Student may contact the instructor or department

for information.

**JOUR 8993 Directed Study**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Grad mass comm major or minor, instr consent, dept consent;**

**Instructor:** Hansen, Kathleen Ann

**Description:** Student may contact the instructor or department for information.

**JOUR 8993 Directed Study**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Grad mass comm major or minor, instr consent, dept consent;**

**Instructor:** Leighton, Gordon

**Description:** Student may contact the instructor or department for information.

**JOUR 8993 Directed Study**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Grad mass comm major or minor, instr consent, dept consent;**

**Instructor:** Golden, Gayle Celeste

**Description:** Student may contact the instructor or department for information.

**JOUR 8993 Directed Study**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Grad mass comm major or minor, instr consent, dept consent;**

**Instructor:** Kirtley, Jane E

**Description:** Student may contact the instructor or department for information.

**JOUR 8993 Directed Study**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Grad mass comm major or minor, instr consent, dept consent;**

**Instructor:** Schwitzer, Gary John

**Description:** Student may contact the instructor or department for information.

**JOUR 8993 Directed Study**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Grad mass comm major or minor, instr consent, dept consent;**

**Instructor:** Southwell, Brian G

**Description:** Student may contact the instructor or department for information.

**JOUR 8993 Directed Study**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Grad mass comm major or minor, instr consent, dept consent;**

**Instructor:** Eighmey, John

**Description:** Student may contact the instructor or department for information.

**JOUR 8993 Directed Study**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Grad mass comm major or minor, instr consent, dept consent;**

**Instructor:** Huh, Jisu

**Description:** Student may contact the instructor or department for information.

**JOUR 8993 Directed Study**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Grad mass comm major or minor, instr consent, dept consent;**

**Instructor:** Yzer, Marco

**Description:** Student may contact the instructor or department for information.

**JOUR 8993 Directed Study**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Grad mass comm major or minor, instr consent, dept consent;**

**Instructor:** Squires,Catherine R

**Description:** Student may contact the instructor or department for information.

#### JOUR 8993 Directed Study

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Grad mass comm major or minor, instr consent, dept consent;**

**Instructor:** Sanders,Amy Kristin

**Description:** Student may contact the instructor or department for information.

#### JOUR 8993 Directed Study

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Grad mass comm major or minor, instr consent, dept consent;**

**Instructor:** Thiel-Stern,Shayla

**Description:** Student may contact the instructor or department for information.

## Kinesiology 220 Cooke Hall

#### KIN 1050 Beginning Military Physical Fitness Training

**A-F only, 1 credit(s), max credits 4, 4 completions allowed;**

**Instructor:** Hogan,Timothy M

**Description:** The Army's model of physical fitness training is used to address five aspects of fitness in the context of running, weight training, strength exercise, circuit training, and team sport activities. Students are organized into groups of similar fitness levels.

#### KIN 1871 Survey of Kinesiology, Recreation, and Sport

**A-F only, 3 credit(s);**

**Instructor:** Bhalla PhD,Jennifer Anita

**Description:** Professional practice and disciplinary dimensions of kinesiology, recreation, and sport. Subdisciplines, relevant issues, practical applications.

#### KIN 3001 Lifetime Health and Wellness

**A-F only, 3 credit(s); Meets CLE req of Social Sciences;**

**Instructor:** Ingraham,Stacy Jean

**Description:** This class addresses current health and wellness issues at the individual, local and global levels. The components of wellness involve; physical, social, emotional, intellectual, spiritual, environmental and financial health. The goal of the class is to develop strategies that improve quality of life throughout life expectancy. This is an interactive class through lecture. The target audience for this class is students desiring a healthy and productive life.

**Style:** 80% Lecture, 15% Discussion.

**Grading:** 14% mid exam, 14% final exam, 29% reports/papers, 3% quizzes, 23% written homework, 10% reflection paper, 7% in-class presentation.

**Exam Format:** Multiple choice / T-F

#### KIN 3001 Lifetime Health and Wellness

**A-F only, 3 credit(s); Meets CLE req of Social Sciences;**

**Instructor:** Statt,Eric H

**Description:** Overview of health and wellness, including physical, emotional, intellectual, spiritual, social, environmental, and financial health. Societal changes and the influences of these changes on the general health and wellness of diverse populations.

#### KIN 3027 Human Anatomy for Kinesiology Students

**A-F only, 3 credit(s);**

**Instructor:** STAFF

**Description:** Introduction to human anatomy. Emphasizes musculoskeletal anatomy germane to athletic training,

Biomechanics, exercise physiology, motor learning/development.

#### KIN 3050 Advanced Military Physical Fitness Training

**A-F only, 1 credit(s), max credits 4, 4 completions allowed;**

**prereq 4 cr of 1050 or instr consent ;**

**Instructor:** Hogan,Timothy M

**Description:** The Army's model of physical fitness training is used to address five aspects of fitness in the context of running, weight training, strength exercise, circuit training, and team sport activities. Students are organized into groups of similar fitness levels.

#### KIN 3112 Introduction to Biomechanics

**A-F only, 4 credit(s); prereq [PHYS 1101W or PHYS 1201W or PHYS 1301W or PHYS 1401V], [3027 or 3111 or ANAT 3001 or ANAT 3601 or ANAT 3611 or INMD 3001 or INMD 3601];**

**Instructor:** Konczak PhD,Juergen

**Description:** This is an introductory course to biomechanics. The course consists of a weekly lecture and a laboratory session. The lecture portion of the course introduces basic concepts of physics and applies them to the analysis of human motion. It expands the knowledge students have gained in human anatomy by relating anatomy to human motor function. 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 needed. This course is required for majors in kinesiology. It is also suitable for students interested in careers in the health sciences, biology and biomedical engineering.

**Style:** 60% Lecture, 10% Discussion, 30% Laboratory.

**Grading:** 25% mid exam, 30% final exam, 25% laboratory evaluation, 20% other evaluation. six-week exam

**Exam Format:** A mix of multiple choice, essay questions

#### KIN 3112 Introduction to Biomechanics

**A-F only, 4 credit(s); prereq [PHYS 1101W or PHYS 1201W or PHYS 1301W or PHYS 1401V], [3027 or 3111 or ANAT 3001 or ANAT 3601 or ANAT 3611 or INMD 3001 or INMD 3601];**

**Instructor:** Lu,Chiahao

**Description:** Mechanical principles governing human motion. Human bone, muscle, and neurophysiology. Measurements of human performance. Clinical/applied sport biomechanics. Lab introduces technology for assessing human motor function such as electromyography or force sensors.

#### KIN 3113 First Responder for Coaches and Athletic Trainers

**A-F only, 3 credit(s);**

**Instructor:** Mc Neil MA,Mary Ann

**Description:** This nationally recognized curriculum is taught according to the standards of the Department of Transportation (USDOT). It is presented in an interactive and small group format to prepare students to work at the level of First Responder, the first level in the EMS chain of emergency care delivery.

Certification includes: AHA-BLS for Health Care Providers and USDOT First Responder. Includes: Patient assessment, airway management, trauma care and critical thinking.

**Style:** 30% Lecture, 5% Film/Video, 30% Laboratory, 30% Small Group Activities, 5% Guest Speakers. This course is scenario based learning. Every class will contain 1/2 didactic presentations, 1/2 activities.

**Grading:** 20% final exam, 20% quizzes, 10% in-class presentation, 25% class participation, 25% laboratory evaluation. Student may not miss >3 class sessions. This will result in dismissal from the course.

**Exam Format:** Combination written/practicalskills demonstration.

#### KIN 3113 First Responder for Coaches and Athletic Trainers

**A-F only, 3 credit(s);**

**Instructor:** Alberti,Laszlo S

**Description:** This nationally recognized curriculum is taught according to the standards of the Department of Transportation (USDOT). It is presented in an interactive and small group format to prepare students to work at the level of First Responder, the first level in the EMS chain of emergency care delivery.

Certification includes: AHA-BLS for Health Care Providers and



USDOT First Responder. Includes: Patient assessment, airway management, trauma care and critical thinking.

**Style:** 30% Lecture, 5% Film/Video, 30% Laboratory, 30% Small Group Activities, 5% Guest Speakers. This course is scenario based learning. Every class will contain 1/2 didactic presentations, 1/2 activities.

**Grading:** 20% final exam, 20% quizzes, 10% in-class presentation, 25% class participation, 25% laboratory evaluation. Student may not miss >3 class sessions. This will result in dismissal from the course.

**Exam Format:** Combination written/practical skills demonstration.

#### **KIN 3114 Prevention and Care of Athletic Injuries**

**A-F only, 3 credit(s); prereq [3027 or ANAT 3001 or ANAT 3601 or ANAT 3611 or equiv], [CEHD student or instr consent];**

**Instructor:** Hamilton, Amy

**Description:** Principles in athletic training for prevention/care of injury. Taping/bracing techniques. Lab.

#### **KIN 3126W Sport and Exercise Psychology**

**A-F only, 3 credit(s); prereq Kin major or instr consent ;**

**Meets CLE req of Writing Intensive;**

**Instructor:** Franklin, Ayanna N

**Description:** Thoughts, feelings, and behaviors of people in physical activity contexts. Foundations approach to theory/research in sport and exercise psychology.

#### **KIN 3126W Sport and Exercise Psychology**

**A-F only, 3 credit(s); prereq Kin major or instr consent ;**

**Meets CLE req of Writing Intensive;**

**Instructor:** Kipp, Lindsay

**Description:** Thoughts, feelings, and behaviors of people in physical activity contexts. Foundations approach to theory/research in sport and exercise psychology.

#### **KIN 3126W Sport and Exercise Psychology**

**A-F only, 3 credit(s); prereq Kin major or instr consent ;**

**Meets CLE req of Writing Intensive;**

**Instructor:** Russell, Hayley Catherine

**Description:** Thoughts, feelings, and behaviors of people in physical activity contexts. Foundations approach to theory/research in sport and exercise psychology.

#### **KIN 3131W History and Philosophy of Sport**

**A-F only, 3 credit(s); prereq Kin major or instr consent;**

**Meets CLE req of Writing Intensive;**

**Instructor:** Thul, Chelsey Marie

**Description:** Introductory description and interpretation of the historical and philosophical development of physical education and sport from primitive societies to 20th century civilization.

#### **KIN 3131W History and Philosophy of Sport**

**A-F only, 3 credit(s); prereq Kin major or instr consent;**

**Meets CLE req of Writing Intensive;**

**Instructor:** Magle-Haberek, Anna

**Description:** Introductory description and interpretation of the historical and philosophical development of physical education and sport from primitive societies to 20th century civilization.

#### **KIN 3132 Introduction to Motor Development Across the Lifespan**

**A-F only, 3 credit(s); prereq credit will not be granted if credit already received for: Kin 4132 Kin major or instr consent ;**

**Instructor:** STAFF

**Description:** Developmental aspects of human movement behavior/learning. Life span change of motor skills.

#### **KIN 3135 Introduction to Motor Learning and Control**

**A-F only, 3 credit(s); prereq Kin major or instr consent credit will not be granted if credit already received for: Kin 4135;**

**Instructor:** STAFF

**Description:** Main theoretical ideas/research that have advanced motor control/learning over last three decades.

#### **KIN 3136 Mental Skills Training for Sport**

**A-F only, 2 credit(s); prereq credit will not be granted if credit already received for: SMGT 3621;**

**Instructor:** Wings, Jim

**Description:** Psychological theories/techniques as they apply to sport performance and personal growth of sport participants.

#### **KIN 3143 Organization and Administration of Sport**

**A-F only, 3 credit(s); prereq Kin major or instr consent ;**

**Instructor:** Schull, Vicki Denise

**Description:** How to organize/administer sports/activities. Practice/class organization, meet/game organization, facility/equipment needs, finances.

#### **KIN 3151 Measurement and Evaluation in Kinesiology**

**A-F only, 3 credit(s); prereq Kin major or instr consent ;**

**Instructor:** STAFF

**Description:** Introduction to the philosophy of evaluation and measurement in physical education and exercise science. Test selection, construction, evaluation, and administration. Basic research methods, statistical analysis, and interpretation of test scores.

#### **KIN 3169 Volleyball Coaching Theory and Skill Development**

**A-F only, 2 credit(s); prereq [Enrolled in coaching program or Kin major or instr consent ], skills sufficient for participating in drills/game/match/contest for demonstration/teaching purposes;**

**Instructor:** Chung, Vinh Khai

**Description:** Coaching theory and skill development necessary to coach volleyball.

#### **KIN 3173 Football Coaching Theory and Skill Development**

**A-F only, 2 credit(s); prereq [Enrolled in coaching program or Kin major or instr consent ], skills sufficient for participating in drills/game/match/contest for demonstration/teaching purposes;**

**Instructor:** Peterson, Gregory Jon

**Description:** Coaching theory and skill development necessary to coach football.

#### **KIN 3178 Tennis Coaching Theory and Skill Development**

**A-F only, 2 credit(s); prereq [Enrolled in coaching program or Kin major or instr consent ], skills sufficient for participating in drills/game/match/contest for demonstration/teaching purposes;**

**Instructor:** Sanny, John H

**Description:** Coaching theory and skill development necessary to coach tennis.

#### **KIN 3327 Teaching Physical Education in the Elementary School**

**A-F only, 2 credit(s); prereq Elem ed major;**

**Instructor:** Mooers, Nancy Eileen Ro

**Description:** This course is designed for the elementary (K-8) classroom teacher. The course is activity based and designed to give the classroom teacher the ability to engage their students in age appropriate, energizing activities. Both the classroom and the gymnasium will be used for instruction and micro-teaching. Physical education classes in the gymnasium will be active while experiencing current curriculum and methodology. Emphasis will focus on the importance of regular and active physical education to the total school curriculum, with the inclusion of the health, social, and emotional benefits for the child. Elements of an effective quality physical education program will be included, such as, knowledge about the growing child, management skills, curriculum, lesson plan design, lesson presentation, communication, and age appropriate activities. Techniques to enhance communication, collaboration and integration between the physical education teacher and the classroom teacher, meeting special needs, and community involvement are also regularly addressed.

**Style:** 25% Lecture, 15% Discussion. Teacher modeling with student participation and student micro-teaching

**Grading:** 40% reports/papers, 15% special projects, 20% in-class presentation, 25% class participation.

**Exam Format:** No exams, performance assessment only

**KIN 3327 Teaching Physical Education in the Elementary School**

**A-F only, 2 credit(s); prereq Elem ed major;**

**Instructor:** Heisel, Nancy

**Description:** Overview of the elementary physical education process with focus on a classroom teacher's perspective and needs. Representative experiences include participation, lecture, micro-teaching, final test.

**KIN 3385 Human Physiology**

**A-F only, 4 credit(s); prereq [[KIN 3027 or ANAT 3001 or ANAT 3601 or ANAT 3611], KIN major] or instr consent ;**

**Instructor:** Biltz, George Robert

**Description:** Functional/integrative approach organized by level of description, from molecular genetics to dynamic movement/clinical conditions. Cellular mechanisms for major physiological functions. Exercise, fitness, health, growth.

**KIN 3696 Supervised Practical Experience**

**S-N only, 1-10 credit(s), max credits 10, 10 completions allowed; prereq instr consent;**

**Instructor:** STAFF

**Description:** On-the-job supervised practical experience in the fields of sport and exercise under a specialist in a particular area of study or emphasis.

**KIN 3993 Directed Study in Kinesiology**

**A-F only, 1-10 credit(s), max credits 10, 10 completions allowed; prereq instr consent ;**

**Instructor:** STAFF

**Description:** Student-selected clinical or research experience.

**KIN 3993H Directed Study in Kinesiology: Honors**

**A-F only, 1-10 credit(s), max credits 10, 10 completions allowed; prereq Kin honors, instr consent ;**

**Instructor:** Treat-Jacobson PhD, Diane Jeanette

**Description:** Student selected clinical or research experience

**KIN 3993H Directed Study in Kinesiology: Honors**

**A-F only, 1-10 credit(s), max credits 10, 10 completions allowed; prereq Kin honors, instr consent ;**

**Instructor:** Wade, Michael G

**Description:** Student-selected clinical or research experience

**KIN 3993H Directed Study in Kinesiology: Honors**

**A-F only, 1-10 credit(s), max credits 10, 10 completions allowed; prereq Kin honors, instr consent ;**

**Instructor:** Wiese-Bjornstal PhD, Diane M.

**Description:** Student-selected clinical or research experience

**KIN 3993H Directed Study in Kinesiology: Honors**

**A-F only, 1-10 credit(s), max credits 10, 10 completions allowed; prereq Kin honors, instr consent ;**

**Instructor:** Bronas, Ulf Gunnar

**Description:** Student selected clinical or research experience

**KIN 3993H Directed Study in Kinesiology: Honors**

**A-F only, 1-10 credit(s), max credits 10, 10 completions allowed; prereq Kin honors, instr consent ;**

**Instructor:** Dengel PhD, Donald Robert

**Description:** Student-selected clinical or research experience

**KIN 3993H Directed Study in Kinesiology: Honors**

**A-F only, 1-10 credit(s), max credits 10, 10 completions allowed; prereq Kin honors, instr consent ;**

**Instructor:** Stoffregen, Thomas

**Description:** Student-selected clinical or research experience

**KIN 3993H Directed Study in Kinesiology: Honors**

**A-F only, 1-10 credit(s), max credits 10, 10 completions allowed; prereq Kin honors, instr consent ;**

**Instructor:** Petit, Moira Anne

**Description:** Student-selected clinical or research experience

**KIN 3993H Directed Study in Kinesiology: Honors**

**A-F only, 1-10 credit(s), max credits 10, 10 completions allowed; prereq Kin honors, instr consent ;**

**Instructor:** Bhalla PhD, Jennifer Anita

**Description:** Student may contact the instructor or department for information.

**KIN 4001H Honors Seminar in Kinesiology**

**A-F only, 3 credit(s), max credits 6; prereq Kinesiology honors;**

**Instructor:** STAFF

**Description:** Contemporary issues in Kinesiological research. Laboratory rotations, development of UROP project proposal, development of senior thesis topic, advanced study, career opportunities in Kinesiology, special learning opportunities.

**KIN 4136 Embodied Cognition**

**A-F only, 3 credit(s); prereq 4133 or instr consent ;**

**Instructor:** Stoffregen, Thomas

**Description:** Introduction to relations between physical behavior and mental activity. Cognitive, emotional, and social aspects. Concepts of embodied cognition, their relation to traditional concepts of mind/body. Lifespan development, empirical research.

**KIN 4385 Exercise Physiology**

**A-F only, 4 credit(s); prereq [[3385 or PHSL 3051, or equiv], kin major] or instr consent ;**

**Instructor:** Dengel PhD, Donald Robert

**Description:** Information and learning experiences will be presented that cover specific areas within the discipline of Exercise Physiology. This course is designed for the advanced undergraduate student in Kinesiology, as well as advanced students in such complementary areas as public health, nutrition, physiology, biology, biochemistry, or any sport-related areas. It creates a great opportunity to combine the science of biological, biochemistry, physics, and physiology with the study of health, fitness, wellness, human performance, and sport. Emphasis is placed on basic human physiological systems and the responses of those systems to the challenge of physical activity: from moderate to extreme intensities. The biochemical bases of these responses will be presented. Historical, psychological, sociological, and philosophical implications of these topics will be integrated into many of the lecture/discussions. In addition to lecture information, students will be provided a "hands on", small group laboratory experience that is carefully orchestrated to track lecture material and presentations.

**KIN 4641 Training and Conditioning for Sport**

**A-F only, 3 credit(s); prereq [KIN 4385 or exercise physiology course], [upper level undergrad or M.Ed. or grad student];**

**Instructor:** Fitzgerald, John S

**Description:** Physiology/methodology of training/conditioning athletes. Students construct training/conditioning programs for athletes. Different components that enhance training adaptation.

**KIN 4697 Student Coaching and Seminar**

**S-N only, 3 credit(s); prereq [Coaching minor or certificate] student, GPA of at least 2.50;**

**Instructor:** Ingraham, Stacy Jean

**Description:** Practicum with coinciding seminars.

**KIN 4741 Strength and Power Development and Program Design**

**A-F only, 3 credit(s); prereq Kinesiology major or coaching minor or coaching certificate or kinesiology MEd or instr consent ;**

**Instructor:** Fitzgerald, John S

**Description:** How to scientifically design resistance training programs and modify them for special populations (athletes, children, seniors, etc.). How exercise prescription design works in applied field.

**KIN 4981 Understanding Kinesiology Research**

**A-F only, 3 credit(s); prereq Intro statistics recommended;**

**Instructor:** STAFF

**Description:** Prepares students to critically analyze research specific to Kinesiology.

**KIN 5103 Developmental/Adapted Physical Education**

**A-F only, 3 credit(s);**

**Instructor:** Healy,Kathleen Dalton

**Description:** Introduction to physical education for students with disabilities, emphasizing conceptual, organizational, and administrative issues. Topics include historical and legal foundations, service components, individualized education plans, professional roles, and assessment of movement skills.

**KIN 5111 Sports Facilities**

**A-F only, 3 credit(s); prereq Kin or Rec grad student or MED student;**

**Instructor:** Turman PhD,James C

**Description:** An overview of sports facilities including the planning, development, design, construction, and management of such facilities with emphasis on major indoor multipurpose facilities for recreational sports, physical education, and intercollegiate athletics on the college campus and an introduction to public/private arenas and stadiums. Other topic areas may include funding and financing, operations management, marketing, advertising, public relations, and risk management.

**Style:** 35% Lecture, 20% Discussion, 15% Small Group Activities, 10% Student Presentation, 15% Field Trips, 5% Guest Speakers.

**Grading:** 17% final exam, 35% reports/papers, 25% special projects, 5% quizzes, 13% written homework, 5% attendance. Note: attendance also includes in-class presentation and participation.

**Exam Format:** multiple choice, fill-in, matching, and essay

**KIN 5115 Event Management in Sport**

**A-F only, 3 credit(s); prereq Grad student, instr consent;**

**Instructor:** Ross,Stephen D

**Description:** This seminar style course is designed to introduce and discuss practices and principles of planning, funding, and managing sport events and how this impacts and influences its success. In addition to preparation for the event, legal and safety issues are very important considerations as well. Through discussion seminar discussion, this course will delve into the science of event management and all of its components.

**KIN 5122 Applied Exercise Physiology**

**A-F only, 3 credit(s); prereq 4385 or equiv or instr consent;**

**Instructor:** Burns,Kevin Victor

**Description:** Metabolic, cardiorespiratory and muscular responses to exercise and exercise training; applications of exercise physiology in disease states and for athletic performance; effects of exercise as a treatment for metabolic and cardiovascular diseases, and obesity; controversial issues in exercise physiology.

**Style:** 50% Lecture, 10% Discussion, 25% Student Presentation, 15% Guest Speakers.

**KIN 5123 Motivational Interventions in Physical Activity**

**A-F only, 3 credit(s); prereq 3126W or grad student;**

**Instructor:** Lewis,Beth Ann

**Description:** Psychological principles related to physical activity (PA). Delivery of motivational interventions for physical activity. Motivational PA interventions. Two papers, one presentation, two exams.

**KIN 5136 Psychology of Coaching**  
**3 credit(s);**

**Instructor:** LaVoi,Nicole Marie

**Description:** The course is broken down into two components. The first component focuses on helping coaches (and other sport practitioners) develop skills in creating a climate where optimal development, optimal performance and optimal experience occur simultaneously-across all competitive levels. Topics covered in this component include coaching philosophy, leadership, communication skills, motivation, and team building. The second

component introduces psychological skills training (PST) and ways in which coaches can implement PST in their programs for performance enhancement. This is an applied course. Kin 3126 is strongly recommended as a pre-requisite. This course is invaluable and highly recommended for students in the coaching minor, and for UG and Graduate students who are currently coaching or intend to coach. Individuals in the Armed Forces also find this course relevant to leadership and aspects of optimal performance. Experienced coaches (i.e., coaches with some or many years of coaching) find the course insightful and transformative. This course is relevant for anyone who manages, motivates, and tries to help individuals attain optimal performance in any context-not just sports.

**Style:** 50% Lecture, 5% Film/Video, 15% Discussion, 5% Laboratory, 10% Small Group Activities, 5% Student Presentation, 5% Guest Speakers, 5% Web Based. The course is taught using blended learning and different teaching pedagogies aimed at actively engaging students.

**Grading:** 15% final exam, 20% reports/papers, 50% reflection paper, 5% in-class presentation, 10% class participation.

**Exam Format:** short answer, case study, essay

**KIN 5142 Applied Sport Nutrition for Athletic Performance**

**3 credit(s); prereq Grad student or instr consent ;**

**Instructor:** Ingraham,Stacy Jean

**Description:** This course investigates the current trends in athletic performance related to sports nutrition. The course provides an opportunity to evaluate current supplementation in the athletic arena. The student will develop an understanding of evidence based recommendations in sport nutrition.

**Style:** 65% Lecture, 10% Discussion, 10% Small Group Activities, 15% Student Presentation.

**Grading:** 30% final exam, 31% reports/papers, 23% special projects, 5% attendance, 11% in-class presentation.

**Exam Format:** essay

**KIN 5196 Practicum: Developmental/Adapted Physical Education**

**S-N only, 1-4 credit(s), max credits 4, 4 completions allowed; 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;**

**Instructor:** Braun,Jessica D

**Description:** Observation of, participation in physical education instruction for students with disabilities. Current issues in developmental/adapted physical education. Exchange of ideas/problems.

**KIN 5371 Sport and Society**

**A-F only, 3 credit(s); prereq [3126W, grad student] or instr consent ;**

**Instructor:** Kane,Mary Jo

**Description:** The purpose of this course is to introduce students to social theories, research findings and principles in the field of Sport Sociology in order to analyze and understand the significance of sport in American society. Students will explore how one of the most powerful political, social and economic institutions in this country-sport-relates to broader cultural issues such as commercialization, gender equity, diversity and violence.

**KIN 5375 Competitive Sport for Children and Youth**  
**3 credit(s);**

**Instructor:** Weiss,Maureen R

**Description:** Cognitive, behavioral, and biological factors having important implications for competitive sport participants from early childhood through high school age. Emphasis on translating sport science research into practical implications for youth sport coaches, teachers, and administrators

**KIN 5385 Exercise for Disease Prevention and Management**

**A-F only, 3 credit(s); prereq Undergrad [physiology or biology];**

**Instructor:** Leon,Arthur S

**Description:** Exercise testing and prescription with modifications required because of special considerations associated with

aging, gender differences, environmental conditions, and the presence of medical conditions.  
**Style:** 90% Lecture, 5% Discussion, 5% Laboratory.  
**Grading:** 40% mid exam, 40% final exam, 20% reports/papers.

**KIN 5461 Foundations of Sport Management**

**A-F only, 3 credit(s); prereq Kin or rec or postbac or grad student or instr consent ;**  
**Instructor:** Esten, Phil L  
**Description:** Theories/techniques in administration/management of sport enterprises. Organizational theory/policy, practical examples of sport management skills/strategies.

**KIN 5485 Advanced Electrocardiogram Interpretation**

**A-F only, 3 credit(s); prereq [3385, 4385] or instr consent ;**  
**Instructor:** Nelson, Brittny J  
**Description:** Introduction to electrocardiogram. Placement/interpretation, use in clinical exercise testing and exercise prescription. Hands-on experience in electrocardiogram for exercise testing.

**KIN 5631 Programming and Promotion in Sport**

**A-F only, 3 credit(s); prereq Kin or Rec grad student or instr consent ;**  
**Instructor:** Ross, Stephen D  
**Description:** While sport promoters can be traced as far back as early 20th century boxing matches, sport marketing as a concept has just recently been credited with the sudden rise in industrial interest. Although the sport industry is still in its early growth period, it has experienced extreme financial prosperity. Largely responsible for the increased popularity and revenue gain of the field is sport marketing. This course is designed to introduce marketing concepts as they apply to the sport industry. Topics such as consumer behavior, market research, the marketing mix and licensing will be covered through the use of interactive discussion and practical application.

**KIN 5641 Scientific Theory and Application of Training and Conditioning in Sport**

**A-F only, 3 credit(s); prereq 4385 or SPST 3641 or SPST 4641 or exercise physiology course or instr consent ;**  
**Instructor:** Ingraham, Stacy Jean  
**Description:** This course analyzes strategies used to design training and conditioning programs for athletic performance. This course is a round-table discussion reviewing peer-reviewed journal articles specific to training athletes. This course is an opportunity to discuss and critique current trends in sport training and to make evidence-based decisions in the interest of sport performance.  
**Style:** 5% Lecture, 70% Discussion, 25% Student Presentation.  
**Grading:** 24% final exam, 29% reports/papers, 17% written homework, 15% journal, 15% in-class presentation.

**KIN 5696 Practicum in Kinesiology**

**S-N only, 1-6 credit(s), max credits 6, 6 completions allowed;**  
**prereq [Kin MEd or grad student], instr consent ;**  
**Instructor:** Ingraham, Stacy Jean  
**Description:** Practical experience in kinesiology under supervision of a University adviser and an agency supervisor.

**KIN 5696 Practicum in Kinesiology**

**S-N only, 1-6 credit(s), max credits 6, 6 completions allowed;**  
**prereq [Kin MEd or grad student], instr consent ;**  
**Instructor:** Allison JD, Rayla  
**Description:** Practical experience in kinesiology under supervision of a University adviser and an agency supervisor.

**KIN 5696 Practicum in Kinesiology**

**S-N only, 1-6 credit(s), max credits 6, 6 completions allowed;**  
**prereq [Kin MEd or grad student], instr consent ;**  
**Instructor:** Leon, Arthur S  
**Description:** Practical experience in kinesiology under supervision of a University adviser and an agency supervisor.

**KIN 5696 Practicum in Kinesiology**

**S-N only, 1-6 credit(s), max credits 6, 6 completions allowed;**

**prereq [Kin MEd or grad student], instr consent ;**

**Instructor:** Wade, Michael G  
**Description:** Practical experience in kinesiology under supervision of a University faculty member and an agency supervisor.

**KIN 5696 Practicum in Kinesiology**

**S-N only, 1-6 credit(s), max credits 6, 6 completions allowed;**  
**prereq [Kin MEd or grad student], instr consent ;**  
**Instructor:** Ross, Stephen D  
**Description:** Practical experience in kinesiology under supervision of a University faculty member and an agency supervisor.

**KIN 5696 Practicum in Kinesiology**

**S-N only, 1-6 credit(s), max credits 6, 6 completions allowed;**  
**prereq [Kin MEd or grad student], instr consent ;**  
**Instructor:** Kihl, Lisa A  
**Description:** Practicum offers students opportunities to work in a professional environment under the guidance of professionals. This professional experience should be completed near the completion of your M.Ed. program (completed 15 credits or more) as a culmination of your education and experience. Practicum should be viewed as a transition step between a student's education and their professional career. Typically the practicum offers a level of responsibility that allows a student to develop professional skills in the field/industry while offering the student training and supervision, which allows them to practically apply previously studied theory. Course information at <http://intranet.kin.umn.edu/practicum/>

**KIN 5696 Practicum in Kinesiology**

**S-N only, 1-6 credit(s), max credits 6, 6 completions allowed;**  
**prereq [Kin MEd or grad student], instr consent ;**  
**Instructor:** Petit, Moira Anne  
**Description:** Practical experience in kinesiology under supervision of a University faculty member and an agency supervisor.

**KIN 5696 Practicum in Kinesiology**

**S-N only, 1-6 credit(s), max credits 6, 6 completions allowed;**  
**prereq [Kin MEd or grad student], instr consent ;**  
**Instructor:** Brownlee, Eric A  
**Description:** Practical experience in kinesiology under supervision of a University faculty member and an agency supervisor

**KIN 5720 Special Topics in Kinesiology: Qualitative Methods and Analysis in Kinesiology**

**3 credit(s), max credits 8, 8 completions allowed; prereq Kin upper div undergrad or grad student or instr consent ;**  
**Instructor:** Kihl, Lisa A  
**Description:** Current issues in the broad field and subfields in kinesiology, or related coursework in areas not normally available through regular offerings.

**KIN 5725 Organization and Management of Physical Education and Sport**

**A-F only, 3 credit(s); prereq Grad/initial licensure or instr consent;**  
**Instructor:** Brownlee, Eric A  
**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, community sport administrators.

**KIN 5801 Legal Aspects of Sport and Recreation**

**A-F only, 4 credit(s); prereq Kin or rec major;**  
**Instructor:** Loher JD, Vickie Lynn  
**Description:** Legal issues related to recreation, park, and sport programs/facilities with public/private sectors.

**KIN 5804 National Collegiate Athletic Association (NCAA) Compliance**

**A-F only, 2 credit(s); prereq [Upper div undergrad or grad student] in KIN, instr consent ;**

**Instructor:** Bruett, JT

**Description:** Governance structure, policies, and procedures in intercollegiate athletics. Careers in college athletics as coach, administrator, athletic trainer, counselor, etc

**KIN 5981 Research Methodology in Kinesiology, Recreation, and Sport**

**A-F only, 3 credit(s); prereq 3151 or equiv; Credit will not be granted if credit has been received for: REC 5981;**

**Instructor:** Kihl, Lisa A

**Description:** Defines/reviews various types of research in exercise and sport science, physical education, and recreation studies. Qualitative research, field studies, and introspective research strategies as alternatives to traditional scientific paradigm.

**KIN 5992 Readings in Kinesiology**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq [KIN upper div undergrad or MEd or grad student], instr consent;**

**Instructor:** Rodgerson, Richard W

**Description:** Independent study under tutorial guidance.

**KIN 5992 Readings in Kinesiology**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq [KIN upper div undergrad or MEd or grad student], instr consent;**

**Instructor:** Lewis, Beth Ann

**Description:** Independent study under tutorial guidance.

**KIN 5992 Readings in Kinesiology**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq [KIN upper div undergrad or MEd or grad student], instr consent;**

**Instructor:** LaVoi, Nicole Marie

**Description:** Independent study under tutorial guidance.

**KIN 5992 Readings in Kinesiology**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq [KIN upper div undergrad or MEd or grad student], instr consent;**

**Instructor:** Ingraham, Stacy Jean

**Description:** Independent study under tutorial guidance.

**KIN 5992 Readings in Kinesiology**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq [KIN upper div undergrad or MEd or grad student], instr consent;**

**Instructor:** Allison JD, Rayla

**Description:** Independent study under tutorial guidance.

**KIN 5992 Readings in Kinesiology**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq [KIN upper div undergrad or MEd or grad student], instr consent;**

**Instructor:** Serfass, Robert C

**Description:** Independent study under tutorial guidance.

**KIN 5992 Readings in Kinesiology**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq [KIN upper div undergrad or MEd or grad student], instr consent;**

**Instructor:** Leon, Arthur S

**Description:** Independent study under tutorial guidance.

**KIN 5992 Readings in Kinesiology**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq [KIN upper div undergrad or MEd or grad student], instr consent;**

**Instructor:** Kane, Mary Jo

**Description:** Independent study under tutorial guidance.

**KIN 5992 Readings in Kinesiology**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq [KIN upper div undergrad or MEd or grad student], instr consent;**

**Instructor:** Wade, Michael G

**Description:** Independent study under tutorial guidance.

**KIN 5992 Readings in Kinesiology**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq [KIN upper div undergrad or MEd or grad student], instr consent;**

**Instructor:** Wiese-Bjornstal PhD, Diane M.

**Description:** Independent study under tutorial guidance.

**KIN 5992 Readings in Kinesiology**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq [KIN upper div undergrad or MEd or grad student], instr consent;**

**Instructor:** Konczak PhD, Juergen

**Description:** Independent study under tutorial guidance.

**KIN 5992 Readings in Kinesiology**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq [KIN upper div undergrad or MEd or grad student], instr consent;**

**Instructor:** Hoffman, Brandi L

**Description:** Independent study under tutorial guidance.

**KIN 5992 Readings in Kinesiology**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq [KIN upper div undergrad or MEd or grad student], instr consent;**

**Instructor:** Dengel PhD, Donald Robert

**Description:** Independent study under tutorial guidance.

**KIN 5992 Readings in Kinesiology**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq [KIN upper div undergrad or MEd or grad student], instr consent;**

**Instructor:** Stoffregen, Thomas

**Description:** Independent study under tutorial guidance.

**KIN 5992 Readings in Kinesiology**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq [KIN upper div undergrad or MEd or grad student], instr consent;**

**Instructor:** Ross, Stephen D

**Description:** Independent study under tutorial guidance.

**KIN 5992 Readings in Kinesiology**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq [KIN upper div undergrad or MEd or grad student], instr consent;**

**Instructor:** Kihl, Lisa A

**Description:** Independent study under tutorial guidance.

**KIN 5992 Readings in Kinesiology**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq [KIN upper div undergrad or MEd or grad student], instr consent;**

**Instructor:** Petit, Moira Anne

**Description:** Independent study under tutorial guidance.

**KIN 5992 Readings in Kinesiology**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq [KIN upper div undergrad or MEd or grad student], instr consent;**

**Instructor:** Barr-Anderson, Daheia Julina

**Description:** Independent study under tutorial guidance.

**KIN 5992 Readings in Kinesiology**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq [KIN upper div undergrad or MEd or grad student], instr consent;**

**Instructor:** Bhalla PhD, Jennifer Anita

**Description:** Independent study under tutorial guidance.

**KIN 5992 Readings in Kinesiology**

A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;  
prereq [KIN upper div undergrad or MEd or grad student],  
instr consent;  
Instructor: Weiss, Maureen R  
Description: Independent study under tutorial guidance.

**KIN 5992 Readings in Kinesiology**

A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;  
prereq [KIN upper div undergrad or MEd or grad student],  
instr consent;  
Instructor: Brownlee, Eric A  
Description: Independent study under tutorial guidance.

**KIN 5995 Research Problems in Applied Kinesiology**

A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
prereq [Kin upper div undergrad or MEd or grad student], 15  
cr of major coursework [including 4981 or 5981], instr  
consent ;  
Instructor: Lewis, Beth Ann  
Description: Selected topics in physical activity/human  
performance.

**KIN 5995 Research Problems in Applied Kinesiology**

A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
prereq [Kin upper div undergrad or MEd or grad student], 15  
cr of major coursework [including 4981 or 5981], instr  
consent ;  
Instructor: LaVoi, Nicole Marie  
Description: Selected topics in physical activity/human  
performance.

**KIN 5995 Research Problems in Applied Kinesiology**

A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
prereq [Kin upper div undergrad or MEd or grad student], 15  
cr of major coursework [including 4981 or 5981], instr  
consent ;  
Instructor: Ingraham, Stacy Jean  
Description: Selected topics in physical activity/human  
performance.

**KIN 5995 Research Problems in Applied Kinesiology**

A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
prereq [Kin upper div undergrad or MEd or grad student], 15  
cr of major coursework [including 4981 or 5981], instr  
consent ;  
Instructor: Allison JD, Rayla  
Description: Selected topics in physical activity/human  
performance.

**KIN 5995 Research Problems in Applied Kinesiology**

A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
prereq [Kin upper div undergrad or MEd or grad student], 15  
cr of major coursework [including 4981 or 5981], instr  
consent ;  
Instructor: Serfass, Robert C  
Description: Research problems and readings on a selected  
topic in Kinesiology.

**KIN 5995 Research Problems in Applied Kinesiology**

A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
prereq [Kin upper div undergrad or MEd or grad student], 15  
cr of major coursework [including 4981 or 5981], instr  
consent ;  
Instructor: Leon, Arthur S  
Description: Research problems and readings on a selected  
topic in Kinesiology.

**KIN 5995 Research Problems in Applied Kinesiology**

A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
prereq [Kin upper div undergrad or MEd or grad student], 15  
cr of major coursework [including 4981 or 5981], instr  
consent ;  
Instructor: Kane, Mary Jo  
Description: Research problems and readings on a selected  
topic in Kinesiology.

**KIN 5995 Research Problems in Applied Kinesiology**

A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
prereq [Kin upper div undergrad or MEd or grad student], 15  
cr of major coursework [including 4981 or 5981], instr  
consent ;  
Instructor: Wade, Michael G  
Description: Research problems and readings on a selected  
topic in Kinesiology.

**KIN 5995 Research Problems in Applied Kinesiology**

A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
prereq [Kin upper div undergrad or MEd or grad student], 15  
cr of major coursework [including 4981 or 5981], instr  
consent ;  
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.  
Style: 100% Discussion.  
Grading: 100% special projects.  
Exam Format: no exam

**KIN 5995 Research Problems in Applied Kinesiology**

A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
prereq [Kin upper div undergrad or MEd or grad student], 15  
cr of major coursework [including 4981 or 5981], instr  
consent ;  
Instructor: Wiese-Bjornstal PhD, Diane M.  
Description: Research problems and readings on a selected  
topic in Kinesiology.

**KIN 5995 Research Problems in Applied Kinesiology**

A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
prereq [Kin upper div undergrad or MEd or grad student], 15  
cr of major coursework [including 4981 or 5981], instr  
consent ;  
Instructor: Konczak PhD, Juergen  
Description: Research problems and readings on a selected  
topic in Kinesiology.

**KIN 5995 Research Problems in Applied Kinesiology**

A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
prereq [Kin upper div undergrad or MEd or grad student], 15  
cr of major coursework [including 4981 or 5981], instr  
consent ;  
Instructor: Dengel PhD, Donald Robert  
Description: Research problems and readings on a selected  
topic in Kinesiology.

**KIN 5995 Research Problems in Applied Kinesiology**

A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
prereq [Kin upper div undergrad or MEd or grad student], 15  
cr of major coursework [including 4981 or 5981], instr  
consent ;  
Instructor: Stoffregen, Thomas  
Description: Research problems and readings on a selected  
topic in Kinesiology.

**KIN 5995 Research Problems in Applied Kinesiology**

A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
prereq [Kin upper div undergrad or MEd or grad student], 15  
cr of major coursework [including 4981 or 5981], instr  
consent ;  
Instructor: Ross, Stephen D  
Description: Selected topics in physical activity/human  
performance.

**KIN 5995 Research Problems in Applied Kinesiology**

A-F only, 1-6 credit(s), max credits 6, 6 completions allowed;  
prereq [Kin upper div undergrad or MEd or grad student], 15  
cr of major coursework [including 4981 or 5981], instr  
consent ;  
Instructor: Kihl, Lisa A  
Description: Students enrolled in the M.Ed. sport management  
emphasis area are required to complete a culminating project.  
This project should be completed near the end of your M.Ed.

program as a culmination of your education and experience. You are asked to identify a problem or need in your area of professional practice in Kinesiology and come up with a project that addresses this problem or need to fulfill the requirements of KIN 5995. You should produce a final product that is useful to your professional practice. For additional information please click on this

link.<http://cehd.umn.edu/kin/students/docs/M.Ed%20Problems%20Proposal%20Developmental%20Sport%20and%20Exercise%20Psychology.pdf>

It is recommended that students complete KIN/REC 5981

Research methodology in Kinesiology, Recreation, and Sport prior to enrolling in KIN 5995.

#### **KIN 5995 Research Problems in Applied Kinesiology**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq [Kin upper div undergrad or MEd or grad student], 15 cr of major coursework [including 4981 or 5981], instr consent ;**

**Instructor:** Petit,Moira Anne

**Description:** Selected topics in physical activity/human performance.

#### **KIN 5995 Research Problems in Applied Kinesiology**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq [Kin upper div undergrad or MEd or grad student], 15 cr of major coursework [including 4981 or 5981], instr consent ;**

**Instructor:** Barr-Anderson, Daheia Juliana

**Description:** Selected topics in physical activity and human performance.

#### **KIN 5995 Research Problems in Applied Kinesiology**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq [Kin upper div undergrad or MEd or grad student], 15 cr of major coursework [including 4981 or 5981], instr consent ;**

**Instructor:** Bhalla PhD, Jennifer Anita

**Description:** Selected topics in physical activity and human performance.

#### **KIN 5995 Research Problems in Applied Kinesiology**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq [Kin upper div undergrad or MEd or grad student], 15 cr of major coursework [including 4981 or 5981], instr consent ;**

**Instructor:** Weiss, Maureen R

**Description:** Selected topics in physical activity/human performance.

#### **KIN 5995 Research Problems in Applied Kinesiology**

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq [Kin upper div undergrad or MEd or grad student], 15 cr of major coursework [including 4981 or 5981], instr consent ;**

**Instructor:** Brownlee, Eric A

**Description:** Selected topics in physical activity/human performance.

#### **KIN 6597 Clinical Experience II: Physical Education**

**A-F only, 4 credit(s); prereq 6596, initial licensure/MEd phys ed student or instr consent;**

**Instructor:** Vollum, Matt

**Description:** Half-day supervised teaching in urban or suburban elementary, middle, or high school physical education setting.

#### **KIN 6598 Clinical Experience III: Physical Education**

**A-F only, 6 credit(s); prereq [6597, init licensure/MEd phys ed student] or instr consent;**

**Instructor:** Vollum, Matt

**Description:** Full-day supervised teaching in urban or suburban elementary, middle, or high school physical education setting.

#### **KIN 8135 Seminar: Motor Control and Learning**

**A-F only, 3 credit(s), max credits 6; prereq 4135 or equiv or instr consent;**

**Instructor:** Konczak PhD, Juergen

**Description:** Advanced reading and discussion of research on

motor control, motor learning, and human performance.

#### **KIN 8136 Developmental Sport and Exercise Psychology**

**A-F only, 3 credit(s); prereq [[MA or PhD student], grad [sport/exercise psychology or developmental psychology course] or instr consent Credit will not be granted if student has taken the course as a Special Topics - KIN 5720 Topic**

**Developmental Sport and Exercise Psychology;**

**Instructor:** Weiss, Maureen R

**Description:** Sport and exercise psychology from a life span developmental perspective. Theoretical perspectives, self-perceptions, social influences, emotional development, motivational processes, self-regulation, development of expertise, moral development, sport injury, and gender and cultural diversity

#### **KIN 8696 Internship: Applied Sport Psychology**

**S-N only, 3-6 credit(s), max credits 6; prereq 5126, 8126, Kin PhD student, instr consent ;**

**Instructor:** Wiese-Bjornstal PhD, Diane M.

**Description:** Supervised internship; emphasis on educational sport psychology approaches to athletic performance enhancement and psychological adjustment to sport injury.

#### **KIN 8980 Graduate Research Seminar in Kinesiology**

**S-N only, 1 credit(s), max credits 9, 9 completions allowed; prereq Grad Kin major, instr consent ;**

**Instructor:** Serfass, Robert C

**Description:** Reporting and discussion of student and faculty research activity.

#### **KIN 8995 Research Problems in Kinesiology**

**S-N only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq Kin PhD student, instr consent ;**

**Instructor:** Buysse, Jo Ann

**Description:** Research Problems in Kinesiology

#### **KIN 8995 Research Problems in Kinesiology**

**S-N only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq Kin PhD student, instr consent ;**

**Instructor:** Lewis, Beth Ann

**Description:** Research Problems in Kinesiology

#### **KIN 8995 Research Problems in Kinesiology**

**S-N only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq Kin PhD student, instr consent ;**

**Instructor:** LaVoi, Nicole Marie

**Description:** Research Problems in Kinesiology

#### **KIN 8995 Research Problems in Kinesiology**

**S-N only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq Kin PhD student, instr consent ;**

**Instructor:** Ingraham, Stacy Jean

**Description:** Research Problems in Kinesiology

#### **KIN 8995 Research Problems in Kinesiology**

**S-N only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq Kin PhD student, instr consent ;**

**Instructor:** Serfass, Robert C

**Description:** Research Problems in Kinesiology

#### **KIN 8995 Research Problems in Kinesiology**

**S-N only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq Kin PhD student, instr consent ;**

**Instructor:** Leon, Arthur S

**Description:** Research Problems in Kinesiology

#### **KIN 8995 Research Problems in Kinesiology**

**S-N only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq Kin PhD student, instr consent ;**

**Instructor:** Kane, Mary Jo

**Description:** Research Problems in Kinesiology

#### **KIN 8995 Research Problems in Kinesiology**

**S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;**

**prereq Kin PhD student, instr consent ;**  
**Instructor:** Wade,Michael G  
**Description:** Research Problems in Kinesiology

**KIN 8995 Research Problems in Kinesiology**  
**S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;**  
**prereq Kin PhD student, instr consent ;**  
**Instructor:** Wiese-Bjornstal PhD,Diane M.  
**Description:** Research Problems in Kinesiology

**KIN 8995 Research Problems in Kinesiology**  
**S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;**  
**prereq Kin PhD student, instr consent ;**  
**Instructor:** Konczak PhD,Juergen  
**Description:** Research Problems in Kinesiology

**KIN 8995 Research Problems in Kinesiology**  
**S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;**  
**prereq Kin PhD student, instr consent ;**  
**Instructor:** Dengel PhD,Donald Robert  
**Description:** Research Problems in Kinesiology

**KIN 8995 Research Problems in Kinesiology**  
**S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;**  
**prereq Kin PhD student, instr consent ;**  
**Instructor:** Stoffregen,Thomas  
**Description:** Research Problems in Kinesiology

**KIN 8995 Research Problems in Kinesiology**  
**S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;**  
**prereq Kin PhD student, instr consent ;**  
**Instructor:** Ross,Stephen D  
**Description:** Research Problems in Kinesiology

**KIN 8995 Research Problems in Kinesiology**  
**S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;**  
**prereq Kin PhD student, instr consent ;**  
**Instructor:** Kihl,Lisa A  
**Description:** Research Problems in Kinesiology

**KIN 8995 Research Problems in Kinesiology**  
**S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;**  
**prereq Kin PhD student, instr consent ;**  
**Instructor:** Petit,Maira Anne  
**Description:** Research Problems in Kinesiology

**KIN 8995 Research Problems in Kinesiology**  
**S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;**  
**prereq Kin PhD student, instr consent ;**  
**Instructor:** Barr-Anderson,Daheia Juliana  
**Description:** Individual scholarly research.

**KIN 8995 Research Problems in Kinesiology**  
**S-N only, 1-9 credit(s), max credits 9, 9 completions allowed;**  
**prereq Kin PhD student, instr consent ;**  
**Instructor:** Weiss,Maureen R  
**Description:** Research Problems in Kinesiology

## Korean

136 Klaeber Court

**KOR 1012 Beginning Korean**  
**5 credit(s); prereq 1011; Credit will not be granted if credit has been received for: KOR 4002;**  
**Instructor:** Cho,Hangtae  
**Description:** Kor 1012 is the second half of the beginning Korean. This course is designed to assist students to develop mid-beginning level skills in the Korean language. These skills are speaking, listening, reading, and writing, as well as cultural understanding. Kor 1012 is designed for students who have already mastered the materials covered in Kor 1011. This course will focus on grammatical patterns, such as sentence structures,

some simple grammatical points, and some survival level use of the Korean language. Additionally, speaking, reading, writing, and listening comprehension will all be emphasized, with special attention to oral speech. It is strongly recommended for each student to have at least one Korean native language partner so that you can immediately use the concepts, grammar and vocabulary we study in class. Application will be available at the Tandem Conversation Partner Program, @ #319 Nolte Hall, MN English Center.

**Style:** lectures, listening lab, speaking assignments  
**Grading:** short quizzes and final exams, assignments, and class performance  
**Exam Format:** both written and oral

**KOR 1012 Beginning Korean**  
**5 credit(s); prereq 1011; Credit will not be granted if credit has been received for: KOR 4002;**  
**Instructor:** Yoon,Sang-Seok  
**Description:** Student may contact the instructor or department for information.

**KOR 3022 Intermediate Korean**  
**5 credit(s); prereq 3021; Credit will not be granted if credit has been received for: KOR 4004;**  
**Instructor:** Yoon,Sang-Seok  
**Description:** This course intends to provide students with four skills, speaking, reading, writing and listening, of Korean language at intermediate level. Essential expressions and vocabularies will be introduced for students to adjust themselves in Korea if they go study abroad in Korea. Also, cultural aspect of the language will be discussed in the class for better understanding of Korean language and society.

**KOR 3032 Third Year Korean**  
**4 credit(s); prereq 3031;**  
**Instructor:** Cho,Hangtae  
**Description:** Student may contact the instructor or department for information.

**KOR 3290 Korean Language Teaching Tutorial**  
**S-N only, 1 credit(s), max credits 2; prereq Grade of A in 3032;**  
**Instructor:** Cho,Hangtae  
**Description:** Student may contact the instructor or department for information.

**KOR 3993 Directed Studies**  
**1-3 credit(s), max credits 12, 4 completions allowed; prereq instr consent , dept consent , college consent ;**  
**Instructor:** Cho,Hangtae  
**Description:** Student may contact the instructor or department for information.

**KOR 3993 Directed Studies**  
**1-3 credit(s), max credits 12, 4 completions allowed; prereq instr consent , dept consent , college consent ;**  
**Instructor:** Workman,Travis James  
**Description:** Student may contact the instructor or department for information.

**KOR 4002 Beginning Korean**  
**3 credit(s); prereq 4001, grad student; Credit will not be granted if credit has been received for: KOR 1012;**  
**Instructor:** Cho,Hangtae  
**Description:** Student may contact the instructor or department for information.

**KOR 4002 Beginning Korean**  
**3 credit(s); prereq 4001, grad student; Credit will not be granted if credit has been received for: KOR 1012;**  
**Instructor:** Yoon,Sang-Seok  
**Description:** Student may contact the instructor or department for information.

**KOR 4004 Intermediate Korean**



**3 credit(s); prereq 4003, grad student; Credit will not be granted if credit has been received for: KOR 3022;**

**Instructor:** Yoon,Sang-Seok

**Description:** This course intends to provide students with four skills, speaking, reading, writing and listening, of Korean language at intermediate level. Essential expressions and vocabularies will be introduced for students to adjust themselves in Korea if they go study abroad in Korea. Also, cultural aspect of the language will be discussed in the class for better understanding of Korean language and society.

#### **KOR 4006 Third Year Korean**

**3 credit(s); prereq 4005, grad student;**

**Instructor:** Cho,Hangtae

**Description:** Student may contact the instructor or department for information.

#### **KOR 4042 Advanced Readings in Modern Korean**

**4 credit(s); prereq 4041 or equiv or instr consent ;**

**Instructor:** Yoon,Sang-Seok

**Description:** Student may contact the instructor or department for information.

#### **KOR 5140 Readings in Sino-Korean Texts**

**3 credit(s), max credits 9, 3 completions allowed; prereq 3032 or equiv or instr consent ;**

**Instructor:** Cho,Hangtae

**Description:** This course is designed to increase the students' proficiency to advanced-high level in all aspects of modern Korean with a special emphasis on Sino Korean; Sino-Korean vocabulary and characters are necessary for advanced and superior level of knowledge in Korean. Sino-Korean characters are used differently from the same Chinese characters used in contemporary China in terms of pronunciation, meaning, and word formation. This course aims to prepare students for research or employment in a variety of Korea-related fields. Text materials are drawn from authentic sources including modern Korean literature, film, intellectual history, and readings on contemporary issues. Radio and TV broadcasts will also be included in the teaching materials. Texts will be selected, in part, according to student interests. With the instructor's guidance, students will conduct research projects based on specialized readings in their own fields of study. The research projects will be presented both orally and in written form at the end of the semester. This course will be mostly taught in Korean. 3 repeats are allowed.

## **Laboratory Medicine and Pathology** *760 Mayo (MMC 609)*

#### **LAMP 4177 Nature of Disease: Pathology for Allied Health Students**

**3 credit(s);**

**Instructor:** Lebahn,Fran

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. In this course we follow the traditional teaching of pathology currently used for most health science students. We begin with topics in general pathology, then go on to topics on organ-specific pathology. At the conclusion of this course, you should be able to: --understand human disease as an alteration of normal structure and function -understand the concepts and underlying general pathology, and correlate these patterns with specific diseases in different organ systems --become familiar with common terms used in clinical medicine and pathology and the frequently used suffixes and prefixes, e.g., -itis, -emia, dys-, as in dysplasia, etc. --be able to, for each of the systems delineated (e.g., the cardiovascular system): indicate the common diseases of the system, inherited, infectious, neoplastic, etc.; explain the primary features of each disease; understand the interdependence of anatomic and functional systems

**Style:** Online with handwritten exams

**Grading:** There are five required unit exams for this course; they are each worth 20 percent of your grade.

**Exam Format:** Handwritten proctored exams

#### **LAMP 4177 Nature of Disease: Pathology for Allied Health Students**

**3 credit(s);**

**Instructor:** Wilke,Mark Steven

**Description:** The first part of this large, lecture course covers general pathology; this is followed by organ system pathology. The class meets for 3 lecture hours per week (M-W-F, from 8:00-8:50 AM), earning 3 credits for the semester. The course is divided into five units, each followed by a unit examination. There is no course comprehensive exam. Students enrolled are primarily in allied health programs of Nursing and Medical Technology. The course is taught by a variety of lecturers, each covering his/her own area of expertise. Purchase of the required course handout package and the required course textbook is necessary.

**Style:** 100% Lecture.

**Grading:** 100% quizzes. scores from the 5 unit exams are used for the final grade

**Exam Format:** Multiple choice

## **Landscape Architecture** *144 Rapson Hall*

#### **LA 1001 Sustainability by Design**

**A-F only, 3 credit(s); Meets CLE req of Environment;**

**Instructor:** Lehrman,Barry

**Description:** How the Twin Cities region (as example of many metropolitan areas) can adapt to climate change, depleted energy resources, and other environmental impacts. How cities and places are designed, how places influence sustainable lifestyles. How to adapt the Twin Cities/other cities to a changing world.

#### **LA 1301 Introduction to Landscape Architecture Drawing**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: LA 5301; Meets CLE req of**

**Arts/Humanities;**

**Instructor:** Agee,Bradley Steele

**Description:** Classroom and homework projects will focus on exploring landscape space and organization through the completion of assigned exercises and work in your sketch journal. Progress will be evaluated and guidance offered during classroom critique. You will be expected to work in class, so be sure that you bring your materials to class unless notified otherwise. The class will consist of classroom drawing exercises, lectures, demonstrations, and reviews of students work. Weekly assignments will typically be given on Monday to be completed Wednesday depending upon the nature of the assignment.

**Grading:** 60% special projects, 20% laboratory evaluation, 20% other evaluation. Sketch journal

#### **LA 1301 Introduction to Landscape Architecture Drawing**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: LA 5301; Meets CLE req of**

**Arts/Humanities;**

**Instructor:** Krause,Karl William

**Description:** Student may contact the instructor or department for information.

#### **LA 1401 The Designed Environment**

**A-F only, 3 credit(s);**

**Instructor:** Agee,Bradley Steele

**Description:** The course is the designed environment - the intentionally designed places we frequent and inhabit. Efforts will be directed towards learning to "see" design in the everyday world in order to understand the ideas and principles on which the designed environment is built. The course will be looking at how the professions of architecture,landscape architecture and urban design (among others) combine to

influence the shape and function of our homes, cities and region. Observe and critique the interaction between human needs/customs with biophysical systems in which we live. Students will be asked to look at designed spaces for themselves. Lectures and readings will support investigations.  
**Grading:** 30% mid exam, 30% final exam, 40% laboratory evaluation.

**LA 2302 Computer-Aided Representation for Environmental Design**

**3 credit(s); prereq 1301, 2301;**

**Instructor:** Lapp,Cynthia Jeanne

**Description:** Student may contact the instructor or department for information.

**LA 3002 Informants of Creating Landscape Space**

**A-F only, 3 credit(s); prereq 3001, Arch 3401, 3501;**

**Instructor:** Favour,Joseph Richard

**Description:** Student may contact the instructor or department for information.

**LA 3004 Regional Landscape Planning**

**3 credit(s); prereq FR 3131 or Concurrent registration is required (or allowed) in FR 3131 or GEOG 3561 or Concurrent registration is required (or allowed) in GEOG 3561;**

**Instructor:** Pitt,David George

**Description:** Student may contact the instructor or department for information.

**LA 3204 Holistic Landscape Ecology and Bioregional Practice**

**A-F only, 3 credit(s); prereq [[EEB 3001 or ESPM 3108], sr BED major] or equiv;**

**Instructor:** Barnes,Michelle Lauren

**Description:** Student may contact the instructor or department for information.

**LA 3413 Introduction to Landscape Architectural History**

**A-F only, 3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives;**

**Instructor:** Neckar,Lance M

**Description:** Landscape architectural history bears relationships to, but is not directly correlated with, the chronologies of art, horticulture, and architecture. Arguably it has been engendered as an amalgam (or series of evolving amalgams) of all three. In the late 17th and 18th centuries it began to be defined as its own discrete activity as the size and complexity of "gardens" exceeded the range of capabilities of most individual artists, gardeners, or architects who were strictly bound by their disciplines. In England in the 18th century, a theoretical debate on the natural bases of the landscape set the stage for the 19th century events that gave rise to the birth of the profession of landscape architecture in the West, especially in the United States. In the 20th century, landscape architecture also gave rise to physical planning. Today it embraces broad cultural, technological and scientific issues, while also stressing themes that reflect the crossing of scales that characterizes the profession. Issues related to the richness of place qualities reflect landscape architectural preoccupations with the character of landscape. Sustainability, a theme derived from agriculture and from ecology, is another. This course will focus on works from the period 1450 to the present, but it will also investigate landscapes from 3000 B.C. to the modern period. Focus will be on western traditions, but the gardens of China, Japan, the Mideast and India will also be given some attention.

**Style:** 60% Lecture, 40% Discussion. Recitation

**Grading:** 20% mid exam, 30% final exam, 10% reports/papers, 40% special projects.

**Exam Format:** Multiple choice and essay

**LA 3501 Environmental Design and Its Biological and Physical Context**

**A-F only, 3 credit(s); Meets CLE req of Environment;**

**Instructor:** Roos,Stephan John

**Description:** Student may contact the instructor or department for information.

**LA 3501 Environmental Design and Its Biological and Physical Context**

**A-F only, 3 credit(s); Meets CLE req of Environment;**

**Instructor:** Pitt,David George

**Description:** Student may contact the instructor or department for information.

**LA 3514 Making the Mississippi**

**A-F only, 3 credit(s); prereq credit will not be granted if credit already received for: LA 1202; Credit will not be granted if credit has been received for: LA 5514; Meets CLE req of Civic Life and Ethics;**

**Instructor:** Nunnally,Patrick

**Description:** Environmental parameters affecting growth/development of metropolitan areas. Students assess these parameters and prepare a multi-functional land use plan for a defined locale.

**LA 4002 Implementation of Sustainable Landscape Design and Planning Practices**

**3 credit(s); prereq 1301, 2301, 2302, 3001, 3002, 3003, 4001;**

**Instructor:** Lehman,Barry

**Description:**

**Style:** 10% Lecture, 20% Discussion, 20% Small Group Activities, 10% Student Presentation, 40% Studio.

**LA 4096 Internship in Landscape Design and Planning**

**S-N only, 1 credit(s); prereq 1301, 2301, 2302, 3001, 3002, 3003;**

**Instructor:** Pitt,David George

**Description:** Supervised professional experience in environmental design firms or government agencies. Students perform professional services and relate these experiences to their education in environmental design.

**LA 5203 Ecological Dimensions of Space Making**

**A-F only, 6 credit(s); prereq LA major or instr consent ; recommended for both BED and Grad students;**

**Instructor:** Koepke,John Albert

**Description:** A design studio experience that draws on ecological, cultural, and aesthetic influences to help students explore the development of design ideas that are responsive to ecological issues and human experience.

**LA 5203 Ecological Dimensions of Space Making**

**A-F only, 6 credit(s); prereq LA major or instr consent ; recommended for both BED and Grad students;**

**Instructor:** Wedul,Andrea M

**Description:** A design studio experience that draws on ecological, cultural, and aesthetic influences to help students explore the development of design ideas that are responsive to ecological issues and human experience.

**LA 5204 Metropolitan Landscape Ecology**

**3 credit(s); prereq BED accelerated status or LA grad student or instr consent ;**

**Instructor:** Barnes,Michelle Lauren

**Description:** Student may contact the instructor or department for information.

**LA 5372 Computer Methods II**

**S-N only, 1 credit(s); prereq Arch/LA 5371, LA grad or instr consent ; Credit will not be granted if credit has been received for: ARCH 5372;**

**Instructor:** Lochner,Joe Donald

**Description:** Student may contact the instructor or department for information.

**LA 5374 Representation for Landscape Architectural Construction**

**3 credit(s);**

**Instructor:** deBritto,Vincent P

**Description:** Student may contact the instructor or department for information.

**LA 5375 Advanced Rendering in Landscape Architecture****3 credit(s);****Instructor:** Vanagaite,Egle**Description:** Student may contact the instructor or department for information.

may include energy efficeint design, ecological dimension of design, historic preservation, downtown revitalization, agricultural land use, computerized land use planning, transportation and infrastructure housing.

**LA 5401 Directed Studies in Emerging Areas of Landscape Architecture****1-3 credit(s), max credits 12, 12 completions allowed; prereq instr consent ;****Instructor:** Lapp,Cynthia Jeanne**Description:** Student may contact the instructor or department for information.**LA 5405 Interdisciplinary Studies in Landscape Architecture****A-F only, 1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent;****Instructor:** Nunnally,Patrick**Description:** Student may contact the instructor or department for information.**LA 5404 Directed Studies in Landscape Architecture Design****1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent ;****Instructor:** Krinke,Rebecca Jean**Description:** Student may contact the instructor or department for information.**LA 5405 Interdisciplinary Studies in Landscape Architecture****A-F only, 1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent;****Instructor:** Pitt,David George**Description:** Research, planning, and/or design projects. Topics vary.**LA 5404 Directed Studies in Landscape Architecture Design****1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent ;****Instructor:** Koepke,John Albert**Description:** Student may contact the instructor or department for information.**LA 5405 Interdisciplinary Studies in Landscape Architecture****A-F only, 1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent;****Instructor:** Neckar,Lance M**Description:** Research, planning, and/or design projects. Topics vary.**LA 5404 Directed Studies in Landscape Architecture Design****1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent ;****Instructor:** Nunnally,Patrick**Description:** Student may contact the instructor or department for information.**LA 5405 Interdisciplinary Studies in Landscape Architecture****A-F only, 1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent;****Instructor:** Sykes,Robert D**Description:** Research, planning, and/or design projects. Topics vary.**LA 5404 Directed Studies in Landscape Architecture Design****1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent ;****Instructor:** Pitt,David George**Description:** Student may contact the instructor or department for information.**LA 5405 Interdisciplinary Studies in Landscape Architecture****A-F only, 1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent;****Instructor:** Miller,Kristine Frances**Description:** Student may contact the instructor or department for information.**LA 5404 Directed Studies in Landscape Architecture Design****1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent ;****Instructor:** Neckar,Lance M**Description:** Student may contact the instructor or department for information.**LA 5405 Interdisciplinary Studies in Landscape Architecture****A-F only, 1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent;****Instructor:** Musacchio,Laura R**Description:** Student may contact the instructor or department for information.**LA 5404 Directed Studies in Landscape Architecture Design****1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent ;****Instructor:** Sykes,Robert D**Description:** Student may contact the instructor or department for information.**LA 5413 Introduction to Landscape Architectural History**  
**A-F only, 3 credit(s); prereq One course in history at 1xxx or higher;****Instructor:** Neckar,Lance M**Description:** This course will focus on works from the period 1450 to the present, but it will also investigate landscapes from 3000 B.C. to the modern period. Most of the focus will be on western traditions, but the gardens of China, Japan, the Mideast and India will also be given some attention. We have two standard works as texts, Norman Newton's, Design of the Land, and Geoffrey and Susan Jellicoe's, Landscape of Man. We will also use portions of Pregill and Volkman's, Landscapes in History. We will use all of these works in a generally chronological way. This class will pay special attention to composite landscape types such as the parkway and the natural reserve associated with modernity, urbanization, conservation, and mobility. Attention will be paid to designers, idea makers, and the specific sites of their works.**Style:** 60% Lecture, 40% Discussion. Recitation**Grading:** 20% mid exam, 30% final exam, 20% reports/papers, 30% special projects.**Exam Format:** Essay**LA 5404 Directed Studies in Landscape Architecture Design****1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent ;****Instructor:** Miller,Kristine Frances**Description:** Student may contact the instructor or department for information.**LA 5404 Directed Studies in Landscape Architecture Design****1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent ;****Instructor:** Musacchio,Laura R**Description:** Student may contact the instructor or department for information.**LA 5514 Making the Mississippi****A-F only, 3 credit(s); Credit will not be granted if credit has been received for: LA 3514;****Instructor:** Nunnally,Patrick**Description:** Environmental parameters affecting growth/development of metropolitan areas. Students assess

these parameters and prepare a multi-functional land use plan for a defined locale.

**LA 8202 Design of Planned Developments**

**2-3 credit(s), max credits 3, 1 completion allowed; prereq Grad LA major or instr consent;**

**Instructor:** Sykes,Robert D

**Description:** This course is a survey of law and real estate finance as practical tools for improving physical design for landscape architects, architects, urban planners and urban designers. Learn the basics of zoning and planning law, historical concepts of land and land ownership, special development districts, tax increment financing, community associations, cooperatives, restrictive covenants(deed restrictions) as design tools. Urban designers can easily apply them as part of design to help get projects approved by government, get them financed (and thus built), imbue them with lasting aesthetic integrity, and make them more appealing to clients and users over the long run. You will read and discuss landmark law cases, learn about land tenure and historical approaches to land value and management, develop two financial proformas for development projects, learn how to buy land, and learn how these tools can make designs work from both the public and private points of view. Meets for first seven weeks of semester and last two weeks (four week break).

**LA 8205 Urban Form Options: Landscape Architecture Studio**

**6-8 credit(s), max credits 8, 1 completion allowed; prereq 2 yrs of studio, grad LA major or instr consent;**

**Instructor:** Miller,Kristine Frances

**Description:** Urban landscape design issues, theories, and problems explored via formal/spatial inquiry in studio and readings and discussion in seminar. Urban systems, gathering spaces, ecology, infrastructure, recreation, and public space.

**LA 8302 Professional Practice**

**A-F only, 3 credit(s); prereq 8205, grad LA major or instr consent;**

**Instructor:** Murphy Jr,Richard T

**Description:** Student may contact the instructor or department for information.

**LA 8400 Topics in Landscape Architecture**

**1-3 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent;**

**Instructor:** Krinke,Rebecca Jean

**Description:** Student may contact the instructor or department for information.

**LA 8400 Topics in Landscape Architecture**

**1-3 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent;**

**Instructor:** Koepke,John Albert

**Description:** Student may contact the instructor or department for information.

**LA 8400 Topics in Landscape Architecture**

**1-3 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent;**

**Instructor:** Galatowitsch,Susan M

**Description:** Student may contact the instructor or department for information.

**LA 8400 Topics in Landscape Architecture**

**1-3 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent;**

**Instructor:** Pitt,David George

**Description:** Student may contact the instructor or department for information.

**LA 8400 Topics in Landscape Architecture**

**1-3 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent;**

**Instructor:** Neckar,Lance M

**Description:** Student may contact the instructor or department for information.

**LA 8400 Topics in Landscape Architecture**

**1-3 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent;**

**Instructor:** Sykes,Robert D

**Description:** Student may contact the instructor or department for information.

**LA 8400 Topics in Landscape Architecture**

**1-3 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent;**

**Instructor:** Miller,Kristine Frances

**Description:** Student may contact the instructor or department for information.

**LA 8401 Directed Studies in Emerging Areas of Landscape Architecture**

**1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent ;**

**Instructor:** Martin,Roger B

**Description:** Student may contact the instructor or department for information.

**LA 8401 Directed Studies in Emerging Areas of Landscape Architecture**

**1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent ;**

**Instructor:** Krinke,Rebecca Jean

**Description:** Student may contact the instructor or department for information.

**LA 8401 Directed Studies in Emerging Areas of Landscape Architecture**

**1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent ;**

**Instructor:** Koepke,John Albert

**Description:** Student may contact the instructor or department for information.

**LA 8401 Directed Studies in Emerging Areas of Landscape Architecture**

**1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent ;**

**Instructor:** Galatowitsch,Susan M

**Description:** Student may contact the instructor or department for information.

**LA 8401 Directed Studies in Emerging Areas of Landscape Architecture**

**1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent ;**

**Instructor:** Pitt,David George

**Description:** Student may contact the instructor or department for information.

**LA 8401 Directed Studies in Emerging Areas of Landscape Architecture**

**1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent ;**

**Instructor:** Neckar,Lance M

**Description:** Student may contact the instructor or department for information.

**LA 8401 Directed Studies in Emerging Areas of Landscape Architecture**

**1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent ;**

**Instructor:** Sykes,Robert D

**Description:** Student may contact the instructor or department for information.

**LA 8401 Directed Studies in Emerging Areas of Landscape Architecture**

**1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent ;**

**Instructor:** Miller,Kristine Frances

**Description:** Student may contact the instructor or department for information.

**LA 8401 Directed Studies in Emerging Areas of Landscape Architecture**  
**1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent ;**  
**Instructor:** Musacchio,Laura R  
**Description:** Student may contact the instructor or department for information.

**LA 8402 Directed Studies in Landscape Architecture History and Theory**  
**1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent ;**  
**Instructor:** Martin,Roger B  
**Description:** Student may contact the instructor or department for information.

**LA 8402 Directed Studies in Landscape Architecture History and Theory**  
**1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent ;**  
**Instructor:** Krinke,Rebecca Jean  
**Description:** Student may contact the instructor or department for information.

**LA 8402 Directed Studies in Landscape Architecture History and Theory**  
**1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent ;**  
**Instructor:** Koepke,John Albert  
**Description:** Student may contact the instructor or department for information.

**LA 8402 Directed Studies in Landscape Architecture History and Theory**  
**1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent ;**  
**Instructor:** Galatowitsch,Susan M  
**Description:** Student may contact the instructor or department for information.

**LA 8402 Directed Studies in Landscape Architecture History and Theory**  
**1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent ;**  
**Instructor:** Olin,Peter Joel  
**Description:** Student may contact the instructor or department for information.

**LA 8402 Directed Studies in Landscape Architecture History and Theory**  
**1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent ;**  
**Instructor:** Pitt,David George  
**Description:** Student may contact the instructor or department for information.

**LA 8402 Directed Studies in Landscape Architecture History and Theory**  
**1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent ;**  
**Instructor:** Neckar,Lance M  
**Description:** Student may contact the instructor or department for information.

**LA 8402 Directed Studies in Landscape Architecture History and Theory**  
**1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent ;**  
**Instructor:** Sykes,Robert D  
**Description:** Student may contact the instructor or department for information.

**LA 8402 Directed Studies in Landscape Architecture History and Theory**  
**1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent ;**  
**Instructor:** Musacchio,Laura R  
**Description:** Student may contact the instructor or department for information.

**LA 8403 Directed Studies in Landscape Architecture Technology**  
**1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent ;**  
**Instructor:** Martin,Roger B  
**Description:** Student may contact the instructor or department for information.

**LA 8403 Directed Studies in Landscape Architecture Technology**  
**1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent ;**  
**Instructor:** Krinke,Rebecca Jean  
**Description:** Student may contact the instructor or department for information.

**LA 8403 Directed Studies in Landscape Architecture Technology**  
**1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent ;**  
**Instructor:** Koepke,John Albert  
**Description:** Student may contact the instructor or department for information.

**LA 8403 Directed Studies in Landscape Architecture Technology**  
**1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent ;**  
**Instructor:** Galatowitsch,Susan M  
**Description:** Student may contact the instructor or department for information.

**LA 8403 Directed Studies in Landscape Architecture Technology**  
**1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent ;**  
**Instructor:** Pitt,David George  
**Description:** Student may contact the instructor or department for information.

**LA 8403 Directed Studies in Landscape Architecture Technology**  
**1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent ;**  
**Instructor:** Neckar,Lance M  
**Description:** Student may contact the instructor or department for information.

**LA 8403 Directed Studies in Landscape Architecture Technology**  
**1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent ;**  
**Instructor:** Sykes,Robert D  
**Description:** Student may contact the instructor or department for information.

**LA 8403 Directed Studies in Landscape Architecture Technology**  
**1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent ;**  
**Instructor:** Miller,Kristine Frances  
**Description:** Student may contact the instructor or department for information.

**LA 8403 Directed Studies in Landscape Architecture Technology**  
**1-6 credit(s), max credits 12, 12 completions allowed; prereq**

**Grad LA major or instr consent ;****Instructor:** Musacchio,Laura R**Description:** Student may contact the instructor or department for information.**LA 8404 Directed Studies in Landscape Architecture Design****1-6 credit(s), max credits 6, 1 completion allowed; prereq Grad LA major or instr consent ;****Instructor:** Martin,Roger B**Description:** Student may contact the instructor or department for information.**LA 8404 Directed Studies in Landscape Architecture Design****1-6 credit(s), max credits 6, 1 completion allowed; prereq Grad LA major or instr consent ;****Instructor:** Krinke,Rebecca Jean**Description:** Student may contact the instructor or department for information.**LA 8404 Directed Studies in Landscape Architecture Design****1-6 credit(s), max credits 6, 1 completion allowed; prereq Grad LA major or instr consent ;****Instructor:** Koepke,John Albert**Description:** Student may contact the instructor or department for information.**LA 8404 Directed Studies in Landscape Architecture Design****1-6 credit(s), max credits 6, 1 completion allowed; prereq Grad LA major or instr consent ;****Instructor:** Galatowitsch,Susan M**Description:** Student may contact the instructor or department for information.**LA 8404 Directed Studies in Landscape Architecture Design****1-6 credit(s), max credits 6, 1 completion allowed; prereq Grad LA major or instr consent ;****Instructor:** Pitt,David George**Description:** Student may contact the instructor or department for information.**LA 8404 Directed Studies in Landscape Architecture Design****1-6 credit(s), max credits 6, 1 completion allowed; prereq Grad LA major or instr consent ;****Instructor:** Neckar,Lance M**Description:** Student may contact the instructor or department for information.**LA 8404 Directed Studies in Landscape Architecture Design****1-6 credit(s), max credits 6, 1 completion allowed; prereq Grad LA major or instr consent ;****Instructor:** Sykes,Robert D**Description:** Student may contact the instructor or department for information.**LA 8404 Directed Studies in Landscape Architecture Design****1-6 credit(s), max credits 6, 1 completion allowed; prereq Grad LA major or instr consent ;****Instructor:** Miller,Kristine Frances**Description:** Student may contact the instructor or department for information.**LA 8404 Directed Studies in Landscape Architecture Design****1-6 credit(s), max credits 6, 1 completion allowed; prereq Grad LA major or instr consent ;****Instructor:** Musacchio,Laura R**Description:** Student may contact the instructor or department for information.**LA 8405 Interdisciplinary Studies in Landscape Architecture****A-F only, 1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent;****Instructor:** Martin,Roger B**Description:** Student may contact the instructor or department for information.**LA 8405 Interdisciplinary Studies in Landscape Architecture****A-F only, 1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent;****Instructor:** Krinke,Rebecca Jean**Description:** Student may contact the instructor or department for information.**LA 8405 Interdisciplinary Studies in Landscape Architecture****A-F only, 1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent;****Instructor:** Koepke,John Albert**Description:** Student may contact the instructor or department for information.**LA 8405 Interdisciplinary Studies in Landscape Architecture****A-F only, 1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent;****Instructor:** Pitt,David George**Description:** Student may contact the instructor or department for information.**LA 8405 Interdisciplinary Studies in Landscape Architecture****A-F only, 1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent;****Instructor:** Neckar,Lance M**Description:** Student may contact the instructor or department for information.**LA 8405 Interdisciplinary Studies in Landscape Architecture****A-F only, 1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent;****Instructor:** Sykes,Robert D**Description:** Student may contact the instructor or department for information.**LA 8405 Interdisciplinary Studies in Landscape Architecture****A-F only, 1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent;****Instructor:** Miller,Kristine Frances**Description:** Student may contact the instructor or department for information.**LA 8405 Interdisciplinary Studies in Landscape Architecture****A-F only, 1-6 credit(s), max credits 12, 12 completions allowed; prereq Grad LA major or instr consent;****Instructor:** Musacchio,Laura R**Description:** Student may contact the instructor or department for information.**LA 8555 Advanced Landscape Planning and Design****A-F only, 6 credit(s); prereq 8205, grad land arch major or instr consent;****Instructor:** Favour,Joseph Richard**Description:** Student may contact the instructor or department for information.**LA 8575 The Art and Ecology of Landscape Detail****3 credit(s); prereq Grad LA major or instr consent ;****Instructor:** Krinke,Rebecca Jean**Description:** Student may contact the instructor or department for information.**LA 8741 Metropolitan Design Workshop and Optional Seminar****A-F only, 3-6 credit(s), max credits 6, 1 completion allowed; prereq Enrollment in CMD prog or instr consent ;****Instructor:** Barton,James Edward**Description:** Student may contact the instructor or department for information.**Language, Teaching, and  
Technology***110 Jones Hall*

**LGTT 5101 Applications of Technology in Language Teaching**  
**3 credit(s); Credit will not be granted if credit has been received for: LGTT 5110;****Instructor:** Treece PhD,Rick**Description:** This course provides an opportunity for current and prospective teachers at all levels to gain systematic knowledge of the uses and resources of educational technology (audio, video, computer) for language teaching, of their role in enhancing language instruction, and of the theoretical and methodological justifications for their use. Class meetings and online work include lecture, demonstration, discussion, hands-on exploration and student presentation. Students are encouraged to apply what they are learning to the language-teaching experience through observations, exploration, and the creation of activities and materials, both in class and online. Each major activity includes a writing component in which the students describe, evaluate and reflect upon the learning activities and their application to teaching.**Style:** 5% Lecture, 5% Film/Video, 5% Discussion, 10% Small Group Activities, 5% Student Presentation, 10% Demonstration, 5% Guest Speakers, 55% Web Based. Class meets only about 45% of time. Much of the course occurs online.**Grading:** 10% final exam, 30% reports/papers, 35% special projects, 10% written homework, 10% reflection paper, 5% in-class presentation. "Written homework" = assignments submitted online**Exam Format:** Short essays on hypothetical teaching situations.**LGTT 5101 Applications of Technology in Language Teaching**  
**3 credit(s); Credit will not be granted if credit has been received for: LGTT 5110;****Instructor:** Soneson,Dan**Description:** Student may contact the instructor or department for information.**Latin***245 Nicholson Hall***LAT 1002 Beginning Latin II****5 credit(s); prereq Grade of at least [C- or S] in 1001 or instr consent;****Instructor:** STAFF**Description:** Latin, the language of the ancient Romans, has served as a means of communication for well over two thousand years. It is not only the chief language of one of the world's major civilizations, but also an international language for centuries after Rome's fall, the ancestor of the Romance languages, and an important influence on English. The aim of Beginning Latin is to prepare you to read unadapted Latin texts by providing a solid grounding in grammar and vocabulary along with oral and written practice. With this foundation you will be able to read a wide range of ancient, medieval, and Renaissance authors. In addition, Latin 1002 will help strengthen your grasp of English grammar and vocabulary. The prerequisite for this course is completion of Latin 1001 with a grade of C- or higher (or S) or instructor consent.**Style:** 50% Lecture, 50% Discussion.**Exam Format:** translation, grammar**LAT 3004 Intermediate Latin Poetry: Vergil****4 credit(s); prereq Grade of at least [C- or S] in [3003 or 3113] or dept consent credit will not be granted if credit already received for: Lat 3300, Lat 3114; Credit will not be granted if credit has been received for: LAT 5004;****Instructor:** STAFF**Description:** Selections from Vergil's Aeneid for students who have had at least three semesters of Latin; introduction to Latin meter. Prerequisite: completion of Latin 3003 with a grade of C- or higher (or S) or instructor consent.**Style:** 40% Lecture, 30% Discussion. Recitation**Exam Format:** Short answer and essay**LAT 3993 Directed Studies****1-4 credit(s), max credits 12, 12 completions allowed; prereq instr consent and department consent;****Instructor:** Cole,Spencer E**Description:** Student may contact the instructor or department for information.**LAT 5004 Intermediate Latin Poetry for Graduate Students****3 credit(s); prereq [5003 or equiv], grad student or dept consent ; Credit will not be granted if credit has been received for: LAT 3004;****Instructor:** Krevans,Nita**Description:** Student may contact the instructor or department for information.**LAT 5004 Intermediate Latin Poetry for Graduate Students****3 credit(s); prereq [5003 or equiv], grad student or dept consent ; Credit will not be granted if credit has been received for: LAT 3004;****Instructor:** Smith,Stephen**Description:** Student may contact the instructor or department for information.**LAT 5004 Intermediate Latin Poetry for Graduate Students****3 credit(s); prereq [5003 or equiv], grad student or dept consent ; Credit will not be granted if credit has been received for: LAT 3004;****Instructor:** Burrows,Don M.**Description:** Student may contact the instructor or department for information.**LAT 5100 Advanced Reading: Roman Letters****3 credit(s), max credits 18, 6 completions allowed; prereq [[3004 or equiv], at least two yrs of college level Latin] or instr consent ;****Instructor:** Cole,Spencer E**Description:** This course will examine letters as a literary genre at Rome as well as a critical source for Roman political and social history. We'll study letters of Cicero and the Younger Pliny that provide us eyewitness accounts of some of the most pivotal moments in Roman history. We'll also read selections from the literary and philosophical epistles of Horace and Seneca and study their influence on later world literature. Together, these texts will give us a rich, kaleidoscopic view of Roman life. Among the topics we'll explore are: Roman business, literary culture, country life, gender roles, slavery, the eruption of Vesuvius, the treatment of Christians, gladiatorial games, family and marriage, philosophy and society, religion and festivals.**Style:** 100% Discussion.**Grading:** 30% mid exam, 30% final exam, 40% reports/papers.**LAT 5800 Sight Reading for Graduate Students****S-N only, 1 credit(s), max credits 6, 6 completions allowed; prereq Enrolled in a grad program in Department of Classical/Near Eastern Studies;****Instructor:** Cole,Spencer E**Description:** Student may contact the instructor or department for information.**LAT 8200 Readings in Latin Verse****3 credit(s), max credits 18, 6 completions allowed; prereq Advanced grad student;****Instructor:** Sheets,George A**Description:** Student may contact the instructor or department for information.**Latin American Studies***214 Social Sciences Tower***LAS 3402W Modern Latin America 1825 to Present****4 credit(s); Credit will not be granted if credit has been received for: HIST 3402W; Meets CLE req of Writing Intensive;****Instructor:** STAFF

**Description:** This course surveys developments in Latin America from the Enlightenment and Age of Independence to the rise of bureaucratic authoritarianism (ca. 1750-present). The course will focus on the rise of the nation-state, art, culture, and diplomatic relations within Hispanic America. Themes will include race, class, gender, sexuality, and space.

**Grading:** 20% final exam, 50% reports/papers, 10% class participation, 20% other evaluation. Informal writing assignments.

**Exam Format:** Essay

for information.

#### **LAW 6014 Constitutional Law II**

**A-F only, 3 credit(s);**

**Instructor:** Kitrosser, Heidi

**Description:** See

<http://www.law.umn.edu/current/courseguide.html>

#### **LAW 6015 Civil Procedure II**

**A-F only, 3 credit(s);**

**Instructor:** McGeeveran, William A

**Description:** See

<http://www.law.umn.edu/current/courseguide.html>

#### **LAW 6015 Civil Procedure II**

**A-F only, 3 credit(s);**

**Instructor:** Erbsen, Allan H

**Description:** This course builds on Civil Procedure I both by examining some of Civil Procedure I's topics in more depth and by examining additional facets of civil litigation. Topics may include personal jurisdiction, subject matter jurisdiction, venue, preliminary injunctions and temporary restraining orders, the /Erie/ doctrine, appeals, class actions, and complex litigation.

#### **LAW 6017 Humphrey Law Course**

**P-F only, 2-3 credit(s), max credits 6;**

**Instructor:** Arimond JD, Lucy

**Description:** Student may contact the instructor or department for information.

#### **LAW 6021 Seminar: LL.M. Legal Research and Writing**

**A-F only, 2-3 credit(s), max credits 6; prereq LL.M. student;**

**Instructor:** STAFF

**Description:** How to conduct legal research, interpret statutes, analyze cases, and write research papers and legal memoranda. Written English, style/form used by U.S. lawyers to present a legal argument.

#### **LAW 6025 Wrongful Convictions**

**A-F only, 2 credit(s);**

**Instructor:** STAFF

**Description:** See

<http://www.law.umn.edu/current/courseguide.html>

#### **LAW 6026 Race and Medicine**

**A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

#### **LAW 6028 LL.M. Judicial Observation**

**P-F only, 1-2 credit(s), max credits 2, 1 completion allowed; prereq LLM student;**

**Instructor:** STAFF

**Description:** Students work with a judge and observe how our court systems work in the United States

#### **LAW 6040 Perspectives on the Law**

**A-F only, 3 credit(s);**

**Instructor:** Ni Aolain, Fionnuala

**Description:** See <http://www.law.umn.edu/current/courseguide>.

#### **LAW 6041 Investment Management Law**

**A-F only, 2 credit(s);**

**Instructor:** Royal, David Scott

**Description:** Student may contact the instructor or department for information.

#### **LAW 6049 Unincorporated Business Associations**

**A-F only, 3 credit(s);**

**Instructor:** Hill, Claire

**Description:** Student may contact the instructor or department for information.

#### **LAW 6051 Business Associations/Corporations I**

## Law School 285 Mondale Hall

#### **LAW 6004 Property**

**A-F only, 4 credit(s);**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

#### **LAW 6007 Constitutional Law**

**A-F only, 3-6 credit(s), max credits 6;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

#### **LAW 6010 Perspectives: 1L**

**A-F only, 3 credit(s);**

**Instructor:** Ni Aolain, Fionnuala

**Description:** Student may contact the instructor or department for information.

#### **LAW 6011 International Law: 1L**

**A-F only, 3 credit(s);**

**Instructor:** Gross, Oren

**Description:** Student may contact the instructor or department for information.

#### **LAW 6012 Corporations: 1L**

**A-F only, 3 credit(s);**

**Instructor:** Adams, Edward Scott

**Description:** Student may contact the instructor or department for information.

#### **LAW 6013 Practice and Professionalism: 1L**

**P-F only, 3 credit(s);**

**Instructor:** Cox, Prentiss

**Description:** Student may contact the instructor or department for information.

#### **LAW 6013 Practice and Professionalism: 1L**

**P-F only, 3 credit(s);**

**Instructor:** Thomas, Laura M

**Description:** Student may contact the instructor or department for information.

#### **LAW 6013 Practice and Professionalism: 1L**

**P-F only, 3 credit(s);**

**Instructor:** Landsman, Maury S

**Description:** Student may contact the instructor or department for information.

#### **LAW 6013 Practice and Professionalism: 1L**

**P-F only, 3 credit(s);**

**Instructor:** Befort, Stephen Frank

**Description:** Student may contact the instructor or department for information.

#### **LAW 6013 Practice and Professionalism: 1L**

**P-F only, 3 credit(s);**

**Instructor:** Cook, Nancy L.

**Description:** Student may contact the instructor or department



- A-F only, 4 credit(s);**  
**Instructor:** STAFF  
**Description:** See description  
<http://www.law.umn.edu/current/courseguide.html>
- LAW 6052 Sales**  
**A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6055 Advanced Corporate Law**  
**A-F only, 3 credit(s);**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6057 Judicial Externship**  
**P-F only, 2-3 credit(s), max credits 3, 1 completion allowed;**  
**Instructor:** STAFF  
**Description:** See description  
<http://www.law.umn.edu/current/courseguide.html>
- LAW 6059 Seminar: Constitutional Law, Theories of Freedom of Expression**  
**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: JOUR 8678;**  
**Instructor:** STAFF  
**Description:** Student may contact the instructor or department for information.
- LAW 6100 Taxation I**  
**A-F only, 3-4 credit(s);**  
**Instructor:** STAFF  
**Description:**
- LAW 6103 Privacy**  
**A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6107 Bankruptcy**  
**A-F only, 3 credit(s);**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6109 Creditors' Remedies/Secured Transactions**  
**A-F only, 3-4 credit(s), max credits 4, 1 completion allowed;**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6116 Pretrial Skills: Lawyering Process**  
**A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6118 CL: Criminal Appeals**  
**A-F only, 2 credit(s);**  
**Instructor:** STAFF  
**Description:**
- LAW 6120 Federal and State Courts**  
**A-F only, 3 credit(s);**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6151 Estate Planning**  
**A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;**  
**prereq prereq Taxation I, Trusts and Estates;**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6152 Federal Jurisdiction**  
**A-F only, 3 credit(s);**  
**Instructor:** Nelson, Debra R  
**Description:** Student may contact the instructor or department for information.
- LAW 6207 Antitrust I**  
**A-F only, 3 credit(s);**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6208 Local Government Law**  
**A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;**  
**Instructor:** Morrison, Fred L  
**Description:** Student may contact the instructor or department for information.
- LAW 6211 Federal Securities Regulations**  
**A-F only, 3-4 credit(s), max credits 4, 1 completion allowed;**  
**prereq Business Associations/Corporations I;**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6214 Insurance**  
**A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6218 Criminal Procedure**  
**A-F only, 3 credit(s);**  
**Instructor:** STAFF  
**Description:**
- LAW 6219 Evidence**  
**A-F only, 3-4 credit(s), max credits 4, 1 completion allowed;**  
**Instructor:** STAFF  
**Description:**
- LAW 6225 Winning Patent Litigation**  
**A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6236 Indian Law**  
**A-F only, 3 credit(s);**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6244 Employee Benefits**  
**A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;**  
**prereq Taxation I;**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6245 Interviewing, Counseling, and Negotiating**  
**A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;**  
**prereq dept consent ;**  
**Instructor:** STAFF  
**Description:**
- LAW 6247 Depositions**  
**A-F only, 2 credit(s);**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6248 Advanced Patents**  
**A-F only, 2 credit(s);**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6403 Environmental Law Capstone: Brownfields Redevelopment and Litigation**  
**A-F only, 5 credit(s);**  
**Instructor:** Klass, Alexandra B.  
**Description:** This 5-credit ?capstone? course will provide an in-depth treatment of the legal and practical issues surrounding the redevelopment of, and litigation over underutilized real property that has been subject to environmental contamination (often called ?brownfield? properties). The course is made up of several sections. Each section of the course (described in more detail below), will include simulated exercises, drafting exercises,

and guest speakers in addition to the coverage of basic legal doctrine. Moreover, through reflection papers, a longer research paper, a field trip, the use of case studies, and a mentorship program, this course will immerse students in the actual practice of environmental law in general and the law governing brownfields in particular. The first section of the course addresses the role of brownfields development in today's urban and suburban life. This section studies demographics, development patterns, environmental justice, regional land use planning, and regional governance. In this section, we will look at how brownfields development fits into the larger picture of the development of all aspects of the community as well as government funding for brownfields projects. The second section of the course introduces and applies the law and policy of real estate transactions, real estate development, and land use to the issue of brownfields. This section includes basic real estate and development law, the creation of tax-increment financing districts, insurance coverage for contamination, government funding for redevelopment, eminent domain, the law relating to environmental review (NEPA and MEPA) and basic zoning and land use law. The last section covers the primary laws that govern the regulation of and litigation over contaminated property, namely the Superfund laws (CERCLA and, in Minnesota, MERLA) and the common law torts of trespass, nuisance, negligence, and strict liability. This section will first cover how CERCLA and state analogs provide cleanup standards, create vehicles for the recovery of cleanup costs, and create a technical framework for the classification and development of brownfields properties. The focus will then switch to how to litigate claims for recovery of response costs and damages that arise out of brownfields transactions by using two federal court cases involving contaminated property that went through jury trial and appeal (the Reilly and KBA cases). These cases will be used to analyze initial pleadings, discovery, dispositive motion practice, working with environmental and appraisal experts, and general trial tactics. Integrated into this section will be a presentation of issues relating to the science of remediation such as cleanup levels for certain contaminants and the environmental site assessment process.

#### **LAW 6404 Health Law Compliance Capstone**

**A-F only, 4 credit(s);**

**Instructor:** Hall JD, Ralph F.

**Description:** This capstone is intended to provide the student with experience in working with real life situations in a simulation context designed to emulate as closely as possible the practice of health law. This will focus on cross disciplinary, simulation based training in health law compliance. Students will be expected to master subject matter and learn to think independently, identify, research and resolve cross disciplinary strategic and tactical issues and learn to work in teams.

#### **LAW 6405 Labor and Employment Law Capstone**

**A-F only, 4 credit(s);**

**Instructor:** Cooper, Laura J

**Description:** The scope of the Capstone Course in Labor and Employment Law was developed in consultation with a national advisory group of attorneys, appointed by the American Bar Association Labor and Employment Law Section, and labor and employment law professors from around the country. This group identified the legal knowledge, practice skills and professional issues most important to prepare new attorneys for labor and employment law practice. The course is largely simulation-based. It will provide students with direct experience integrating diverse areas of workplace law with practice skills and professional ethics. Students will be assigned to work with a team of other students representing a particular client. The roles of clients and witnesses will be played by a combination of actors and volunteers. Real arbitrators and mediators will play those roles and claims may be brought to certain actual federal administrative agencies. The client's student attorney team will decide what and how to pursue potential claims or how to defend claims brought against the client. Claims may include unfair labor practice proceedings before the National Labor Relations Board, employment discrimination and sexual harassment charges before the Equal Employment Opportunity Commission and in

litigation, arbitration of employee discipline under a collective bargaining agreement, arbitration under non-union employment contracts, defamation, and claims under the Family and Medical Leave Act and ERISA. During the term, students may experience interviewing and counseling clients, filing claims with administrative agencies, conducting research in labor and employment law, drafting pleadings and legal memoranda, negotiations, engaging in discovery, and representing clients in arbitration, mediation and litigation motion practice. Much of the students' work will be self-directed, but classroom sessions will offer opportunities for instruction and coaching of student performance of practice skills from experienced labor and employment attorneys. Class sessions may be scheduled for times other than the time that appears on the course schedule. The course will be co-taught by Adjunct Professor Karen Schanfield, an experienced labor and employment attorney with the Fredrikson & Byron law firm. In the unlikely event that the course is over-subscribed, preference in enrollment will be given to students who have taken the largest number of labor and employment law courses. Credits for the course may be applied toward satisfaction of the requirements for the Concentration in Labor and Employment Law.

#### **LAW 6600 Professional Responsibility**

**A-F only, 2-3 credit(s);**

**Instructor:** STAFF

**Description:**

#### **LAW 6601 International Business Transactions**

**A-F only, 3 credit(s);**

**Instructor:** STAFF

**Description:** <http://www.law.umn.edu/current/courseguide.html>

#### **LAW 6604 Family Law**

**A-F only, 3 credit(s);**

**Instructor:** STAFF

**Description:**

#### **LAW 6606 Administrative Law**

**A-F only, 3 credit(s);**

**Instructor:** STAFF

**Description:**

#### **LAW 6608 Trademarks**

**A-F only, 3 credit(s);**

**Instructor:** STAFF

**Description:** <http://www.law.umn.edu/current/courseguide.html>

#### **LAW 6610 Unfair Competition**

**A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;**

**Instructor:** STAFF

**Description:** <http://www.law.umn.edu/current/courseguide.html>

#### **LAW 6615 Jurisprudence**

**A-F only, 3 credit(s);**

**Instructor:** STAFF

**Description:** This course will be a general survey course of American legal movements and conceptions of the law. The course will examine foundational legal questions: What is law, why are we obligated to follow laws, and when if ever, are we not? What is the Rule of Law? When if ever can we condemn a law as unjust and, if so, must we obey it? We will also examine how different legal movements have attempted to answer these questions from the beginnings of "legal science" and formalism; to the Legal Realists and the responses to them; to the more recent movement to unite law with moral philosophy; to Critical Legal Studies; and responses to the Critical Studies movement. We will compare and contrast these movements with basic conceptions of the law-positivism and natural rights.

#### **LAW 6618 Trial Practice**

**A-F only, 3 credit(s); prereq Evidence;**

**Instructor:** STAFF

**Description:** See

<http://www.law.umn.edu/current/courseguide.html>

**LAW 6627 International Tax****A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;****Instructor:** STAFF**Description:** The course examines U.S. taxation of business and investment activities of foreign individuals and corporations in this country and those of domestic individuals and corporations that invest and conduct business abroad. Specific topics include income source rules, branch profits tax, foreign investments in the U.S. real estate, foreign tax credit, and U.S. tax treaties.**LAW 6628 Advanced Trial Practice****A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;****Instructor:** STAFF**Description:** <http://www.law.umn.edu/current/courseguide.html>**LAW 6629 Judicial Process and Administration****A-F only, 2 credit(s);****Instructor:** STAFF**Description:** <http://www.law.umn.edu/current/courseguide.html>**LAW 6631 Employment Discrimination****A-F only, 3-4 credit(s), max credits 4, 1 completion allowed;****Instructor:** STAFF**Description:** <http://www.law.umn.edu/current/courseguide.html>**LAW 6644 Law and Economics****A-F only, 3 credit(s), max credits 6; prereq dept consent ;****Instructor:** STAFF**Description:** <http://www.law.umn.edu/current/courseguide.html>**LAW 6703 Seminar: Local Economic Development****A-F only, 2 credit(s);****Instructor:** Adkins, Jason Allen**Description:** Student may contact the instructor or department for information.**LAW 6800 Seminar: International Contracts****A-F only, 3 credit(s);****Instructor:** STAFF**Description:** <http://www.law.umn.edu/current/courseguide.html>**LAW 6802 Seminar: Working as a Lawyer****A-F only, 2 credit(s);****Instructor:** Kritzer, Herbert M**Description:** See<http://www.law.umn.edu/current/courseguide.html>**LAW 6806 Seminar: International Humanitarian Law****A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;****Instructor:** STAFF**Description:** <http://www.law.umn.edu/current/courseguide.html>**LAW 6808 Seminar: Street Law****A-F only, 2 credit(s);****Instructor:** STAFF**Description:** <http://www.law.umn.edu/current/courseguide.html>**LAW 6817 Seminar: Advanced Estate Planning****A-F only, 2 credit(s);****Instructor:** STAFF**Description:** <http://www.law.umn.edu/current/courseguide.html>**LAW 6818 Seminar: White Collar Crimes****A-F only, 2 credit(s);****Instructor:** STAFF**Description:** <http://www.law.umn.edu/current/courseguide.html>**LAW 6822 Seminar: Legislative Process****A-F only, 2 credit(s);****Instructor:** STAFF**Description:** <http://www.law.umn.edu/current/courseguide.html>**LAW 6823 Seminar: Investment Banking, Private Equity, and Hedge Funds****A-F only, 2 credit(s);****Instructor:** Nguyen, Dennis Luan Thuc**Description:** What is investment banking? What is private equity? And what are hedge funds? More importantly, how are these three professions related and the role that each plays in today's financial system. We have three aims in Investment Banking, Private Equity and Hedge Funds. First, we introduce the investment banking, private equity and hedge fund professions. Who are the players? What is the industry structure? How are the economics driven? Second, we take finance concepts and apply them to excel spreadsheets. We learn basic spreadsheeting and consider valuation issues. Third, using case studies, we learn the art of doing the deal from origination to due diligence/execution to closing. This course assumes a basic understanding of financial accounting and corporate finance. The course provides students with a snapshot of how finance practitioners apply the concepts of finance in everyday deal settings.**LAW 6824 Seminar: Genetics & Reproductive Technology****A-F only, 2 credit(s); prereq dept consent ;****Instructor:** Wolf, Susan M**Description:** Student may contact the instructor or department for information.**LAW 6827 Seminar: Women's International Human Rights****A-F only, 2 credit(s);****Instructor:** STAFF**Description:** <http://www.law.umn.edu/current/courseguide.html>**LAW 6833 Alternative Dispute Resolution****A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;****Instructor:** STAFF**Description:** <http://www.law.umn.edu/current/courseguide.html>**LAW 6837 Seminar: Contract Drafting****A-F only, 2 credit(s);****Instructor:** STAFF**Description:** See <http://www.law.umn.edu/current/courseguide.html>**LAW 6841 Seminar: Constitutional Powers of the Presidency****A-F only, 2 credit(s);****Instructor:** STAFF**Description:** This Seminar analyzes the constitutional scope of presidential authority, particularly when it conflicts with prerogatives of the legislative and judicial branches. Topics include war powers; homeland security; intelligence gathering; control of foreign policy; impeachment; presidential elections and succession; presidential appointments, removals, and status of ?independent? federal agencies; executive privilege and immunities; checks and balances and separation of powers theory**LAW 6842 Seminar: Advanced Criminal Procedure****A-F only, 2 credit(s);****Instructor:** STAFF**Description:** <http://www.law.umn.edu/current/courseguide.html>**LAW 6843 Seminar: Structured Finance****A-F only, 2 credit(s);****Instructor:** STAFF**Description:** <http://www.law.umn.edu/current/courseguide.html>**LAW 6844 Seminar: Real Estate Transactions****A-F only, 2 credit(s);****Instructor:** STAFF**Description:** <http://www.law.umn.edu/current/courseguide.html>**LAW 6846 Seminar: Philosophy of Punishment****A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;****Instructor:** STAFF**Description:** <http://www.law.umn.edu/current/courseguide.html>**LAW 6851 Seminar: Advanced Legal Research**

- A-F only, 2 credit(s);**  
**Instructor:** STAFF  
**Description:** See  
<http://www.law.umn.edu/current/courseguide.html>
- LAW 6852 Seminar: Financial Institutions**  
**A-F only, 2 credit(s);**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6857 Corporate Tax**  
**A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6862 Seminar: Sexual Orientation**  
**A-F only, 2 credit(s);**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6867 Seminar: International and Foreign Legal Research**  
**A-F only, 2 credit(s);**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6872 Immigration Law**  
**A-F only, 3 credit(s);**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6874 Seminar: Public Policy**  
**A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;**  
**Instructor:** Kritzer, Herbert M  
**Description:** Student may contact the instructor or department for information.
- LAW 6876 Seminar: Digital Evidence**  
**A-F only, 2 credit(s);**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6877 Seminar: Renewable Energy**  
**A-F only, 2 credit(s);**  
**Instructor:** Osofsky, Hari Michele  
**Description:** Student may contact the instructor or department for information.
- LAW 6885 Seminar: Advanced Environmental Law**  
**A-F only, 2 credit(s);**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6888 Seminar: Learning the Law by Avoiding it in the Process**  
**P-F only, 1 credit(s);**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6889 Seminar: Use of Force**  
**A-F only, 2 credit(s);**  
**Instructor:** STAFF  
**Description:** Student may contact the instructor or department for information.
- LAW 6890 Seminar: Chinese Law**  
**A-F only, 3 credit(s);**  
**Instructor:** Nelson, Debra R  
**Description:** Student may contact the instructor or department for information.
- LAW 6891 Seminar: Tax Policy**  
**A-F only, 2 credit(s);**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6892 Seminar: Comparative Criminal Procedure**  
**A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6895 Seminar: Offenses and Defenses**  
**Law, 1-2 credit(s), max credits 2, 1 completion allowed;**  
**Instructor:** Duff, Antony  
**Description:** Student may contact the instructor or department for information.
- LAW 6904 Equal Justice**  
**A-F only, 3 credit(s);**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6906 Seminar: Public Law Workshop**  
**A-F only, 2 credit(s);**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6917 Seminar: Climate Change, the Clean Air Act, and Energy Law**  
**A-F only, 2 credit(s);**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6919 Seminar: Health Care Fraud and Abuse**  
**A-F only, 2 credit(s);**  
**Instructor:** STAFF  
**Description:** <http://www.law.umn.edu/current/courseguide.html>
- LAW 6920 Seminar: Concept of the Person**  
**A-F only, 2 credit(s);**  
**Instructor:** Blumenthal, Susanna Lynn  
**Description:** The 'reasonable man' is a familiar figure in legal doctrine, making appearances in a broad range of civil and criminal cases, and generating lively academic debate. But this seminar considers a more fundamental issue?what are the mental preconditions for being considered a legal person in the first place? To answer this deceptively simple question, we will examine cases and commentaries penned by judges and jurists, looking across time and doctrinal fields . This inquiry will be necessarily interdisciplinary in nature, because members of the legal profession have themselves drawn on a range of nonlegal texts?religious, philosophical, literary, and scientific?in their various constructions of the legal subject. The focus will be primarily on American legal culture, from 1800 to the present, and the doctrinal areas that will receive the greatest attention are contracts, wills, torts, and criminal law.  
**Style:** Students must circulate short reaction papers for 3 separate sessions. Each week 1 student will be responsible for writing a 4-6 page essay on the reading material and leading the week's discussion
- LAW 7000 CL: Civil Practice**  
**A-F only, 1-7 credit(s), max credits 7;**  
**Instructor:** STAFF  
**Description:** See  
<http://www.law.umn.edu/current/courseguide.html>
- LAW 7003 Seminar: Student Legal Writing Instructor**  
**A-F only, 2 credit(s), max credits 8, 4 completions allowed;**  
**Instructor:** STAFF  
**Description:** Student may contact the instructor or department for information.
- LAW 7004 Seminar: Structured Study Group Instructors**  
**P-F only, 2 credit(s), max credits 8, 4 completions allowed;**  
**Instructor:** STAFF  
**Description:** Student may contact the instructor or department for information.
- LAW 7005 Practice and Professionalism Student Instructors**  
**P-F only, 1-2 credit(s), max credits 4;**

**Instructor:** Cook, Nancy L.

**Description:** Student may contact the instructor or department for information.

**LAW 7006 ABA Negotiation Competition Team**

**P-F only, 1-2 credit(s), max credits 2, 1 completion allowed;**

**Instructor:** Alton, Mary

**Description:** Student may contact the instructor or department for information.

**LAW 7010 Clinic: Innocence**

**A-F only, 2-3 credit(s), max credits 6;**

**Instructor:** STAFF

**Description:** See

<http://www.law.umn.edu/current/courseguide.html>

**LAW 7012 CL: Environmental Sustainability**

**A-F only, 3-7 credit(s), max credits 7, 1 completion allowed;**

**Instructor:** Cox, Prentiss

**Description:** See

<http://www.law.umn.edu/current/courseguide.html>

**LAW 7013 Cl: Environmental Sustainability Directors**

**A-F only, 2 credit(s);**

**Instructor:** Cox, Prentiss

**Description:** Student may contact the instructor or department for information.

**LAW 7015 Clinic: Worker Rights**

**A-F only, 2-4 credit(s), max credits 8;**

**Instructor:** STAFF

**Description:** See

<http://www.law.umn.edu/current/courseguide.html>

**LAW 7016 CL: Workers Rights Directors**

**A-F only, 2 credit(s), max credits 4;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7018 Intercollegiate Trial Team**

**A-F only, 2 credit(s); prereq Trial practice;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7020 CL: Special Education Law**

**A-F only, 2-3 credit(s), max credits 6;**

**Instructor:** STAFF

**Description:** See

<http://www.law.umn.edu/current/courseguide.html>

**LAW 7021 CL: Special Education Director**

**A-F only, 2 credit(s), max credits 4;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7025 ABA Moot Court Competition Team**

**A-F only, 1-2 credit(s), max credits 3; prereq dept consent;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7026 ABA Moot Court Competition Director**

**A-F only, 1-2 credit(s), max credits 3; prereq dept consent;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7027 ABA Moot Court Competition Managing Director**

**A-F only, 1-2 credit(s), max credits 3; prereq dept consent ;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7035 Environmental Law Moot Court**

**A-F only, 1-2 credit(s), max credits 2; prereq dept consent;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7036 Environmental Law Moot Court Director**

**A-F only, 1-2 credit(s), max credits 2; prereq dept consent;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7037 Environmental Law Moot Court Competition Team**

**A-F only, 1-2 credit(s), max credits 2; prereq dept consent ;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7038 Environmental Law Moot Court Managing Director**

**A-F only, 1-2 credit(s), max credits 3; prereq dept consent;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7045 ABA Journal of Labor and Employment Law**

**P-F only, 1-3 credit(s), max credits 6; prereq 3rd yr, dept consent ;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7046 ABA Journal of Labor and Employment Law Staff**

**P-F only, 1-4 credit(s), max credits 4; prereq dept consent ;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7047 Wagner Moot Court Competition Team**

**A-F only, 1 credit(s), max credits 2;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7055 Maynard Pirsig Moot Court**

**A-F only, 1-2 credit(s), max credits 2; prereq dept consent ;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7056 Maynard Pirsig Moot Court Director**

**A-F only, 1-4 credit(s), max credits 4; prereq dept consent;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7057 Maynard Pirsig Moot Court Research Director**

**A-F only, 1-2 credit(s), max credits 2; prereq dept consent ;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7058 Maynard Pirsig Moot Court Managing Director**

**A-F only, 1 credit(s), max credits 2;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7065 National Moot Court**

**A-F only, 1-2 credit(s), max credits 2; prereq dept consent;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7066 National Moot Court Director**

**A-F only, 1-4 credit(s), max credits 4; prereq dept consent;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7067 National Moot Court Administrative Director**

**A-F only, 1-2 credit(s), max credits 2; prereq dept consent ;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7068 National Moot Court Competition Team**

**A-F only, 1 credit(s), max credits 2;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7075 International Moot Court**

**A-F only, 1-3 credit(s), max credits 3; prereq dept consent;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7076 International Moot Court Director**

**A-F only, 1-4 credit(s), max credits 4;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7077 International Moot Court Administrative Director**

**A-F only, 1-2 credit(s), max credits 2; prereq dept consent;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7078 International Moot Court Competition Team**

**A-F only, 1 credit(s), max credits 2;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7085 Intellectual Property Moot Court**

**A-F only, 1-2 credit(s), max credits 2; prereq dept consent;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7086 Intellectual Property Moot Court Competition Team**

**A-F only, 1-2 credit(s), max credits 2;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7087 Intellectual Property Moot Court Director**

**A-F only, 1-2 credit(s), max credits 2; prereq dept consent;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7092 CL: Bankruptcy Clinic**

**A-F only, 1-4 credit(s), max credits 4;**

**Instructor:** STAFF

**Description:** See

<http://www.law.umn.edu/current/courseguide.html>

**LAW 7093 CL: Bankruptcy Clinic Director**

**A-F only, 1-4 credit(s), max credits 4; prereq dept consent ;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7094 Civil Rights Moot Court Administrative Director**

**A-F only, 1-2 credit(s), max credits 2;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7095 Civil Rights Moot Court**

**A-F only, 1-2 credit(s), max credits 3; prereq dept consent;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7096 Civil Rights Moot Court Director**

**A-F only, 1-4 credit(s), max credits 4;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7097 Civil Rights Moot Court Competition Team**

**A-F only, 1 credit(s), max credits 4, 4 completions allowed; prereq dept consent;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7098 CL: Indian Child Welfare Act**

**A-F only, 1-7 credit(s), max credits 14;**

**Instructor:** STAFF

**Description:** See

<http://www.law.umn.edu/current/courseguide.html>

**LAW 7099 CL: Indian Child Welfare Clinic Director**

**A-F only, 1-4 credit(s), max credits 4; prereq dept consent ;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7100 Law Review Editors**

**P-F only, 3 credit(s), max credits 12, 4 completions allowed; prereq instr consent ;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7101 Law Review Associate Editors**

**P-F only, 2 credit(s), max credits 4;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7102 Law Review Staff Member**

**P-F only, 1-2 credit(s), max credits 4;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7200 Law and Inequality Journal Editor**

**P-F only, 1-6 credit(s), max credits 9, 4 completions allowed; prereq instr consent ;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7201 Law and Inequality Journal Associate Editor**

**P-F only, 2 credit(s), max credits 4;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7202 Law and Inequality Journal Staff**

**P-F only, 1-3 credit(s), max credits 6;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7246 CL: Housing**

**A-F only, 3 credit(s);**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7247 CL:Housing Clinic Director**

**A-F only, 1-4 credit(s), max credits 4, 1 completion allowed; prereq dept consent ;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7300 Minnesota Journal of International Law**

**P-F only, 1-6 credit(s), max credits 9, 4 completions allowed;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7302 Minnesota Journal of International Law Staff**

**P-F only, 1-3 credit(s), max credits 6;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7501 CL: Misdemeanor Clinic Director**

**A-F only, 1-4 credit(s), max credits 4; prereq dept consent ;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7550 CL: Misdemeanor Prosecution**

**A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;**

**Instructor:** STAFF

**Description:** The educational goals of this clinic are knowledge, understanding of, and the ability to practice in a criminal justice system. This course involves the supervised prosecution of individuals charged with petty misdemeanors, misdemeanors, and gross misdemeanors in Ramsey and Hennepin County District Court. Prosecution students are supervised by prosecutors in several different jurisdictions in Hennepin and Ramsey District Court. Students handle cases at all stages of the criminal process, including arraignments, pretrial conferences and court trials. The weekly two-hour class component of the clinic includes lectures, simulations and role playing. The lectures are on substantive and procedural aspects of criminal law, and on skills performance. The simulations and role playing involve the pre-trial and trial skills necessary to be an effective advocate in the criminal justice system. The students are also required to participate in one ride-along with a police department. Prerequisites: None

**LAW 7551 CL: Misdemeanor Prosecution and Defense**

**A-F only, 3-6 credit(s), max credits 6, 1 completion allowed;**

**Instructor:** Simon, Steve Mark

**Description:** Student may contact the instructor or department for information.

**LAW 7572 Clinic: Federal Defense**

**A-F only, 3 credit(s); prereq Criminal law, criminal procedure/evidence; evidence course may be enrolled in concurrently;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7600 Minnesota Journal of Law, Science, and Technology**

**P-F only, 1-6 credit(s), max credits 6, 4 completions allowed;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7675 CL: Child Advocacy**

**A-F only, 1-7 credit(s), max credits 7;**

**Instructor:** STAFF

**Description:** The Child Advocacy Clinic is a two-semester clinic offered annually since 1995. The clinic gives students practical experience in handling family law and juvenile law cases with an emphasis on children's rights. Weekly classroom sessions cover such topics as interviewing, negotiation, and motion practice. Students earn a total of four credits to be allocated between the semesters. Beginning in the fall semester, students handle three

to four cases over the academic year. The cases are selected to provide students with a variety of experience in pretrial procedure, negotiation, discovery, and courtroom practice. The Child Advocacy Clinic also has a project with the Hennepin County Public Defender's Office to provide representation to juveniles in CHIPS (Children in Need of Protection and Services) matters in juvenile court. Additional cases involve family court custody and Guardian ad Litem representation for the Hennepin County Guardian ad Litem program. The clinic is designed with a classroom component, a simulation component and an actual case-handling component in family and juvenile court. The classroom and simulation portions of the course occur during the first semester. The classroom component consists of topics specifically relating to children's issues including child development and interviewing children. The simulation component revolves around mock cases designed to familiarize students with family and juvenile court procedure. The actual case component of the course stretches over both semesters.

**LAW 7676 CL: Child Advocacy Director**

**A-F only, 1-4 credit(s), max credits 4; prereq dept consent ;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7842 CL: Immigration and Human Rights**

**A-F only, 2-7 credit(s), max credits 14;**

**Instructor:** STAFF

**Description:** The Immigration Law Clinic handles immigration law matters, primarily applications for political asylum, withholding of removal, and Article 3 claims under the Convention Against Torture. Students will interview clients, research country conditions, write legal memoranda on asylum issues, and prepare and present claims to the Immigration and Naturalization Service, the Immigration Court, and the Board of Immigration Appeals under the student practice rule. Each student will handle up to two asylum cases. Students can choose from cases presented affirmatively to the Immigration and Naturalization Service and those presented defensively before the Immigration Court. Students appearing before the Court will handle case and client preparation and courtroom appearances. It is preferred that students have prior experience in or exposure to asylum law or other aspects of immigration law, but neither is required. Enrollment is generally limited to six students. Interested students should write a brief statement of interest and/or experience. Students will be notified if they have been selected for the Immigration Law Clinic shortly after finals end. Students who participate in the Immigration Law Clinic will add the clinic through the drop/add process in the Fall

**LAW 7843 CL: Immigration Clinic Director**

**A-F only, 1-4 credit(s), max credits 4; prereq dept consent ;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7850 CL: Public Interest Law**

**A-F only, 2 credit(s);**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**LAW 7860 CL: Multi-Profession Business Law**

**A-F only, 2-4 credit(s), max credits 8;**

**Instructor:** STAFF

**Description:** The Minnesota Multi-Profession Business Law Clinic is a two-semester, 6-credit experience for 3Ls. Students enrolled in the clinic have the opportunity to gain broad transactional experience working with startup businesses and entrepreneurial clients. Students work with clients whose legal needs are transactional. Transactional practice includes the creation and interpretation of contracts and agreements. It also includes strategizing about legal issues of business formation, management, and governance. The delivery model is different from other clinics at the law school in several respects. Typically, law school clinic clients need assistance to resolve a dispute with

another person or a government entity. Dispute resolution is not a part of clinic practice in the Minnesota Multi-Profession Business Law Clinic. As participants in this multi-profession clinic, students work with attorneys, accountants, and business consultants. This aspect of clinic practice closely replicates the practice of business law. Experienced business law and corporate group attorneys from several law firms and accounting firms supervise teams of law students working with clients who apply for clinic services. The 42-hour transactional skills curriculum component of the clinic includes extensive practice in negotiation and drafting, as well as self-assessments of problem solving and communication styles. The curriculum also includes segments on client interviewing and negotiation ethics. Students are encouraged to learn about themselves as practitioners.

#### LAW 7950 CL: Tax Clinic

**A-F only, 2-4 credit(s), max credits 4;**

**Instructor:** STAFF

**Description:** The Tax Clinic, first offered in 1981, is composed of two components. First, the clinic provides an opportunity for law students to represent low income taxpayers who have a controversy with the IRS. Representation can occur at audit, in the Appeals Office, in the collection process, before the U.S. Tax Court or, on occasion, before the U.S. District Court or 8th Circuit. In addition representation may also extend to controversies with the MN Department of Revenue. Clinic students do not prepare tax returns. The clinic receives client referrals from the IRS and Tax Court in addition to those that come from community organizations (such as free tax assistance sites). Students in the clinic are also asked to participate in community education and outreach, since approximately one-third of our clients speak English as a second language. A clinic seminar meets weekly for both semesters. The seminar provides training in lawyering skills, such as interviewing, counseling, negotiation, and professional responsibility. In addition, guest speakers at the seminar from the IRS, the Minnesota Department of Revenue, and practicing bar provide useful information about the practice of tax law. Students must have taken (or be concurrently enrolled in) Federal Tax Procedure. Tax I is encouraged as well. Each year three students are selected to serve as directors in the clinic during their third year. Each summer the Tax Clinic hires three students to work full-time in the clinic. If you are interested in serving as a director during your third year for academic credit or a summer job for pay, preference is given to students enrolled in the Tax Clinic (i.e., enroll in your second year to be eligible).

#### LAW 7951 CL: Tax Clinic Director

**A-F only, 1-4 credit(s), max credits 4; prereq dept consent ;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

## Learning and Academic Skills

104 Eddy Hall

#### LASK 1001 Mastering Skills for College Success

**2 credit(s);**

**Instructor:** Slattery, William Scott

**Description:** Study smarter ... not harder. Despite being bright and working hard, many students at the U. find they are unable to get the most out of their academic efforts; working hard doesn't always translate into the grades and performance they are looking for. LASK 1001 [Mastering Skills for College Success] was designed to address skills, strategies and approaches to help students become more efficient & effective in their academic efforts. The course focuses on 5 key areas for academic success: 1. Active Learning approaches; 2. Self-awareness & Learning Style; 3. Academic Skills (in areas such as note taking, exams, memory, reading, papers, etc.); 4. Balance Skills (in areas such as time & stress management); and, 5. Engagement & Campus Resources (awareness & utilization). LASK 1001 balances lecture with hands-on

application to help students get the most from their efforts.

**Style:** 40% Lecture, 10% Film/Video, 30% Discussion, 10% Small Group Activities, 5% Student Presentation, 5% Field Trips.

**Grading:** 12% mid exam, 12% final exam, 16% reports/papers, 38% special projects, 22% reflection paper.

#### LASK 1101 Academic Refresher

**S-N only, 1 credit(s); prereq instr consent ;**

**Instructor:** Slattery, William Scott

**Description:** Falling behind? Always playing 'catch-up' ?

Received an academic alert? Stressed about how to make the grades you need? Sometimes academic progress doesn't go as planned and students struggle. LASK 1101 [Academic Refresher] is a Mid-Semester (Term B) course designed to assist students over the final 7 weeks of the semester who are experiencing concerns about their academic progress. Through individualized planning and course assignments, students work with academic success consultants to develop & put into action a personal plan for success. Course focus is mainly on reaching academic goals for the current semester, however, students also learn skills and strategies to build ongoing success.

**Style:** 40% Lecture, 40% Discussion, 20% Small Group Activities.

**Grading:** 35% special projects, 15% written homework, 25% attendance, 25% class participation.

#### LASK 1102 Academic Success

**S-N only, 2 credit(s), max credits 4; prereq instr consent ; preference given to students on academic probation or returning from academic suspension;**

**Instructor:** Slattery, William Scott

**Description:** This course was developed mainly for students on academic probation [it is also an excellent option for students returning to campus from an academic suspension or who may have significant concerns about academic performance]. LASK 1102 offers skilled assistance in identifying barriers in academic performance and developing plans for effective, ongoing scholarship. Information, skill development & performance enhancement are emphasized. Course objectives are achieved through weekly didactic instruction, assignments & small group participation.

**Style:** 45% Lecture, 5% Film/Video, 20% Discussion, 30% Small Group Activities.

**Grading:** 25% special projects, 40% attendance, 35% class participation.

## Liberal Studies

20 Classroom Office Building

#### LS 5100 Liberal Studies Seminar: Of Two Minds: The Classic-Romantic Divide

**A-F only, 3 credit(s), max credits 24, 24 completions allowed; prereq dept consent ;**

**Instructor:** Pease, Nick

**Description:** <b>Classic vs. Romantic: A History of Human Thought</b> - How do we know what we know? Since before Aristotle and Plato, Western culture has oscillated between a 'classical' approach to knowledge, dominated by reason and objectivity, and a 'romantic' approach, based on passion and personal experience. These contrasting mindsets peaked in the late 1700s and early 1800s, when the Age of Reason burgeoned, crested and was blown away by the Romantic Revolution. We trace this quarrel starting with the two seminal periods and their avatars: Newton, Voltaire, Locke, Jefferson, Mozart, Vige-Lebrun, Beethoven, Goethe, Kant, Wordsworth, Bonheur, Delacroix, Napoleon, and others. Then we move through subsequent cultural movements such as Realism, Expressionism, Existentialism, Modernism, and Postmodernism, right up to the present. Which, finally, is better? the classic or the romantic mode? Again: How do we know?

#### LS 5100 Liberal Studies Seminar: Women's Leadership Journey



**A-F only, 3 credit(s), max credits 24, 24 completions allowed; prereq dept consent ;**

**Instructor:** Hagberg, Janet M Olson

**Description:** <b>Women's Leadership Journey</b> - This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid information. For women who have achieved leadership or success and are ready to find new purpose and meaning through study and reflection. An opportunity to look at yourself as a whole person instead of a worker or leader, and to explore your life across the spectrum of relationship, career, health, and spirituality. Through reading and research gain a deeper understanding of your purpose and next steps in your leadership journey.

**LS 5100 Liberal Studies Seminar: Ethical and Legal Issues in Arts Policy and Law**

**A-F only, 3 credit(s), max credits 24, 24 completions allowed; prereq dept consent ;**

**Instructor:** Corley, Kathleen Hayes

**Description:** <b>Ethical and Legal Issues in Arts Policy and Law</b> Leadership calls on an individual to be able to stand with confidence on moral and legal grounds in the day to day operations and conduct of a business. By combining theory and practice, this course will explore the basis for human conduct and the source of moral and ethical behavior; examine standards, rules and laws that legislate conduct; and distinguish those situations when seeking legal guidance/advice is the only responsible option. Arts and cultural management issues arising from intellectual, real and personnel property rights; employment; earned-income ventures; and the myriad of issues that come with contributed income - conflict of interest, self-inurement, and exemption from federal and state income tax - will also be on the agenda.

**LS 5100 Liberal Studies Seminar: The Creation of Meaning**

**A-F only, 2 credit(s), max credits 24, 24 completions allowed; prereq dept consent ;**

**Instructor:** Dikel, William Robert

**Description:** What does it mean to produce new knowledge and build understanding in an increasingly complex world? Numerous factors contribute to how we create meaning and engage the process of interpreting and guiding our lives, consciously and unconsciously, in individual and societal contexts. Educational historian Lawrence Cremin describes this phenomenon as the 'ecology of learning.' Constructing and manifesting meaning in our lives is a complex process that engages a rigorously interdisciplinary curiosity. The ability to innovate, generate new meanings, tolerate ambiguity, demonstrate authenticity and personal courage are important outcomes of actively engaging the process of meaning making. Understanding this process is central to participating in an increasingly dynamic social environment where novel forms of knowledge construction are rapidly emerging and desperately needed. Explore contexts in which meaning emerges, illuminate this discovery process, and assist participants to become aware of the conscious and unconscious determinants that create the fabric of meaning. Employ an interdisciplinary approach that integrates such diverse topics as sensory perception, infant patterning, neural programming, limbic system resonance, family values, and the influence of place, religion, propaganda, fine art, social control, cultural influences, and unconscious biases to explore this ecology of learning. Learn to "step out" of your every day habitual patterns of interpreting life's events and learn methods of consciously participating in the process of creating meaning.

**LS 5100 Liberal Studies Seminar: Leadership and Change in an Innovation Society**

**A-F only, 3 credit(s), max credits 24, 24 completions allowed; prereq dept consent ;**

**Instructor:** Crosby, Barbara C

**Description:** Change is often built into definitions of leadership, and certainly many scholars and practitioners have written about how leaders can foster change in their organizations or communities. Moreover, understanding the links between

leadership and change takes on increased urgency as the United States and other countries strive to foster an "innovation economy" and navigate through complex, turbulent political terrain. Leaders will need conceptual tools and practical skills to promote innovative organizations that thrive in and contribute to an innovative society. Accordingly, this seminar will examine models of change and models of leadership and investigate how leaders can promote desirable personal, organizational and societal change. Case studies and action research will be emphasized. An important class product will be a framework for leadership and change in an innovation society. During each class session, one or two learners will be responsible for recording "takeaways" from the evening's conversation. When participants complete this course, they will have knowledge, skills, wisdom, and motivation that enable them to practice personal, team, organizational and societal leadership aimed at innovation for the common good.

**Grading:** 35% reports/papers, 25% reflection paper, 30% class participation, 10% other evaluation.

**LS 5100 Liberal Studies Seminar: Cultural Leadership in a Web 2.0 World**

**A-F only, 2 credit(s), max credits 24, 24 completions allowed; prereq dept consent ;**

**Instructor:** Husom, David Harold

**Description:** From rural hamlets to major cities, towns are now looking to the arts and culture to bring them into the 21st Century. Encouraged by the "Creative Class" theories of Richard Florida and others, these towns hope that by creating opportunities for those in the arts that tourism, and more importantly today's knowledge workers, will follow. Yet for this to happen communities need cultural leaders. Examine the qualities that make today's successful leaders in arts organizations. Using online resources of studies of the arts, you will get an overall sense of the importance of the arts and challenges art organizations face. Conduct interviews with arts leaders to ascertain what the struggles and triumphs of today's leaders are. Using video or Flip video with YouTube, digital photography and sound with SoundSlides, PowerPoint or Keynote, or PDFs students will prepare a presentation on their leader and their arts organization.

**LS 5100 Liberal Studies Seminar: Down to Earth: Sustainability**

**A-F only, 2 credit(s), max credits 24, 24 completions allowed; prereq dept consent ;**

**Instructor:** Lloyd, Roseann

**Description:** <b>Down to Earth: Sustainability Seen Through Literature, Faith Traditions, and Work of Local Practitioners</b> - Explore sustainability at ground level: the unifying word is "humus", our word for top soil, which has the same root as the words "human beings" and "humility;" we are of the earth. We'll look at new and old writings that celebrate the earth and our relationship with it, and study the current state of top soil, dirt, earth, and the current attempts to create sustainable farming, versus factory agriculture. Explore the wide range of local practitioners who play a part in bringing attention to this subject and/or work on sustainable projects. Hold in mind the phrase "Think Globally, Act Locally," as this offering is based on our region as much as possible but also want to include those people and media who bring ideas and points of view that we may not have here. In literature, new writings by poets and nonfiction writers express love, joy and concern for the earth, writings that bring our attention to our earthly situation in new configurations. Stewardship tradition within Christianity; Vedic Ecology; Native American Traditions. Practitioners off sustainability include non-agriculture-industry farmers and their locavore customers; peace coffee delivered by bike; new wind power consortium in the Metro area; people living "off the grid"; local nonprofits involved with sustainability; Clare's Well Spirituality Farm, which uses sustainable practices available at this time. We'll look at the Slow Food Movement and the study of "blue zones," how a slowed down life style improves health and happiness. These activists show appreciation and hope for the earth, and possible actions that we can undertake now.

**LS 5950 Special Topics: Wicked Problem Solving: Evolutionary**

**Rationalism**

**A-F only, 1 credit(s), max credits 12, 3 completions allowed; prereq dept consent ;**

**Instructor:** Schuelke,L David

**Description:** Group change often demands adaptive processing options. Traditional rhetorical approaches often limit the options for innovation. This offering provides an introduction to Knowledge Management. Apply the five-step process of identifying needs, determining essential knowledge, evaluating information sources, initiating learning, and developing efficient dissemination systems in group and/or organizations with which you are familiar.

**Style:** This course is entirely online. Work will be a combination of online discussion, reading, and writing assignments due over a period of 4 weeks beginning January 22, 2011.

**LS 5950 Special Topics: Buddhists and Futurists**

**A-F only, 1 credit(s), max credits 12, 3 completions allowed; prereq dept consent ;**

**Instructor:** Harkins,Arthur M

**Description:** Buddhism and futurism are two attempts to help understand the world and its rapid, increasingly unpredictable changes. Important to futurists is acceptance of scientific and technological progress. Important to Buddhists are contentment, voluntary simplicity, and non-materialism, which can help contribute to the preservation of the global environment. A particular focus in the workshop will be the Singularity, a construct created by Vernor Vinge and further developed by Ray Kurzweil, referring to exponential change, including its unpredictable directions and impacts. The Singularity may be said to epitomize a level of complexity that invalidates the usefulness of personal and institutional paradigms and cultures. The Singularity presumes the arrival of artificial intelligence. Examine the possible roles of Buddhism and futurism in re-orienting and re-stabilizing individuals, cultures and societies deprived of their "realities" by the Singularity. The workshop will be international in its approach to both Buddhism and futurism and their possible forms of innovative collaboration in the future.

**LS 8001 Introduction to Interdisciplinary Inquiry**

**A-F only, 3 credit(s); prereq MLS student, dept consent ;**

**Instructor:** Gonzalez PhD,Anita Marie

**Description:** Required introductory seminar for admitted MLS students. Emphasizes what individual students need to know or be able to do to successfully complete his or her individually crafted interdisciplinary program, including critical thinking, clear writing, and interdisciplinary research.

**LS 8002 Final Project for Graduate Liberal Studies**

**A-F only, 3 credit(s); prereq MLS; all MLS coursework must be completed by end of sem, dept consent ;**

**Instructor:** Gustafson,DonnaMae J

**Description:** Required seminar for admitted MLS students. Students synthesize and complete their final project.

**LS 8100 Advanced Interdisciplinary Inquiry**

**A-F only, 1-3 credit(s), max credits 5; prereq MLS student, dept consent ;**

**Instructor:** Gustafson,DonnaMae J

**Description:** Provides readings and discussion designed to assist in the shaping and focusing of the final project in a workshop format. While time is spent discussing the specific project each student is designing, attention will also be focused on key ideas of various disciplines and influential thinkers. Emphasis will be placed on developing critical and interdisciplinary themes for the final project. Students, in consultation with the instructor and/or advisor (if one has been chosen), should calculate the number of credits (1-3) to take in relation to the amount of work they need to do to prepare for the final project seminar.

**LING 1701 Language and Society**

**4 credit(s);**

**Instructor:** STAFF

**Description:** When you talk, you give out clues about who you are and where you come from. Sociolinguists have found that patterns of language use are affected by age, gender, socioeconomic status, ethnicity, and other aspects of people and situations. This course reflects on the relationship between language and such social variables. We will also examine multilingual situations such contact between speakers of different languages, and their implications for language loss and language change. Implications of sociolinguistic findings for educators will also be discussed.

**Grading:** 20% mid exam, 20% final exam, 20% reports/papers, 40% reflection paper.

**LING 1701 Language and Society**

**4 credit(s);**

**Instructor:** Olsen,Caroledith

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. The course introduces you to the ways in which sociolinguists study language and what we know about linguistic behavior across languages and cultures. Understanding the relationship between language and society offers a window into human behavior that can enhance almost any endeavor, from teaching, to traveling, to falling in love. At the conclusion of this course, you should be able to: --identify the features of language that vary with context, and how they vary; --identify the social dimensions that affect language choices; --understand how social and linguistic variables interact and result in particular ways of speaking; --distinguish how these variables and their consequences are instantiated in a variety of cultures; and --evaluate sociolinguistic data and discussion.

**Style:** Online with handwritten exams

**Grading:** 25% mid exam, 25% final exam, 15% reports/papers, 35% written homework.

**Exam Format:** Two supervised, in-person (not online) exams.

**LING 1905 Freshman Seminar: Language, Food, and Identity**

**3 credit(s), max credits 6; prereq Fr or no more than 30 cr;**

**Instructor:** Szatrowski,Polly Ellen

**Description:** Student may contact the instructor or department for information.

**LING 3001 Introduction to Linguistics**

**4 credit(s); Credit will not be granted if credit has been received for: LING 3001H;**

**Instructor:** STAFF

**Description:** This course is a general introduction to the various subfields of linguistics, the discipline devoted to the nature of human language, its basis in cognition, and its role in human affairs. The main emphasis in the course will be on the structural components of language: syntax (phrase and sentence structure), morphology (word structure), phonology (sound structure), and semantics/pragmatics (meaning). Students will learn about how human languages can differ from one another and how they are alike; they will also learn basic techniques for describing and analyzing linguistic data through working on examples taken from various languages of the world. An understanding of structural components of language will also serve as the basis for an introduction to subfields of linguistics concerned with how languages change over time (historical linguistics, the nature and cause of regional and social variation and diversity within a given language (sociolinguistics), how languages are learned by children and by adults learning a second language (language acquisition), and the biological basis of language in the brain (neurolinguistics). The course will be conducted through lectures and discussions. Course requirements include regular assignments, a midterm and a final. Target audience is anyone with an interest in the nature of human language.

**Style:** 80% Lecture, 20% Discussion.

**Grading:** 30% mid exam, 35% final exam, 35% problem solving.

**Linguistics**

214 Nolte Center

**Exam Format:** Short answer

**LING 3052V Honors: Thesis**

**A-F only, 3 credit(s); prereq 3051 credit will not be granted if credit has already been received for LING 3052H; Meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** A continuation of Ling 3051H, with emphasis on writing final version of thesis. Audience: CLA Honors Linguistics majors.

**Style:** independent research, writing

**Grading:** 100% reports/papers.

**LING 3601 Historical Linguistics**

**3 credit(s); prereq 3001 or instr consent; Credit will not be granted if credit has been received for: LING 5601;**

**Instructor:** STAFF

**Description:** Languages change. How they do, why they do, and what we can learn from studying these changes are the central topics of this course. There will be weekly reading and assignments from the text, R.L. Trask's Historical Linguistics. By the end of the course you will not only know major tendencies of phonological, semantic, lexical, morphological, and syntactic change and some explanations for them, you will also understand some of the specifics of the history of English back to Proto-Indo-European.

**Style:** 50% Lecture, 30% Discussion. small group work and student presentations

**Grading:** 20% mid exam, 40% final exam, 15% quizzes, 5% in-class presentation, 5% class participation, 15% problem solving.

**LING 4002 Linguistic Analysis**

**3 credit(s); prereq 3001 or 3001H or 5001 or instr consent ; Instructor:** Marcotte, Jean-Philippe

**Description:** This post-introductory course has three goals: improving problem-solving techniques for morphological, phonological, and syntactic analysis; learning to present detailed, complete solutions to analysis problems using the descriptive and explanatory concepts of generative linguistics; exposing students to a range of different grammatical phenomena from a range of different languages.

**Style:** 25% Lecture, 75% Small Group Activities.

**Grading:** 33% final exam, 67% written homework.

**Exam Format:** Problems comparable to the ones given on assignments

**LING 4201 Syntax I**

**3 credit(s); prereq 3001 or 3001H or 5001 or instr consent ;**

**Instructor:** Reese, Brian Jon

**Description:** Student may contact the instructor or department for information.

**LING 4302W Phonology I**

**3 credit(s); prereq 3001 or 3001H or 5001 or instr consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Bassene, Mamadou

**Description:** Phonology is the subfield of linguistics which studies the organization and patterning of sounds in human languages. As a native speaker of at least one language, you know the sounds of that language and the rules governing the way sounds are organized, how sounds combine into syllables and how syllables combine to form words. In most cases, this knowledge is implicit and in this course you will learn how to make this knowledge explicit. This course introduces students to various methods of phonological analysis. You will learn the basic concepts in phonology and how to solve phonological problems. We will discuss data from a wide range of languages. The theoretical framework assumed in this course is Generative Phonology. Towards the end of the course, you will be introduced to Optimality Theory which is the current theoretical framework followed by many phonologists. This course is also designed to help develop your writing skills. You will learn how to present a phonological analysis in an academic paper format.

**Style:** 80% Lecture, 20% Discussion.

**Grading:** 20% mid exam, 20% final exam, 60% problem solving.

**LING 4901W Major Project Seminar**

**S-N only, 3 credit(s); prereq Ling major, [jr or sr]; Meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** This class will provide support for the completion of the senior project /Honors Thesis in Linguistics, by analyzing the structure and organization of linguistics papers and providing a forum for discussion of developmental and stylistic aspects of the writing process. Students must come to the first class with a project, preferably a previously written course paper that they would like to expand and revise. In case the project does not involve the expansion of a previously written course paper, students are expected to have with them a 6-8 page proposal, outlining the issue(s), previous studies, and the project plan. Target audience: Junior and Senior Linguistics majors.

**Style:** 50% Discussion, 30% Small Group Activities, 20% Student Presentation. Independent research and writing.

**Grading:** 50% reports/papers. 50% class activities

**Exam Format:** None

**LING 5001 Introduction to Linguistics**

**4 credit(s); prereq grad or instr consent; Credit will not be granted if credit has been received for: LING 3001;**

**Instructor:** Marcotte, Jean-Philippe

**Description:** Student may contact the instructor or department for information.

**LING 5101 Language Types and Linguistic Universals**

**3 credit(s); prereq [[3001 or 3001H or 5001], 5201, 5302] or instr consent ;**

**Instructor:** Stenson, Nancy J

**Description:** Despite the remarkable diversity displayed by the world's languages in their structure and lexicon, many features of language are universal. Moreover, investigations of the differences among the world's languages consistently reveal patterns in the diversity. Typological research investigates variation among languages with respect to linguistic form at all levels of analysis, seeking both the commonalities that underlie it, and the reasons for remaining variations. This course will survey typological research of the past half century, exploring both methodological and theoretical issues in the study of language universals. Students will each choose a language to survey, providing data for class discussions throughout the semester. Using data from that and other languages, they will write a paper engaging in cross-linguistic examination of a single linguistic phenomenon of their choice, which may be in phonology, morphology or syntax. Target audience: graduate and advanced undergraduate students

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 60% reports/papers, 15% in-class presentation, 25% class participation.

**Exam Format:** No exams

**LING 5105 Field Methods in Linguistics I**

**4 credit(s); prereq [5201, 5302, grad major] or instr consent ;**

**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.

**Style:** 2% Lecture, 18% Discussion. Data elicitation and analysis, demonstration

**Grading:** 75% reports/papers, 25% class participation.

**LING 5201 Syntactic Theory I**

**3 credit(s); prereq 3001 or 3001H or 5001 or instr consent ;**

**Instructor:** Soh, Hooi Ling

**Description:** This course is an introduction to the structure of sentences. We will consider how words are organized into phrases and sentences. We will explore how languages may differ in the way words are put together to form sentences and how they are the same. We will consider what the similarities

and differences reveal about the human mind. The course will be conducted through lectures and discussions. Course requirements include regular assignments, a mid-term and a final. Target audience is undergraduate and graduate students in linguistics and related disciplines.

**Style:** 75% Lecture, 25% Discussion.

**Grading:** 30% mid exam, 40% final exam, 30% problem solving.

**Exam Format:** short answer

#### LING 5205 Semantics

**3 credit(s); prereq 5201 or instr consent ;**

**Instructor:** Reese,Brian Jon

**Description:** Student may contact the instructor or department for information.

#### LING 5302 Phonological Theory I

**3 credit(s); prereq 3001 or 3011H or 5001 or instr consent ;**

**Instructor:** Karvonen,Daniel

**Description:** This course is an introduction to phonology, which is the study of how sounds are organized and pattern in human languages. Have you ever wondered why the plural of some words in English is -s while for others it's -es? Why is it that in Spanish, a language related to English which also has -s as a plural, -es is used in cases where English uses just -s (English: paper~papers, Spanish: papel~papeles)? This course will introduce you to the core concepts in phonological theory and analysis, including distinctive feature theory, syllable theory, rule formulation and interactions, nonlinear phonology, and constraint-based phonology. This will be accomplished by analyzing data from a wide variety of languages, with students working on problem sets and presenting their solutions both in written form and in discussion in class. The course has two primary aims. First, it will give you a solid foundation in phonological theory and phonological problem solving in order to do advanced work in phonology or other fields in linguistics; and second, it will develop and refine your skills at analyzing data and presenting a convincing and well-argued written solution to a problem set, a skill that is useful in many fields.

**Style:** 75% Lecture, 25% Discussion.

**Grading:** 15% mid exam, 15% final exam, 48% reports/papers, 22% class participation.

**Exam Format:** essay, short answer

#### LING 5462 Field Research in Spoken Language

**3 credit(s); prereq 3001 or 3011H or 5001 or instr consent ;**

**Credit will not be granted if credit has been received for:**

**COMM 5462;**

**Instructor:** Szatrowski,Polly Ellen

**Description:** In this course we will investigate language in its "natural habitat," everyday talk, and investigate how participants use talk, gaze, gesture, body orientation and back channel utterances ("Uh huh," "Yeah," etc.) to make sense of one another conduct in real-life social interaction. We will investigate how co-participants use these resources to give attention, indicate listenership, and coordinate turn changes. We will also examine how speakers use prosody (changes in pitch and voice quality), laughter, gesture, body posture and timing to involve their listeners, complement/supplement their verbal messages, achieve co-tellership, negotiate opinions, and embody performances of emotion/ assessment. The course will include hands-on practice in transcription of verbal and nonverbal behavior (hand, head, eye, facial expression and body movement) using computer software to analyze intonation and pause, and frame-by-frame video analysis. We will also practice identifying and characterizing gestures (iconic, metaphoric, deictic, and beat) and analyze their role in introducing referents, information presentation, topic structuring, repair, word searches, etc. Our data will come from conversations in a variety of languages, including English, Japanese, Ilokano, and German.

**Style:** 40% Lecture, 30% Discussion.

**Grading:** 30% written homework, 30% class participation, 40% other evaluation. Major paper, abstract, presentation; 30% Written homework and data collection

**Exam Format:** No exams

#### LING 5601 Historical Linguistics

**3 credit(s); prereq 3001 or 3011H or 5001; Credit will not be granted if credit has been received for: LING 3601;**

**Instructor:** Harkness,John Underwood

**Description:** Student may contact the instructor or department for information.

#### LING 5801 Introduction to Computational Linguistics

**3 credit(s); prereq 5201 or programming experience or instr consent ;**

**Instructor:** Reese,Brian Jon

**Description:** This course is an introduction to the application of computational methods to natural language, with a focus on both theoretical-linguistic issues and practical applications. The levels of linguistic description covered include phonology, morphology, syntax, semantics and pragmatics. Possible topics include computational morphology and phonology, part-of-speech tagging, grammar engineering, computational semantics, coreference resolution and the analysis of discourse and dialogue. The course also provides an introduction to basic formal tools in symbolic approaches to computational linguistics, including regular expressions and finite-state methods, context-free grammars and parsing, and feature structures and unification.

#### LING 5900 Topics in Linguistics: Music, Language and the Brain

**3 credit(s), max credits 12, 3 completions allowed;**

**Instructor:** Kac,Michael B

**Description:** Student may contact the instructor or department for information.

#### LING 5900 Topics in Linguistics

**3 credit(s), max credits 12, 3 completions allowed;**

**Instructor:** Sheldon PhD,Amy

**Description:** Taught with Anth 5980. Prereq: Introduction to Linguistics, or Introduction to Linguistic Anthropology, or the equivalent, or instr consent, 3 credits Instructor: Sheldon,Amy  
**Description:** This course will critically examine whether and how language and communicative practices construct and represent normative and non-normative sexualities and genders. Possible topics: gender socialization through language; genderlects; gender as binarity or multiplicity; gender as linguistic stylization; language issues in LGBT communities; sexist and nonsexist language; language reform; conversational and rhetorical practices that create dominance, subordination, silencing and resistance. Language contexts include, but are not limited to: everyday conversational interactions that create personal relationships, personal narratives, talk in public spaces (e.g., radio/TV/print media, classrooms, workplaces, online language), etc. Students will observe their own and others' everyday speech and will work with found or recorded examples. Term projects can be started early and developed with guidance across the semester. The focus is on English but comparisons across languages are welcome. Moodle enhanced. Electronic reserves and text. If you have questions, please contact Professor Amy Sheldon, asheldon@umn.edu

#### LING 5900 Topics in Linguistics

**3 credit(s), max credits 12, 3 completions allowed;**

**Instructor:** Sheldon PhD,Amy

**Description:** It is estimated that at least half of the people in world speak more than one language. Monolinguals have multiple speech registers. No one is a single style speaker. 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 first person accounts (memoir), scholarly essays and book(s) by and about people who are polylingual or bidialectal. Some had to learn English because their families fled their homeland. Some are American born. 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 scope and endangerment of world languages, the importance of language ideologies in shaping our thinking as an individual, a citizen involved in a national language discourse, and in a global context for language issues.

**LING 5900 Topics in Linguistics: Language and Social Identity**  
3 credit(s), max credits 12, 3 completions allowed;

**Instructor:** Junghare,Indira Y

**Description:** Student may contact the instructor or department for information.

**LING 5993 Directed Study**

1-3 credit(s), max credits 10, 10 completions allowed; prereq instr consent , dept consent , college consent ;

**Instructor:** Szatrowski,Polly Ellen

**Description:** Student may contact the instructor or department for information.

**LING 5993 Directed Study**

1-3 credit(s), max credits 10, 10 completions allowed; prereq instr consent , dept consent , college consent ;

**Instructor:** Gundel,Jeanette K

**Description:** Student may contact the instructor or department for information.

**LING 5993 Directed Study**

1-3 credit(s), max credits 10, 10 completions allowed; prereq instr consent , dept consent , college consent ;

**Instructor:** Stenson,Nancy J

**Description:** Student may contact the instructor or department for information.

**LING 5993 Directed Study**

1-3 credit(s), max credits 10, 10 completions allowed; prereq instr consent , dept consent , college consent ;

**Instructor:** Soh,Hooi Ling

**Description:** Student may contact the instructor or department for information.

**LING 8005 Research Paper Workshop**

S-N only, 3 credit(s), max credits 12, 4 completions allowed; prereq [5105, 5202, 5205, 5302] or [instr consent, grad ling major];

**Instructor:** Gundel,Jeanette K

**Description:** Student may contact the instructor or department for information.

**LING 8210 Seminar in Syntax**

3 credit(s), max credits 9, 3 completions allowed; prereq 5202, 5205 or instr consent ;

**Instructor:** Soh,Hooi Ling

**Description:** This seminar focuses on the syntax of aspect, which is concerned with descriptions of events and states and their development over time. We will discuss concepts and principles that have been of central significance in recent developments in the theory of aspect. We will examine syntactic analyses of aspect, and consider similarities and differences across languages in how aspectual meanings are expressed. Students will be introduced to primary literature in syntax and the interface between syntax and semantics, and will be expected to engage in primary research.

**Style:** 100% Discussion.

**Grading:** 60% reports/papers, 15% journal, 25% other evaluation. Grade: 1 Research Paper: 60% (includes research proposal, abstract, in-class presentation, final paper); 1 ?Remarks and Replies??Snippets?-like Article: 20%; Abstract of 1 course reading: 5%; Syntax Diary: 15%

**LING 8888W Thesis Credit Dissertation Seminar**

No Grade, 1-3 credit(s), max credits 24, 24 completions allowed; prereq Doctoral student who has passed oral prelims;

**Instructor:** Gundel,Jeanette K

**Description:** Student may contact the instructor or department for information.

**LING 8900 Seminar: Topics in Linguistics**

3 credit(s), max credits 9, 3 completions allowed; prereq instr consent ;

**Instructor:** Kac,Michael B

**Description:** Student may contact the instructor or department for information.

**LING 8991 Independent Study**

1-4 credit(s), max credits 15, 15 completions allowed; prereq instr consent ;

**Instructor:** Reese,Brian Jon

**Description:** Student may contact the instructor or department for information.

**LING 8991 Independent Study**

1-4 credit(s), max credits 15, 15 completions allowed; prereq instr consent ;

**Instructor:** Gundel,Jeanette K

**Description:** Student may contact the instructor or department for information.

**LING 8991 Independent Study**

1-4 credit(s), max credits 15, 15 completions allowed; prereq instr consent ;

**Instructor:** Stenson,Nancy J

**Description:** Student may contact the instructor or department for information.

## Management

### 3-353 Carlson School of Management

**MGMT 1001 Contemporary Management**

A-F only, 3 credit(s); prereq Carlson School fr or soph;

**Instructor:** Cohen,Anne Noelle

**Description:** Student may contact the instructor or department for information.

**MGMT 1001H Honors: Contemporary Management**

A-F only, 3 credit(s); prereq [Fr or soph] honors;

**Instructor:** Ruckert,Robert W

**Description:** Student may contact the instructor or department for information.

**MGMT 3001 Fundamentals of Management**

A-F only, 3 credit(s);

**Instructor:** Goldman PhD,Joseph R.

**Description:** Required Texts (Additional): John Robb. Brave New War: The Next Stage of Terrorism and the End of Globalization (2007) To be read in conjunction with Syllabus Section on "Business and Terrorism" in April 2008 for MGMT 3001, Sections 8, 20. Sorry about the omission.

**MGMT 3001 Fundamentals of Management**

A-F only, 3 credit(s);

**Instructor:** Fine,Alan Raymond

**Description:** Student may contact the instructor or department for information.

**MGMT 3001 Fundamentals of Management**

A-F only, 3 credit(s);

**Instructor:** Kaiser,David

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid information. This course is designed for students who intend to work in a business environment. You will begin by learning the basic concepts and terminology of management. As you progress through the course materials, you will begin to understand the components of a manager's job as he or she

analyzes and chooses options to benefit the organization. By the time you complete this course, you will begin to understand how the components of a manager's job come together in effective leadership and communication to manage people.

**Style:** 100% Web Based.

**Grading:** 14% mid exam, 28% final exam, 8% quizzes. -9 group discussions (18%) -1 individual writing assignment (17%) -1 group project (15%)

**Exam Format:** Online exams

#### **MGMT 3004 Business Strategy**

**A-F only, 3 credit(s); prereq CSOM soph or jr; Credit will not be granted if credit has been received for: MGMT 4004W;**

**Instructor:** Benner, Mary Jo

**Description:** Student may contact the instructor or department for information.

#### **MGMT 3004 Business Strategy**

**A-F only, 3 credit(s); prereq CSOM soph or jr; Credit will not be granted if credit has been received for: MGMT 4004W;**

**Instructor:** Cohen, Anne Noelle

**Description:** Student may contact the instructor or department for information.

#### **MGMT 3004 Business Strategy**

**A-F only, 3 credit(s); prereq CSOM soph or jr; Credit will not be granted if credit has been received for: MGMT 4004W;**

**Instructor:** Forbes, Daniel P

**Description:** Student may contact the instructor or department for information.

#### **MGMT 3010 Introduction to Entrepreneurship**

**A-F only, 4 credit(s);**

**Instructor:** STAFF

**Description:** This course provides an overview to students regarding the role of entrepreneurship in our economy and to the process of new venture creation. The course is intended to broadly introduce the set of skills known to have an impact on entrepreneurial success. The students are introduced to various forms of entrepreneurial pursuits including independent start-ups, venturing within established organizations, franchising, and acquiring existing businesses. The course is delivered through formal lecture, guest speakers, group work and a variety of experiential exercises. Key learning objectives: (1) Provide exposure to the role of entrepreneurs in society and potential career paths, (2) Develop individual self-assessment of entrepreneurial interests and capabilities, (3) Examine the new venture creation process and key challenges of launching and growing new businesses, (4) Understand what skills are needed to become an entrepreneur, and (5) Begin to develop the foundational skills required to successfully embark on an entrepreneurial career, such as problem-solving under uncertainty, decision-making with incomplete information, opportunity identification, communication, innovation processes, sales, negotiations, recruitment and staffing, and leadership.

#### **MGMT 3010 Introduction to Entrepreneurship**

**A-F only, 4 credit(s);**

**Instructor:** Spruth, Steve

**Description:** This course provides an overview to students regarding the role of entrepreneurship in our economy and to the process of new venture creation. The course is intended to broadly introduce the set of skills known to have an impact on entrepreneurial success. The students are introduced to various forms of entrepreneurial pursuits including independent start-ups, venturing within established organizations, franchising, and acquiring existing businesses. The course is delivered through formal lecture, guest speakers, group work and a variety of experiential exercises. Key Learning Objectives: 1) Provide exposure to the role of entrepreneurs in society and potential career paths 2) Develop individual self-assessment of entrepreneurial interests and capabilities 3) Examine the new venture creation process and key challenges of launching and growing new businesses 4) Understand what skills are needed to become an entrepreneur 5) Begin to develop the foundational skills required to successfully embark on an entrepreneurial

career, such as problem-solving under uncertainty, decision-making with incomplete information, communication, innovation processes, sales, negotiations, recruitment and staffing, and leadership.

**Style:** 25% Lecture, 20% Discussion, 20% Small Group Activities, 20% Student Presentation, 15% Guest Speakers.

**Grading:** 25% reports/papers, 60% special projects, 15% class participation.

#### **MGMT 3033V Honors: Business Communication**

**A-F only, 3 credit(s); prereq [Jr or sr] honors student credit will not be granted if credit already received for: BA 3033W or 3033V; Meets CLE req of Writing Intensive;**

**Instructor:** Littlefield, Holly A

**Description:** This section of Mgmt 3033 Business Communication will focus on important business communications concepts like audience analysis, persuasion, correspondence, discussion, presentations, and visual aids. The course will begin by covering these basics. Then you will apply these basics while working in small teams to complete a project for a local non-profit, small community business, or service organization. You will have some choice as to what project you would like to select. You will meet a few times with representatives from that organization, but this is not traditional volunteering. Instead you will be completing a project for the organization the way that an outside consulting team might. Some examples of projects might include creating a marketing plan for the organization, designing a website, surveying clientele to provide customer service recommendations, creating a database, writing brochures, fliers, or other literature, developing a plan to recruit volunteers or new employees. Benefits of taking this section include working with non-profits and small businesses, doing real-life projects, creating documents and projects that will actually be used and can be shown to perspective employers, taking part in community activities, working with diverse groups of people, and becoming aware of community issues and concerns. There is one, outside of class, required lab session for this course.

**Style:** 20% Lecture, 80% Discussion.

**Grading:** 10% mid exam, 15% reports/papers, 50% special projects, 15% in-class presentation, 10% class participation.

**Exam Format:** essay

#### **MGMT 3033W Business Communication**

**A-F only, 3 credit(s); prereq Fr composition, CSOM upper-div, at least 60 cr credit will not be granted if credit already received for: BA 3033W or 3033V; Meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

#### **MGMT 3033W Business Communication**

**A-F only, 3 credit(s); prereq Fr composition, CSOM upper-div, at least 60 cr credit will not be granted if credit already received for: BA 3033W or 3033V; Meets CLE req of Writing Intensive;**

**Instructor:** Littlefield, Holly A

**Description:** Mgmt 3033--Business Communications fosters students' communication and analytical skills. It helps students become credible professionals who can effectively contribute to organizations and communities and successfully employ a variety of communications strategies and skills. The course combines writing and speaking into a single, semester-long course required of all Carlson School undergraduates. It gives students opportunities to develop critical thinking and applied communications skills using a variety of real world speaking and writing assignments. Students give multiple presentations both individually and in teams; they take part in a case study competition; and they also create a variety of business documents including emails, memos, reports, letters, and PowerPoint decks. This course should help students to:  
--Communicate credibly and deliver written and spoken messages that are adapted to the specific needs of the audience and situation;  
--Understand differences in message design;  
--Employ the persuasive strategies most effective in writing and

speaking situations; --Understand the persuasive effect of presenting quantitative information and appealing to audience logic or emotions; --Demonstrate effective nonverbal communication skills; --Critically judge information and information sources; --Build sound arguments, using data and logic, when delivering a persuasive message; --Use technology to increase the effectiveness of communication. There is one, outside of class, required lab session for this course.

**Style:** 20% Lecture, 80% Discussion.

**Grading:** 10% mid exam, 40% reports/papers, 5% quizzes, 30% in-class presentation, 15% class participation.

#### **MGMT 3033W Business Communication**

**A-F only, 3 credit(s); prereq Fr composition, CSOM upper-div, at least 60 cr credit will not be granted if credit already received for: BA 3033W or 3033V; Meets CLE req of Writing Intensive;**

**Instructor:** Syverson MA, JoAnn

**Description:** BA 3033--Business Communications fosters and enhances students' cognitive abilities and communication skills. It helps students become credible professionals who can effectively contribute to organizations and communities and successfully employ a variety of communications strategies and skills. BA 3033, Business Communications combines writing and speaking into a single, semester-long course required of all Carlson School undergraduates. This course 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.

**Style:** 20% Lecture, 80% Discussion.

**Grading:** 10% mid exam, 40% reports/papers, 40% in-class presentation, 10% class participation.

#### **MGMT 3040 Understanding the International Environment of Firms: International Business**

**A-F only, 2 credit(s); prereq 1001 or 1001H or 3001;**

**Instructor:** Singh, Gurneeta Vasudeva

**Description:** Student may contact the instructor or department for information.

#### **MGMT 3602 Topics: Environmental Regulations**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: ESPM 3602;**

**Instructor:** Adams, Georjean L

**Description:** Students will learn the basic principles and evolution of environmental regulatory development and implementation at the US national, state and local level, as well as some introduction to international regulations. The course will emphasize the perspectives of the various stakeholders concerned with regulatory and non-regulatory responses to the perceived threats to environmental health. In particular, students will gain insight into the issues corporations need to deal with in achieving successful environmental management.

#### **MGMT 3900 International Business Communication**

**A-F only, 3 credit(s); Meets CLE req of Global Perspectives;**

**Instructor:** Littlefield, Holly A

**Description:** The goal of this course is to help students understand the impact of culture and communication on business interactions around the world. This discussion-based course should help you 1) Understand the dynamics of business communication in a culturally diverse world. 2) Understand the

major processes, theories, and concepts of international business communication. 3) Recognize the influence of cultural factors on international business communication. 4) Minimize ethnocentrism and maximize mutual respect for other cultures. 5) Develop a mind-set that is conducive to communicating effectively in the culturally diverse world of international business. 6) Develop strategies and techniques that facilitate effective communication in the global world of business. Cultural studies and cross-cultural communication is a complex, multidisciplinary field. The course focuses on business culture and cross-cultural communication in a business context rather than on general country or regional cultural issues.

**Style:** 20% Lecture, 60% Discussion, 15% Small Group Activities, 5% Student Presentation.

**Grading:** 20% final exam, 30% reports/papers, 5% quizzes, 25% in-class presentation, 20% class participation.

#### **MGMT 4000 Issues in Nonprofit Management**

**A-F only, 4 credit(s); prereq Sr nonprofit major or instr consent ;**

**Instructor:** Spruth, Steve

**Description:** Student may contact the instructor or department for information.

#### **MGMT 4004W Business Policy: Strategy Formulation and Implementation**

**A-F only, 3 credit(s); prereq 3040, 90 cr, completion of business core courses; Credit will not be granted if credit has been received for: MGMT 3004; Meets CLE req of Writing Intensive;**

**Instructor:** Fudge, Darcy Kathryn

**Description:** Student may contact the instructor or department for information.

#### **MGMT 4008 Entrepreneurial Management**

**A-F only, 4 credit(s); prereq Concurrent registration is required (or allowed) in [3010 or IBUS 3010];**

**Instructor:** Forbes, Daniel P

**Description:** This course focuses on focuses on the management of new ventures after the point of founding. It explores how business models change from start-up through maturity, as well as key challenges at each stage of growth. Issues include managing within constraints, developing alliances, mobilizing human and financial resources and revising the business plan over time in response to new information.

#### **MGMT 4031 Industry Analysis and Competitive Strategy**

**A-F only, 3 credit(s);**

**Instructor:** Fox, Isaac J

**Description:** Industry Analysis and Competitive Strategy will help you understand the business battleground ? strategic interactions among rival firms, and the likely outcomes, over time, of those interactions. We will cover a wide range of competitive interactions, from competitive to cooperative, from win-lose to the win-win. We will teach principles, concepts, and perspectives developed out of contemporary thinking in the fields of industrial economics, strategic management, game theory, and finance, and to provide students with multiple opportunities to apply this thinking to real world situations.

#### **MGMT 4040 Negotiation Strategies**

**A-F only, 4 credit(s);**

**Instructor:** Abrams, Lori J

**Description:** Student may contact the instructor or department for information.

#### **MGMT 4050 Management of Innovation and Change**

**A-F only, 2 credit(s); prereq 3001 or 3010 credit will not be granted if credit received for: 5050;**

**Instructor:** Spruth, Steve

**Description:** MGMT 4050: Management of Innovation and Change This course focuses on the process of creating innovative new businesses or entrepreneurial ventures. Special attention is paid to understanding the sequence of events that typically unfold among individuals, groups, organizations, and industries as innovations develop from concept through

implementation, and what paths along this journey are likely to lead to success and failure. The course is based on concepts and findings from the Minnesota Innovation Research Program and other research studies. Special emphasis is given to understanding the development of organizational learning, leadership, external relationships, infrastructure and implementation during the innovation journey. This course also provides training in diagnostic methods for analyzing cases or problems, arguing proposals, evaluating conceptual models, and implementing solutions. Students get opportunities to apply course topics and methods by diagnosing a case of innovation or entrepreneurial of their own choosing. By learning these concepts and methods students can increase their odds of successfully maneuvering organizational innovation and change journeys.

**Style:** 20% Lecture, 30% Discussion, 10% Small Group Activities, 20% Student Presentation, 10% Guest Speakers, 10% Web Based.

**Grading:** 50% special projects, 25% in-class presentation, 25% class participation.

#### **MGMT 4170W New Business Feasibility and Planning**

**A-F only, 4 credit(s); prereq 4008; Meets CLE req of Writing Intensive;**

**Instructor:** Beil, Frank J

**Description:** This course takes students through the process of new business opportunity identification and development. Students will identify and assess new business opportunities, by conducting feasibility analyses, and will further develop a new business idea through the creation of a formal business plan. The course involves a significant amount of outside work, as students are required to gather information about the feasibility of a particular business idea not only through the acquisition of secondary data but also by contacting potential customers, suppliers and other sources of primary data relevant to their business idea. The course also involves writing skills development, as it pertains to the production of a business plan, as students are required to produce a feasibility analysis documents as well as several drafts and a final version of a formal business plan.

#### **MGMT 4172 Entrepreneurship in Action II**

**A-F only, 4 credit(s); prereq 4171;**

**Instructor:** Stavig, John

**Description:** This course requires students to conceive, launch, and operate a real business. Students gain hands-on experience with all functional aspects including strategy, sales, marketing, finance, accounting, operations, human resources, supply chain and information technology. The course runs for two semesters, typically during a student's senior year. In the fall, students identify a business opportunity, develop the concept, determine the resources required, and acquire the resources to launch the business. In the spring, the students implement the business plan, manage the business, and determine the exit strategy. NOTE: Application and 2-semester participation required.

#### **MGMT 5019 Business, Natural Environment, and Global Economy**

**A-F only, 2 credit(s); prereq MBA student; Credit will not be granted if credit has been received for: ESPM 5019;**

**Instructor:** Marcus, Alfred A

**Description:** Student may contact the instructor or department for information.

#### **MGMT 6004 Negotiation Strategies**

**A-F only, 2 credit(s); prereq MBA student;**

**Instructor:** Abrams, Lori J

**Description:** Student may contact the instructor or department for information.

#### **MGMT 6031 Industry Analysis and Competitive Strategy**

**A-F only, 4 credit(s); prereq MBA 6300, MBA student;**

**Instructor:** Fox, Isaac J

**Description:** Student may contact the instructor or department for information.

#### **MGMT 6032 Strategic Alliances**

**A-F only, 2 credit(s); prereq MBA student;**

**Instructor:** Madzar, Svjatlana

**Description:** Student may contact the instructor or department for information.

#### **MGMT 6033 Managing the Strategy Process**

**A-F only, 2 credit(s); prereq MBA student;**

**Instructor:** Fox, Isaac J

**Description:** Student may contact the instructor or department for information.

#### **MGMT 6034 Strategic Leadership**

**A-F only, 2 credit(s); prereq 6033, MBA student;**

**Instructor:** Stake, James Brian

**Description:** This course explores concepts, builds skills and develops a way of thinking about strategic leadership that will help students to be more successful in their careers. A broad range of leadership topics will be explored using historical and contemporary examples of both excellent and poor leadership. A mix of readings, case studies, lectures, group discussions, one simulation exercise and several guest speakers will be used. Students will be allowed the flexibility to pursue topics of particular interest in more depth.

**Style:** 20% Lecture, 5% Film/Video, 30% Discussion, 30% Small Group Activities, 15% Guest Speakers.

**Grading:** 45% reports/papers, 15% special projects, 20% attendance, 20% class participation.

#### **MGMT 6035 Complex and Cross-Cultural Negotiations**

**A-F only, 2 credit(s); prereq [6004, MBA student] or instr consent ;**

**Instructor:** Hydrie, Yelena

**Description:** The basic premise of this course is that culture has a significant influence on the process and outcomes of negotiation, adding complexity to the art and science of securing agreements between two or more interdependent parties seeking to maximize their own outcomes. Culture affects what the negotiators want (i.e., goals, interests, priorities) and how they go about getting it (e.g., strategy, communication style, timing). The primary purpose of the course is to prepare the participants to manage cultural differences ? at a negotiation table, in a conflict situation, and working in a multicultural team ? with confidence and effectiveness.

#### **MGMT 6040 International Strategy and Organization**

**A-F only, 2 credit(s); prereq MBA student;**

**Instructor:** Madzar, Svjatlana

**Description:** Student may contact the instructor or department for information.

#### **MGMT 6050 Management of Innovation and Change**

**A-F only, 2 credit(s); prereq MBA student;**

**Instructor:** Spruth, Steve

**Description:** Student may contact the instructor or department for information.

#### **MGMT 6084 Management of Groups**

**A-F only, 2 credit(s); prereq MBA student;**

**Instructor:** Madzar, Svjatlana

**Description:** Student may contact the instructor or department for information.

#### **MGMT 6110 Managing People and Organizations**

**A-F only, 2 credit(s); prereq MBA student;**

**Instructor:** Leroy, Sophie

**Description:** Student may contact the instructor or department for information.

#### **MGMT 6305 The International Environment of Business**

**A-F only, 2 credit(s); prereq MBA student;**

**Instructor:** Singh, Gurneeta Vasudeva

**Description:** Student may contact the instructor or department for information.



**MGMT 6402 Integrative Leadership: From Theory to Practice**  
**A-F only, 2 credit(s); prereq PA 5011 or 5941 or instr consent, [CSOM or Humphrey or master's student]; Credit will not be granted if credit has been received for: PA 5105;**  
**Instructor:** Quast,Louis Neumann

**Description:** Interdisciplinary seminar led by co-instructors from multiple schools of the university. Basic concepts and practices of integrative leadership at the individual, group/organizational, inter-organizational/inter-sectoral, and societal scales. Case materials and guest speakers, related readings, and interactive discussion. Students develop case studies of integrative leadership as a team-based capstone project and receive personal leadership coaching. Requirements: - that the student be in the MBA or EMBA program OR - that the student be a master's student in the Humphrey who has taken PA 5011 or PA 5941 or obtains instr consent [this rule is in place for registration for the PA section of the course, PA 5105] OR - that the student obtain the instructor's consent

**MGMT 8101 Theory Building and Research Design**  
**4 credit(s); prereq Business admin PhD student or instr consent;**

**Instructor:** Van de Ven,Andrew Henry  
**Description:** Course Overview This course focuses on problem formulation, conceptual modeling, theory building, and research design. It is geared for the doctoral student in the social and behavioral sciences--especially those wanting to become proficient in conducting research on managerial and organizational problems. MGMT 8101 is a core methods course for Ph.D. students in the Strategic Management and Organizations doctoral program, and by courtesy for Ph.D. students in other social science disciplines. Course Goals The outcome-based education objective of this course is that you develop a good research proposal, as would be necessary to undertake a research project or a dissertation. Four key activities are emphasized in conducting a study: problem formulation, theory building, research design, and problem solving. Each class session examines one of these four activities, and begins with an introduction to the substantive and methodological issues involved in performing each research activity. This introduction is supplemented with a few key readings. Working knowledge of the subject matter is gained by developing a research proposal on a problem or issue of the student's choosing. The instructor and peer students review and provide feedback on ways to improve research proposals. You will be asked to revise your proposal several times until it is judged to be of sound conceptual quality and operational clarity. After the outcome-based learning objective is achieved in this course, it is expected you will actually implement your research proposal either as a research project or as an initial draft of your dissertation. Prerequisites Upon entering the course we expect you to have a research question, problem, or topic in mind that you will use to develop a research proposal during the course. As one student stated, "I would have made far more progress in this course and felt much better had I come in with a fairly well defined problem to examine." You need a research problem/question in order to get on with the tasks of learning and practicing skills of theory building and research design in one semester. This research problem does NOT have to be your dissertation. In fact it is better to select a less important and less-challenging problem on which you can practice your research skills. During the first class, you will be asked to introduce yourself to others by describing the research question, problem, or topic you intend to pursue during the course. We also assume that you have taken a graduate-level course in statistics, since there is no intent to cover the analysis of variance or regression techniques that are related to theory building and research design.

**MGMT 8404 Topics in Strategy I**  
**A-F only, 2 credit(s); prereq PhD student or instr consent ;**  
**Instructor:** Zahra,Shaker A.  
**Description:** Student may contact the instructor or department for information.

## Management of Technology

510 WBOB

**MOT 4001 Leadership, Professionalism and Business Basics for Engineers**  
**A-F only, 2 credit(s);**  
**Instructor:** Surprenant,Tess Marie  
**Description:** Student may contact the instructor or department for information.

**MOT 8111 Marketing Management for Technology-based Organizations**  
**A-F only, 2 credit(s); prereq Grad MOT major;**  
**Instructor:** Soni,Tarun  
**Description:** Student may contact the instructor or department for information.

**MOT 8113 Operations Management for Competitive Advantage**  
**A-F only, 2 credit(s); prereq Grad MOT major;**  
**Instructor:** Linderman,Kevin Wayne  
**Description:** Student may contact the instructor or department for information.

**MOT 8122 Financial Management for Technology-based Organizations**  
**A-F only, 2 credit(s); prereq Grad MOT major;**  
**Instructor:** Rao,Dileep R  
**Description:** Objectives: This course is designed to teach the basics of Finance; how finance managers add value to the firm; and its application to a technology product or venture. This course is designed to prepare managers to effectively participate in the general managerial decision-making process from a financial standpoint. Format: Class sessions will involve discussion of cases, exercises, and lectures. The written assignment includes one case. One exam and one team project are also included. Competence in this course will be gained through: 1. Reading the assigned material in the text. 2. Completing the assigned problems and cases. 3. Class lectures and oral presentations.

**MOT 8213 Macroevironment of Technology**  
**A-F only, 2 credit(s); prereq Grad MOT major;**  
**Instructor:** Marcus,Alfred A  
**Description:** Student may contact the instructor or department for information.

**MOT 8214 Technology Foresight and Forecasting**  
**A-F only, 2 credit(s); prereq Grad MOT major;**  
**Instructor:** Carlson,Lockwood  
**Description:** Student may contact the instructor or department for information.

**MOT 8221 Project and Knowledge Management**  
**A-F only, 2 credit(s); prereq Grad MOT major;**  
**Instructor:** Smith,Karl Aldrich  
**Description:** Student may contact the instructor or department for information.

**MOT 8231 Managing Information Resources in Technology-based Organizations**  
**A-F only, 1 credit(s); prereq Grad MOT major;**  
**Instructor:** Riggins,Frederick J  
**Description:** Student may contact the instructor or department for information.

**MOT 8232 Managing Technological Innovation**  
**A-F only, 2 credit(s);**  
**Instructor:** Carlson,Lockwood  
**Description:** Student may contact the instructor or department for information.

**MOT 8234 Capstone Project**

**A-F only, 0.5-2 credit(s), max credits 2; prereq Completion of two semesters, grad MOT major;**

**Instructor:** Polla,Dennis L

**Description:** Student may contact the instructor or department for information.

#### **MOT 8940 Managing Intellectual Property**

**S-N only, 0.5-1.5 credit(s), max credits 1.5, 1 completion allowed; prereq MOT grad student;**

**Instructor:** Pletcher,Wayne A

**Description:** Student may contact the instructor or department for information.

#### **MOT 8950 International Management of Technology Project**

**A-F only, 1.5 credit(s); prereq MOT grad student;**

**Instructor:** Polla,Dennis L

**Description:** Student may contact the instructor or department for information.

## **Managerial Communications**

*4-300 Carlson School of Management*

#### **MCOM 5500 Strategic Managerial Communication (Comprehensive Course)**

**A-F only, 4 credit(s), max credits 8; prereq MBA student;**

**Instructor:** Syverson MA,JoAnn

**Description:** Student may contact the instructor or department for information.

#### **MCOM 5530 Strategies and Skills for Managerial Presentations**

**A-F only, 2 credit(s); prereq MBA student;**

**Instructor:** Smith,Sandra S

**Description:** Student may contact the instructor or department for information.

## **Manufacturing Technology**

*20 Classroom Office Building*

#### **MT 3001 Manufacturing in a Global Economy**

**A-F only, 3 credit(s);**

**Instructor:** King,William Tyler

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. In today's changing global economy, high-performing manufacturing operations must function at the intersection of three important dimensions: Leadership, Product Quality, and Innovation. This course breaks down each dimension in detail and explains how all three are interrelated and necessary to achieve sustainable profitability.

**Style:** 100% Web Based.

**Grading:** -1 group charter (2%) -3 group exercises (14%) -15 discussion activities (7%) -6 individual papers (29%) -1 final paper (48%)

#### **MT 4001 Manufacturing Cost Accounting, Analysis, and Control**

**A-F only, 3 credit(s); prereq Financial accounting, 45 cr;**

**Instructor:** Vickman,Thomas M

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. This course is aimed at those who are interested in gaining practical knowledge of the major finance and managerial accounting issues facing organizations today. At the conclusion of this course, you should be able to: -distinguish between various management cost terms and concepts -identify and understand quality costs and quality programs -analyze costing activities to help improve an organization's work flow -understand how fixed and variable costs behave -calculate the effects of

changes in selling prices, costs, sales mix, and volume on profitability -prepare various types of budgets. -calculate standard cost variances and determine what they mean. -apply decision techniques to determine whether to retain or discontinue a product; make, lease, or buy a part; accept or refuse an order; expand, shutdown, or eliminate a facility or product line -apply time value of money concepts to determine present and future value -evaluate capital expenditure proposals -use an organization's financial statements to detect its strengths and weaknesses and assess its future prospects  
**Style:** 100% Web Based.

**Grading:** 10% quizzes. -self-introduction and test submission (2%) -9 online discussions (18%) -10 problem sets (40%) -3 unit projects (30%)

#### **MT 4011 Design of Manufacturing Systems and Simulation**

**A-F only, 3 credit(s); prereq 3001 or manufacturing experience;**

**Instructor:** Boone,Michael Dennis

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. Design and analysis of different types of manufacturing systems such as flow lines, assembly systems, cellular manufacturing, flexible manufacturing, and automated systems; control issues in manufacturing systems such as facility layout, scheduling, batch sizing, group technology, and bottleneck management. A variety of modeling and analysis tools are used, including computer simulation and operations. Lab as part of course.

**Style:** 100% Web Based.

**Grading:** -group paper (8%) -6 group projects (32%) -13 online discussions (13%) -self-introduction (1%) -6 individual exercises (12%) -final paper (20%) -14 module evaluations (14%)

#### **MT 4012 Manufacturing Processes and Technology**

**A-F only, 3 credit(s); prereq 3001 or manufacturing experience;**

**Instructor:** Edmonson,Dave

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. This course is designed for the manufacturing process engineer. It is divided into four units: Introduction; Fundamental Technologies, in which you will learn about the fabrication of engineering materials and about their physical properties; Process Description, in which you will practice how to design, analyze, and control a multi-step manufacturing process; and Manufacturing Systems Implementation, in which you will learn about process troubleshooting and control techniques as well as continuous improvement, scale-up, and transfer. This course will teach you how to dissect a manufacturing process into its component steps down to the raw fabrication steps of the included materials and components. It will teach you to study and control each step and to combine the steps into a coherent and compatible production line.

**Style:** 100% Web Based.

**Grading:** 15% quizzes. -self-introduction: 1% -4 group exercises and discussions: 11% -6 individual exercises: 24% -9 project-related assignments: 49%

#### **MT 4045 Manufacturing Regulation, Compliance, and Ethics**

**A-F only, 3 credit(s); prereq 3001 or manufacturing experience;**

**Instructor:** McKeen,Mac

**Description:** Globalization has intensified the need for compliance with government regulations within manufacturing organizations. In this course, you will learn worldwide regulations and standards related to the design and manufacture of medical devices, one of the most rigorously regulated industries, under the auspices of compliant quality systems and facilities required to achieve product approvals that drive the strategic growth of the business. Course goals: 1. Understanding regulatory processes and their applications in the manufacturing technology industry. These processes include but are not limited to: \* Verification and validation of mfg processes \* Standards and

classifications of FDA, ISO, etc. \*  
 OSHA/HAZMAT/Environmental \* Risk Management and PFMEA  
 . 2. Identification and analysis of the differing compliance agencies and their purposes. This would include inspections, internal and external audits, recalls, and the governing bodies (national and international) associated with compliance. 3. Interpretation and explanation of the ethical ramifications and dilemmas associated with regulatory requirements and compliance. Coursework includes a project involving the creation of a "mock medical device" and using that as the basis for applying the various course modules to a real world case study for analysis and discussion.

**MT 4501 Global Manufacturing Enterprise**

**A-F only, 3 credit(s); prereq MT major or minor or certificate or instr consent ;**

**Instructor:** King,William Tyler

**Description:** Capstone project. Develop a part or product from the requirement definition through prototype fabrication. Including: definition of product requirements, development of product and tooling design, analysis, definition of fabrication process, development of quality assurance plan, fabrication of prototype, inspection and testing.

**Marketing**

*3-150 Carlson School of Management*

**MKTG 3001 Principles of Marketing**

**A-F only, 3 credit(s); prereq ECON 1101;**

**Instructor:** Nelson,Elaine W

**Description:** Student may contact the instructor or department for information.

**MKTG 3001 Principles of Marketing**

**A-F only, 3 credit(s); prereq ECON 1101;**

**Instructor:** Mackenzie,Lydia May

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid information. After taking this course, you'll never look at marketing--whether in the form of advertising, retailing, or personal selling--in quite the same way. You will be introduced to terms, concepts, and skills needed for analyzing marketing problems. The course will help you explore those factors in an outside organization that affect its product, pricing, promotion, and distribution decisions. We will analyze, describe, and discuss cases from actual organizations. At the conclusion of this course, you should be able to: --apply key marketing terms and concepts; --understand and apply the marketing process; --describe how marketing affects our lives; --develop basic analytical skills used in making marketing-related decisions; --discuss marketing strategy alternatives; and --integrate all marketing elements into a written proposal for a marketing plan.

**Style:** Online with handwritten exams

**Grading:** 20% mid exam, 20% final exam, 35% written homework. Marketing plan--23% Course completion calendar--2%

**Exam Format:** Supervised, in-person (not online) exams

**MKTG 3001 Principles of Marketing**

**A-F only, 3 credit(s); prereq ECON 1101;**

**Instructor:** Mueller,Wayne G

**Description:** The student will learn the basic marketing concepts that drive corporate marketing strategy and will apply them through use classroom discussion, team presentations, guest speakers and video discussion techniques. Key Twin Cities Marketing Executives will make guest appearances throughout the semester to share their career experiences, techniques and ideas for marketing success in a challenging global corporate world. Students will learn, present and apply marketing principles and their ideas in front of the class. Being able to present and apply ideas are a key ingredient to your future

success in business. This is a "no penalty zone" for the student to learn and try their individually learned marketing techniques to establish their own style of applying marketing principles. Many of the reading materials and weekly chapter readings will be supplemented with lecture/discussion sessions from the instructor's experiences in the current business world. The goal is to make the text relevant to current business conditions. Reading the weekly chapters and completing quizzes will be critical for the on-going progress of the student and meeting of course objectives. Therefore, balancing depth and breadth of the chapter readings will be important an important objective to ensuring the course provides real world relevance.

**Style:** 30% Lecture, 70% Discussion.

**Grading:** 30% mid exam, 15% final exam, 30% quizzes, 15% in-class presentation, 10% class participation.

**Exam Format:** Multiple Choice

**MKTG 3001 Principles of Marketing**

**A-F only, 3 credit(s); prereq ECON 1101;**

**Instructor:** Jordan,Michael Stephen

**Description:** Student may contact the instructor or department for information.

**MKTG 3001 Principles of Marketing**

**A-F only, 3 credit(s); prereq ECON 1101;**

**Instructor:** Amaral,Nelson Borges

**Description:** Student may contact the instructor or department for information.

**MKTG 3001 Principles of Marketing**

**A-F only, 3 credit(s); prereq ECON 1101;**

**Instructor:** Lipe,Jay

**Description:** Student may contact the instructor or department for information.

**MKTG 3010 Marketing Research**

**A-F only, 4 credit(s); prereq [3001 or Concurrent registration is required (or allowed) in 3001], [OMS 2550 or equiv];**

**Instructor:** Kishore,Sunil

**Description:** Student may contact the instructor or department for information.

**MKTG 3010 Marketing Research**

**A-F only, 4 credit(s); prereq [3001 or Concurrent registration is required (or allowed) in 3001], [OMS 2550 or equiv];**

**Instructor:** Mallucci,Paola

**Description:** Student may contact the instructor or department for information.

**MKTG 3040 Buyer Behavior**

**A-F only, 4 credit(s); prereq 3001, [3010 or Concurrent registration is required (or allowed) in 3010] credit will not be granted if credit already received for: Mktg 4040;**

**Instructor:** Meyers-Levy,Joan

**Description:** Student may contact the instructor or department for information.

**MKTG 4030 Sales Management**

**A-F only, 4 credit(s); prereq 3001, 3010, 3040;**

**Instructor:** Mueller,Wayne G

**Description:** Student may contact the instructor or department for information.

**MKTG 4050 Integrated Marketing Communications**

**A-F only, 4 credit(s); prereq 3001, 3010, 3040;**

**Instructor:** Griskevicius,Vladas

**Description:** Student may contact the instructor or department for information.

**MKTG 4050 Integrated Marketing Communications**

**A-F only, 4 credit(s); prereq 3001, 3010, 3040;**

**Instructor:** Durante,Kristina M

**Description:** Student may contact the instructor or department for information.

**MKTG 4060 Marketing Channels****A-F only, 4 credit(s); prereq 3001, 3010, 3040;****Instructor:** Belich PhD, Thomas James**Description:** Student may contact the instructor or department for information.**MKTG 4060 Marketing Channels****A-F only, 4 credit(s); prereq 3001, 3010, 3040;****Instructor:** Novitzki, Thomas**Description:** Student may contact the instructor or department for information.**MKTG 4080W Marketing Strategy****A-F only, 4 credit(s); prereq 3001, 3010, 3040, 12 cr in marketing, sr; Meets CLE req of Writing Intensive;****Instructor:** Upton, Kevin John**Description:** Student may contact the instructor or department for information.**MKTG 4080W Marketing Strategy****A-F only, 4 credit(s); prereq 3001, 3010, 3040, 12 cr in marketing, sr; Meets CLE req of Writing Intensive;****Instructor:** Redden, Joseph P**Description:** This course focuses on how a firm manages its resources and capabilities to maximize customer value and firm profit. Students will learn about several key concepts that form the basis for marketing strategy, as well as the frameworks and tools useful in developing a successful marketing strategy. The topics discussed will include the benefits of being market oriented; the principles of segmentation, targeting, and positioning; product life cycle dynamics; the structural analysis of industries and markets; and the basis of a sustainable competitive advantage. The course will be taught largely using the case method to allow students to step into the shoes of decision-makers in real organizations. The cases are designed to improve the student's ability to analyze a firm's situation, summarize the critical issues, and justify a particular course of action. Additionally, several short homework assignments have been designed to illustrate specific marketing concepts to the students. The target audience for this course is upper-class undergraduate marketing majors.**Style:** 40% Lecture, 60% Discussion. 6 short homework assignments (should require less than an hour each)**Grading:** 25% mid exam, 30% reports/papers, 5% quizzes, 25% class participation, 15% problem solving.**Exam Format:** short answer**MKTG 4082W Brand Management****A-F only, 4 credit(s); prereq 3001, 3010, 3040; Meets CLE req of Writing Intensive;****Instructor:** Loken, Barbara**Description:** Student may contact the instructor or department for information.**MKTG 6051 Marketing Research****A-F only, 4 credit(s); prereq MBA 6210, MBA student;****Instructor:** Ebert, Jane E J**Description:** Student may contact the instructor or department for information.**MKTG 6055 Buyer Behavior****A-F only, 4 credit(s); prereq MBA 6210, MBA student;****Instructor:** Vohs, Kathleen Diane**Description:** Student may contact the instructor or department for information.**MKTG 6073 Technology Marketing****A-F only, 4 credit(s); prereq [[MBA 6210 or equiv], MBA student] or dept consent;****Instructor:** Murray, John A**Description:** Student may contact the instructor or department for information.**MKTG 6075 Pricing Strategy****A-F only, 4 credit(s); prereq MBA 6210, MBA student;****Instructor:** Rao, Akshay R**Description:** Student may contact the instructor or department for information.**MKTG 6082 Brand Management****A-F only, 4 credit(s); prereq MBA 6210, MBA student;****Instructor:** John, Deborah Roedder**Description:** Student may contact the instructor or department for information.**MKTG 6082 Brand Management****A-F only, 4 credit(s); prereq MBA 6210, MBA student;****Instructor:** Torelli, Carlos**Description:** Student may contact the instructor or department for information.**MKTG 6088 Strategic Marketing****A-F only, 2 credit(s); prereq MBA 6210, MBA student;****Instructor:** Murray, John A**Description:** Student may contact the instructor or department for information.**MKTG 8813 Consumer Judgment and Decision Making I****A-F only, 2 credit(s); prereq Doctoral student or [master's program student, instr consent ];****Instructor:** Ebert, Jane E J**Description:** Student may contact the instructor or department for information.**MKTG 8814 Consumer Judgment and Decision Making II****A-F only, 2 credit(s); prereq Doctoral student or [master's program student, instr consent ];****Instructor:** Rao, Akshay R**Description:** Student may contact the instructor or department for information.**MKTG 8831 Seminar: Inter-Organizational Relations****4 credit(s); prereq MBA 6210 or equiv, business admin PhD student or instr consent;****Instructor:** John, George**Description:** Student may contact the instructor or department for information.**Master of Business Administration  
2-210 Carlson School of Management****MBA 6030 Financial Accounting****A-F only, 3 credit(s); prereq Evening MBA Student;****Instructor:** Duke, Gordon Leon**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, analyze and understand U.S. financial statements that are prepared both under the general rules of U.S. accounting (US GAAP) and under the international accounting rules (IFRS).**Style:** 80% Lecture, 20% Discussion.**Grading:** see website<https://netfiles.umn.edu/users/gduke2/www>**Exam Format:** see website<https://netfiles.umn.edu/users/gduke2/www>**MBA 6035 Managerial Accounting****A-F only, 3 credit(s); prereq 6030, 6230, MBA student;****Instructor:** Caliendo, Charles Michael**Description:** Student may contact the instructor or department for information.**MBA 6035 Managerial Accounting****A-F only, 3 credit(s); prereq 6030, 6230, MBA student;****Instructor:** Duke, Gordon Leon

**Description:** Student may contact the instructor or department for information.

**MBA 6110 Management and Organizational Behavior**

**A-F only, 2 credit(s); prereq MBA student;**

**Instructor:** Leroy, Sophie

**Description:** Student may contact the instructor or department for information.

**MBA 6120 Data Analysis and Statistics for Managers**

**A-F only, 3 credit(s); prereq MBA student;**

**Instructor:** Li, William

**Description:** Student may contact the instructor or department for information.

**MBA 6120 Data Analysis and Statistics for Managers**

**A-F only, 3 credit(s); prereq MBA student;**

**Instructor:** Huchendorf, Steven Craig

**Description:** Student may contact the instructor or department for information.

**MBA 6140 Managerial Economics**

**A-F only, 2 credit(s); prereq MBA student;**

**Instructor:** Waldfoegel, Joel

**Description:** Student may contact the instructor or department for information.

**MBA 6210 Marketing Management**

**A-F only, 3 credit(s); prereq MBA student;**

**Instructor:** Lipe, Jay

**Description:** Student may contact the instructor or department for information.

**MBA 6220 Operations Management**

**A-F only, 3 credit(s); prereq MBA student;**

**Instructor:** Rungtusanatham PhD, M. Johnny

**Description:** Student may contact the instructor or department for information.

**MBA 6220 Operations Management**

**A-F only, 3 credit(s); prereq MBA student;**

**Instructor:** Huchendorf, Steven Craig

**Description:** Student may contact the instructor or department for information.

**MBA 6230 Financial Management**

**A-F only, 3 credit(s); prereq 6030, MBA student;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**MBA 6235 Managerial Accounting**

**A-F only, 2 credit(s), max credits 3, 1 completion allowed; prereq MBA student;**

**Instructor:** Caliendo, Charles Michael

**Description:** Student may contact the instructor or department for information.

**MBA 6240 Information Technology Management**

**A-F only, 2 credit(s); prereq MBA student;**

**Instructor:** Bapna, Ravi

**Description:** Student may contact the instructor or department for information.

**MBA 6300 Strategic Management**

**A-F only, 3 credit(s); prereq MBA student;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**MBA 6315 The Ethical Environment of Business**

**A-F only, 2 credit(s); prereq MBA student;**

**Instructor:** Maitland, Ian

**Description:** Student may contact the instructor or department for information.

**MBA 6315 The Ethical Environment of Business**

**A-F only, 2 credit(s); prereq MBA student;**

**Instructor:** Marcus, Alfred A

**Description:** Student may contact the instructor or department for information.

**MBA 6315 The Ethical Environment of Business**

**A-F only, 2 credit(s); prereq MBA student;**

**Instructor:** Young, Stephen

**Description:** Student may contact the instructor or department for information.

**MBA 6501 Carlson Funds Enterprise: Growth**

**2-4 credit(s), max credits 12, 3 completions allowed; prereq MBA student or [applied to or accepted in] spring of 1st yr; [6031, ACCT 6100, ACCT 6160, MBA student, emphasis in finance mgmt] recommended;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**MBA 6502 Carlson Funds Enterprise: Fixed Income**

**2-4 credit(s), max credits 12, 3 completions allowed; prereq [Applied to or accepted in] spring-A of 1st yr to begin in spring-B; [6031, ACCT 6100, ACCT 6160, MBA student, emphasis in finance mgmt] recommended;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**MBA 6503 Carlson Ventures Enterprise**

**OPT No Aud, 2-4 credit(s), max credits 12, 3 completions allowed; prereq MBA student, approved application, interview;**

**Instructor:** Nord, Tobin Lawrence

**Description:** Student may contact the instructor or department for information.

**MBA 6504 Carlson Consulting Enterprise**

**OPT No Aud, 2-4 credit(s), max credits 12, 3 completions allowed; prereq MBA student, approved application, interview;**

**Instructor:** Hill, Arthur V

**Description:** Student may contact the instructor or department for information.

**MBA 6505 Carlson Brand Enterprise**

**OPT No Aud, 2-4 credit(s), max credits 12, 3 completions allowed; prereq MBA student, approved application, interview;**

**Instructor:** Hopkins, David K

**Description:** Student may contact the instructor or department for information.

**Master of Business Taxation**  
*3-108 Carlson School of Management*

**MBT 5150 Current Financial Accounting Issues**

**A-F only, 2 credit(s); prereq ACCT 5135, MBT student;**

**Instructor:** Naples, Tammy

**Description:** Student may contact the instructor or department for information.

**MBT 5220 Tax Research, Communication, and Practice**

**A-F only, 4 credit(s); prereq ACCT 5135, MBT student;**

**Instructor:** Gutterman, Paul Gerard

**Description:** This is an ambitious, demanding fundamental masters-level course on tax research and IRS practice and procedure. Objectives include: (i) obtaining an overview and understanding of tax research resources, (ii) learning how to use such resources to conduct effective tax research; (iii) learning how to analyze what you find by knowing what different

authorities mean in themselves and in relation to each other; (iv) learning the technical materials of Subtitle F of the Code (such as penalties, statute of limitations, interest, etc.); (v) learning how to interpret and resolve conflicting authority; (vi) learning how the IRS audits and the IRS Appeals process including the most effective ways to deal with the IRS; and (vii) learn how to communicate your tax research results. In conjunction with the last objective we do nine different research exercises, including research memos and a protest letter. We also do two editing exercises, including an edit of a fellow student's memo.

**Style:** 75% Lecture, 5% Discussion, 20% Small Group Activities.  
**Grading:** 52% reports/papers, 30% special projects, 18% quizzes.

**Exam Format:** There are 3 in-class multiple-choice quizzes that cover the material on IRS Practice and Procedure

#### **MBT 5230 Corporate Taxation I**

**A-F only, 2 credit(s); prereq ACCT 5135, MBT student;**

**Instructor:** Sellner, Mark A

**Description:** This course covers the federal income taxation of corporations and shareholders. Topics include organization of a corporation; establishment of its capital structure; determination of its tax liability; dividends and other nonliquidating distributions; stock redemptions and liquidations.

#### **MBT 5232 Mergers and Acquisitions I**

**A-F only, 2 credit(s); prereq 5230, MBT student;**

**Instructor:** Sellner, Mark A

**Description:** This course covers the different types of acquisitions, dispositions, tax-free reorganizations, and spin-offs involving C and S corporations. Topics include the tax consequences to the corporations and shareholders involved. The use of Section 338 elections, limitations on acquired net operating losses and credits, the use of covenants not to compete and consulting agreements, deferred payment terms, and the treatment of transaction costs also are covered.

#### **MBT 5340 Taxation of Partners and Partnerships**

**A-F only, 2 credit(s); prereq Acct 5135, MBT student;**

**Instructor:** Gutterman, Paul Gerard

**Description:** Student may contact the instructor or department for information.

#### **MBT 5346 FAS 109 Computations and Analysis**

**A-F only, 2 credit(s); prereq 5230, MBT student;**

**Instructor:** Sellner, Mark A

**Description:** This course covers the financial accounting and reporting standards for the effects of income taxes that result from corporate activities, as well as FIN 48 uncertain tax positions. Topics include computation of current and deferred tax expense or benefit, temporary differences, carryforwards, computation of deferred tax assets and liabilities, valuation allowances, business combinations, investments in subsidiaries and equity method investments, foreign operations, tax allocations, and interim period tax calculations.

#### **MBT 5350 Wealth Transfer I (Estates and Gifts)**

**A-F only, 2 credit(s); prereq ACCT 5135, MBT student;**

**Instructor:** Skonnord, Eric Jenal

**Description:** This course covers fundamental estate planning techniques utilizing a case study method. Topics include a review of non-tax concepts, tax planning tools, estate tax planning strategies, and business succession planning.

#### **MBT 5360 State and Local Taxation**

**A-F only, 2 credit(s); prereq Acct 5135, MBT student;**

**Instructor:** Busacker, Dale Herman

**Description:** This course covers state imposition of corporate income, sales, and use taxes. Topics include tax problems of businesses with multistate operations such as nexus, unitary business, apportionment factors, nonbusiness income, and taxable transactions.

#### **MBT 5363 Compensation and Benefits**

**A-F only, 2 credit(s); prereq ACCT 5135, MBT student;**

**Instructor:** Clark, Keith H

**Description:** This course covers executive compensation offered by companies (from small to large). Topics include an in-depth look at case studies to review the benefits and costs of benefit plans, focusing on retaining senior managers and executives; hiring senior managers and executives; compensation and benefit strategies.

#### **MBT 5420 Current Topics in Taxation**

**A-F only, 1-4 credit(s), max credits 4, 1 completion allowed; prereq ACCT 5135, MBT student;**

**Instructor:** Sellner, Mark A

**Description:** Tax research/compliance, other tasks. Students submit summary paper. Primarily used for international students who need 1 credit for internship to fulfill visa requirement.

#### **MBT 5500 Business, Government, and Economic Tax Policy**

**A-F only, 2 credit(s); prereq ACCT 5135, MBT student;**

**Instructor:** Wilensky, Alan Jay

**Description:** This course covers the effects of business and government on the tax system; the social, political, economic, and cultural values affecting the tax system; macroeconomics and its implication for taxation; a history of taxes and alternate approaches to taxation, public finance and government expenditures in theory and practice; specific taxes, their rationale and application; and how the tax system develops and changes.

## Master of Development Practice

#### **MDP 5002 Research Methods for Sustainable Livelihoods**

**A-F only, 2 credit(s);**

**Instructor:** Peercy PhD, Chavanne Lenise

**Description:** Student may contact the instructor or department for information.

#### **MDP 5003 Field Study Pre-Departure Seminar**

**A-F only, 1 credit(s);**

**Instructor:** Johnstone, Christopher J

**Description:** Student may contact the instructor or department for information.

## Materials Science

*151 Amundson Hall*

#### **MATS 2001 Introduction to the Science of Engineering**

**Materials**

**A-F only, 3 credit(s); prereq CHEM 1021, MATH 1272, PHYS 1301W, CSE student;**

**Instructor:** Gerberich, William W

**Description:** Introduction to structure-property relationships of engineering materials. Atomic structure and bonding; crystal structures; imperfections in solids; strength of materials and strengthening mechanisms; phase transformations; heat treatment and control of microstructures; materials selection and design. Integrates properties of metals, ceramics, polymers, and composites. Laboratory experiments deal with material strength, creep, and fatigue of engineering alloys, and heat treatment of steel and aluminum.

**Style:** 60% Lecture, 10% Discussion, 20% Laboratory. problem solving

**Grading:** 30% mid exam, 25% final exam, 10% quizzes, 25% laboratory evaluation, 10% problem solving.

**Exam Format:** Problems and fill-in-the-blanks

#### **MATS 2002 Introduction to the Science of Engineering**

**Materials Laboratory**

**A-F only, 1 credit(s); prereq [2001 or Concurrent registration is required (or allowed) in 2001], IT student;**

**Instructor:** Schott, Jeffrey H.

**Description:** Student may contact the instructor or department for information.

**MATS 3011 Introduction to Materials Science and Engineering**  
**3 credit(s); prereq CHEM 1021, [MATH 1272 or MATH 1372], PHYS 1302, CSE student;****Instructor:** Holmes,Russell James**Description:** Student may contact the instructor or department for information.

They will be able to design simple synthetic schemes to produce a polymer of desired size and microstructure. They will understand how size and microstructure control properties. They will be able to select polymeric materials to meet specific property requirements.

**Style:** 95% Lecture, 5% Discussion.**Grading:** 40% mid exam, 35% final exam, 25% problem solving.**MATS 3041 Industrial Assignment I****A-F only, 2 credit(s); 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; Credit will not be granted if credit has been received for: CHEN 3041;****Instructor:** STAFF**Description:** MatS 3041. Industrial Assignment I. (2 cr, MatS upper div, regis in MatS co-op program, completion of required courses in MatS program through Fall semester/3rd yr) First industrial work assignment in engineering co-op program.

Evaluation based on formal written report describing the semester's work assignment.

**Style:** On-the-job training**Grading:** 100% reports/papers.**MATS 4223W Polymer Laboratory****2 credit(s); prereq 4214 or CHEM 4214 or CHEM 4221 or MATS 4214 or instr consent ; Credit will not be granted if credit has been received for: CHEM 4223W; Meets CLE req of Writing Intensive;****Instructor:** Taton,T. Andrew**Description:** Student may contact the instructor or department for information.**MATS 4301W Materials Processing****A-F only, 4 credit(s); prereq 4212, [4214 or Concurrent registration is required (or allowed) in 4214]; Meets CLE req of Writing Intensive;****Instructor:** Francis,Lorraine F**Description:** Student may contact the instructor or department for information.**MATS 3851W Materials Properties Lab****A-F only, 3 credit(s); prereq [3801, 4013, MatS upper div] or dept consent ; Meets CLE req of Writing Intensive;****Instructor:** Schott,Jeffrey H.**Description:** Student may contact the instructor or department for information.**MATS 4301W Materials Processing****A-F only, 4 credit(s); prereq 4212, [4214 or Concurrent registration is required (or allowed) in 4214]; Meets CLE req of Writing Intensive;****Instructor:** Francis,Lorraine F**Description:** Student may contact the instructor or department for information.**MATS 4002 Mass Transport and Kinetics****A-F only, 4 credit(s);****Instructor:** Shores,David A**Description:** This course is intended for 3rd year Materials Science undergraduates and science graduate students. The course content is focused on the mechanisms of mass transport in solids, esp. solid state diffusion in metals, semiconductors and ceramics, and on kinetic of processes occurring in solids, esp. rates of transportations in ceramics and metals, and rates of gas-solid chemical reactions. Source materials are chapters in several books and paper from scientific journals.**Style:** 75% Lecture, 25% Discussion.**Grading:** 30% mid exam, 45% quizzes, 25% problem solving.**Exam Format:** Problem solving.**MATS 4400 Senior Design Project****A-F only, 3 credit(s); prereq Sr MatS major; Credit will not be granted if credit has been received for: MATS 4402;****Instructor:** Macosko,Chris**Description:** Student may contact the instructor or department for information.**MATS 4041 Industrial Assignment II****A-F only, 2 credit(s); 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; Credit will not be granted if credit has been received for: CHEN 4041;****Instructor:** STAFF**Description:** MatS 4041. Industrial Assignment II (2 cr., regis in MatS co-op program, completion of required courses in MatS program through Fall semester/yr 4) Second industrial work assignment in MatS co-op program. Application of Materials Science principles to the solution of engineering design problems in an industrial work environment. Evaluation based on formal written report emphasizing design issues derived from work assignment.**Style:** On-the-job training**Grading:** 100% reports/papers.**MATS 4402 Senior Design Thesis II****A-F only, 2 credit(s); prereq 4401; Credit will not be granted if credit has been received for: MATS 4400;****Instructor:** Macosko,Chris**Description:** Student may contact the instructor or department for information.**MATS 4591 Independent Study in Materials Science****OPT No Aud, 1-3 credit(s), max credits 6, 3 completions allowed; prereq Upper div mat sci;****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 4214 Polymers****A-F only, 3 credit(s); prereq [3011, [4001 or CHEN 4101], [upper div MatS or ChEn]] or instr consent ;****Instructor:** Bates, Frank S**Description:** Polymer synthesis, characterization, structure property relations. Polymerization types: free radical, condensation, ionic, coordination polymerization kinetics and reactors; molecular weight distribution and its characteristics; network formation; swelling. Structure and morphology of the crystalline and amorphous state. Crystallization kinetics, vitrification and the glass transition, rubber elasticity, viscoelasticity, mechanical properties, failure, permeability, optical and electrical properties, polymer composites. On successful completion of this course, students will understand how most polymers are made and how they are characterized.**MATS 4593 Directed Study in Materials Science****A-F only, 1-4 credit(s), max credits 6, 3 completions allowed; prereq upper div MatS;****Instructor:** STAFF**Description:** Directed study under faculty supervision. Student should meet with faculty supervisor before registering to arrange study project, grading option, credits, and final report requirements.**MATS 4594 Directed Research in Materials Science****OPT No Aud, 1-3 credit(s), max credits 6, 3 completions allowed; prereq Upper div mat sci;****Instructor:** STAFF**Description:** Independent laboratory research under faculty supervision. Student should meet with faculty supervisor before registering to arrange research project, credits, grading option, and final report requirements.

**MATS 5517 Electron Microscopy****A-F only, 3 credit(s);****Instructor:** Mkhoyan, Andre**Description:** Student may contact the instructor or department for information.**MATS 5531 Electrochemical Engineering****3 credit(s); prereq MatS 3011 or instr consent , upper div CSE or grad; Credit will not be granted if credit has been received for: CHEN 5531;****Instructor:** Smyrl, William H**Description:** Student may contact the instructor or department for information.**MATS 8003 Electronic Properties****A-F only, 3 credit(s); prereq instr consent;****Instructor:** Leighton, Chris**Description:** Student may contact the instructor or department for information.**MATS 8004 Mechanical Properties****A-F only, 3 credit(s);****Instructor:** Cococcioni, Matteo**Description:** Student may contact the instructor or department for information.**MATS 8211 Physical Chemistry of Polymers****4 credit(s); prereq Undergrad physical chem or instr consent ; Credit will not be granted if credit has been received for: CHEM 8211;****Instructor:** Morse, David Clark**Description:** Student may contact the instructor or department for information.**MATS 8993 Directed Study****1-12 credit(s), max credits 12, 1 completion allowed;****Instructor:** Frisbie, C Daniel**Description:** Student may contact the instructor or department for information.**MATS 8994 Directed Research****1-12 credit(s), max credits 12, 1 completion allowed;****Instructor:** Frisbie, C Daniel**Description:** Student may contact the instructor or department for information.**MATS 8995 Special Topics****A-F only, 0 credit(s), max credits 4, 1 completion allowed;****Instructor:** Mc Cormick, Alon Victor**Description:** Student may contact the instructor or department for information.**Mathematics****127 Vincent Hall****MATH 1031 College Algebra and Probability****3 credit(s); prereq Credit will not be granted if credit has been received for: 1051, 1151, 1155; Credit will not be granted if credit has been received for: MATH 1051; Meets CLE req of Mathematical Thinking;**  
**Instructor:** STAFF**Description:** Overview: Linear and quadratic equations and inequalities; graphs of equations, including lines, circles, parabolas, composition, inverses of functions; transformations of graphs; linear, quadratic models; polynomials; exponentials; logarithms; counting; probability. Audience: Business majors wanting to take Math 1142 and elementary education majors wanting to take Math 3113. Also works as prerequisite for Math 1151. Satisfies the CLE Mathematical Thinking requirement.**MATH 1031 College Algebra and Probability****3 credit(s); prereq Credit will not be granted if credit has****been received for: 1051, 1151, 1155; Credit will not be granted if credit has been received for: MATH 1051; Meets CLE req of Mathematical Thinking;****Instructor:** Kinney, Donald Patrick**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Math 1031 is a course in algebra and analytic geometry beyond the usual coverage found in a three-year high school mathematics program. This course is equivalent to Math 1051, Precalculus I (3 credits). This course covers topics on solving equations and inequalities, and explores straight lines and functions in general. The functions discussed include exponential and logarithmic functions. You will learn to analyze certain functions and draw their graphs. The course will also teach you how to solve systems of equations and the use of certain sequences of numbers. You will also learn counting techniques and basic probability concepts.**Style:** This is a printed, correspondence section.**Grading:** 40% mid exam, 40% final exam, 20% written homework.**Exam Format:** Supervised, in-person exams**MATH 1038 College Algebra and Probability Submodule****A-F only, 1 credit(s); prereq 1051 or 1151 or 1155;****Instructor:** STAFF**Description:** Intended for students who have already had the equivalent of Math 1051 and need the Probability and Counting component of Math 1031. Students take the first part of Math 1031, and their grade is based on their performance up to the first midterm exam. Contact the department to get a permission number into this class. Students will register to Math 1038 but attend a section of Math 1031. Students should choose a section of Math 1031 they wish to attend before contacting the department.**MATH 1051 Precalculus I****3 credit(s); prereq Credit will not be granted if credit has been received for: 1031, 1151, 1155; Credit will not be granted if credit has been received for: MATH 1031; Meets CLE req of Mathematical Thinking;****Instructor:** STAFF**Description:** This course assumes that students have a good working knowledge of high school algebra, at least through Algebra II. The course begins with a very brief review of high school algebra. Students needing a more extensive review should register for PsTL 0731 or PsTL 0732 Intermediate Algebra. Topics include linear, quadratic, polynomial, and rational equations and inequalities; graphs of equations, including lines, circles, parabolas, polynomial, rational, exponential, and logarithmic functions; compositions and inverses of functions; transformations of graphs; linear and quadratic models; linear, absolute value, polynomial, rational, exponential, and logarithmic functions, with applications. This course is for students who wish to complete precalculus at a moderate pace; the Math 1051/Math 1151 combination is equivalent to Math 1155 Intensive Precalculus and satisfies the prerequisite for Math 1271 or Math 1371. Math 1051 and Math 1038 essentially equals Math 1031 and satisfies the CLE Mathematical Thinking requirement.**Style:** 75% Lecture, 25% Discussion.**Grading:** 45% mid exam, 35% final exam, 20% problem solving.**Exam Format:** Solve problems such as "Graph  $f(x) = (x^3 - 1)/(x^2 - 9)$ "**MATH 1051 Precalculus I****3 credit(s); prereq Credit will not be granted if credit has been received for: 1031, 1151, 1155; Credit will not be granted if credit has been received for: MATH 1031; Meets CLE req of Mathematical Thinking;****Instructor:** Kinney, Donald Patrick**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work



independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This is a course in algebra and analytic geometry beyond the usual coverage found in a three-year high school mathematics program. This course is equivalent to Math 1031, College Algebra and Probability. It is a prerequisite for Math 1151, Precalculus II. This course covers topics on solving equations and inequalities, and explores polynomials, rational expressions, exponents, and radicals. The course will also teach you how to solve systems of equations and the use of certain sequences of numbers. You will also learn counting techniques.

**Style:** This is a printed, correspondence section.

**Grading:** 40% mid exam, 40% final exam, 20% written homework.

**Exam Format:** Supervised, in-person exams

**MATH 1111 College Algebra, Trigonometry, and Precalculus A-F only, 3 credit(s); prereq Three yrs high school math or placement exam; Meets CLE req of Mathematical Thinking; Instructor:** Huq,Aminul

**Description:** Student may contact the instructor or department for information.

**MATH 1111 College Algebra, Trigonometry, and Precalculus A-F only, 3 credit(s); prereq Three yrs high school math or placement exam; Meets CLE req of Mathematical Thinking; Instructor:** Wei,Wei

**Description:** Student may contact the instructor or department for information.

**MATH 1142 Short Calculus**

**4 credit(s); prereq Satisfactory score on placement test or grade of at least C- in [1031 or 1051]; Credit will not be granted if credit has been received for: MATH 1271; Meets CLE req of Mathematical Thinking; Instructor:** STAFF

**Description:** Overview: A one-semester tour of differential and integral calculus in one variable, and differential calculus in two variables. Does not involve any trigonometry. Emphasis on formulas and their interpretation and use in applications. Audience: Business, architecture, and agricultural science majors, and students who want some exposure to calculus. Does not serve as a prerequisite to any higher math course, but does satisfy the CLE Mathematical Thinking requirement.

**MATH 1142 Short Calculus**

**4 credit(s); prereq Satisfactory score on placement test or grade of at least C- in [1031 or 1051]; Credit will not be granted if credit has been received for: MATH 1271; Meets CLE req of Mathematical Thinking; Instructor:** Corbett,John

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course is designed for people who need only a brief introduction to calculus. Its purpose is to teach you the elements of differential and integral calculus, with an emphasis on business, economics, and the social sciences. This course requires proficiency in algebra. Knowledge of trigonometry is not needed. You will be introduced to the ideas of limits of functions at particular points and continuity of functions. These concepts lead to the definitions of derivative and differentiation. You will learn how to differentiate polynomial, rational, exponential, and logarithmic functions. After you master differentiation techniques, you will learn integration of certain functions.

**Style:** This is a printed correspondence section.

**Grading:** 40% mid exam, 40% final exam, 20% written homework.

**Exam Format:** Supervised, in-person (not online) exams

**MATH 1151 Precalculus II**

**3 credit(s); prereq credit will not be granted if credit received for: Math1155; Credit will not be granted if credit has been received for: MATH 1155; Meets CLE req of**

**Mathematical Thinking;**

**Instructor:** STAFF

**Description:** Overview: Trigonometric functions and inverse trigonometric functions: definitions, graphs, identities, applications; real and complex zeroes of polynomials; polar coordinates; DeMoivre's Theorem; conic sections; solutions of linear systems by substitution and elimination; systems of nonlinear equations and systems of inequalities; arithmetic sequences and geometric series. Audience: Students from Math 1051 or Math 1031 and those that need a little refresher course before going on to calculus, often because of the trig. Satisfies the prerequisite for Math 1271 or Math 1371 and also satisfies the CLE Mathematical Thinking requirement.

**MATH 1151 Precalculus II**

**3 credit(s); prereq credit will not be granted if credit received for: Math1155; Credit will not be granted if credit has been received for: MATH 1155; Meets CLE req of Mathematical Thinking;**

**Instructor:** Kinney,Donald Patrick

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This is a course in algebra, analytic geometry, and trigonometry beyond the usual coverage found in a four-year high school mathematics program. In many places in the course, concepts are developed that will feed into calculus. Depending on your needs, this course can serve as a terminal course in mathematics or as a precursor to higher mathematics. It is designed to prepare students for the full calculus sequence.

**Style:** This is a printed, correspondence section.

**Grading:** 40% mid exam, 40% final exam, 20% written homework.

**Exam Format:** Supervised, in-person exams

**MATH 1171 Calculus, Modeling, and Data I**

**A-F only, 3 credit(s); prereq Grade of at least C- in 1111 or placement exam or instr consent ; Meets CLE req of Mathematical Thinking;**

**Instructor:** Huq,Aminul

**Description:** Student may contact the instructor or department for information.

**MATH 1171 Calculus, Modeling, and Data I**

**A-F only, 3 credit(s); prereq Grade of at least C- in 1111 or placement exam or instr consent ; Meets CLE req of Mathematical Thinking;**

**Instructor:** Wei,Wei

**Description:** Student may contact the instructor or department for information.

**MATH 1271 Calculus I**

**4 credit(s); prereq 4 yrs high school math including trig or satisfactory score on placement test or grade of at least C- in [1151 or 1155]; Credit will not be granted if credit has been received for: MATH 1142; Meets CLE req of Mathematical Thinking;**

**Instructor:** STAFF

**Description:** Overview: Tangent lines; limits and continuity; differentiation: definition, basic rules, chain rule, rules for trig, exp and log functions; implicit differentiation; rates of change, max-min, related rates problems; 2nd derivative test; curve sketching; linear approximation and differentials; L'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 1271 Calculus I**

**4 credit(s); prereq 4 yrs high school math including trig or satisfactory score on placement test or grade of at least C-**

in [1151 or 1155]; **Credit will not be granted if credit has been received for: MATH 1142; Meets CLE req of Mathematical Thinking;**

**Instructor:** Corbett, John

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In this course you will study one of the central concepts of calculus, the derivative of a function, the most important of which is lines tangent to curves. We will develop formulas that make calculating the derivative of a function relatively straightforward. You will study derivatives of the six trigonometric functions: sine, cosine, secant, cosecant, tangent, and cotangent as well as use the powerful chain rule for finding the derivatives of composite functions. You will study the mean-value theorem, which is of great importance in theoretical mathematics, and its application to increasing and decreasing functions and to the maxima and minima of functions. In addition, you will find the derivatives of higher orders - especially the second order - that are useful in discussing concavity and the points of inflection of a graph of a given function. You will also study basic integrals and their applications.

**Style:** Printed correspondence section

**Grading:** 40% mid exam, 40% final exam, 20% written homework.

**Exam Format:** Supervised, in-person exams

#### **MATH 1272 Calculus II**

**4 credit(s); prereq [1271 or equiv] with grade of at least C-; Credit will not be granted if credit has been received for: MATH 1372;**

**Instructor:** STAFF

**Description:** Overview: Techniques of integration, including integration by parts, simple trig substitutions, partial fractions. Basic numerical integration; improper integrals; arc length; area of surface of revolution. Separable differential equations, 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 1272 Calculus II**

**4 credit(s); prereq [1271 or equiv] with grade of at least C-; Credit will not be granted if credit has been received for: MATH 1372;**

**Instructor:** Hewitt, Harlan A

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In this course you will study techniques of integration and more applications of integrations. In addition, you will explore the parametric equations of curves and use this system to study more applications of integrals. You will also continue to study polar coordinates. And, you will study some sequences and series. The last major topic of this course is coordinate geometry in three dimensions, which is an introduction to the study of multivariable calculus.

**Style:** This is a printed, correspondence section.

**Grading:** 40% mid exam, 40% final exam, 20% written homework.

**Exam Format:** Supervised, in-person exams

#### **MATH 1572H Honors Calculus II**

**A-F only, 4 credit(s); prereq 1571H, honors student, permission of University Honors Program; Credit will not be granted if credit has been received for: MATH 1272;**

**Instructor:** Prikry, Karel L

**Description:** Student may contact the instructor or department for information.

#### **MATH 2001 Actuarial Science Seminar**

**S-N only, 1 credit(s); prereq 1272 or equiv;**

**Instructor:** Ashkenazi, Rina

**Description:** Student may contact the instructor or department for information.

#### **MATH 2243 Linear Algebra and Differential Equations**

**4 credit(s); prereq [1272 or 1282 or 1372 or 1572] w/grade of at least C-; Credit will not be granted if credit has been received for: MATH 2373;**

**Instructor:** STAFF

**Description:** Overview: The course is divided into two somewhat related parts. Linear algebra: matrices and matrix operations, Gaussian elimination, matrix inverses, determinants, vector spaces and subspaces, dependence, Wronskian, dimension, eigenvalues, eigenvectors, diagonalization. ODE: Separable and first-order linear equations with applications, 2nd order linear equations with constant coefficients, method of undetermined coefficients, simple harmonic motion, 2x2 and 3x3 systems of linear ODE's with constant coefficients, solution by eigenvalue/eigenvectors, nonhomogenous linear systems; phase plane analysis of 2x2 nonlinear systems near equilibria. Audience: Part of the standard 2nd year calculus course for students outside of IT.

#### **MATH 2243 Linear Algebra and Differential Equations**

**4 credit(s); prereq [1272 or 1282 or 1372 or 1572] w/grade of at least C-; Credit will not be granted if credit has been received for: MATH 2373;**

**Instructor:** Hewitt, Harlan A

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You will work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In this course you will study the concepts of linear algebra and differential equations. You'll start by examining first-order differential equations and their applications. Then you will study linear algebra with some applications. The last major topic you will study is higher order equations and their application to physics. Before you begin studying the topics of this course, you'll probably find it helpful to review the calculus of one variable.

**Style:** This is a printed correspondence section.

**Grading:** 40% mid exam, 40% final exam, 20% written homework. If you take this course S/N, you must earn at least 70% to receive a grade of S.

**Exam Format:** Supervised, in-person (not online) exams

#### **MATH 2263 Multivariable Calculus**

**4 credit(s); prereq [1272 or 1372 or 1572] w/grade of at least C-; Credit will not be granted if credit has been received for: MATH 2374;**

**Instructor:** STAFF

**Description:** Overview: Multivariable calculus: Curves in space, arc length and curvature, velocity and acceleration. Limits and continuity, partial differentiation, local extrema, exact differentials, chain rule, directional derivative and gradient, Lagrange multipliers, 2nd derivative test. Double integration, volume and other applications, polar coordinates, triple integration, cylindrical and spherical coordinates. Vector analysis: Vector fields, line integrals, path independence, Green's Theorem, surface integrals, Theorems of Gauss and Stokes. Audience: Part of the standard 2nd year calculus course for students outside of IT.

#### **MATH 2263 Multivariable Calculus**

**4 credit(s); prereq [1272 or 1372 or 1572] w/grade of at least C-; Credit will not be granted if credit has been received for: MATH 2374;**

**Instructor:** Hewitt, Harlan A

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In

this course you will study the concepts of multivariable calculus, an extension of differential and integral calculus. You will start by examining partial derivatives and their application to maxima, minima, rate problems, and approximations. Then you will study double and triple integrals and their applications to volume and mass. The last major topic you will study is vector analysis and its application to the work done by a force, flux, and other physical quantities.

**Style:** This is a printed correspondence section.

**Grading:** 40% mid exam, 40% final exam, 20% written homework.

**Exam Format:** Supervised, in-person exams.

#### **MATH 2283 Sequences, Series, and Foundations**

**3 credit(s); prereq [Concurrent registration is required (or allowed) in 2243 or Concurrent registration is required (or allowed) in 2263 or Concurrent registration is required (or allowed) in 2373 or Concurrent registration is required (or allowed) in 2374] w/grade of at least C-; Credit will not be granted if credit has been received for: MATH 3283W;**

**Instructor:** Ciocan-Fontanine,Ionut

**Description:** Student may contact the instructor or department for information.

#### **MATH 2574H Honors Calculus IV**

**A-F only, 4 credit(s); prereq 2573H, honors student and permission of University Honors Program; Credit will not be granted if credit has been received for: MATH 2243;**

**Instructor:** Anderson,Greg William

**Description:** Student may contact the instructor or department for information.

#### **MATH 3283W Sequences, Series, and Foundations: Writing Intensive**

**4 credit(s); prereq [Concurrent registration is required (or allowed) in 2243 or Concurrent registration is required (or allowed) in 2263 or Concurrent registration is required (or allowed) in 2373 or Concurrent registration is required (or allowed) in 2374] w/grade of at least C-; Credit will not be granted if credit has been received for: MATH 2283; Meets CLE req of Writing Intensive;**

**Instructor:** Mosher,Bryan

**Description:** Student may contact the instructor or department for information.

#### **MATH 3593H Honors Mathematics II**

**A-F only, 5 credit(s); prereq 3592H or instr consent;**

**Instructor:** Webb,Peter Joseph

**Description:** Student may contact the instructor or department for information.

#### **MATH 4152 Elementary Mathematical Logic**

**3 credit(s); prereq one soph math course or instr consent; Credit will not be granted if credit has been received for: MATH 5165;**

**Instructor:** Messing,William

**Description:** Student may contact the instructor or department for information.

#### **MATH 4242 Applied Linear Algebra**

**4 credit(s); prereq 2243 or 2373 or 2573; Credit will not be granted if credit has been received for: MATH 4457;**

**Instructor:** Stanton,Dennis W

**Description:** Student may contact the instructor or department for information.

#### **MATH 4281 Introduction to Modern Algebra**

**4 credit(s); prereq 2283 or 3283 or instr consent;**

**Instructor:** Voronov,Alexander A

**Description:** Student may contact the instructor or department for information.

#### **MATH 4428 Mathematical Modeling**

**4 credit(s); prereq 2243 or 2373 or 2573;**

**Instructor:** Chen,Ming

**Description:** Student may contact the instructor or department

for information.

#### **MATH 4512 Differential Equations with Applications**

**3 credit(s); prereq 2243 or 2373 or 2573;**

**Instructor:** Pogan,Alexandru Alin

**Description:** Student may contact the instructor or department for information.

#### **MATH 4567 Applied Fourier Analysis**

**4 credit(s); prereq 2243 or 2373 or 2573;**

**Instructor:** Wang, Jiaping

**Description:** Student may contact the instructor or department for information.

#### **MATH 4604 Advanced Calculus II**

**4 credit(s); prereq 4603 or 5615 or instr consent ;**

**Instructor:** Spirn,Daniel

**Description:** Student may contact the instructor or department for information.

#### **MATH 4653 Elementary Probability**

**4 credit(s); prereq [2263 or 2374 or 2573]; [2283 or 2574 or 3283] recommended;**

**Instructor:** Gray, Lawrence F

**Description:** Student may contact the instructor or department for information.

#### **MATH 4707 Introduction to Combinatorics and Graph Theory**

**4 credit(s); prereq 2243, [2283 or 3283];**

**Instructor:** Kim,Jang Soo

**Description:** Student may contact the instructor or department for information.

#### **MATH 4991 Independent Study**

**1-4 credit(s), max credits 12, 12 completions allowed;**

**Instructor:** Akhmedov,Anar

**Description:** Student may contact the instructor or department for information.

#### **MATH 4993 Directed Study**

**1-4 credit(s), max credits 12, 12 completions allowed;**

**Instructor:** Bobkov,Sergey G

**Description:** Student may contact the instructor or department for information.

#### **MATH 4995 Senior Project for CLA**

**A-F only, 1 credit(s); prereq 2 sem of upper div math, dept consent;**

**Instructor:** Gray, Lawrence F

**Description:** Student may contact the instructor or department for information.

#### **MATH 4995 Senior Project for CLA**

**A-F only, 1 credit(s); prereq 2 sem of upper div math, dept consent;**

**Instructor:** Rogness,Jonathan Peter

**Description:** Student may contact the instructor or department for information.

#### **MATH 4997W Senior project (Writing Intensive)**

**A-F only, 1 credit(s), max credits 2; prereq 2 sem upper div math, dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Robertson,Douglas Frederick

**Description:** Student may contact the instructor or department for information.

#### **MATH 4997W Senior project (Writing Intensive)**

**A-F only, 1 credit(s), max credits 2; prereq 2 sem upper div math, dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Baxter,John Robert

**Description:** Student may contact the instructor or department for information.

#### **MATH 4997W Senior project (Writing Intensive)**

**A-F only, 1 credit(s), max credits 2; prereq 2 sem upper div**

**math, dept consent ; Meets CLE req of Writing Intensive;**  
**Instructor:** Ashkenazi,Rina  
**Description:** Student may contact the instructor or department for information.

**MATH 4997W Senior project (Writing Intensive)**  
**A-F only, 1 credit(s), max credits 2; prereq 2 sem upper div math, dept consent ; Meets CLE req of Writing Intensive;**  
**Instructor:** Akhmedov,Anar  
**Description:** Student may contact the instructor or department for information.

**MATH 5068 Actuarial Mathematics II**  
**4 credit(s); prereq 5067;**  
**Instructor:** Belting,Dreanna  
**Description:** Student may contact the instructor or department for information.

**MATH 5068 Actuarial Mathematics II**  
**4 credit(s); prereq 5067;**  
**Instructor:** Ashkenazi,Rina  
**Description:** Student may contact the instructor or department for information.

**MATH 5076 Mathematics of Options, Futures, and Derivative Securities II**  
**A-F only, 4 credit(s); prereq 5075;**  
**Instructor:** Paterlini,Sandra  
**Description:** Student may contact the instructor or department for information.

**MATH 5166 Mathematical Logic II**  
**4 credit(s); prereq 5165;**  
**Instructor:** Richter,Wayne H  
**Description:** Math 5166 is part of a year course in Mathematical Logic. It is a continuation of Math 5165. Topics covered include a study of algorithms and first-order logic. However, since the course is a direct continuation of Math 5165 it is not recommended that students take this course without first taking Math 5165.

**MATH 5251 Error-Correcting Codes, Finite Fields, Algebraic Curves**  
**4 credit(s); prereq 2 sems soph math;**  
**Instructor:** Odlyzko,Andrew  
**Description:** How can music CDs that have been scratched still produce perfect music? How do spacecraft out past Saturn communicate with Earth? And how do high quality movies fit on DVDs? All these depend on some pretty mathematics that is not too complicated and can be learned with minimal prerequisites, given the willingness to pick up some abstract algebraic, combinatorial, and probabilistic concepts. Detailed information from an earlier version of the course, taught by another instructor, is available at <http://www.math.umn.edu/~garrett/coding/> The Spring 2009 class will be very similar.

**MATH 5286H Honors: Fundamental Structures of Algebra II**  
**4 credit(s); prereq 5285;**  
**Instructor:** Messing,William  
**Description:** Student may contact the instructor or department for information.

**MATH 5336 Geometry II**  
**4 credit(s); prereq 5335;**  
**Instructor:** Fristedt,Bert  
**Description:** The major topics are: (i) projective geometry & (ii) n-dimensional Euclidean geometry from a vector viewpoint, with special attention to the 3-dimensional case. The geometry prerequisite is essential, typically Math 5335. But the quarter course Math 5331 taken in either Summer '99 for Fall '98 is a fully satisfactory prerequisite. Students who are wondering if some other background would suffice as a prerequisite should talk to the Math 5336 teacher before registering. The course is intended for undergraduates and masters students in mathematics, especially those interested in secondary

mathematics teaching, & others with this interest, & also undergraduate and graduate students in many fields who are interested in the interconnections between geometry and linear algebra.  
**Style:** 85% Lecture, 15% Discussion.  
**Grading:** 55% mid exam, 28% final exam, 17% problem solving.  
**Exam Format:** Problem-solving and proofs, both of which often require essay-type responses.

**MATH 5378 Differential Geometry**  
**4 credit(s); prereq [2263 or 2374 or 2573], [2243 or 2373 or 2574]; [2283 or 3283] recommended];**  
**Instructor:** Conn,Jack Frederi  
**Description:** Student may contact the instructor or department for information.

**MATH 5385 Introduction to Computational Algebraic Geometry**  
**4 credit(s); prereq [2263 or 2374 or 2573], [2243 or 2373 or 2574];**  
**Instructor:** Moeckel,Richard B  
**Description:** Student may contact the instructor or department for information.

**MATH 5445 Mathematical Analysis of Biological Networks**  
**4 credit(s); prereq Linear algebra, differential equations;**  
**Instructor:** Othmer,Hans G.  
**Description:** Student may contact the instructor or department for information.

**MATH 5525 Introduction to Ordinary Differential Equations**  
**4 credit(s); prereq [2243 or 2373 or 2573], [2283 or 2574 or 3283];**  
**Instructor:** Stinis,Panos  
**Description:** Student may contact the instructor or department for information.

**MATH 5588 Elementary Partial Differential Equations II**  
**A-F only, 4 credit(s), max credits 400, 1 completion allowed; prereq [[2243 or 2373 or 2573], [2263 or 2374 or 2574], 5587] or instr consent;**  
**Instructor:** Bao,ShiTing  
**Description:** Student may contact the instructor or department for information.

**MATH 5616H Honors: Introduction to Analysis II**  
**4 credit(s); prereq 5615;**  
**Instructor:** Conn,Jack Frederi  
**Description:** Student may contact the instructor or department for information.

**MATH 5616H Honors: Introduction to Analysis II**  
**4 credit(s); prereq 5615;**  
**Instructor:** Polacik,Peter  
**Description:** Student may contact the instructor or department for information.

**MATH 5651 Basic Theory of Probability and Statistics**  
**4 credit(s); 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.;**  
**Instructor:** Fristedt,Bert  
**Description:** Student may contact the instructor or department for information.

**MATH 5651 Basic Theory of Probability and Statistics**  
**4 credit(s); 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.;**  
**Instructor:** Stanton,Dennis W  
**Description:** Student may contact the instructor or department for information.

**MATH 5652 Introduction to Stochastic Processes**  
**4 credit(s); prereq 5651 or Stat 5101;**  
**Instructor:** Baxter,John Robert

**Description:** This course is one of three courses designed to follow Math 5651 (or Stat 5101, which is essentially the same course as Math 5651). The other two courses designed to follow Stat 5101/Math 5651 are Math 5654, Prediction and Filtering, and Stat 5102, Theory of Statistics II. Math 5652, Math 5654, and Stat 5102 deal with different topics, and taking one of them does not preclude taking the others for credit. Math 5652 is concerned with random sequences and random processes that develop over time. Examples of such processes are: Markov sequences, martingales, Markov processes, queuing theory, branching processes, Brownian motion. Calculation and theoretical aspects of stochastic processes will be treated. The intended audience includes undergraduate and Master's students in mathematics, and undergraduate and graduate students in engineering and the physical and social sciences. A probability course taken elsewhere will likely be a sufficient prerequisite (in place of Math 5651/Stat 5101) if it was based on multivariable calculus.

**Style:** 90% Lecture, 10% Discussion.

**Exam Format:** Problem solving and proofs, both of which often require essay-type responses

**Instructor:** Webb, Peter Joseph

**Description:** Student may contact the instructor or department for information.

#### **MATH 8254 Algebraic Geometry**

**A-F only, 3 credit(s); prereq 8253 or instr consent;**

**Instructor:** Li PhD, Tian-Jun

**Description:** Student may contact the instructor or department for information.

#### **MATH 8272 Lie Groups and Lie Algebras**

**A-F only, 3 credit(s); prereq 8271 or instr consent;**

**Instructor:** Cooper, Bobbe J

**Description:** Student may contact the instructor or department for information.

#### **MATH 8302 Manifolds and Topology**

**A-F only, 3 credit(s); prereq 8301 or instr consent;**

**Instructor:** Sperber, Steven I.

**Description:** Student may contact the instructor or department for information.

#### **MATH 8307 Algebraic Topology**

**A-F only, 3 credit(s); prereq 8306 or instr consent;**

**Instructor:** Akhmedov, Anar

**Description:** Student may contact the instructor or department for information.

#### **MATH 8360 Topics in Topology**

**A-F only, 1-3 credit(s), max credits 12, 12 completions allowed; prereq 8301 or #; offered as one yr or one sem crse as circumstances warrant;**

**Instructor:** Lawson, Tyler

**Description:** Student may contact the instructor or department for information.

#### **MATH 8366 Riemannian Geometry**

**A-F only, 3 credit(s); prereq 8365 or instr consent;**

**Instructor:** Gulliver II, Robert D

**Description:** Student may contact the instructor or department for information.

#### **MATH 8402 Mathematical Modeling and Methods of Applied Mathematics**

**A-F only, 3 credit(s); prereq 8401 or instr consent;**

**Instructor:** Mori, Yoichiro

**Description:** Student may contact the instructor or department for information.

#### **MATH 8442 Numerical Analysis and Scientific Computing**

**3 credit(s); prereq 8441 or instr consent; 5477-5478**

**recommended for engineering and science grad students;**

**Instructor:** Cockburn, Bernardo

**Description:** Student may contact the instructor or department for information.

#### **MATH 8502 Differential Equations and Dynamical Systems II**

**A-F only, 3 credit(s); prereq 8501 or instr consent ;**

**Instructor:** Moেকে, Richard B

**Description:** Student may contact the instructor or department for information.

#### **MATH 8572 Theory of Evolutionary Equations**

**A-F only, 3 credit(s); prereq 8571 or instr consent;**

**Instructor:** Scheel, Arnd

**Description:** Student may contact the instructor or department for information.

#### **MATH 8584 Theory of Partial Differential Equations**

**A-F only, 3 credit(s); prereq 8583 or instr consent;**

**Instructor:** Sverak, Vladimir

**Description:** Student may contact the instructor or department for information.

#### **MATH 8602 Real Analysis**

#### **MATH 5654 Prediction and Filtering**

**4 credit(s); prereq 5651 or Stat 5101;**

**Instructor:** Krylov, Nicolai Vladimi

**Description:**

**Style:** 100% Lecture.

**Grading:** 33% mid exam, 34% final exam, 33% problem solving.

**Exam Format:** 2 hour exam

#### **MATH 5707 Graph Theory and Non-enumerative Combinatorics**

**4 credit(s); prereq [2243 or 2373 or 2573], [2263 or 2374 or 2574]; [2283 or 3283 or experience in writing proofs] highly recommended; Credit will not be granted if credit has been received for: 4707;**

**Instructor:** Pylyavskyy, Pavlo

**Description:** Student may contact the instructor or department for information.

#### **MATH 5900 Tutorial in Advanced Mathematics**

**A-F only, 1-6 credit(s), max credits 120, 20 completions allowed;**

**Instructor:** Lerman, Gilad M

**Description:** Student may contact the instructor or department for information.

#### **MATH 8001 Preparation for College Teaching**

**S-N only, 1 credit(s), max credits 3, 1 completion allowed; prereq Work for this course will extend past the end of the term. A K grade will be assigned to indicate that the course is still in progress; math grad student in good standing or instr consent;**

**Instructor:** Keynes, Harvey Bayard

**Description:** Student may contact the instructor or department for information.

#### **MATH 8202 General Algebra**

**A-F only, 3 credit(s); prereq 8201 or instr consent;**

**Instructor:** Reiner, Victor Schorr

**Description:** Student may contact the instructor or department for information.

#### **MATH 8202 General Algebra**

**A-F only, 3 credit(s); prereq 8201 or instr consent;**

**Instructor:** Reiner, Victor Schorr

**Description:** Student may contact the instructor or department for information.

#### **MATH 8208 Theory of Modular Forms and L-Functions**

**A-F only, 3 credit(s); prereq 8207 or instr consent;**

**Instructor:** Garrett, Paul

**Description:** Student may contact the instructor or department for information.

#### **MATH 8246 Group Theory**

**A-F only, 3 credit(s); prereq 8245 or instr consent;**

**A-F only, 3 credit(s); prereq 8601 or instr consent;**  
**Instructor:** Safonov, Mikhail V  
**Description:** Student may contact the instructor or department for information.

**MATH 8652 Theory of Probability Including Measure Theory**  
**3 credit(s); prereq 8651 or instr consent;**  
**Instructor:** Bramson, Maury Daniel  
**Description:** Student may contact the instructor or department for information.

**MATH 8680 Topics in Combinatorics**  
**A-F only, 1-3 credit(s), max credits 12, 12 completions allowed; prereq Grad math major or #; offered as one yr or one sem crse as circumstances warrant;**  
**Instructor:** Musiker, Gregg Joseph  
**Description:** Student may contact the instructor or department for information.

**MATH 8702 Complex Analysis**  
**A-F only, 3 credit(s); prereq 8701 or instr consent;**  
**Instructor:** Hejhal, Dennis A  
**Description:** Student may contact the instructor or department for information.

**MATH 8802 Functional Analysis**  
**A-F only, 3 credit(s); prereq 8801 or instr consent;**  
**Instructor:** Polacik, Peter  
**Description:** Student may contact the instructor or department for information.

**MATH 8990 Topics in Mathematics**  
**S-N only, 1-6 credit(s), max credits 24, 4 completions allowed; prereq instr consent;**  
**Instructor:** Lerman, Gilad M  
**Description:** Student may contact the instructor or department for information.

## Mathematics Education

145 Peik Hall

**MTHE 3101 Mathematics and Pedagogy for Elementary Teachers I**  
**A-F only, 4 credit(s); prereq [College algebra, elementary FOE student, jr status or above] or instr consent ;**  
**Instructor:** Stohlmann, Micah Stephen  
**Description:** Student may contact the instructor or department for information.

**MTHE 3102 Mathematics and Pedagogy for Elementary Teachers II**  
**A-F only, 4 credit(s); prereq 3101, college algebra;**  
**Instructor:** Cramer, Kathleen Ann  
**Description:** Student may contact the instructor or department for information.

**MTHE 3102 Mathematics and Pedagogy for Elementary Teachers II**  
**A-F only, 4 credit(s); prereq 3101, college algebra;**  
**Instructor:** Wyberg, Terrence R  
**Description:** Math content knowledge of K-6 in an environment modeling pedagogy for future implementation. Integrated content/methods. Problem solving, connections, communication, reasoning, representation. Geometry, measurement, probability, statistics.

**MTHE 5355 Mathematics for Diverse Learners**  
**3 credit(s); prereq Teaching license or student in elem ed or special ed or instr consent ;**  
**Instructor:** Clarkson, Lesa M  
**Description:** Student may contact the instructor or department for information.

**MTHE 5366 Technology-Assisted Mathematics Instruction**  
**3 credit(s);**  
**Instructor:** Wyberg, Terrence R  
**Description:** Technology--including computers, programmable and graphing calculators, and video--as instructional tools in mathematics; design and evaluation of technology-based mathematics lessons; the effect of technology on the mathematics curriculum; managing the technology-enriched classroom.

**MTHE 5696 Student Teaching in Mathematics**  
**S-N only, 1-8 credit(s), max credits 8, 1 completion allowed;**  
**prereq MEd/initial licensure student or instr consent;**  
**Instructor:** STAFF  
**Description:** Student teaching in secondary school mathematics classes.

**MTHE 5993 Directed Studies in Mathematics Education**  
**S-N only, 2 credit(s), max credits 3, 1 completion allowed;**  
**prereq Math ed MEd student, instr consent;**  
**Instructor:** STAFF  
**Description:** Secondary school classroom teaching project designed to improve specific teaching skills, planned by student and approved and directed by student's adviser as part of MthE program.

**MTHE 8591 Seminar: Mathematics Education**  
**1-3 credit(s), max credits 3, 1 completion allowed; prereq Math educ PhD student;**  
**Instructor:** Clarkson, Lesa M  
**Description:** Student may contact the instructor or department for information.

## Mechanical Engineering

125 Mechanical Engineering

**ME 3041 Industrial Assignment I**  
**A-F only, 2 credit(s); prereq ME upper div, enrolled in ME co-op program;**  
**Instructor:** Marple, Virgil A  
**Description:** (2 cr per sem; prereq upper div ME, regis in Me co-op program; complete co-op sequence 3041, 4042, 4043 for credit req) Industrial work assignment in mechanical engineering co-op program. Evaluation based on student's formal report covering the quarter's work assignment.  
**Style:** On the job training  
**Grading:** 100% reports/papers.

**ME 3221 Design and Manufacturing I: Engineering Materials and Manufacturing Processes**  
**A-F only, 4 credit(s); prereq 2011, AEM 3031, MatS 2001, ME upper div;**  
**Instructor:** Kelso, Frank M  
**Description:** Student may contact the instructor or department for information.

**ME 3221 Design and Manufacturing I: Engineering Materials and Manufacturing Processes**  
**A-F only, 4 credit(s); prereq 2011, AEM 3031, MatS 2001, ME upper div;**  
**Instructor:** Kelso, Frank M  
**Description:** Student may contact the instructor or department for information.

**ME 3221 Design and Manufacturing I: Engineering Materials and Manufacturing Processes**  
**A-F only, 4 credit(s); prereq 2011, AEM 3031, MatS 2001, ME upper div;**  
**Instructor:** Kelso, Frank M  
**Description:** Student may contact the instructor or department for information.

**ME 3222 Design and Manufacturing II**

**A-F only, 4 credit(s); prereq [3221 or Concurrent registration is required (or allowed) in 3221], [CSci 1113 or equiv], ME upper div;**  
**Instructor:** Cui,Tianhong  
**Description:** Student may contact the instructor or department for information.

**ME 3281 System Dynamics and Control**

**A-F only, 4 credit(s); prereq AEM 2021, [Math 2243 or Math 2373], ME upper div;**  
**Instructor:** Corrigan,Tom  
**Description:** Student may contact the instructor or department for information.

**ME 3331 Thermal Sciences I**

**A-F only, 3 credit(s); prereq Chem 1021, Phys 1301, CSE student;**  
**Instructor:** Hubel,Allison  
**Description:** Student may contact the instructor or department for information.

**ME 3332 Thermal Sciences II**

**A-F only, 3 credit(s); prereq Math 2243, 3331, ME upper div credit will not be granted if credit already received for: ME 3322;**  
**Instructor:** Hogan,Chris  
**Description:** Student may contact the instructor or department for information.

**ME 3333 Thermal Sciences III**

**A-F only, 3 credit(s); prereq 3332, ME upper div credit will not be granted if credit already received for: ME 3322;**  
**Instructor:** Lipinski,Wojciech  
**Description:** Student may contact the instructor or department for information.

**ME 4031W Basic Mechanical Measurements Laboratory**

**A-F only, 4 credit(s); prereq [3333 or Concurrent registration is required (or allowed) in 3333], IE 4521, upper div ME;**  
**Meets CLE req of Writing Intensive;**  
**Instructor:** McMurry,Peter H  
**Description:** Student may contact the instructor or department for information.

**ME 4043W Industrial Assignment II**

**A-F only, 4 credit(s); prereq 3041; Meets CLE req of Writing Intensive;**  
**Instructor:** Marple,Virgil A  
**Description:** Student may contact the instructor or department for information.

**ME 4044 Industrial Assignment III**

**A-F only, 2 credit(s); prereq ME upper div, registration in ME co-op program;**  
**Instructor:** Marple,Virgil A  
**Description:** Student may contact the instructor or department for information.

**ME 4054W Design Projects**

**A-F only, 4 credit(s); prereq 2011, 3221, 3222, 3281, 3321, 3322, 4031W, AEM 2021, AEM 3031, EE 3005; Meets CLE req of Writing Intensive;**  
**Instructor:** Mantell,Susan C  
**Description:** Student may contact the instructor or department for information.

**ME 4081H Mechanical Engineering Honors Thesis I**

**A-F only, 2 credit(s); prereq ME upper div honors student, instr consent ;**  
**Instructor:** Klamecki,Barney Eugene  
**Description:** Student may contact the instructor or department for information.

**ME 4082H Mechanical Engineering Honors Thesis II**

**A-F only, 2 credit(s); prereq ME upper div honors student, instr consent ; Meets CLE req of Writing Intensive;**  
**Instructor:** Chase,Thomas Richard  
**Description:** Student may contact the instructor or department for information.

**ME 4131W Thermal Environmental Engineering Laboratory**

**A-F only, 4 credit(s); prereq 3322, 4031W, [ME upper div or grad student]; Meets CLE req of Writing Intensive;**  
**Instructor:** Ramsey,James W  
**Description:** Student may contact the instructor or department for information.

**ME 4231 Motion Control Laboratory**

**A-F only, 4 credit(s); prereq 3281, 4031W, ME upper div;**  
**Instructor:** Sun,Zongxuan  
**Description:** Student may contact the instructor or department for information.

**ME 4232 Fluid Power Control Lab**

**A-F only, 4 credit(s); prereq 3281, 4031W, ME upper div;**  
**Instructor:** Stelson,Kim A  
**Description:** Student may contact the instructor or department for information.

**ME 4232 Fluid Power Control Lab**

**A-F only, 4 credit(s); prereq 3281, 4031W, ME upper div;**  
**Instructor:** Stelson,Kim A  
**Description:** Student may contact the instructor or department for information.

**ME 4331 Thermal Engineering Laboratory**

**A-F only, 4 credit(s); prereq [3321, 3322, 4031W], [CSE upper div or grad student];**  
**Instructor:** Goldstein,Richard J  
**Description:** Student may contact the instructor or department for information.

**ME 5090 Advanced Engineering Problems**

**1-4 credit(s), max credits 4, 1 completion allowed; prereq ME upper div, instr consent ;**  
**Instructor:** Sparrow,Ephraim M  
**Description:** Student may contact the instructor or department for information.

**ME 5090 Advanced Engineering Problems**

**1-4 credit(s), max credits 4, 1 completion allowed; prereq ME upper div, instr consent ;**  
**Instructor:** Davidson,Jane H  
**Description:** Student may contact the instructor or department for information.

**ME 5101 Vapor Cycle Systems**

**A-F only, 4 credit(s); prereq CSE upper div or grad student;**  
**Instructor:** Kuehn,Thomas Howard  
**Description:** This course is intended primarily as a technical elective for upper division engineering students with a background in the thermal sciences. Part of the course covers power cycles and systems that use phase changes of the working fluid such as Rankine cycles and various steam power cycles. The remainder of the course focusses on vapor compression refrigeration cycles and heat pumps and the performance of various system components. Combined cycles and cogeneration cycles are also discussed. Applications include steam power plants, both fossil fuel and nuclear powered, commercial and industrial refrigeration systems, various heat pump applications, and novel combined power cycles.  
**Style:** 75% Lecture, 25% Discussion.  
**Grading:** 80% mid exam, 20% problem solving.  
**Exam Format:** problem solving

**ME 5133 Aerosol Measurement Laboratory**

**A-F only, 4 credit(s); prereq CSE upper div or graduate student;**  
**Instructor:** Pui,David Y

**Description:** Student may contact the instructor or department for information.

#### **ME 5223 Materials in Design**

**4 credit(s); prereq 3221;**

**Instructor:** Yang,Rusen

**Description:** Student may contact the instructor or department for information.

#### **ME 5241 Computer-Aided Engineering**

**A-F only, 4 credit(s); prereq CSE upper div or grad, 3222, CSci 1113 or equiv;**

**Instructor:** Kelso, Frank M

**Description:** Student may contact the instructor or department for information.

#### **ME 5247 Stress Analysis, Sensing, and Transducers**

**A-F only, 4 credit(s); prereq AEM 3031, MatS 2001;**

**Instructor:** Klamecki, Barney Eugene

**Description:** The course covers the experimental determination of strain and stress using electrical resistance strain gages and photoelasticity. The characterization, selection and use of sensors for mechanical measurements are discussed in lecture and demonstrated in the laboratory, e.g., strain gages, load cells, accelerometers and wireless sensor systems. Finite element stress analysis is introduced in the comparison of calculated and measured stress fields. The course project is an application of the measurement techniques to a suggested mechanical engineering problem or, preferably, to a problem of interest defined by the student. Grading is based on written examinations, lab reports and the course project.

**Style:** 50% Lecture, 40% Laboratory, 10% Student Presentation.

Two hour laboratory time to be determined at first class meeting

**Grading:** 20% mid exam, 20% final exam, 25% reports/papers, 15% special projects. Two midterm examinations, optional final examination

**Exam Format:** Examinations are problems similar to homework problems

#### **ME 5286 Robotics**

**A-F only, 4 credit(s); prereq [3281 or equiv], [upper div ME or AEM or CSci or grad student];**

**Instructor:** Morellas, Vassilios

**Description:** The course deals with four major components: robot manipulators (more commonly known as the robot arm), robot vehicles, image processing and embedded computing. Lecture topics fall into two of these categories - the manipulator and image processing. Topics covered under robot manipulators include the mathematics of a 6 degree of freedom machine operating in a 3D world and the control of robot position, velocity, path and force. These require knowledge about their forward and inverse kinematics, the mathematics of homogeneous transformations and coordinate frames, the Jacobian and velocity control, task programming, computational issues related to robot control, determining path trajectories, reaction forces, manipulator dynamics and control. Topics under computer vision include: image sensors, digitization, preprocessing, thresholding, edge detection, segmentation, feature extraction, classification, frequency domain techniques, and 3D analysis. Main project: Design and implement a guidance controller for a truck. Skeleton code is provided. The goal is to write the remaining code needed to guide a virtual truck along a specified path on a given road. There will also be several smaller projects dealing with the computer vision part of the course. Prerequisite: ME3281 System Dynamics and Control, or equivalent. Recommended: Background in C programming. However, it is possible to pick up what you need in the first few weeks of class.

**Style:** 90% Lecture, 10% Discussion.

**Grading:** 50% special projects, 50% quizzes.

**Exam Format:** Solve problems (open book, open notes)

#### **ME 5341 Case Studies in Thermal Engineering and Design**

**A-F only, 4 credit(s); prereq CSE upper div or grad student, 3321, 3322;**

**Instructor:** Sparrow, Ephraim M

**Description:** This course may be the most useful among those

offered in mechanical engineering. Real-world engineering problems are brought into the classroom. To solve problems of such real complexity, powerful computational tools are taught. These include ANSYS thermal (heat conduction), ANSYS structural and thermal stresses. The main part of the course is computational fluid dynamics (CFD). For this, CFX software is taught. These software codes are applied to numerous real-world problems. No prior experience with software is needed. No exams or quizzes. No textbook. Two projects. One-on-one computer lab help is available.

#### **ME 5446 Introduction to Combustion**

**A-F only, 4 credit(s); prereq CSE upper div or grad student, 3321, 3322;**

**Instructor:** Sparrow, Ephraim M

**Description:** Student may contact the instructor or department for information.

#### **ME 5461 Internal Combustion Engines**

**A-F only, 4 credit(s); prereq CSE upper div or grad student, C or better in 3322 or 3324;**

**Instructor:** Kittelson, David Burnell

**Description:** Student may contact the instructor or department for information.

#### **ME 5666 Modern Thermodynamics**

**A-F only, 4 credit(s); prereq 3331 or equiv;**

**Instructor:** Aksan, Alptekin

**Description:** ME 5666 Modern Thermodynamics: Bio-Nano Thermodynamics This course focuses on applications of thermodynamic principles to biology and nanotechnology. It is designed as a two-instructor course to re-introduce the science of Thermodynamics and combine it with engineering modeling. The topics to be covered in the course include; Molecular Thermodynamics, Relations between Microscopic and Macroscopic Properties, Thermodynamic Constraints and Ensembles, Computational Tools at Thermodynamic Equilibrium, Chemical Thermodynamics, Irreversible and Non-equilibrium Thermodynamics, Thermodynamic Optimization, Thermodynamics in Nature, and Biothermodynamics. The students will be divided into groups of 4-5. Each group will be assigned a project, which requires application of the thermodynamic modeling skills taught in the course. The course will include 3 hour/week classroom instruction and 1 hour/week discussion.

**Style:** 75% Lecture, 20% Small Group Activities, 5% Student Presentation.

**Grading:** 50% mid exam, 50% reports/papers.

#### **ME 8222 New Product Design and Business Development II**

**A-F only, 4 credit(s); prereq 8221; Credit will not be granted if credit has been received for: BMEN 8402;**

**Instructor:** Durfee, William K

**Description:** Student may contact the instructor or department for information.

#### **ME 8228 Finite Elements in Multidisciplinary**

**Flow/Thermal/Stress and Manufacturing Applications**

**A-F only, 4 credit(s); prereq 3222, 5341, AEM 3031, CSci 1113;**

**Instructor:** Tamma, Kumar K

**Description:** Student may contact the instructor or department for information.

#### **ME 8253 Computational Nanomechanics**

**3 credit(s); prereq CSE grad student;**

**Instructor:** Dumitrica, Traian

**Description:** Student may contact the instructor or department for information.

#### **ME 8287 Topics in Dynamics and Control**

**A-F only, 2-4 credit(s), max credits 12, 3 completions allowed; prereq 5281;**

**Instructor:** Li, Perry Y

**Description:** Student may contact the instructor or department for information.



**ME 8337 Experimental Methods in the Thermal Sciences****A-F only, 3 credit(s);****Instructor:** Simon, Terrence W**Description:** Student may contact the instructor or department for information.**ME 8342 Convection****A-F only, 3 credit(s); prereq Grad level course on fundamentals of fluid mechanics that has a substantial component on viscous flows or instr consent ;****Instructor:** Kulacki, Francis A**Description:** Student may contact the instructor or department for information.**ME 8390 Advanced Topics in the Thermal Sciences****A-F only, 1 credit(s), max credits 12, 6 completions allowed;****Instructor:** Bischof, John C**Description:** Student may contact the instructor or department for information.**ME 8390 Advanced Topics in the Thermal Sciences: Heat and Mass Trans of Nano in Biological Systems****A-F only, 1 credit(s), max credits 12, 6 completions allowed;****Instructor:** Bischof, John C**Description:** Student may contact the instructor or department for information.**ME 8390 Advanced Topics in the Thermal Sciences: Cross****Disc Problems in Therm, Fluids and Struct****A-F only, 2 credit(s), max credits 12, 6 completions allowed;****Instructor:** Sparrow, Ephraim M**Description:** Student may contact the instructor or department for information.**ME 8390 Advanced Topics in the Thermal Sciences****A-F only, 2 credit(s), max credits 12, 6 completions allowed;****Instructor:** Sparrow, Ephraim M**Description:** Student may contact the instructor or department for information.**ME 8773 Graduate Seminar****S-N only, 1 credit(s); prereq CSE grad student;****Instructor:** Girshick, Steven L**Description:** Student may contact the instructor or department for information.**ME 8774 Graduate Seminar****S-N only, 1 credit(s); prereq 8773;****Instructor:** Girshick, Steven L**Description:** Student may contact the instructor or department for information.**ME 8794 Mechanical Engineering Research****1-4 credit(s), max credits 4, 4 completions allowed; prereq instr consent ;****Instructor:** Durfee, William K**Description:** Student may contact the instructor or department for information.**ME 8951 Plan B****A-F only, 3 credit(s);****Instructor:** Kortshagen, Uwe Richard**Description:** Student may contact the instructor or department for information.**Medical Industry Leadership Institute****4-145 Carlson School of Management****MILI 5995 Medical Industry Valuation Laboratory****A-F only, 2 credit(s); prereq instr consent ;****Instructor:** Nelson, Randall Stephen**Description:** Student may contact the instructor or department for information.**MILI 5999 Independent Study****A-F only, 1-8 credit(s), max credits 16;****Instructor:** Parente, Stephen T**Description:** Student may contact the instructor or department for information.**MILI 6589 Medical Technology Evaluation and Market Research****A-F only, 2 credit(s); prereq MBA student;****Instructor:** Parente, Stephen T**Description:** Hands-on experience in creating a value proposition for new medical technologies. Leadership pathways in medical technology, insurance, and delivery industries. Personal input from industry leaders United Health Group, Medtronic, and Mayo Clinic.**MILI 6990 The Health Care Marketplace****A-F only, 2 credit(s); prereq MBA student;****Instructor:** Parente, Stephen T**Description:** Survey of trillion dollar medical industry. Physician/hospital services, insurance, pharmaceuticals, medical devices, information technology. Scale, inter-relationships, market opportunities, barriers.**MILI 6991 Anatomy and Physiology for Managers****A-F only, 2 credit(s);****Instructor:** Hertzberg, Jeffrey K**Description:** Overview of medical vocabulary/physiology of major body systems. Understanding current clinical practice. Market opportunities of major body systems, Medical technology innovation.**MILI 6995 Medical Industry Valuation Laboratory****A-F only, 2 credit(s), max credits 6, 3 completions allowed;****prereq Grad student;****Instructor:** STAFF**Description:** Interdisciplinary student teams create rapid production market analysis of promising medical technologies/services to determine potential for success in market. Exposure to University innovations, venture firms, inventors.**MILI 6996 Medical Industry Valuation Laboratory II****A-F only, 2-4 credit(s), max credits 10, 3 completions allowed; prereq Approved application;****Instructor:** Nelson, Randall Stephen**Description:** Student may contact the instructor or department for information.**MILI 6999 Independent Study****A-F only, 1-8 credit(s), max credits 16;****Instructor:** STAFF**Description:** Student may contact the instructor or department for information.**Medicinal Chemistry****8-101 Weaver-Densford Hall****MEDC 5710 General Principles of Medicinal Chemistry****A-F only, 2 credit(s); prereq MedC grad student or instr consent;****Instructor:** Johnson, Rodney L.**Description:** Student may contact the instructor or department for information.**MEDC 8100 Medicinal Chemistry Seminar****1 credit(s), max credits 6, 6 completions allowed; prereq Grad major or instr consent;****Instructor:** Abul-Hajj, Yusuf J**Description:** Student may contact the instructor or department

for information.

#### MEDC 8413 Chemistry of Nucleic Acids

**A-F only, 3 credit(s); prereq [Medicinal chem or chem or biochem] grad student;**

**Instructor:** Tretyakova, Natalia Yurievna

**Description:** Student may contact the instructor or department for information.

#### MEDC 8700 Advanced Concepts in Drug Design

**A-F only, 2 credit(s); prereq 5600 or instr consent; Credit will not be granted if credit has been received for: PHAR 6247H;**

**Instructor:** Fecik, Robert A

**Description:** Student may contact the instructor or department for information.

#### MEDC 8800 Medicinal Chemistry Laboratory Techniques

**S-N only, 1-2 credit(s), max credits 4, 4 completions allowed; prereq Grad med chem major or instr consent;**

**Instructor:** Wagner, Carston R

**Description:** Student may contact the instructor or department for information.

#### MEDC 8900 Research in Medicinal Chemistry

**A-F only, 1-4 credit(s), max credits 8, 8 completions allowed; prereq Grad med chem major or instr consent;**

**Instructor:** Wagner, Carston R

**Description:** Student may contact the instructor or department for information.

## Medieval Studies

131 Nolte Center

#### MEST 3610 Topics in Medieval Studies

**3 credit(s), max credits 24, 8 completions allowed;**

**Instructor:** Reyerson, Kathryn L

**Description:** For anyone who has traveled to Western Europe, cities with a medieval past are everywhere. This course is designed to introduce undergraduates to European urban forms in the pre-modern era. The political, social, economic, legal, and cultural life of medieval towns, as well as their physical remains, will be explored. The evolution of the town will be traced from the Roman period through the nadir of urban civilization in the Early Middle Ages to the rebirth and flowering of cities in the High and Late Middle Ages. Newly planned towns also figure in our focus. Cities have enjoyed an upward trajectory from the end of the Middle Ages to the present, and much of what we associate with urban life got its start at that time. By understanding the foundational elements of the medieval town, we can increase our comprehension of the idea of the city and how it works. There are no prerequisites - the course is open to all with an interest in cities. Lectures, films, analysis of documents, and student activities frame this course. This course has undergone a Course Transformation Project which will result in student design of a medieval city, student commentary on in-class films, and presentation of medieval scenarios in class, with class participation via clickers.

**Style:** 70% Lecture, 30% Discussion.

**Grading:** 25% mid exam, 35% final exam, 30% reports/papers, 10% class participation.

**Exam Format:** Essay

#### MEST 5610 Advanced Topics in Medieval Studies

**3-4 credit(s), max credits 15, 5 completions allowed; prereq One yr work in some area of Middle Ages, reading knowledge of appropriate language, instr consent ;**

**Instructor:** Grimstad, Kaaren E

**Description:** Student may contact the instructor or department for information.

#### MEST 8110 Seminar in Medieval Studies

**A-F only, 3 credit(s), max credits 48, 16 completions allowed; prereq Appropriate languages, instr consent ;**

**Instructor:** Wakefield, Ray M

**Description:** Student may contact the instructor or department for information.

## Microbial Engineering

240 Gortner Lab

#### MICE 5309 Biocatalysis and Biodegradation

**3 credit(s); prereq chemistry through organic chemistry; knowledge of word processing, e-mail, access to World Wide Web, access to college-level science library recommended; Credit will not be granted if credit has been received for: BIOC 5309;**

**Instructor:** Wackett, Lawrence Philip

**Description:** Student may contact the instructor or department for information.

#### MICE 5355 Advanced Fermentation and Biocatalysis Laboratory

**S-N only, 1 credit(s); prereq [3301 or BIOL 3301], [grad student in microbial engineering or upper-div major in [microbiology or chem engineering or biochemistry]], instr consent ;**

**Instructor:** von Keitz, Marc G

**Description:** Student may contact the instructor or department for information.

## Microbiology

1460 Mayo (Box 196)

#### MICB 3301 Biology of Microorganisms

**A-F only, 5 credit(s); prereq [BIOL 1002 or BIOL 1009 or BIOL 2002], CHEM 2301, Concurrent registration is required (or allowed) in CHEM 2302; Credit will not be granted if credit has been received for: VBS 2032;**

**Instructor:** Mohr, Christian D

**Description:** Microbiology 3303 will provide an extensive overview of the microbial world highlighting the structure, function, and diversity of microorganisms including bacteria, fungi, protozoa and viruses. Topics will include microbial taxonomy, anatomy, physiology, biochemistry, molecular biology and ecology. Microbial pathogenesis, immunology and infectious disease will also be presented and discussed.

#### MICB 3303 Biology of Microorganisms

**A-F only, 3 credit(s); prereq BIOL 2002, BIOL 2003, BIOL 2004, CHEM 1021, CHEM 1022, CHEM 2301, Concurrent registration is required (or allowed) in CHEM 2302; Credit will not be granted if credit has been received for: MICB 3301;**

**Instructor:** Mohr, Christian D

**Description:** Microbiology 3303 will provide an extensive overview of the microbial world highlighting the structure, function, and diversity of microorganisms including bacteria, fungi, protozoa and viruses. Topics will include microbial taxonomy, anatomy, physiology, biochemistry, molecular biology and ecology. Microbial pathogenesis, immunology and infectious disease will also be presented and discussed.

#### MICB 4121 Microbial Ecology and Applied Microbiology

**A-F only, 3 credit(s); prereq 3301; Credit will not be granted if credit has been received for: ES 4121;**

**Instructor:** Sadowsky, Michael Jay

**Description:** Evolution/structure of microbial communities. Abiotic and biotic factors influencing presence and persistence of microorganisms in ecosystems Population structure and interactions of populations and communities within ecosystems. Quantitative/habitat ecology. Biogeochemical cycling of elements and microbe-metal interactions. Molecular microbial ecology, gene transfer in the environment. Molecular phylogeny of

microorganisms. Molecular technologies to examine structure and function of microbes in soils and water. Microbial genomics and metagenomics. Application of microbes in agriculture and industries. Use of microbes for the production of commodity chemicals, drugs, and other high-value products.

**MICB 4141W Biology, Genetics, and Pathogenesis of Viruses: Writing Intensive**

**4 credit(s); prereq [BIOC 3021, BIOL 4003, [3301 or BIOL 4004]] or instr consent ; Credit will not be granted if credit has been received for: MICB 4171; Meets CLE req of Writing Intensive;**

**Instructor:** Schiff, Leslie Ann

**Description:** MicB 4141W is a writing intensive virology course aimed at upper level undergraduates. The lecture portion of the course is identical to, and meets with, MicB 4171. Microbiology majors have priority for the seats in 4141W. The course is a principle-based discussion of virology, emphasizing common reactions that must be completed by all viruses for successful replication within a host cell and survival within a host population. The molecular basis of alternative replication cycles, the interactions of viruses with host organisms, and how these lead to disease will be presented with examples drawn from a set of representative animal viruses. To achieve course objectives, lectures are combined with active learning techniques and activities. We will use iClickers to engage with the material and each other. 4141W and 4171 have an integral WebCT site on which lecture outlines, study guides, info updates and learning prompts are posted. 4141W students will also participate in ~7 mandatory small group meetings, focused on writing in the discipline. NOTE: Attached syllabus is a very preliminary draft for this year.

**Style:** 60% Lecture, 23% Discussion, 15% Small Group Activities, 2% Guest Speakers. Active learning, discussion  
**Grading:** 27% final exam, 22% reports/papers, 5% special projects, 8% written homework, 30% additional semester exams, 8% other evaluation. iClicker questions/quizzes together will count for 5% of the total achievable points.

**Exam Format:** Multiple choice, short answer, short essay Study guides preview many of the possible essay questions.

**MICB 4151 Molecular and Genetic Bases for Microbial Diseases**

**3 credit(s); prereq [3301, [4131 or Concurrent registration is required (or allowed) in 4131], [BioC 3021 or BioC 4331]]; [Biol 4003 or GCD 3022] recommended;**

**Instructor:** Cleary PhD, Paul Patrick

**Description:** MicB 4151 will explore the biochemical and genetic basis for bacterial and fungal infections. The first few weeks will focus on emerging infections and the evolution of microbial pathogens. Remaining lectures and exercises will investigate the action of microbial toxins, the importance of nutrition and surface molecules as determinants of host-tissue specificity of infection, and mechanisms by which microbes avoid or counter human immunological defenses. The course is targeted at advanced biology undergraduates and graduate students in microbiology, veterinary medicine, food microbiology and other professional biology related programs. 40% of the class are microbiology majors. Knowledge of basic microbiology, immunology and molecular biology is important. The text book is optional. Grades will be based on three examinations, team research paper and assignments, in class participation and an individual research paper. The final grade is not curved.

**Style:** 60% Lecture, 15% Discussion, 10% Small Group Activities, 10% Student Presentation, 5% Guest Speakers.  
**Grading:** 62% mid exam, 32% reports/papers, 1% in-class presentation, 5% problem solving.

**Exam Format:** Short essay

**MICB 4171 Biology, Genetics, and Pathogenesis of Viruses A-F only, 3 credit(s); prereq [BIOC 3021, BIOL 4003, [3301 or BIOL 4004]] or instr consent ; Credit will not be granted if credit has been received for: MICB 4141W;**

**Instructor:** Schiff, Leslie Ann

**Description:** MicB 4171 is aimed at upper level undergraduates. The course content is appropriate for majors in biology,

microbiology, biochemistry and GCD. It is also recommended for graduate students in related sciences. This course is a principle-based (not a virus-by-virus) discussion of virology, emphasizing common reactions that must be completed by all viruses for successful replication within a host cell and survival and spread within a host population. The molecular basis of alternative reproductive cycles, the interactions of viruses with host organisms, and how these lead to disease will be presented with examples drawn from a set of representative animal viruses. To achieve course objectives, lectures are combined with active learning techniques and activities. We will use iClickers to engage with the material and each other. MicB 4171 has an integral WebCT site on which lecture outlines, study guides, info updates and learning prompts are posted. 4171 is IDENTICAL to 4141W with the exception that 4141W students will also participate in small group meetings, focused on writing in the discipline, and complete additional assignments. NOTE: Attached syllabus is a very preliminary draft for this year.  
**Style:** 70% Lecture, 12% Discussion, 15% Small Group Activities, 3% Guest Speakers.

**Grading:** 44% mid exam, 35% final exam, 11% written homework, 5% in-class presentation, 5% other evaluation. iClicker questions/quizzes together will count for 5% of the total achievable points.

**Exam Format:** Multiple choice, short answer, short essay. Study guides preview many of the possible essay questions.

**MICB 4235 Advanced Laboratory: Virology, Immunology, and Microbial Genetics**

**3 credit(s); prereq 3301, 4131, BIOC 3021, [[completed or concurrent] 4141W/4171];**

**Instructor:** Bresnahan, Wade A

**Description:** This laboratory course provides students with hands on training using state of the art molecular biology techniques to address fundamental questions in biology. Emphasis will be placed on techniques relating to virology, immunology, bacterial genetics, and molecular biology, however, all techniques covered in this course are widely used in all biology specialties (i.e., neurobiology, genetics, cell biology, etc). Specific topics covered in the course include DNA, RNA and protein analysis, gene cloning, virus propagation, flow cytometry, bioassays, and cell culture techniques.

**Style:** 10% Lecture, 10% Discussion, 80% Laboratory.

**Grading:** 40% mid exam, 20% final exam, 25% reports/papers, 5% quizzes, 5% written homework, 3% in-class presentation, 2% class participation.

**Exam Format:** Multiple choice, matching, true/false, short answer, and essay questions.

## Microbiology, Immunology, and Cancer Biology

1460 Mayo (Box 196 UMHC)

**MICA 8003 Immunity and Immunopathology**

**4 credit(s); prereq Upper level undergrad immunology course or instr consent ;**

**Instructor:** Jenkins, Marc

**Description:** Student may contact the instructor or department for information.

**MICA 8004 Cellular and Cancer Biology**

**A-F only, 4 credit(s); prereq [One undergrad or grad course each in [biochemistry, cell biology]] or instr consent ;**

**Instructor:** Mc Carthy, James B

**Description:** Student may contact the instructor or department for information.

**MICA 8009 Biochemical Aspects of Normal and Abnormal Cell Growth and Cell Death**

**2 credit(s); prereq 8004 or [BioC 3021, Biol 4004] or instr consent;**

**Instructor:** Ahmed PhD, Khalil

**Description:** Student may contact the instructor or department for information.

**MICA 8013 Translational Cancer Research**

**A-F only, 2 credit(s); prereq 8004 or instr consent ;**  
**Instructor:** Largaespada, David Andrew  
**Description:** Student may contact the instructor or department for information.

**MICA 8910 Seminar: Faculty Research Topics**

**S-N only, 1 credit(s), max credits 10, 10 completions allowed; prereq [MIMP or MICA] grad student or;**  
**Instructor:** Pennell PhD, Christopher A  
**Description:** Student may contact the instructor or department for information.

**MICA 8920 Seminar: Student Research Topics**

**S-N only, 1 credit(s), max credits 10, 10 completions allowed; prereq [MIMP or MICA] grad student or instr consent;**  
**Instructor:** Pennell PhD, Christopher A  
**Description:** Student may contact the instructor or department for information.

## Military Science

### 110 Armory

**MIL 104 MS I Zero Credit Lead Lab**

**A-F only, 0 credit(s); prereq Concurrent registration is required (or allowed) in 1102;**  
**Instructor:** STAFF  
**Description:** Student may contact the instructor or department for information.

**MIL 204 MS II Zero Credit Lead Lab**

**A-F only, 0 credit(s); prereq Concurrent registration is required (or allowed) in 1202;**  
**Instructor:** Crawford, Todd Robert  
**Description:** Student may contact the instructor or department for information.

**MIL 304 MS III Zero Credit Lead Lab**

**A-F only, 0 credit(s); prereq Completion of basic courses, Concurrent registration is required (or allowed) in 3302;**  
**Instructor:** Boisen, David J  
**Description:** Student may contact the instructor or department for information.

**MIL 404 MS IV Zero Credit Lead Lab**

**A-F only, 0 credit(s); prereq Completion of basic courses, Concurrent registration is required (or allowed) in 3402;**  
**Instructor:** Conway, Michael  
**Description:** Student may contact the instructor or department for information.

**MIL 1102 Introduction to Tactical Leadership**

**A-F only, 1 credit(s);**  
**Instructor:** Leonard, Doug Richard  
**Description:** Leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership attributes and core leader competencies in the context of practical, hands-on, and interactive exercises.  
**Style:** 70% Lecture, 30% Discussion.  
**Grading:** 25% mid exam, 25% final exam, 25% reports/papers, 25% quizzes.

**MIL 1202 Foundations of Tactical Leadership**

**A-F only, 2 credit(s); prereq Must enroll in lab.;**  
**Instructor:** Crawford, Todd Robert  
**Description:** Student may contact the instructor or department for information.

**MIL 3302 Applied Team Leadership**

**A-F only, 3 credit(s); prereq Two yrs of ROTC or equiv established by U.S. Army, must see Army ROTC dept officials, Concurrent registration is required (or allowed) in lab.;**  
**Instructor:** Boisen, David J  
**Description:**  
**Grading:** 10% mid exam, 10% final exam, 30% attendance, 10% reflection paper, 20% in-class presentation, 20% problem solving.

**MIL 3402 Leadership in a Complex World**

**A-F only, 3 credit(s); prereq Completion of all other military courses or Army equiv, Concurrent registration is required (or allowed) in lab;**  
**Instructor:** Conway, Michael  
**Description:** Student may contact the instructor or department for information.

**MIL 3502 Marksmanship Training Programs**

**A-F only, 2 credit(s); prereq MS [III or IV] cadet;**  
**Instructor:** Lykens, David A  
**Description:** Student may contact the instructor or department for information.

**MIL 3970 Military History**

**A-F only, 3 credit(s);**  
**Instructor:** Leonard, Doug Richard  
**Description:** General overview of all wars fought by the United States from our Revolutionary War to today's Global War on Terrorism. Military tactics as well as wars' impact on society will be covered. Course consists of 2 exams, 2 papers to write, and 700 pages of reading in the text books.  
**Style:** 50% Lecture, 30% Discussion, 20% Guest Speakers. Lectures are Tuesdays from 5pm-8pm in Armory room 116A.  
**Grading:** 20% mid exam, 20% final exam, 35% reports/papers, 25% written homework.

## Modern Greek

### 214 Social Sciences Tower

**MDGK 1002 Beginning Modern Greek II**

**4 credit(s); prereq 1001 or instr consent;**  
**Instructor:** Stavrou, Theofanis G  
**Description:** Student may contact the instructor or department for information.

**MDGK 1004 Intermediate Modern Greek II**

**4 credit(s); prereq 1003 or instr consent;**  
**Instructor:** Stavrou, Soterios G  
**Description:** Student may contact the instructor or department for information.

## Molecular Cellular Developmental

### Biol and Genetics

#### 250 Biological Sciences

**MCDG 8900 Student Research Seminar**

**S-N only, 1 credit(s), max credits 10, 10 completions allowed; prereq Grad MCDG or BMBB major dept consent ;**  
**Instructor:** Conklin, Kathleen F  
**Description:** Student may contact the instructor or department for information.

**MCDG 8910 Journal Presentations**

**S-N only, 1 credit(s), max credits 2; prereq Grad MCDG or BMBB major or dept consent ;**  
**Instructor:** Shaw, Jocelyn E  
**Description:** Student may contact the instructor or department for information.

for information.

**MCDG 8950 Teaching Practicum**

**S-N only, 1 credit(s), max credits 2; prereq Grad MCDG major or dept consent;**

**Instructor:** Conklin,Kathleen F

**Description:** Student may contact the instructor or department for information.

**MCDG 8994 Research**

**S-N only, 1-5 credit(s), max credits 10, 10 completions allowed; prereq MCDG grad student or dept consent;**

**Instructor:** Conklin,Kathleen F

**Description:** Student may contact the instructor or department for information.

## Mortuary Science

*A-275 Mayo (Box 740)*

**MORT 3005 History of Funeral Service**

**A-F only, 2 credit(s);**

**Instructor:** Mathews,Michael Clark

**Description:** Student may contact the instructor or department for information.

**MORT 3014 Funeral Service Rules and Regulations**

**A-F only, 2 credit(s); prereq Mortuary science major;**

**Instructor:** Mathews,Michael Clark

**Description:** Student may contact the instructor or department for information.

**MORT 3016 Funeral Service Marketing and Merchandising**

**A-F only, 3 credit(s); prereq Mortuary science major;**

**Instructor:** Woosley,Angela

**Description:** Student may contact the instructor or department for information.

**MORT 3019 Funeral Practice II**

**A-F only, 3 credit(s); prereq 3018, mortuary science major;**

**Instructor:** Mathews,Michael Clark

**Description:** Student may contact the instructor or department for information.

**MORT 3022W Funeral Service Arrangements**

**A-F only, 3 credit(s); prereq 3018, 3021W; Meets CLE req of Writing Intensive;**

**Instructor:** Woosley,Angela

**Description:** Student may contact the instructor or department for information.

**MORT 3030 Funeral Service Law**

**A-F only, 2 credit(s); prereq 3025;**

**Instructor:** Meslow,Doug

**Description:** Student may contact the instructor or department for information.

**MORT 3050 Pathology**

**A-F only, 3 credit(s); prereq General biology course w/ lab;**

**Instructor:** Mathews,Michael Clark

**Description:** Student may contact the instructor or department for information.

**MORT 3051 Restorative Art**

**A-F only, 2 credit(s); prereq [3171 or Concurrent registration is required (or allowed) in 3171], Concurrent registration is required (or allowed) in 3061, mortuary science major;**

**Instructor:** LaCourt,Jody Lynn

**Description:** Student may contact the instructor or department for information.

**MORT 3061 Embalming Theory**

**A-F only, 3 credit(s); prereq [3171 or Concurrent registration**

**is required (or allowed) in 3171], Concurrent registration is required (or allowed) in 3051, mortuary science major;**

**Instructor:** LaCourt,Jody Lynn

**Description:** Student may contact the instructor or department for information.

**MORT 3065 Embalming Chemistry**

**A-F only, 3 credit(s); prereq Intro course in general chemistry;**

**Instructor:** Mathews,Michael Clark

**Description:** Student may contact the instructor or department for information.

**MORT 3090 Independent Study Project**

**1-15 credit(s), max credits 30; prereq Mortuary science major;**

**Instructor:** LuBrant,Michael P

**Description:** Student may contact the instructor or department for information.

**MORT 3091W Independent Study in Funeral Service**

**1-4 credit(s), max credits 4, 3 completions allowed; prereq Mortuary science major; Meets CLE req of Writing Intensive;**

**Instructor:** LuBrant,Michael P

**Description:** Student may contact the instructor or department for information.

**MORT 3151 Restorative Art Laboratory**

**S-N only, 1 credit(s), max credits 2; prereq [3171 or Concurrent registration is required (or allowed) in 3171], Concurrent registration is required (or allowed) in 3051, mortuary science major;**

**Instructor:** LaCourt,Jody Lynn

**Description:** Student may contact the instructor or department for information.

**MORT 3161 Embalming Laboratory**

**S-N only, 1 credit(s), max credits 2; prereq [3171 or Concurrent registration is required (or allowed) in 3171], Concurrent registration is required (or allowed) in 3061, mortuary science major;**

**Instructor:** LaCourt,Jody Lynn

**Description:** Student may contact the instructor or department for information.

**MORT 3171 Human Anatomy Laboratory**

**A-F only, 2 credit(s); prereq 3 cr of biology, 3 cr of human anatomy; limited space for non-mortuary science majors;**

**Instructor:** McArthur,Angela M

**Description:** Student may contact the instructor or department for information.

**MORT 3379 Clinical Funeral Service Rotation**

**S-N only, 3 credit(s), max credits 9, 3 completions allowed; prereq 3021W, 3051, 3061, 3151, 3161, 3171, 3370, mortuary science major;**

**Instructor:** Woosley,Angela

**Description:** Student may contact the instructor or department for information.

**MORT 3380 Funeral Service Practicum**

**S-N only, 8 credit(s); prereq Mortuary science major who has completed all other coursework;**

**Instructor:** LuBrant,Michael P

**Description:** Student may contact the instructor or department for information.

## Moving Image Studies

*235 Nicholson Hall*

**MIMS 5002 Advanced Film Analysis**

**A-F only, 0-4 credit(s), max credits 4, 1 completion allowed;**

**prereq Grad student status;****Instructor:** Lovejoy,Alice Osborne

**Description:** This course, one of the requirements for the MIMS graduate minor, will explore the practice, history, and critical/theoretical stakes of the technique of close analysis, and apply this technique to a single film. Over the course of the semester, students will unpack and interpret the various formal and institutional dimensions of the chosen film--its narrative, camerawork, editing, sound design, dialogue, distribution/exhibition/reception, production history, graphics, etc.--as well as its component scenes, with the goal of collectively producing a comprehensive close reading. The course will also ask how, and why, close analysis has been used in various critical/scholarly discourses, and study analyses of films of various genres, modes, times and places. As this is an advanced course, prior experience in cinema and media studies, particularly with cinema's formal vocabulary, is expected. Because we will be working together to analyze the chosen film, students will be expected to participate actively in class discussion, online forums, and group work.

**MIMS 8003 Historiography of the Moving Image****A-F only, 3 credit(s);****Instructor:** Hueser,Rembert

**Description:** Student may contact the instructor or department for information.

**Museum Studies***300 Bell Museum***MST 5012 Museum Practices****A-F only, 3 credit(s); prereq 5011 or instr consent;****Instructor:** King,Lyndel Irene

**Description:** Student may contact the instructor or department for information.

**MST 5020 Internship****S-N only, 1-4 credit(s), max credits 32, 32 completions****allowed; prereq 5011, 5012, dept consent;****Instructor:** King,Lyndel Irene

**Description:** Student may contact the instructor or department for information.

**MST 5020 Internship****S-N only, 1-4 credit(s), max credits 32, 32 completions****allowed; prereq 5011, 5012, dept consent;****Instructor:** Murdock,Gordon Robert

**Description:** The student arranges an internship experience which may be paid or unpaid at an established museum (institution which maintains and uses research collections in most cases). The project must involve the student in professional activity under the direct supervision of a museum professional. The project must be approved by the instructor before permission to enroll will be given. Proposal forms and guidelines are available from the instructor. Credit is proportional to the size of the task (hours/week or total hours).

**Style:** internship experience

**Grading:** 60% reports/papers, 40% other evaluation. evaluation of work supervisor

**Music***100 Ferguson Hall***MUS 1001 Fundamentals of Music****3 credit(s); prereq For non-music majors;****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.)

**Style:** 66% Lecture, 33% Laboratory.

**Grading:** 10% mid exam, 15% final exam, 10% reports/papers, 20% quizzes, 20% laboratory evaluation, 25% problem solving.

**Exam Format:** Multiple choice and written answer; written and aural examination

**MUS 1001 Fundamentals of Music****3 credit(s); prereq For non-music majors;****Instructor:** Damschroder,David A

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions.

Perhaps you assumed that you could complete a music fundamentals course just by reading and memorizing facts. Not in this course! If it helps, keep in mind that the only person who will hear your singing will be the instructor. And remember, you will not be evaluated for the quality of your voice, but only on whether you can sing the right notes at the right times. After you have completed this course, you should be able to: --read and write pitch notation in treble or bass clef; --read and write music in a variety of meters; --name and construct intervals, scales, and chords; --analyze a chord progression; --distinguish the sound of one interval, triad, or scale from another; --perform melodies written in a variety of keys and meters, by both singing and playing the piano; and --perform rhythmic notation accurately.

**Style:** This is a printed, correspondence section.

**Grading:** Written assignments 120 pts. Performance assignments 120 Course projects 60 Midcourse examination 100 Final examination 100 TOTAL 500

**Exam Format:** Supervised, in-person (not online) exams.

**MUS 1013 Rock I: The Historical Origins and Development of Rock Music to 1970****A-F only, 3 credit(s); Meets CLE req of Arts/Humanities;****meets CLE req of Diversity and Soc Justice US;****Instructor:** Lubet,Alex J

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Rock music has been an enormously influential and reflexive social force. It is thus common in higher education to study rock primarily as sociology, history, English literature, and fashion--seemingly as anything but the music that is its essence. This course is an exception. Rock music is examined here principally as music--by a practicing musician. This by no means implies that rock's powerful social implications will be ignored, only that the potency of its social energy emanates from its uniquely compelling sound. For the purposes of this course, rock music will be construed to include all youth-based and youth-inspired American and American-influenced popular music of the era roughly spanning 1950 to 1970. We include both African-American and European-American styles, as well as styles bearing the influences of other ethnic groups.

**Style:** Online

**Grading:** Song Analysis--12% In My Life Essays--36% Come Together Essays--48% Discussion Questions--4%

**MUS 1014 Rock II: Rock Music from 1970 to the Present****3 credit(s); Meets CLE req of Arts/Humanities; meets CLE****req of Diversity and Soc Justice US;****Instructor:** Mercer-Taylor,Peter J

**Description:** For non-majors (no prior knowledge of music required or assumed). This course takes up the history of rock around 1970, toward the end of what many consider its Golden Age. From the emergence of "progressive" rock in the early '70s, we will trace the course of rock and related styles to the present

day, considering punk, new wave, heavy metal, hip-hop, alternative, grunge, and a range of repetitive, technology-driven styles (house, techno, etc.). Most of our attention will be focused on how rock functions as a musical style, and how the structure and language of its music interact with what it appears to be trying to say. But we will consider, as well, the uses to which rock and related styles have been put through this period, how they have contributed to ideas of youth culture, race identity, gender identity, and other social formations. The music of the course is considered within its broader cultural context, as well, and you should come prepared to watch movies, read a couple of short novels, dissect music videos, and surf the Web.

**Style:** 60% Lecture, 40% Discussion.

**Grading:** 20% mid exam, 30% final exam, 40% reports/papers, 10% class participation.

**Exam Format:** Short-answer questions and brief essays

#### **MUS 1015 Music and Movies: The Use and Representation of Music and Musicians in Film in a Global Context**

**A-F only, 4 credit(s);**

**Instructor:** Lubet, Alex J

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Most courses and texts on music and film tend to dwell almost exclusively upon a single genre and a single relationship (e.g., How the underscoring can enhance the action, mood, or character portrayal in a particular genre--be it drama, romance, or comedy). It has always been the norm to place limitations on the relationship between music and film.

Specialized disciplines have produced numerous masterpieces, and we will not ignore them in this course. However, the relationship between music and film is far more complex than this and begs to be explored more fully. In particular, the depiction of music and musicians on-screen has been enormously common. It has been exceptionally useful in conveying plot, characterization, archetypes, and even in symbolizing entire cultures and "types."

**Style:** Online

**Grading:** 25% final exam, 50% reports/papers, 25% special projects. See syllabus for complete grading information.

**Exam Format:** Take-home exam

#### **MUS 1021 Introduction to Music**

**3 credit(s); Credit will not be granted if credit has been received for: MUS 3021; Meets CLE req of Arts/Humanities;**

**Instructor:** 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.

**Style:** 85% Lecture, 15% Discussion.

**Grading:** 50% mid exam, 40% final exam, 10% other evaluation. attendance

**Exam Format:** Identification and short-answer questions.

#### **MUS 1051 Class Piano for Nonmusic Majors I**

**OPT No Aud, 2 credit(s);**

**Instructor:** STAFF

**Description:** A beginning course for non-music majors with little or no keyboard background. Emphasis on basic functional skills, such as reading, harmonizing, playing by ear and improvising, along with basic technique, elementary repertoire, and music theory (written). Taught by graduate assistants in an electronic multi-piano lab. Includes lecture, group and individual performance, and some individual instruction. Outside practice is required. Practice rooms may be rented through the School of Music. Text: Contemporary Class Piano, 7th ed. by Elyse Mach. Mus 1051 covers Units 1-5, including intervals up to a fifth, major scales and key signatures, major and minor 5-finger patterns and triads, and accompaniments using I, IV and V7 chords.

**Style:** 10% Lecture, 90% Laboratory.

**Grading:** 20% mid exam, 25% final exam, 40% quizzes, 10%

class participation, 5% other evaluation. two written projects

**Exam Format:** Individual keyboard performance (plus some written theory).

#### **MUS 1052 Class Piano for Non Music Majors II**

**OPT No Aud, 2 credit(s);**

**Instructor:** STAFF

**Description:** Continuation of Mus 1051. Emphasis on basic functional skills, such as reading, harmonizing, playing by ear and improvising, along with basic technique, elementary repertoire, and music theory (written). Taught by graduate assistants in an electronic multi-piano lab. Includes lecture, group and individual performance, and some individual instruction. Outside practice is required. Practice rooms may be rented through the School of Music. Text: Contemporary Class Piano, 7th ed. by Elyse Mach. Mus 1052 begins with a review of Mus 1051 and covers Units 6-10, including major and minor scales; intervals up to an octave; accompaniment styles; ABA form; syncopation; secondary chords; pedaling; other scale forms; harmonizing with I, IV, and V7 in minor; jazz styles; 2-hand accompaniments; and major and minor 7th chords.

**Style:** 10% Lecture, 90% Laboratory.

**Grading:** 20% mid exam, 25% final exam, 5% special projects, 40% quizzes, 10% class participation.

**Exam Format:** Individual keyboard performance (plus some written theory).

#### **MUS 1152 Piano: Class Lessons II**

**A-F only, 2 credit(s); prereq instr consent ;**

**Instructor:** STAFF

**Description:** Continuation of MUS 1151, a beginning course for freshman music majors or minors with limited keyboard background. Co-requisite for freshman music theory. Taught by graduate assistants in an electronic piano lab. Emphasis is on functional skills, such as reading, transposing, harmonizing, improvising, and playing by ear, along with keyboard theory, technique, and repertoire. Includes lecture, group and individual performance, and some individual instruction. Text: Keyboard Musician by Lyke. 1152 covers chapters 5-8. Students with previous piano background should contact the School of Music for information regarding placement or credit by exam.

**Style:** 10% Lecture, 90% Laboratory.

**Grading:** 25% mid exam, 25% final exam, 30% quizzes, 20% class participation.

**Exam Format:** Individual keyboard performance.

#### **MUS 1156 Keyboard Skills II**

**A-F only, 2 credit(s); prereq 1155, instr consent;**

**Instructor:** STAFF

**Description:** Continuation of MUS 1155, a functional piano skills course for freshman keyboard majors and other music majors with extensive keyboard background, to be taken with freshman music theory. Emphasis is on reading, transposing, harmonizing, improvising, and playing by ear, along with keyboard theory, technique, and music learning skills. Taught in an electronic piano lab. Text: Harmonization at the Piano (6th ed.) by Frackenpohl, plus supplementary materials. 1522 covers chapters 8-13 plus vocal and instrumental score reading and jazz chording.

**Style:** 10% Lecture, 90% Laboratory.

**Grading:** 30% mid exam, 30% final exam, 30% quizzes, 10% class participation.

**Exam Format:** Individual keyboard performance.

#### **MUS 1471 Guitar: Class Lessons I**

**A-F only, 2 credit(s);**

**Instructor:** STAFF

**Description:** Fundamentals for the beginning guitarist; progressive development of skills. Beginning finger-style technique. Introductory sight-reading skills. Emphasis on performance, practice methods, posture, and sound production. Students must furnish an acoustic guitar, preferably a nylon-string guitar.

**Style:** 40% Lecture. in-class performance

**Grading:** 25% mid exam, 25% final exam, 50% class participation.

**Exam Format:** performance

**MUS 1501 Theory and Analysis of Tonal Music I**

**A-F only, 2 credit(s); prereq dept consent ;**

**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.

**Style:** 40% Lecture, 40% Discussion, 20% Laboratory.

**MUS 1502 Theory and Analysis of Tonal Music II**

**A-F only, 2 credit(s); prereq [[1501, 1511] with grade of at least C-] or diagnostic test administered by School of Music;**

**Instructor:** Gopinath,Sumanth S

**Description:** Student may contact the instructor or department for information.

**MUS 1512 Ear-Training and Sight-Singing II**

**A-F only, 1 credit(s); prereq [[1501, 1511] with grade of at least C- or diagnostic exam administered by School of Music], [music major or instr consent ];**

**Instructor:** Gopinath,Sumanth S

**Description:** Student may contact the instructor or department for information.

**MUS 1804 World Music**

**3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Global Perspectives;**

**Instructor:** STAFF

**Description:** If you love music, this is the course for you. The only prerequisite is curiosity. Whether you have musical training or not, music is an integral part of your life. You are not only surrounded by it, but you use it to define who you are and what you value in life. This is a great opportunity for non-music majors to get introduced to music from a world music perspective. Explore this exciting world and gain a crosscultural understanding of basic musical elements (rhythm, harmony, melody, texture, and timbre). You will be taken on a musical tour around the globe, focusing on a small number of representative cultures. Our goal is to understand how each representative musical case study fits into a larger cultural, social, and political context. What does it mean to be a musician? How do people conceptualize music? How does music relate to a culture's daily life and understanding of the universe? These are some of the questions we will be addressing. This course will broaden your horizons and sharpen your critical thinking. You will also have some hands-on musical experiences (you will not be evaluated on the basis of your musical ability). Using musical case studies from around the world, we will explore differences in aesthetics that stem from different lifestyles and values. The course objectives will be accomplished through lectures, video viewing, lots of listening, some hands-on musical experience, selected readings, and assigned concert attendance.

**MUS 1905 Topics: Freshman Seminar: Bob Dylan**

**A-F only, 3 credit(s); prereq freshman;**

**Instructor:** Lubet,Alex J

**Description:** This seminar is an examination of the contributions of Bob Dylan, one of the world's great artists, mostly to music, but also to literature, film, and the visual arts. Readings are both assigned and student-selected. Class sessions include discussion, listening to music, and viewing videos, concert footage, films and documentaries. Assignments include a Dylan journal with weekly sharing? (weekly entries, 2-3 pages) and a final paper with a finals-week seminar presentation on a student-chosen, instructor-approved topic (ca. 10 pages). No exams. This is Dr. Lubet's third Dylan class. His 2007 offering of this seminar was his best-received course ever in 30 years of teaching at the U of M.

**MUS 3021 Introduction to Music**

**3 credit(s); Credit will not be granted if credit has been received for: MUS 1021; Meets CLE req of Arts/Humanities;**

**Instructor:** 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.

**Style:** 85% Lecture, 15% Discussion.

**Grading:** 42% mid exam, 32% final exam, 16% reports/papers, 10% other evaluation. attendance

**Exam Format:** Identification and short-answer questions

**MUS 3029 American Music Cultures**

**3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US;**

**Instructor:** Currie,Scott

**Description:** Student may contact the instructor or department for information.

**MUS 3045 The Avant-Garde**

**A-F only, 3 credit(s);**

**Instructor:** Lubet,Alex J

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid information. No one can truly "appreciate" music without the experiences of performance and composition. Taking as a point of departure the Avant-Garde's notions that all sounds are potentially musical and that all people are potentially musicians--ideas that are also among my most cherished musical beliefs--you will be asked to create a musical "performance event" that includes at least one of your own original compositions. While you may at first doubt your ability to accomplish this formidable artistic endeavor, let me assure you that, based on my years of experience teaching this course, you can do this and you will enjoy it! You may like it so much that, long after you have completed this course, you may, like several of my students, come to think of yourself as a composer and musician and continue to create and perform works of sonic art. Nothing would please me more.

**Style:** Online

**Grading:** Course Completion Calendar (1%) Seven journal assignments (49%) Final project (50%)

**MUS 3230 Chorus**

**1-2 credit(s), max credits 16, 8 completions allowed; prereq Choral and/or instrumental music background, audition, instr consent ;**

**Instructor:** Olson,Matthew J

**Description:** Student may contact the instructor or department for information.

**MUS 3230 Chorus**

**1-2 credit(s), max credits 16, 8 completions allowed; prereq Choral and/or instrumental music background, audition, instr consent ;**

**Instructor:** Culloton,Matthew Richard

**Description:** Student may contact the instructor or department for information.

**MUS 3230 Chorus**

**1-2 credit(s), max credits 16, 8 completions allowed; prereq Choral and/or instrumental music background, audition, instr consent ;**

**Instructor:** Hayes,W. Bryce

**Description:** Student may contact the instructor or department for information.

**MUS 3230 Chorus**

**1-2 credit(s), max credits 16, 8 completions allowed; prereq Choral and/or instrumental music background, audition, instr consent ;**



**Instructor:** Owen, Christopher

**Description:** Student may contact the instructor or department for information.

**MUS 3242 Vocal Literature (French Melodie) and Pedagogy**  
**A-F only, 1 credit(s); prereq [Vocal music or accompanying major], 2 yrs of music theory/history;**

**Instructor:** Zaro-Mullins, Wendy

**Description:** Student may contact the instructor or department for information.

**MUS 3261 Italian Diction for Singers**

**A-F only, 1 credit(s); prereq Voice or choral music major, concurrent enrollment in applied voice;**

**Instructor:** Zawisza, Philip David

**Description:** Student may contact the instructor or department for information.

**MUS 3264 French Diction for Singers**

**A-F only, 1 credit(s); prereq Voice or choral music major, concurrent enroll in applied voice;**

**Instructor:** Zabala, Adriana

**Description:** Student may contact the instructor or department for information.

**MUS 3331 Jazz Improvisation I**

**A-F only, 2 credit(s); prereq Music major or instr consent ;**

**Instructor:** Sorenson, Dean Patrick

**Description:** Jazz Improv I allows students to experience and learn about the basics of jazz improvisation. Classic jazz tunes are used as the core curriculum, and students will play on these tunes regularly as they receive instruction on chord symbol interpretation, chord/scale relationships, and jazz solo construction. Students will also transcribe a classic jazz solo of their choosing, and perform the transcription for the class. Players of all instruments, including vocalists, are welcome.

**Style:** 20% Lecture, 10% Discussion, 70% Student Presentation.

**Grading:** 20% final exam, 20% special projects, 20% attendance, 40% in-class presentation. "In Class Participation" refers to the weekly homework that will be assigned. These assignments will be performed for the class and graded accordingly.

**Exam Format:** The final exam will be very similar to the weekly performances. It should be a culmination of all that has been studied over the entire semester

**MUS 3340 Jazz Ensemble**

**A-F only, 1 credit(s), max credits 8, 8 completions allowed; prereq Audition, instr consent;**

**Instructor:** Sorenson, Dean Patrick

**Description:** The University Jazz Ensembles play a wide variety of big band repertoire and perform for many events, both on and off campus. Entrance is limited to instruments that are traditionally a part of the big band: trumpet, trombone, saxophone, piano, guitar, bass, drums, and percussion. Placement is by audition, and registration is not permitted until after an audition has taken place.

**Style:** Rehearsal/performance

**MUS 3350 Jazz Combo**

**A-F only, 1 credit(s), max credits 8, 8 completions allowed; prereq Audition, instr consent;**

**Instructor:** STAFF

**Description:** Jazz combos study a wide range of small group jazz literature. Time is also spent on improvisation and performance practice concepts. Performances are scheduled each semester. Ensembles are open to music majors and non-music majors, and auditions are required. Students are placed according to their ability and experience.

**Style:** performance/rehearsal

**MUS 3400 University and Campus Bands**

**2 credit(s), max credits 20, 10 completions allowed;**

**Instructor:** Diem, Timothy W

**Description:** The Campus Band is a laboratory course designed for undergraduate and graduate students representing a wide

variety of academic disciplines across campus. The goal of this organization is to provide students with high level musical experiences through the study of works for large wind band. The group performs twice during the semester. No audition is necessary.

**Style:** rehearsal

**Grading:** rehearsal preparation and performance

**MUS 3400 University and Campus Bands**

**2 credit(s), max credits 20, 10 completions allowed;**

**Instructor:** Nolan, Shanti Catherine

**Description:** Student may contact the instructor or department for information.

**MUS 3400 University and Campus Bands**

**2 credit(s), max credits 20, 10 completions allowed;**

**Instructor:** Allen, Eric Matthew

**Description:** Student may contact the instructor or department for information.

**MUS 3401 Basic Conducting**

**A-F only, 2 credit(s); prereq 1502, music major;**

**Instructor:** Luckhardt, Jerry M

**Description:** Establishment and development of basic conducting skills is the goal with an emphasis on baton technique, nonverbal communication, the role of the conductor and the initial stages of score study. This course is available to all music majors who have completed Mus 3501 or an equivalent.

**Style:** 20% Lecture, 80% Laboratory.

**Grading:** 10% mid exam, 20% final exam, 20% reports/papers, 50% class participation.

**Exam Format:** multiple choice and essay

**MUS 3401 Basic Conducting**

**A-F only, 2 credit(s); prereq 1502, music major;**

**Instructor:** Neal, Alicia M

**Description:** Establishment and development of basic conducting skills is the goal with an emphasis on baton technique, nonverbal communication, the role of the conductor and the initial stages of score study. This course is available to all music majors who have completed Mus 3501 or an equivalent.

**Style:** 20% Lecture, 80% Laboratory.

**Grading:** 10% mid exam, 20% final exam, 20% reports/papers, 50% class participation.

**Exam Format:** multiple choice and essay

**MUS 3410 University Wind Bands**

**A-F only, 1 credit(s), max credits 14, 14 completions allowed; prereq Audition, instr consent;**

**Instructor:** Luckhardt, Jerry M

**Description:** A music ensemble of select wind and percussion players. The ensemble includes a number of undergraduate and graduate majors from other disciplines. Symphonic band performs 4 to 5 concerts each academic year. Admission is by audition only.

**Style:** rehearsal

**Grading:** rehearsal preparation and performance

**MUS 3410 University Wind Bands**

**A-F only, 1 credit(s), max credits 14, 14 completions allowed; prereq Audition, instr consent;**

**Instructor:** Kirchhoff, Craig J

**Description:** A select ensemble comprising the University's finest graduate and undergraduate wind and percussion musicians. Performs 5 to 6 concerts on and off campus each academic year. Admission by audition only.

**Style:** rehearsal

**Grading:** rehearsal preparation and performance

**MUS 3420 Orchestra**

**A-F only, 1 credit(s), max credits 8, 8 completions allowed; prereq Audition, instr consent;**

**Instructor:** Smith, Mark Russell

**Description:** Student may contact the instructor or department

for information.

#### **MUS 3430 Campus Orchestra**

**2 credit(s), max credits 16, 8 completions allowed; prereq Non-music major or unable to register for University Orchestra;**

**Instructor:** Specht, Jeffrey Frederick

**Description:** Student may contact the instructor or department for information.

#### **MUS 3440 Chamber Ensemble**

**A-F only, 1 credit(s), max credits 8, 8 completions allowed; prereq instr consent;**

**Instructor:** STAFF

**Description:** Chamber ensembles provide an opportunity for music majors to study and perform chamber music (generally works for three or more instruments) with a faculty coach. There is at least one public performance by each group during the semester. Qualified non-music majors may be permitted to register for chamber music with instructor permission following an audition. For information regarding participation in the School of Music chamber music program, please see:

<http://www.music.umn.edu/enscomp/chamber.php>

**Style:** 100% Laboratory.

**Grading:** performances

#### **MUS 3490 Athletics Bands**

**A-F only, 1 credit(s), max credits 16, 16 completions allowed; prereq instr consent ;**

**Instructor:** Diem, Timothy W

**Description:** Three Athletic Pep bands, which play for men's hockey and basketball and women's volleyball, basketball and hockey, begin in September. Each band will perform 25 - 30 times throughout the year including regular season and post season events. Audition is required and are held in early September for formation of the three groups. Year-long participation is required.

#### **MUS 3490 Athletics Bands**

**A-F only, 1 credit(s), max credits 16, 16 completions allowed; prereq instr consent ;**

**Instructor:** Neal, Alicia M

**Description:** Three Athletic Pep bands, which play for men's hockey and basketball and women's volleyball, basketball and hockey, begin in September. Each band will perform 25 - 30 times throughout the year including regular season and post season events. Audition is required and are held in early September for formation of the three groups. Year-long participation is required.

#### **MUS 3502 Theory and Analysis of Tonal Music IV**

**A-F only, 2 credit(s); prereq [[3501, 3511] with grade of at least C-] or diagnostic test administered by School of Music;**

**Instructor:** Damschroder, David A

**Description:** The fourth semester of a four-semester sequence of courses devoted to tonal music theory. The focus of these courses is on analysis of music of the eighteenth and nineteenth centuries, part-writing (learning how to write music in historical styles), and skills including: sight-singing, ear-training, and keyboard performance. Music 3502 is intended primarily for undergraduate music majors. It may also be elected by graduate music majors to remedy deficiencies (though the course does NOT offer graduate credit).

**Style:** 25% Lecture, 50% Discussion, 25% Laboratory.

**Grading:** 30% mid exam, 30% final exam, 15% quizzes, 10% problem solving, 15% other evaluation. auditions

**Exam Format:** essay

#### **MUS 3512 Ear-Training and Sight-Singing IV**

**A-F only, 1 credit(s); prereq [[3501, 3511] with a grade of at least C- or diagnostic exam administered by School of Music], [music major or instr consent ];**

**Instructor:** Damschroder, David A

**Description:** Student may contact the instructor or department for information.

#### **MUS 3601W History of Western Music I**

**A-F only, 3 credit(s); prereq dept consent; Meets CLE req of Writing Intensive;**

**Instructor:** Harness, Kelley A

**Description:** This is the first course in the undergraduate music history sequence. We will study music composed over a very broad time span, ca. 800 to 1700, looking at the works' musical structures within the larger contexts of musical style, social/political significance, and broad aesthetic and philosophical movements. Because this is a writing intensive (WI) course, both formal and informal writing assignments will constitute a significant percentage (one-third) of the grade. In addition to essay questions on exams, students will complete three short assignments which deal with writing issues (e.g., how and when to create footnotes and bibliographies) and two longer papers. The first of the longer papers will deal with issues of performance in early music, while the second will involve analysis of an individual work. Students are required to purchase the following textbooks: Grout, Donald Jay and Palisca, Claude V. . A History of Music. 5th ed. New York: W.W. Norton, 1996 [this book will be used for the entire three-semester sequence] Palisca, Claude V., ed. Norton Anthology of Western Music and accompanying recordings. 3rd ed. 2 vols. New York: W. W. Norton, 1996. The course is intended primarily for undergraduate music majors; other undergraduate students may enroll with the instructor's permission.

**Style:** 75% Lecture, 25% Discussion.

**Grading:** 33% mid exam, 17% final exam, 33% reports/papers, 17% quizzes.

**Exam Format:** Listening ID, short answer, essay

#### **MUS 3603W History of Western Music III**

**A-F only, 3 credit(s); prereq [[3501 3511, 3602] with a grade of at least C-, music major] or instr consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Grayson, David Alan

**Description:** Student may contact the instructor or department for information.

#### **MUS 3950 Topics in Music: Marching Band Techniques**

**2 credit(s), max credits 15, 5 completions allowed;**

**Instructor:** Diem, Timothy W

**Description:** Student may contact the instructor or department for information.

#### **MUS 5102 Piano Pedagogy II**

**2 credit(s); prereq 8 cr in MusA 1301 or MusA 1401 or instr consent;**

**Instructor:** Shockley, Rebecca P

**Description:** Continuation of Mus 5101 Piano Pedagogy I. Demonstration and discussion of teaching techniques, methods, and materials for group and individual instruction. Emphasis on the intermediate to advanced levels. Includes observation, reading, discussion, class presentations, and hands-on experience. Text: The Well-Tempered Keyboard Teacher, 2nd ed., by Uszler et al., plus supplementary course packet. Intended for piano majors or for pianists with prior piano teaching experience. Prereq two years of college-level applied piano instruction or #. Open to non-degree students through Extension.

**Style:** 25% Lecture, 25% Discussion, 25% Laboratory. student oral reports

**Grading:** 20% mid exam, 20% final exam, 20% reports/papers, 20% in-class presentation, 20% class participation.

**Exam Format:** essay

#### **MUS 5150 Body Awareness in Activity: The Alexander Technique for Musicians**

**2 credit(s), max credits 4;**

**Instructor:** McCullough, Brian

**Description:** The Alexander Technique is a century-old technique used by musicians and others as a means of solving performance problems and achieving greater potential. For musicians, the interplay of the unconscious habits and body mechanics of daily "use of the self" strongly affect tone production and technical ease. The Alexander Technique provides tools to enhance fundamental coordination leading to

improved performance and reduction in stage fright and musculoskeletal pain. The texts used are: "Indirect Procedures--A Musician's Guide to the Alexander Technique" by Pedro de Alcantara; and "Mind and Muscle" by Elizabeth Langford (available on reserve in library). Class discussions will center on assigned readings and each student will be responsible for two short papers on selected portions of the texts. Also open to non-musicians.

**Style:** 10% Lecture, 25% Film/Video, 25% Discussion, 25% Laboratory, 15% Demonstration. individual work with students  
**Grading:** 33% reports/papers, 33% attendance, 33% class participation.

#### **MUS 5152 Organ Literature II**

**A-F only, 3 credit(s); prereq 3502, 3603, sr or grad or instr consent;**

**Instructor:** Billmeyer, Dean W

**Description:** Student may contact the instructor or department for information.

#### **MUS 5182 Advanced Piano Literature II**

**A-F only, 2 credit(s); prereq grad piano major or instr consent;**

**Instructor:** Shaw, Paul Magnus

**Description:** Student may contact the instructor or department for information.

#### **MUS 5230 Chorus**

**1-2 credit(s), max credits 16, 8 completions allowed; prereq Choral and/or instrumental music background; audition, instr consent ;**

**Instructor:** Olson, Matthew J

**Description:** Student may contact the instructor or department for information.

#### **MUS 5230 Chorus**

**1-2 credit(s), max credits 16, 8 completions allowed; prereq Choral and/or instrumental music background; audition, instr consent ;**

**Instructor:** Culloton, Matthew Richard

**Description:** Student may contact the instructor or department for information.

#### **MUS 5230 Chorus**

**1-2 credit(s), max credits 16, 8 completions allowed; prereq Choral and/or instrumental music background; audition, instr consent ;**

**Instructor:** Hayes, W. Bryce

**Description:** Student may contact the instructor or department for information.

#### **MUS 5230 Chorus**

**1-2 credit(s), max credits 16, 8 completions allowed; prereq Choral and/or instrumental music background; audition, instr consent ;**

**Instructor:** Owen, Christopher

**Description:** Student may contact the instructor or department for information.

#### **MUS 5240 University Singers**

**A-F only, 1 credit(s), max credits 8, 8 completions allowed; prereq Audition, instr consent ;**

**Instructor:** Romey, Kathy Saltzman

**Description:** Student may contact the instructor or department for information.

#### **MUS 5250 Opera Workshop and Ensemble**

**A-F only, 2 credit(s), max credits 16, 8 completions allowed; prereq audition, instr consent ;**

**Instructor:** Walsh, David Allan

**Description:** Section 1 of Opera Workshop is designed to provide performance-oriented opera and music theatre singers with theoretical and practical instruction in opera stagecraft. The course will combine theatre games and exercises, improvisations, script readings, plus rehearsal of selected opera and music theatre repertoire appropriate to the skill development

of the individual student. The 'non-production' nature of this course means that the student has the possibility of exploring and 'trying things out'. Section 2 of Opera Workshop will include participation in the chorus of Opera Theatre productions, where appropriate. Participation in this class (either section) will be determined through an audition process, and/or interview with the instructor, and will be restricted to graduate students and juniors/seniors in the undergraduate programme (exceptions to this restriction may be made on an individual basis, in discussion with the instructor)."

**Style:** 20% Discussion. Practical instruction in stagecraft

**Grading:** 20% in-class presentation, 80% class participation.

**Exam Format:** There are no formal exams. The in-class participation and the presentation of improvs, script readings and scene studies will be the basis for grading the students accomplishments and progress.

#### **MUS 5272 Diction for Singers II**

**A-F only, 2 credit(s); prereq 12 cr MusA 1304 or grad music major or instr consent;**

**Instructor:** Zawisza, Philip David

**Description:** Student may contact the instructor or department for information.

#### **MUS 5275 Vocal Pedagogy I**

**3 credit(s); prereq Sr vocal major or instr consent;**

**Instructor:** Del Santo, Jean Marie

**Description:** Student may contact the instructor or department for information.

#### **MUS 5280 Opera Theatre**

**A-F only, 2 credit(s), max credits 16, 8 completions allowed; prereq audition, instr consent;**

**Instructor:** Walsh, David Allan

**Description:** The Opera Theatre programme is designed to provide performance-oriented opera and music theatre singers with theoretical and practical instruction in opera stagecraft, as well as genuine operatic performance experience. Two fully-staged productions per school year, with all the relevant staging demands, offer the student performer an opportunity to showcase her/his talent in a public presentation. Opera Theatre classes will be determined on the basis of audition.

**Style:** 20% Discussion. Direct practical staging instruction

**Grading:** 100% other evaluation. Staging and musical work

**Exam Format:** Performances of the opera production each semester

#### **MUS 5331 Jazz Improvisation I**

**A-F only, 2 credit(s); prereq Music major or instr consent ;**

**Instructor:** Sorenson, Dean Patrick

**Description:** Student may contact the instructor or department for information.

#### **MUS 5333 Post-tonal Theory and Analysis II**

**A-F only, 3 credit(s); prereq [4504 with a C- or better] or equiv diagnostic test;**

**Instructor:** Cherlin, Michael

**Description:** Student may contact the instructor or department for information.

#### **MUS 5340 Jazz Ensemble**

**A-F only, 1 credit(s), max credits 6, 6 completions allowed; prereq audition, instr consent;**

**Instructor:** Sorenson, Dean Patrick

**Description:** The University Jazz Ensembles play a wide variety of big band repertoire and perform for many events, both on and off campus. Entrance is limited to instruments that are traditionally a part of the big band: trumpet, trombone, saxophone, piano, guitar, bass, drums, and percussion. Placement is by audition, and registration is not permitted until after an audition has taken place.

**Style:** Rehearsal/performance

#### **MUS 5410 University Wind Bands**

**A-F only, 1 credit(s), max credits 14, 14 completions allowed; prereq audition, instr consent;**

**Instructor:** Luckhardt, Jerry M

**Description:** A music ensemble of select wind and percussion players. The ensemble includes a number of undergraduate and graduate majors from other disciplines. Symphonic band performs 4 to 5 concerts each academic year. Admission is by audition only.

**Style:** rehearsal

**Grading:** rehearsal preparation and performance

#### **MUS 5410 University Wind Bands**

**A-F only, 1 credit(s), max credits 14, 14 completions allowed; prereq audition, instr consent;**

**Instructor:** Kirchoff, Craig J

**Description:** A select ensemble comprising the University's finest graduate and undergraduate wind and percussion musicians. Performs 5 to 6 concerts on and off campus each academic year. Admission by audition only.

**Style:** rehearsal

**Grading:** rehearsal preparation and performance

#### **MUS 5420 Orchestra**

**A-F only, 1 credit(s), max credits 8, 8 completions allowed; prereq audition, instr consent;**

**Instructor:** Smith, Mark Russell

**Description:** Student may contact the instructor or department for information.

#### **MUS 5427 Violin Pedagogy I**

**A-F only, 2 credit(s); prereq Violin or viola major or instr consent ;**

**Instructor:** O'Reilly, Sally P

**Description:** Student may contact the instructor or department for information.

#### **MUS 5430 Contemporary Music Workshop**

**A-F only, 1 credit(s), max credits 8, 8 completions allowed; prereq instr consent ;**

**Instructor:** Dillon, James

**Description:** Student may contact the instructor or department for information.

#### **MUS 5440 Chamber Ensemble**

**A-F only, 1 credit(s), max credits 8, 8 completions allowed; prereq audition, instr consent;**

**Instructor:** STAFF

**Description:** Chamber ensembles provide an opportunity for music majors to study and perform chamber music (generally works for three or more instruments) with a faculty coach. There is at least one public performance by each group during the semester. Qualified non-music majors may be permitted to register for chamber music with instructor permission following an audition. For information regarding participation in the School of Music chamber music program, please see: <http://www.music.umn.edu/enscomp/chamber.php>

**Grading:** performance

#### **MUS 5460 World Music Ensemble: Afro-Brazilian Carnival**

**1 credit(s), max credits 8, 8 completions allowed;**

**Instructor:** Currie, Scott

**Description:** Student may contact the instructor or department for information.

#### **MUS 5472 Woodwind Literature and Pedagogy II**

**A-F only, 2 credit(s); prereq Music major or instr consent ;**

**Instructor:** Fiterstein, Alexander

**Description:** Student may contact the instructor or department for information.

#### **MUS 5481 Trumpet Pedagogy**

**2 credit(s); prereq Sr or grad in music or instr consent;**

**Instructor:** STAFF

**Description:** This course is intended for senior undergraduates and graduate students in trumpet performance or music education. It is a survey of various aspects of trumpet teaching: history, literature, performers, related instruments, recordings, text materials, and techniques. The class includes ten short (one

or two-page) papers, discussion, and performance.

#### **MUS 5490 Percussion Ensemble**

**A-F only, 1 credit(s), max credits 10, 10 completions allowed; prereq instr consent ;**

**Instructor:** Meza, Fernando A.

**Description:** Practice and performance of standard and contemporary compositions for percussion instruments in various combinations.

**Style:** 20% Lecture, 80% Laboratory.

**Grading:** 40% in-class presentation, 60% laboratory evaluation.

**Exam Format:** no exams

#### **MUS 5490 Percussion Ensemble**

**A-F only, 1 credit(s), max credits 10, 10 completions allowed; prereq instr consent ;**

**Instructor:** Sutrisno, Joko

**Description:** Student may contact the instructor or department for information.

#### **MUS 5490 Percussion Ensemble**

**A-F only, 1 credit(s), max credits 10, 10 completions allowed; prereq instr consent ;**

**Instructor:** Bergmark, Krissy

**Description:** Student may contact the instructor or department for information.

#### **MUS 5492 Percussion Literature II**

**A-F only, 2 credit(s); prereq Jr or sr or grad or instr consent;**

**Instructor:** Meza, Fernando A.

**Description:** This course is designed for percussion majors to provide them with a macro and micro view of some of the compositional pillars of the percussion repertoire. The course will include the preparation of the orchestral excerpts most commonly required by auditioning committees thus providing the students with a practical perspective into the preparation of professional auditions. Students will also analyze scores, have listening assignments, and study some of the most important compositions for their instrument.

**Style:** 85% Lecture, 15% Laboratory.

**Grading:** 30% final exam, 20% reports/papers, 30% special projects, 10% laboratory evaluation, 10% other evaluation. "Mock auditions"

**Exam Format:** Performance demonstration

#### **MUS 5561 Orchestration I**

**A-F only, 3 credit(s); prereq 3502;**

**Instructor:** Dillon, James

**Description:** Student may contact the instructor or department for information.

#### **MUS 5571 Schenkerian Analysis for Performers**

**A-F only, 3 credit(s); prereq 3502;**

**Instructor:** Damschroder, David A

**Description:** Student may contact the instructor or department for information.

#### **MUS 5647 20th-Century European/American Music**

**3 credit(s); prereq 3603 or equiv, 5501 or equiv, 12 undergrad cr in music history;**

**Instructor:** Painter PhD, Karen

**Description:** Student may contact the instructor or department for information.

#### **MUS 5950 Topics in Music: Physiology and Performance**

**2 credit(s), max credits 15, 15 completions allowed;**

**Instructor:** Halvorsen II, Daniel Kasberg

**Description:** Student may contact the instructor or department for information.

#### **MUS 5950 Topics in Music**

**2 credit(s), max credits 15, 15 completions allowed;**

**Instructor:** Bjork, Mark P

**Description:** Student may contact the instructor or department for information.

**MUS 5950 Topics in Music: Wagner's Ring: Conception, Coherence, Consequences****3 credit(s), max credits 15, 15 completions allowed;****Instructor:** Bribitzer-Stull, Matt

**Description:** Though the focus of this course will be Wagner's monumental Ring music drama, the nature of our study will be interdisciplinary. We will invoke social criticism, German medieval poetry, Norse mythology, music biography, Jungian psychology, visual arts, twentieth-century fantasy literature, nineteenth-century German philosophy, theater, and music analysis in an effort to better understand the multi-faceted nature of Wagner's Gesamtkunstwerk and the many ways it has affected western culture over the past 125 years. Readings, art collections, video recordings, and music recordings will enable us to engage Wagner's Ring from a number of different angles culminating, by semester's end, in a thorough knowledge of Der Ring which spans the boundaries of many fields of inquiry.

**Instructor:** Rahaim, Matthew**Description:** Student may contact the instructor or department for information.**MUS 8133 Seminar in Basso Continuo****A-F only, 3 credit(s); prereq Grad student in Music or instr consent;****Instructor:** Billmeyer, Dean W**Description:** Student may contact the instructor or department for information.**MUS 8181 Operatic Accompaniment Skills and Repertoire****A-F only, 2 credit(s); prereq Grad student with major in accompanying or in conducting;****Instructor:** Lovelace, Timothy**Description:** Student may contact the instructor or department for information.**MUS 5950 Topics in Music****1-4 credit(s), max credits 15, 15 completions allowed;****Instructor:** Maloney, S. Timothy**Description:** Student may contact the instructor or department for information.**MUS 8237 Score Study: Choral****A-F only, 3 credit(s); prereq instr consent;****Instructor:** Mehaffey, Matthew Wayne**Description:** Student may contact the instructor or department for information.**MUS 5950 Topics in Music: The Business of Being an Opera Singer****1-2 credit(s), max credits 15, 15 completions allowed;****Instructor:** De Haan, John**Description:** Student may contact the instructor or department for information.**MUS 8299 Performance in Choral Conducting****A-F only, 3 credit(s); prereq instr consent;****Instructor:** Romey, Kathy Saltzman**Description:** Student may contact the instructor or department for information.**MUS 5950 Topics in Music: Free Jazz-From Structure to Gesture****3 credit(s), max credits 15, 15 completions allowed;****Instructor:** Mazzola PhD, Guerin**Description:** Student may contact the instructor or department for information.**MUS 8450 Graduate Seminar in Conducting****A-F only, 3-4 credit(s), max credits 32, 8 completions allowed; prereq Grad student in conducting or instr consent**

;

**Instructor:** Romey, Kathy Saltzman**Description:** Student may contact the instructor or department for information.**MUS 5950 Topics in Music: Afro-Caribbean to Afropop: Black Atlantic Music****3 credit(s), max credits 15, 15 completions allowed;****Instructor:** Currie, Scott**Description:** Student may contact the instructor or department for information.**MUS 8450 Graduate Seminar in Conducting****A-F only, 3-4 credit(s), max credits 32, 8 completions allowed; prereq Grad student in conducting or instr consent**

;

**Instructor:** Kirchhoff, Craig J**Description:** Student may contact the instructor or department for information.**MUS 5950 Topics in Music: Ars Nova: 14th-Century Music-Continuity and Change****3 credit(s), max credits 15, 15 completions allowed;****Instructor:** Currie, Gabriela

**Description:** Taking as its theoretical point of departure recent studies regarding philosophies and methodologies specific to the analysis of early music, this rigorous study of Ars Nova repertoires, notation, manuscript production, and musical thought will offer students a valuable exposure to the problems inherent in compositional practices of a crucial period in the history of European music. Ultimately, this course will aim to enhance student appreciation of the roles played by shifts in notational and philosophical practices in shaping new conceptions about music and compositional outlooks.

**MUS 8450 Graduate Seminar in Conducting****A-F only, 3-4 credit(s), max credits 32, 8 completions allowed; prereq Grad student in conducting or instr consent**

;

**Instructor:** Bradley, Erin**Description:** Student may contact the instructor or department for information.**MUS 5950 Topics in Music: Improvisation for the Artist/Teacher II****3 credit(s), max credits 15, 15 completions allowed;****Instructor:** Huovinen, Erkki Simeon**Description:** Student may contact the instructor or department for information.**MUS 8479 Performance and Document: Wind Ensemble/Band Conducting****A-F only, 2 credit(s); prereq 8472, instr consent;****Instructor:** Kirchhoff, Craig J**Description:** Student may contact the instructor or department for information.**MUS 8550 Composition****A-F only, 3 credit(s), max credits 12, 4 completions allowed; prereq instr consent;****Instructor:** Lubet, Alex J**Description:** Student may contact the instructor or department for information.**MUS 5950 Topics in Music: Song Literature Survey: Lieder and American Song****3 credit(s), max credits 15, 15 completions allowed;****Instructor:** Zabala, Adriana**Description:** Student may contact the instructor or department for information.**MUS 8550 Composition****A-F only, 3 credit(s), max credits 12, 4 completions allowed; prereq instr consent;****Instructor:** Dillon, James**Description:** Student may contact the instructor or department for information.**MUS 5950 Topics in Music: Sonic Ecology****3 credit(s), max credits 15, 15 completions allowed;**

**MUS 8584 Current Issues in the Analysis of 19th-Century Music**

**A-F only, 3 credit(s); prereq** [[3502, 3512] or equiv placement exam], **instr consent ; grad-level Schenkerian analysis recommended;**

**Instructor:** Bribitzer-Stull, Matt

**Description:** Student may contact the instructor or department for information.

**MUS 8590 Topics in 20th-Century Analysis: Musical Irony**

**A-F only, 3 credit(s), max credits 12, 4 completions allowed; prereq Topic prereq - completion of Mus 3502 and 3512, and Mus 4504 and 4514, or equivalent diagnostic exams.;**

**Instructor:** Cherlin, Michael

**Description:** Student may contact the instructor or department for information.

**MUS 8640 Seminar in Musicology**

**A-F only, 3 credit(s), max credits 12, 4 completions allowed; prereq Musicology or theory emphasis or instr consent ;**

**Instructor:** Harness, Kelley A

**Description:** Student may contact the instructor or department for information.

**MUS 8640 Seminar in Musicology**

**A-F only, 3 credit(s), max credits 12, 4 completions allowed; prereq Musicology or theory emphasis or instr consent ;**

**Instructor:** Currie, Gabriela

**Description:** From Antiquity to the seventeenth century, music was considered a branch of science. As part of the quadrivium along with arithmetic, geometry, and astronomy, the study of music centered upon the scientific, mathematical, and philosophical consideration of sound. Furthermore, the explication of various sound phenomena was contingent upon contemporaneous scientific knowledge in disciplines such as astronomy, optics, and kinematics, as well as upon the adoption of scholastic or experimental methods. This course will investigate the relation between two notions central to musical thought and the larger spectrum of scientific disciplines in the pre and early modern eras: 1) the cosmological notion of the music of the spheres and the interconnection between music, mathematics, and astronomy from Plato, to Johannes Scotus Eriugena, Nicole Oresme, Johannes Kepler, and Athanasius Kircher; 2) theories of sound production, propagation, and reception as well as their relationship to contemporaneous theories of vision and light from Antiquity to Isaac Newton.

## Music Applied

### 100 Ferguson Hall

**MUSA 1101 Piano: Elective (non-major in music)**

**A-F only, 2-4 credit(s), max credits 32, 8 completions allowed; prereq dept consent ;**

**Instructor:** STAFF

**Description:** Individual piano instruction by graduate piano TAs for non-music majors with prior piano study. Weekly 30-minute or 60-minute lessons are arranged individually with the instructor, along with a short jury exam at the end of the semester.

Requires permission by the Class Piano Coordinator or a piano TA. Information on applied music fees and how to obtain permission to register may be obtained from the School of Music Office, Room 100 Ferguson Hall, (612) 624-5740, or at [http://www.music.umn.edu/students/Piano%20Ap%201101\\_3101\\_5101.pdf](http://www.music.umn.edu/students/Piano%20Ap%201101_3101_5101.pdf)

**Style:** individual lessons

**Grading:** 40% final exam, 60% other evaluation. weekly lesson preparation

**Exam Format:** individual keyboard performance (jury)

**MUSA 1102 Harpsichord: Elective (non-major in music)**

**A-F only, 2-4 credit(s), max credits 32, 8 completions allowed; prereq dept consent ;**

**Instructor:** Billmeyer, Dean W

**Description:** Student may contact the instructor or department

for information.

**MUSA 1103 Organ: Elective (non-major in music)**

**A-F only, 2-4 credit(s), max credits 32, 8 completions allowed; prereq dept consent ;**

**Instructor:** Billmeyer, Dean W

**Description:** Student may contact the instructor or department for information.

**MUSA 1104 Voice: Elective (non-major in music)**

**A-F only, 2-4 credit(s), max credits 32, 8 completions allowed; prereq dept consent ;**

**Instructor:** Grau, John Thomas

**Description:** Student may contact the instructor or department for information.

**MUSA 1104 Voice: Elective (non-major in music)**

**A-F only, 2-4 credit(s), max credits 32, 8 completions allowed; prereq dept consent ;**

**Instructor:** Zaro-Mullins, Wendy

**Description:** Student may contact the instructor or department for information.

**MUSA 1104 Voice: Elective (non-major in music)**

**A-F only, 2-4 credit(s), max credits 32, 8 completions allowed; prereq dept consent ;**

**Instructor:** Zawisza, Philip David

**Description:** Student may contact the instructor or department for information.

**MUSA 1104 Voice: Elective (non-major in music)**

**A-F only, 2-4 credit(s), max credits 32, 8 completions allowed; prereq dept consent ;**

**Instructor:** Skovira, Katherine Anne

**Description:** Student may contact the instructor or department for information.

**MUSA 1104 Voice: Elective (non-major in music)**

**A-F only, 2-4 credit(s), max credits 32, 8 completions allowed; prereq dept consent ;**

**Instructor:** Hynes Smith, Laura

**Description:** Student may contact the instructor or department for information.

**MUSA 1105 Violin: Elective (non-major in music)**

**A-F only, 2-4 credit(s), max credits 32, 8 completions allowed; prereq dept consent ;**

**Instructor:** Kim, Young-Nam

**Description:** Student may contact the instructor or department for information.

**MUSA 1105 Violin: Elective (non-major in music)**

**A-F only, 2-4 credit(s), max credits 32, 8 completions allowed; prereq dept consent ;**

**Instructor:** Bjork, Mark P

**Description:** Student may contact the instructor or department for information.

**MUSA 1121 Percussion: Elective (non-major in music)**

**A-F only, 2-4 credit(s), max credits 32, 8 completions allowed; prereq dept consent ;**

**Instructor:** Bergmark, Krissy

**Description:** Student may contact the instructor or department for information.

**MUSA 1123 Guitar: Elective (non-major in music)**

**A-F only, 2-4 credit(s), max credits 32, 8 completions allowed; prereq dept consent ;**

**Instructor:** Mendoza-Santiago, Eduardo

**Description:** Student may contact the instructor or department for information.

**MUSA 1123 Guitar: Elective (non-major in music)**

**A-F only, 2-4 credit(s), max credits 32, 8 completions allowed; prereq dept consent ;**

**Instructor:** Miric,Darka

**Description:** Student may contact the instructor or department for information.

**MUSA 1123 Guitar: Elective (non-major in music)**

**A-F only, 2-4 credit(s), max credits 32, 8 completions allowed; prereq dept consent ;**

**Instructor:** Miric,Tanja

**Description:** Student may contact the instructor or department for information.

**MUSA 1301 Piano: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Shaw,Paul Magnus

**Description:** Student may contact the instructor or department for information.

**MUSA 1301 Piano: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Artymiw,Lydia

**Description:** Student may contact the instructor or department for information.

**MUSA 1301 Piano: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Braginsky,Alexander

**Description:** Student may contact the instructor or department for information.

**MUSA 1302 Harpsichord: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Billmeyer,Dean W

**Description:** Student may contact the instructor or department for information.

**MUSA 1303 Organ: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Billmeyer,Dean W

**Description:** Student may contact the instructor or department for information.

**MUSA 1304 Voice: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Del Santo,Jean Marie

**Description:** Student may contact the instructor or department for information.

**MUSA 1304 Voice: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Kierig,Barbara G

**Description:** Student may contact the instructor or department for information.

**MUSA 1304 Voice: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Zaro-Mullins,Wendy

**Description:** Student may contact the instructor or department for information.

**MUSA 1304 Voice: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** De Haan,John

**Description:** Student may contact the instructor or department for information.

**MUSA 1304 Voice: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Zawisza,Philip David

**Description:** Student may contact the instructor or department for information.

**MUSA 1304 Voice: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Zabala,Adriana

**Description:** Student may contact the instructor or department for information.

**MUSA 1305 Violin: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Kim,Young-Nam

**Description:** Student may contact the instructor or department for information.

**MUSA 1305 Violin: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** O'Reilly,Sally P

**Description:** Student may contact the instructor or department for information.

**MUSA 1305 Violin: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Bjork,Mark P

**Description:** Student may contact the instructor or department for information.

**MUSA 1306 Viola: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Konkol,Korey Bernard

**Description:** Student may contact the instructor or department for information.

**MUSA 1306 Viola: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Turner,Thomas

**Description:** Student may contact the instructor or department for information.

**MUSA 1307 Cello: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Remenikova,Tanya

**Description:** Student may contact the instructor or department for information.

**MUSA 1308 Double Bass: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Brown,Christopher Craig

**Description:** Student may contact the instructor or department for information.

**MUSA 1309 Flute: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Bogorad,Julia A

**Description:** Student may contact the instructor or department for information.

**MUSA 1311 Oboe: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Snow,John D

**Description:** Student may contact the instructor or department for information.

**MUSA 1312 Clarinet: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Meffert-Nelson, Karrin Diane  
**Description:** Student may contact the instructor or department for information.

**MUSA 1312 Clarinet: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Hara, Burt T  
**Description:** Student may contact the instructor or department for information.

**MUSA 1312 Clarinet: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Fiterstein, Alexander  
**Description:** Student may contact the instructor or department for information.

**MUSA 1313 Saxophone: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Wyatt, Angela J.  
**Description:** Student may contact the instructor or department for information.

**MUSA 1313 Saxophone: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Rousseau, Eugene E  
**Description:** Student may contact the instructor or department for information.

**MUSA 1314 Bassoon: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Miller Jr, John W  
**Description:** Student may contact the instructor or department for information.

**MUSA 1314 Bassoon: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Ullery, Charles G  
**Description:** Student may contact the instructor or department for information.

**MUSA 1315 French Horn: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Lemen, Caroline May  
**Description:** Student may contact the instructor or department for information.

**MUSA 1315 French Horn: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Gast, Michael C  
**Description:** Student may contact the instructor or department for information.

**MUSA 1316 Trumpet: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Baldwin, David B  
**Description:** Student may contact the instructor or department for information.

**MUSA 1316 Trumpet: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Bordner, Gary Alan  
**Description:** Student may contact the instructor or department

for information.

**MUSA 1317 Trombone: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Ashworth, Thomas Jackson  
**Description:** Student may contact the instructor or department for information.

**MUSA 1318 Euphonium: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Tranter, John Harrington  
**Description:** Student may contact the instructor or department for information.

**MUSA 1319 Tuba: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Campbell, Steven C  
**Description:** Student may contact the instructor or department for information.

**MUSA 1321 Percussion: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Hey, Philip C  
**Description:** Student may contact the instructor or department for information.

**MUSA 1321 Percussion: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Meza, Fernando A.  
**Description:** Student may contact the instructor or department for information.

**MUSA 1321 Percussion: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Kogan, Peter  
**Description:** Student may contact the instructor or department for information.

**MUSA 1322 Harp: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Kienzle, Kathy  
**Description:** Student may contact the instructor or department for information.

**MUSA 1323 Guitar: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Flegel, James F  
**Description:** Student may contact the instructor or department for information.

**MUSA 1323 Guitar: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Van, Jeffrey Wylie  
**Description:** Student may contact the instructor or department for information.

**MUSA 1401 Piano: Music Major Secondary (undergraduate)**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Music major, dept consent ;**  
**Instructor:** STAFF  
**Description:** Individual piano instruction by graduate piano TAs for music majors who have completed Class Piano Mus 1151-1152 or equivalent proficiency. Weekly 30-minute or 60-minute lessons are arranged individually with the instructor, along with a short jury exam at the end of the semester. Information on applied music fees and how to register may be



obtained from the School of Music Office, Room 100 Ferguson Hall, or at

<http://www.music.umn.edu/students/Piano%20Ap%201401%203401%205401.pdf>

**Style:** individual lessons

**Grading:** 40% final exam, 60% other evaluation. weekly lesson preparation

**Exam Format:** individual keyboard performance (jury)

**Description:** Student may contact the instructor or department for information.

**MUSA 1904 Voice: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed; prereq Audition, dept consent ;**

**Instructor:** Zaro-Mullins,Wendy

**Description:** Student may contact the instructor or department for information.

**MUSA 1904 Voice: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed; prereq Audition, dept consent ;**

**Instructor:** De Haan,John

**Description:** Student may contact the instructor or department for information.

**MUSA 1904 Voice: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed; prereq Audition, dept consent ;**

**Instructor:** Zawisza,Philip David

**Description:** Student may contact the instructor or department for information.

**MUSA 1904 Voice: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed; prereq Audition, dept consent ;**

**Instructor:** Zabala,Adriana

**Description:** Student may contact the instructor or department for information.

**MUSA 1905 Violin: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed; prereq Audition, dept consent ;**

**Instructor:** Kim,Young-Nam

**Description:** Student may contact the instructor or department for information.

**MUSA 1905 Violin: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed; prereq Audition, dept consent ;**

**Instructor:** O'Reilly,Sally P

**Description:** Student may contact the instructor or department for information.

**MUSA 1905 Violin: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed; prereq Audition, dept consent ;**

**Instructor:** Bjork,Mark P

**Description:** Student may contact the instructor or department for information.

**MUSA 1906 Viola: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed; prereq Audition, dept consent ;**

**Instructor:** Konkol,Korey Bernard

**Description:** Student may contact the instructor or department for information.

**MUSA 1906 Viola: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed; prereq Audition, dept consent ;**

**Instructor:** Turner,Thomas

**Description:** Student may contact the instructor or department for information.

**MUSA 1907 Cello: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed; prereq Audition, dept consent ;**

**Instructor:** Remenikova,Tanya

**Description:** Student may contact the instructor or department for information.

**MUSA 1908 Double Bass: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;**

**MUSA 1403 Organ: Music Major Secondary (undergraduate)**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Billmeyer,Dean W

**Description:** Student may contact the instructor or department for information.

**MUSA 1405 Violin: Music Major Secondary (undergraduate)**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Kim,Young-Nam

**Description:** Student may contact the instructor or department for information.

**MUSA 1414 Bassoon: Music Major Secondary (undergraduate)**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Nielubowski,Norbert John

**Description:** Student may contact the instructor or department for information.

**MUSA 1901 Piano: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed; prereq Audition, dept consent ;**

**Instructor:** Shaw,Paul Magnus

**Description:** Student may contact the instructor or department for information.

**MUSA 1901 Piano: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed; prereq Audition, dept consent ;**

**Instructor:** Artymiw,Lydia

**Description:** Student may contact the instructor or department for information.

**MUSA 1901 Piano: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed; prereq Audition, dept consent ;**

**Instructor:** Braginsky,Alexander

**Description:** Student may contact the instructor or department for information.

**MUSA 1902 Harpsichord: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed; prereq Audition, dept consent ;**

**Instructor:** Billmeyer,Dean W

**Description:** Student may contact the instructor or department for information.

**MUSA 1903 Organ: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed; prereq Audition, dept consent ;**

**Instructor:** Billmeyer,Dean W

**Description:** Student may contact the instructor or department for information.

**MUSA 1904 Voice: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed; prereq Audition, dept consent ;**

**Instructor:** Del Santo,Jean Marie

**Description:** Student may contact the instructor or department for information.

**MUSA 1904 Voice: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed; prereq Audition, dept consent ;**

**Instructor:** Kierig,Barbara G

prereq **Audition, dept consent** ;

**Instructor:** Brown,Christopher Craig

**Description:** Student may contact the instructor or department for information.

**MUSA 1909 Flute: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;**

**prereq **Audition, dept consent** ;**

**Instructor:** Bogorad,Julia A

**Description:** Student may contact the instructor or department for information.

**MUSA 1911 Oboe: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;**

**prereq **Audition, dept consent** ;**

**Instructor:** Snow,John D

**Description:** Student may contact the instructor or department for information.

**MUSA 1912 Clarinet: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;**

**prereq **Audition, dept consent** ;**

**Instructor:** Meffert-Nelson,Karrin Diane

**Description:** Student may contact the instructor or department for information.

**MUSA 1912 Clarinet: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;**

**prereq **Audition, dept consent** ;**

**Instructor:** Hara,Burt T

**Description:** Student may contact the instructor or department for information.

**MUSA 1912 Clarinet: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;**

**prereq **Audition, dept consent** ;**

**Instructor:** Fiterstein,Alexander

**Description:** Student may contact the instructor or department for information.

**MUSA 1913 Saxophone: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;**

**prereq **Audition, dept consent** ;**

**Instructor:** Wyatt,Angela J.

**Description:** Student may contact the instructor or department for information.

**MUSA 1913 Saxophone: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;**

**prereq **Audition, dept consent** ;**

**Instructor:** Rousseau,Eugene E

**Description:** Student may contact the instructor or department for information.

**MUSA 1914 Bassoon: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;**

**prereq **Audition, dept consent** ;**

**Instructor:** Miller Jr,John W

**Description:** Student may contact the instructor or department for information.

**MUSA 1914 Bassoon: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;**

**prereq **Audition, dept consent** ;**

**Instructor:** Ullery,Charles G

**Description:** Student may contact the instructor or department for information.

**MUSA 1915 French Horn: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;**

**prereq **Audition, dept consent** ;**

**Instructor:** Lemen,Caroline May

**Description:** Student may contact the instructor or department for information.

**MUSA 1915 French Horn: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;**

**prereq **Audition, dept consent** ;**

**Instructor:** Gast,Michael C

**Description:** Student may contact the instructor or department for information.

**MUSA 1916 Trumpet: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;**

**prereq **Audition, dept consent** ;**

**Instructor:** Baldwin,David B

**Description:** Student may contact the instructor or department for information.

**MUSA 1916 Trumpet: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;**

**prereq **Audition, dept consent** ;**

**Instructor:** Bordner,Gary Alan

**Description:** Student may contact the instructor or department for information.

**MUSA 1917 Trombone: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;**

**prereq **Audition, dept consent** ;**

**Instructor:** Ashworth,Thomas Jackson

**Description:** Student may contact the instructor or department for information.

**MUSA 1918 Euphonium: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;**

**prereq **Audition, dept consent** ;**

**Instructor:** Tranter,John Harrington

**Description:** Student may contact the instructor or department for information.

**MUSA 1919 Tuba: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;**

**prereq **Audition, dept consent** ;**

**Instructor:** Campbell,Steven C

**Description:** Student may contact the instructor or department for information.

**MUSA 1921 Percussion: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;**

**prereq **Audition, dept consent** ;**

**Instructor:** Hey,Philip C

**Description:** Student may contact the instructor or department for information.

**MUSA 1921 Percussion: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;**

**prereq **Audition, dept consent** ;**

**Instructor:** Meza,Fernando A.

**Description:** Student may contact the instructor or department for information.

**MUSA 1921 Percussion: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;**

**prereq **Audition, dept consent** ;**

**Instructor:** Kogan,Peter

**Description:** Student may contact the instructor or department for information.

**MUSA 1922 Harp: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;**

**prereq **Audition, dept consent** ;**

**Instructor:** Kienzle,Kathy

**Description:** Student may contact the instructor or department for information.

**MUSA 1923 Guitar: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed;**

**prereq **Audition, dept consent** ;**

**Instructor:** Flegel,James F

**Description:** Student may contact the instructor or department for information.

for information.

**MUSA 1923 Guitar: Music Major Transfer**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed; prereq Audition, dept consent ;**  
**Instructor:** Van, Jeffrey Wylie  
**Description:** Student may contact the instructor or department for information.

**MUSA 2301 Piano: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Shaw, Paul Magnus  
**Description:** Student may contact the instructor or department for information.

**MUSA 2301 Piano: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Artymiw, Lydia  
**Description:** Student may contact the instructor or department for information.

**MUSA 2301 Piano: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Braginsky, Alexander  
**Description:** Student may contact the instructor or department for information.

**MUSA 2302 Harpsichord: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, instr consent ;**  
**Instructor:** Billmeyer, Dean W  
**Description:** Student may contact the instructor or department for information.

**MUSA 2303 Organ: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Billmeyer, Dean W  
**Description:** Student may contact the instructor or department for information.

**MUSA 2304 Voice: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Del Santo, Jean Marie  
**Description:** Student may contact the instructor or department for information.

**MUSA 2304 Voice: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Kierig, Barbara G  
**Description:** Student may contact the instructor or department for information.

**MUSA 2304 Voice: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Zaro-Mullins, Wendy  
**Description:** Student may contact the instructor or department for information.

**MUSA 2304 Voice: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** De Haan, John  
**Description:** Student may contact the instructor or department for information.

**MUSA 2304 Voice: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Zawisza, Philip David

**Description:** Student may contact the instructor or department for information.

**MUSA 2304 Voice: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Zabala, Adriana  
**Description:** Student may contact the instructor or department for information.

**MUSA 2305 Violin: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Kim, Young-Nam  
**Description:** Student may contact the instructor or department for information.

**MUSA 2305 Violin: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** O'Reilly, Sally P  
**Description:** Student may contact the instructor or department for information.

**MUSA 2305 Violin: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Bjork, Mark P  
**Description:** Student may contact the instructor or department for information.

**MUSA 2306 Viola: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Konkol, Korey Bernard  
**Description:** Student may contact the instructor or department for information.

**MUSA 2306 Viola: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Turner, Thomas  
**Description:** Student may contact the instructor or department for information.

**MUSA 2307 Cello: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Remenikova, Tanya  
**Description:** Student may contact the instructor or department for information.

**MUSA 2308 Double Bass: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Brown, Christopher Craig  
**Description:** Student may contact the instructor or department for information.

**MUSA 2309 Flute: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Bogorad, Julia A  
**Description:** Student may contact the instructor or department for information.

**MUSA 2311 Oboe: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Snow, John D  
**Description:** Student may contact the instructor or department for information.

**MUSA 2312 Clarinet: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Meffert-Nelson,Karrin Diane  
**Description:** Student may contact the instructor or department for information.

**MUSA 2312 Clarinet: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Hara,Burt T  
**Description:** Student may contact the instructor or department for information.

**MUSA 2312 Clarinet: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Fiterstein,Alexander  
**Description:** Student may contact the instructor or department for information.

**MUSA 2313 Saxophone: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Wyatt,Angela J.  
**Description:** Student may contact the instructor or department for information.

**MUSA 2313 Saxophone: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Rousseau,Eugene E  
**Description:** Student may contact the instructor or department for information.

**MUSA 2314 Bassoon: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Miller Jr,John W  
**Description:** Student may contact the instructor or department for information.

**MUSA 2314 Bassoon: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Ullery,Charles G  
**Description:** Student may contact the instructor or department for information.

**MUSA 2315 French Horn: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Lemen,Caroline May  
**Description:** Student may contact the instructor or department for information.

**MUSA 2315 French Horn: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Gast,Michael C  
**Description:** Student may contact the instructor or department for information.

**MUSA 2316 Trumpet: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Baldwin,David B  
**Description:** Student may contact the instructor or department for information.

**MUSA 2316 Trumpet: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Bordner,Gary Alan  
**Description:** Student may contact the instructor or department for information.

**MUSA 2317 Trombone: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Ashworth,Thomas Jackson  
**Description:** Student may contact the instructor or department for information.

**MUSA 2318 Euphonium: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Tranter,John Harrington  
**Description:** Student may contact the instructor or department for information.

**MUSA 2319 Tuba: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Campbell,Steven C  
**Description:** Student may contact the instructor or department for information.

**MUSA 2321 Percussion: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Hey,Philip C  
**Description:** Student may contact the instructor or department for information.

**MUSA 2321 Percussion: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Meza,Fernando A.  
**Description:** Student may contact the instructor or department for information.

**MUSA 2321 Percussion: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Kogan,Peter  
**Description:** Student may contact the instructor or department for information.

**MUSA 2322 Harp: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Kienzle,Kathy  
**Description:** Student may contact the instructor or department for information.

**MUSA 2323 Guitar: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Flegel,James F  
**Description:** Student may contact the instructor or department for information.

**MUSA 2323 Guitar: Music Major**

**A-F only, 2-4 credit(s), max credits 16, 8 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Van,Jeffrey Wylie  
**Description:** Student may contact the instructor or department for information.

**MUSA 3101 Piano: Elective (non-major in music)**

**A-F only, 2-4 credit(s), max credits 16, 4 completions allowed; prereq dept consent ;**  
**Instructor:** STAFF  
**Description:** Individual piano instruction by graduate piano TAs for upper-division non-music majors with prior piano study. Weekly 30-minute or 60-minute lessons are arranged individually with the instructor, along with a short jury exam at the end of the semester. Requires permission by the Class Piano Coordinator or a piano TA. Information on applied music fees and how to obtain permission to register may be obtained from the School of Music Office, Room 100 Ferguson Hall, (612) 624-5740, or at

[http://www.music.umn.edu/students/Piano%20Ap%201101\\_3101\\_5101](http://www.music.umn.edu/students/Piano%20Ap%201101_3101_5101)

**Style:** Individual Lessons

**Grading:** 40% final exam, 60% other evaluation. Weekly lesson preparation

**Exam Format:** Jury (Individual keyboard performance)

**MUSA 3103 Organ: Elective (non-major in music)**

**A-F only, 2-4 credit(s), max credits 16, 4 completions allowed; prereq dept consent ;**

**Instructor:** Billmeyer,Dean W

**Description:** Student may contact the instructor or department for information.

**MUSA 3104 Voice: Elective (non-major in music)**

**A-F only, 2-4 credit(s), max credits 16, 4 completions allowed; prereq dept consent ;**

**Instructor:** Grau,John Thomas

**Description:** Student may contact the instructor or department for information.

**MUSA 3104 Voice: Elective (non-major in music)**

**A-F only, 2-4 credit(s), max credits 16, 4 completions allowed; prereq dept consent ;**

**Instructor:** Zaro-Mullins,Wendy

**Description:** Student may contact the instructor or department for information.

**MUSA 3104 Voice: Elective (non-major in music)**

**A-F only, 2-4 credit(s), max credits 16, 4 completions allowed; prereq dept consent ;**

**Instructor:** Zawisza,Philip David

**Description:** Student may contact the instructor or department for information.

**MUSA 3104 Voice: Elective (non-major in music)**

**A-F only, 2-4 credit(s), max credits 16, 4 completions allowed; prereq dept consent ;**

**Instructor:** Skovira,Katherine Anne

**Description:** Student may contact the instructor or department for information.

**MUSA 3301 Piano: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Shaw,Paul Magnus

**Description:** Student may contact the instructor or department for information.

**MUSA 3301 Piano: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Artymiw, Lydia

**Description:** Student may contact the instructor or department for information.

**MUSA 3301 Piano: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Braginsky,Alexander

**Description:** Student may contact the instructor or department for information.

**MUSA 3302 Harpsichord: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Billmeyer,Dean W

**Description:** Student may contact the instructor or department for information.

**MUSA 3303 Organ: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Billmeyer,Dean W

**Description:** Student may contact the instructor or department for information.

**MUSA 3304 Voice: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Del Santo,Jean Marie

**Description:** Student may contact the instructor or department for information.

**MUSA 3304 Voice: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Kierig,Barbara G

**Description:** Student may contact the instructor or department for information.

**MUSA 3304 Voice: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Zaro-Mullins,Wendy

**Description:** Student may contact the instructor or department for information.

**MUSA 3304 Voice: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** De Haan,John

**Description:** Student may contact the instructor or department for information.

**MUSA 3304 Voice: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Zawisza,Philip David

**Description:** Student may contact the instructor or department for information.

**MUSA 3304 Voice: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Zabala,Adriana

**Description:** Student may contact the instructor or department for information.

**MUSA 3305 Violin: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Kim,Young-Nam

**Description:** Student may contact the instructor or department for information.

**MUSA 3305 Violin: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** O'Reilly,Sally P

**Description:** Student may contact the instructor or department for information.

**MUSA 3305 Violin: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Bjork,Mark P

**Description:** Student may contact the instructor or department for information.

**MUSA 3306 Viola: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Konkol,Korey Bernard

**Description:** Student may contact the instructor or department for information.

**MUSA 3306 Viola: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Turner,Thomas

**Description:** Student may contact the instructor or department for information.

for information.

**MUSA 3307 Cello: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Remenikova,Tanya

**Description:** Student may contact the instructor or department for information.

**MUSA 3308 Double Bass: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Brown,Christopher Craig

**Description:** Student may contact the instructor or department for information.

**MUSA 3309 Flute: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 8 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Bogorad,Julia A

**Description:** Student may contact the instructor or department for information.

**MUSA 3311 Oboe: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 12 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Snow,John D

**Description:** Student may contact the instructor or department for information.

**MUSA 3312 Clarinet: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 12 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Meffert-Nelson,Karrin Diane

**Description:** Student may contact the instructor or department for information.

**MUSA 3312 Clarinet: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 12 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Hara,Burt T

**Description:** Student may contact the instructor or department for information.

**MUSA 3312 Clarinet: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 12 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Fiterstein,Alexander

**Description:** Student may contact the instructor or department for information.

**MUSA 3313 Saxophone: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 12 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Wyatt,Angela J.

**Description:** Student may contact the instructor or department for information.

**MUSA 3313 Saxophone: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 12 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Rousseau,Eugene E

**Description:** Student may contact the instructor or department for information.

**MUSA 3314 Bassoon: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 12 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Miller Jr,John W

**Description:** Student may contact the instructor or department for information.

**MUSA 3314 Bassoon: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 12 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Ullery,Charles G

**Description:** Student may contact the instructor or department for information.

**MUSA 3315 French Horn: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 12 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Lemen,Caroline May

**Description:** Student may contact the instructor or department for information.

**MUSA 3315 French Horn: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 12 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Gast,Michael C

**Description:** Student may contact the instructor or department for information.

**MUSA 3316 Trumpet: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 12 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Baldwin,David B

**Description:** Student may contact the instructor or department for information.

**MUSA 3316 Trumpet: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 12 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Bordner,Gary Alan

**Description:** Student may contact the instructor or department for information.

**MUSA 3317 Trombone: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 12 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Ashworth,Thomas Jackson

**Description:** Student may contact the instructor or department for information.

**MUSA 3318 Euphonium: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 12 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Tranter,John Harrington

**Description:** Student may contact the instructor or department for information.

**MUSA 3319 Tuba: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 12 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Campbell,Steven C

**Description:** Student may contact the instructor or department for information.

**MUSA 3321 Percussion: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 12 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Hey,Philip C

**Description:** Student may contact the instructor or department for information.

**MUSA 3321 Percussion: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 12 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Meza,Fernando A.

**Description:** Student may contact the instructor or department for information.

**MUSA 3321 Percussion: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 12 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Kogan,Peter

**Description:** Student may contact the instructor or department for information.

**MUSA 3322 Harp: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 12 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Kienzle,Kathy  
**Description:** Student may contact the instructor or department for information.

**MUSA 3323 Guitar: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 12 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Flegel,James F  
**Description:** Student may contact the instructor or department for information.

**MUSA 3323 Guitar: Music Major**

**A-F only, 2-4 credit(s), max credits 24, 12 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Van,Jeffrey Wylie  
**Description:** Student may contact the instructor or department for information.

**MUSA 5102 Harpsichord: Elective (graduate non-major in music)**

**A-F only, 2 credit(s), max credits 8, 4 completions allowed; prereq dept consent ;**  
**Instructor:** Billmeyer,Dean W  
**Description:** Student may contact the instructor or department for information.

**MUSA 5103 Organ: Elective (graduate non-major in music)**

**A-F only, 2 credit(s), max credits 8, 4 completions allowed; prereq dept consent ;**  
**Instructor:** Billmeyer,Dean W  
**Description:** Student may contact the instructor or department for information.

**MUSA 5401 Piano: Music Major Secondary (graduate)**

**A-F only, 2-4 credit(s), max credits 24, 12 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** STAFF  
**Description:** Individual piano instruction for graduate music majors who are not piano performance majors. Weekly 30-minute or 60-minute lessons are arranged individually with the instructor, along with a short jury exam at the end of the semester. Information on applied music fees and how to register may be obtained from the School of Music Office, Room 100 Ferguson Hall, or at <http://www.music.umn.edu/students/Piano%20Ap%201401%203401%205401.pdf>  
**Style:** Individual lessons  
**Grading:** 40% final exam, 60% other evaluation. Weekly lesson preparation  
**Exam Format:** (Jury) Individual keyboard performance

**MUSA 5403 Organ: Music Major Secondary (graduate)**

**A-F only, 2-4 credit(s), max credits 24, 12 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Billmeyer,Dean W  
**Description:** Student may contact the instructor or department for information.

**MUSA 8301 Piano: Music Major (graduate)**

**A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Shaw,Paul Magnus  
**Description:** Student may contact the instructor or department for information.

**MUSA 8301 Piano: Music Major (graduate)**

**A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Artymiw,Lydia  
**Description:** Student may contact the instructor or department for information.

**MUSA 8301 Piano: Music Major (graduate)**

**A-F only, 2-4 credit(s), max credits 48, 24 completions**

**allowed; prereq Audition, dept consent ;**  
**Instructor:** Braginsky,Alexander  
**Description:** Student may contact the instructor or department for information.

**MUSA 8302 Harpsichord: Music Major (graduate)**

**A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Billmeyer,Dean W  
**Description:** Student may contact the instructor or department for information.

**MUSA 8303 Organ: Music Major (graduate)**

**A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Billmeyer,Dean W  
**Description:** Student may contact the instructor or department for information.

**MUSA 8304 Voice: Music Major (graduate)**

**A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Del Santo,Jean Marie  
**Description:** Student may contact the instructor or department for information.

**MUSA 8304 Voice: Music Major (graduate)**

**A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Kierig,Barbara G  
**Description:** Student may contact the instructor or department for information.

**MUSA 8304 Voice: Music Major (graduate)**

**A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Zaro-Mullins,Wendy  
**Description:** Student may contact the instructor or department for information.

**MUSA 8304 Voice: Music Major (graduate)**

**A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** De Haan,John  
**Description:** Student may contact the instructor or department for information.

**MUSA 8304 Voice: Music Major (graduate)**

**A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Zawisza,Philip David  
**Description:** Student may contact the instructor or department for information.

**MUSA 8304 Voice: Music Major (graduate)**

**A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Zabala,Adriana  
**Description:** Student may contact the instructor or department for information.

**MUSA 8305 Violin: Music Major (graduate)**

**A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** Kim,Young-Nam  
**Description:** Student may contact the instructor or department for information.

**MUSA 8305 Violin: Music Major (graduate)**

**A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;**  
**Instructor:** O'Reilly,Sally P  
**Description:** Student may contact the instructor or department for information.

**MUSA 8305 Violin: Music Major (graduate)**  
 A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;  
 Instructor: Bjork,Mark P  
 Description: Student may contact the instructor or department for information.

**MUSA 8306 Viola: Music Major (graduate)**  
 A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;  
 Instructor: Konkol,Korey Bernard  
 Description: Student may contact the instructor or department for information.

**MUSA 8306 Viola: Music Major (graduate)**  
 A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;  
 Instructor: Turner,Thomas  
 Description: Student may contact the instructor or department for information.

**MUSA 8307 Cello: Music Major (graduate)**  
 A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;  
 Instructor: Remenikova,Tanya  
 Description: Student may contact the instructor or department for information.

**MUSA 8308 Double Bass: Music Major (graduate)**  
 A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;  
 Instructor: Brown,Christopher Craig  
 Description: Student may contact the instructor or department for information.

**MUSA 8309 Flute: Music Major (graduate)**  
 A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;  
 Instructor: Bogorad,Julia A  
 Description: Student may contact the instructor or department for information.

**MUSA 8311 Oboe: Music Major (graduate)**  
 A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;  
 Instructor: Snow,John D  
 Description: Student may contact the instructor or department for information.

**MUSA 8312 Clarinet: Music Major (graduate)**  
 A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;  
 Instructor: Meffert-Nelson,Karrin Diane  
 Description: Student may contact the instructor or department for information.

**MUSA 8312 Clarinet: Music Major (graduate)**  
 A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;  
 Instructor: Hara,Burt T  
 Description: Student may contact the instructor or department for information.

**MUSA 8312 Clarinet: Music Major (graduate)**  
 A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;  
 Instructor: Fiterstein,Alexander  
 Description: Student may contact the instructor or department for information.

**MUSA 8313 Saxophone: Music Major (graduate)**  
 A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;  
 Instructor: Wyatt,Angela J.  
 Description: Student may contact the instructor or department

for information.

**MUSA 8313 Saxophone: Music Major (graduate)**  
 A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;  
 Instructor: Rousseau,Eugene E  
 Description: Student may contact the instructor or department for information.

**MUSA 8314 Bassoon: Music Major (graduate)**  
 A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;  
 Instructor: Miller Jr,John W  
 Description: Student may contact the instructor or department for information.

**MUSA 8314 Bassoon: Music Major (graduate)**  
 A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;  
 Instructor: Ullery,Charles G  
 Description: Student may contact the instructor or department for information.

**MUSA 8315 French Horn: Music Major (graduate)**  
 A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;  
 Instructor: Lemen,Caroline May  
 Description: Student may contact the instructor or department for information.

**MUSA 8315 French Horn: Music Major (graduate)**  
 A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;  
 Instructor: Gast,Michael C  
 Description: Student may contact the instructor or department for information.

**MUSA 8316 Trumpet: Music Major (graduate)**  
 A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;  
 Instructor: Baldwin,David B  
 Description: Student may contact the instructor or department for information.

**MUSA 8316 Trumpet: Music Major (graduate)**  
 A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;  
 Instructor: Bordner,Gary Alan  
 Description: Student may contact the instructor or department for information.

**MUSA 8317 Trombone: Music Major (graduate)**  
 A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;  
 Instructor: Ashworth,Thomas Jackson  
 Description: Student may contact the instructor or department for information.

**MUSA 8318 Euphonium: Music Major (graduate)**  
 A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;  
 Instructor: Tranter,John Harrington  
 Description: Student may contact the instructor or department for information.

**MUSA 8319 Tuba: Music Major (graduate)**  
 A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;  
 Instructor: Campbell,Steven C  
 Description: Student may contact the instructor or department for information.

**MUSA 8321 Percussion: Music Major (graduate)**  
 A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;



**Instructor:** Hey, Philip C

**Description:** Student may contact the instructor or department for information.

**MUSA 8321 Percussion: Music Major (graduate)**

**A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Meza, Fernando A.

**Description:** Student may contact the instructor or department for information.

**MUSA 8321 Percussion: Music Major (graduate)**

**A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Kogan, Peter

**Description:** Student may contact the instructor or department for information.

**MUSA 8322 Harp: Music Major (graduate)**

**A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Kienzle, Kathy

**Description:** Student may contact the instructor or department for information.

**MUSA 8323 Guitar: Music Major (graduate)**

**A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Flegel, James F

**Description:** Student may contact the instructor or department for information.

**MUSA 8323 Guitar: Music Major (graduate)**

**A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Van, Jeffrey Wylie

**Description:** Student may contact the instructor or department for information.

**MUSA 8324 Accompanying/Coaching: Music Major (graduate)**

**A-F only, 2-4 credit(s), max credits 48, 24 completions allowed; prereq Audition, dept consent ;**

**Instructor:** Lovelace, Timothy

**Description:** Student may contact the instructor or department for information.

## Music Education

100 Ferguson Hall

**MUED 1201 Introduction to Music Teaching and Learning**

**A-F only, 3 credit(s); prereq Music educ major;**

**Instructor:** Sindberg PhD, Laura K

**Description:** Student may contact the instructor or department for information.

**MUED 1801 Introduction to Music Therapy**

**A-F only, 2 credit(s);**

**Instructor:** Pitts, Sarah

**Description:** Student may contact the instructor or department for information.

**MUED 3301 General Music I**

**A-F only, 3 credit(s); prereq MUS 3502, MUS 3512, successful completion of soph proficiency exam, music education major;**

**Instructor:** Addo PhD, Akosua O

**Description:** Welcome to MUED3301, a course designed to prepare you with materials, strategies and the field experience to plan and implement instruction for global arts understanding among elementary school children. Taking this course will, through experiential learning, prepare you to integrate international music and culture perspectives while planning and

implementing sequential elementary music instruction. To be enrolled in this course, you must have completed the course sequence for Music Theory and Music History, and MusA 1401 Piano skills. A special focus of the course is international content and perspectives. Comparing and contrasting how the following approaches: Ghanaian traditional methods of teaching, Carl Orff (Austria), Zoltan Kodaly (Hungary), and Edwin Gordon (USA) have informed elementary music instruction in North America, this course will engage students in inter cultural immersion and constructively address cultural perspectives in US general music classrooms. The nations/cultures I will integrate will include: Ghana, Nigeria, Zimbabwe, England, Hungary, Austria, Russia, France, Jamaica and the USA. Together, we will sing, play instruments, sight read, and conduct music from cultures in today's world. We will also read and review series textbooks, materials, and handouts; plan, teach, and assess our lessons; and research and analyze intercultural repertoire for general music classes. Emphasis is placed on critical thinking and contextual references, written and oral communication, integration and synthesis of interdisciplinary and international information. As we begin our journey together it is important for you to know that, much of what will be done in our class is based on respect for the right of everyone to participate fully in cultural and artistic life. I therefore encourage active participation and the voices of everyone in a safe and nurturing learning environment.

**MUED 3416 Choral Conducting and Methods II**

**A-F only, 4 credit(s); prereq 3415 with grade of at least C-, MUS 3502, MUS 3512, [music education major or instr consent ];**

**Instructor:** Hamann, Keitha Lucas

**Description:** Student may contact the instructor or department for information.

**MUED 3503 Woodwind Techniques and Teaching**

**A-F only, 2 credit(s); prereq Music ed or music therapy major or instr consent;**

**Instructor:** Stewart, John Robert

**Description:** Student may contact the instructor or department for information.

**MUED 3517 Beginning Instrumental Methods and Materials**

**A-F only, 4 credit(s); prereq 3516, MUS 3502, MUS 3512 music education major, dept consent ;**

**Instructor:** Sindberg PhD, Laura K

**Description:** Student may contact the instructor or department for information.

**MUED 3803 Guitar II for Music Education and Music Therapy Majors: Developing Group Songleading Skills**

**A-F only, 2 credit(s); prereq 3802 with grade of at least C-, [music therapy or music education major], dept consent ;**

**Instructor:** Schwartzberg, Edward Todd

**Description:** Student may contact the instructor or department for information.

**MUED 3807 Percussion Techniques for Music Therapists**

**A-F only, 2 credit(s);**

**Instructor:** Rappel, Adam A

**Description:** Student may contact the instructor or department for information.

**MUED 5011 Music in the Elementary Classroom Curriculum 2-3 credit(s), max credits 3, 1 completion allowed; prereq Elem Ed major or dept consent ;**

**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.

**Style:** 20% Lecture, 40% Discussion, 40% Laboratory.

**Grading:** 5% final exam, 20% quizzes, 40% in-class presentation, 15% class participation, 20% problem solving.

**Exam Format:** Essay

**MUED 5350 Student Teaching in Classroom Music**

**A-F only, 4-8 credit(s), max credits 8, 1 completion allowed; prereq Music ed major, instr consent ;**

**Instructor:** Addo PhD,Akosua O

**Description:** Welcome to a wonderful experience in the real world of teaching. My colleagues and I would like this to be a very positive experience for you. This course experience is designed to give you an opportunity to discuss the challenges and triumphs of learning to teach in elementary general music. Sign up for MuEd5650 Student Teaching seminar for course discussions, debriefing sessions and interactions with other professionals will assist in your transition to the world of public school teaching. Please remember that the triangle of responsibility during student teaching falls on the shoulders of the student teacher, the university supervisor and cooperating teacher. As university supervisors we are here to trouble shoot and facilitate a fulfilling relationship between you and your cooperating teacher. If during this process, you are having any concerns about your placement, it is important that you let us know sooner than later.

**MUED 5450 Student Teaching in Vocal Music**

**A-F only, 4-8 credit(s), max credits 8, 1 completion allowed; prereq Music ed major, instr consent Credit will not be granted if the student has already completed MuEd 3450;**

**Instructor:** Hamann,Keitha Lucas

**Description:** Student may contact the instructor or department for information.

**MUED 5550 Student Teaching in Instrumental Music**

**A-F only, 4-8 credit(s), max credits 8, 1 completion allowed; prereq Music ed major, instr consent Credit will not be granted if the student has already completed MuEd 3550;**

**Instructor:** Sindberg PhD,Laura K

**Description:** Student may contact the instructor or department for information.

**MUED 5650 Student Teaching Seminar**

**A-F only, 2 credit(s); prereq At least C- in all required [music, music education, professional education] courses Credit will not be granted if the student has already completed MuEd 3650;**

**Instructor:** Hamann,Keitha Lucas

**Description:** Student may contact the instructor or department for information.

**MUED 5800 Group Music Leadership Skills**

**A-F only, 3 credit(s); prereq [[Completion of [MUS 1151, MUS 1152] or MUS 1155], music therapy major] or instr consent Credit will not be granted if the student has already completed MuEd 3800;**

**Instructor:** Schwartzberg,Edward Todd

**Description:** Student may contact the instructor or department for information.

**MUED 5805 Music Therapy Methods and Procedures II**

**A-F only, 4 credit(s); prereq 5804 or instr consent Credit will not be granted if the student has already completed MuEd 3805;**

**Instructor:** Silverman,Michael J

**Description:** Student may contact the instructor or department for information.

**MUED 5806 Career Preparation**

**A-F only, 3 credit(s); prereq 5805 or instr consent Credit will not be granted if the student has already completed MuEd 3806;**

**Instructor:** Silverman,Michael J

**Description:** Student may contact the instructor or department for information.

**MUED 5808 Medical Music Therapy**

**A-F only, 3-4 credit(s), max credits 4, 1 completion allowed; prereq Grad music therapy major or instr consent ;**

**Instructor:** Silverman,Michael J

**Description:** Student may contact the instructor or department

for information.

**MUED 5855 Music Therapy Internship**

**S-N only, 0-13 credit(s), max credits 13, 1 completion allowed; prereq Music therapy major, instr consent Credit will not be granted if the student has already completed MuEd 3855;**

**Instructor:** Silverman,Michael J

**Description:** Student may contact the instructor or department for information.

**MUED 8119 Advanced Applications of Research Methods**

**A-F only, 3 credit(s); prereq Grad music education student or instr consent ;**

**Instructor:** Addo PhD,Akosua O

**Description:** Student may contact the instructor or department for information.

**MUED 8284 Seminar: Research and Scholarly Issues**

**A-F only, 3 credit(s); prereq Doctoral student in music or music education or instr consent ;**

**Instructor:** Myers,David E

**Description:** Student may contact the instructor or department for information.

**MUED 8900 Seminar: Music Education Doctoral Seminar**

**A-F only, 1 credit(s), max credits 8, 8 completions allowed; prereq dept consent ;**

**Instructor:** Hamann,Keitha Lucas

**Description:** Student may contact the instructor or department for information.

## Nanoparticle Science and Engineering

### 125 Mechanical Engineering

**NPSE 8101 Nanoparticle Science and Engineering Seminar**

**S-N only, 1 credit(s); prereq CSE grad student or;**

**Instructor:** Cui,Tianhong

**Description:** Student may contact the instructor or department for information.

## Naval Science

### 203 Armory

**NAV 1000 Professional Training in Naval Science**

**S-N only, 1 credit(s); prereq enrolled in NROTC;**

**Instructor:** Fitzsimmons,Cameron Ann

**Description:** Professional development of Naval Reserve Officers Training Corps (NROTC) students. Enrollment is limited to Midshipmen and active duty Navy or Marine Corps enlisted commissioning program participants. This lab complements academic knowledge acquired from academic Naval Science courses. Curriculum includes: general military training; seminars on leadership and ethical issues, with small-group case studies and practical exercises; pertinent military history; discussion of current events; and military customs and courtesies. Students must prepare for and pass a Physical Fitness Assessment (PFA) in accordance with standards established by the Navy or the Marine Corps each semester. The assessment includes: 1) Compliance with body composition standards; 2) A Physical Readiness Test (PRT) or Physical Fitness Test (PFT); and, 3) A swim qualification test that includes a 10-meter platform jump; a 50-minute prone float; and demonstration of swimming proficiency with crawl-, breast-, side-, and elementary back strokes. (Students must qualify as Class 2 Swimmer in order to participate in summer training.) Students register for NAV-1000 each semester of their freshman year; for NAV-2000 each semester of their sophomore year; for NAV-3000 each semester

of their junior year; and for NAV-4000 each subsequent semester until they complete their bachelor's degree.

**Style:** 20% Discussion, 40% Laboratory, 20% Small Group Activities, 20% Guest Speakers.

**Grading:** 20% attendance, 20% class participation, 20% laboratory evaluation, 20% problem solving, 20% other evaluation. S/N ONLY.

**Exam Format:** Inspection of military bearing, compliance with standards. Physical Fitness Assessment (PFA), including swim qualification, each semester.

#### NAV 1102 Seapower and Maritime Affairs

**A-F only, 3 credit(s);**

**Instructor:** Huggins, Gralon

**Description:** Student may contact the instructor or department for information.

#### NAV 2000 Professional Training in Naval Science

**S-N only, 1 credit(s); prereq Soph enrolled in NROTC;**

**Instructor:** Fitzsimmons, Cameron Ann

**Description:** Professional development of Naval Reserve Officers Training Corps (NROTC) students. Enrollment is limited to Midshipmen and active duty Navy or Marine Corps enlisted commissioning program participants. This lab complements academic knowledge acquired from academic Naval Science courses. Curriculum includes: general military training; seminars on leadership and ethical issues, with small-group case studies and practical exercises; pertinent military history; discussion of current events; and military customs and courtesies. Students must prepare for and pass a Physical Fitness Assessment (PFA) in accordance with standards established by the Navy or the Marine Corps each semester. The assessment includes: 1) Compliance with body composition standards; 2) A Physical Readiness Test (PRT) or Physical Fitness Test (PFT); and, 3) A swim qualification test that includes a 10-meter platform jump; a 50-minute prone float; and demonstration of swimming proficiency with crawl-, breast-, side-, and elementary back strokes. (Students must qualify as Class 2 Swimmer in order to participate in summer training.) Students register for NAV-1000 each semester of their freshman year; for NAV-2000 each semester of their sophomore year; for NAV-3000 each semester of their junior year; and for NAV-4000 each subsequent semester until they complete their bachelor's degree.

**Style:** 20% Discussion, 40% Laboratory, 20% Small Group Activities, 20% Guest Speakers.

**Grading:** 20% attendance, 20% class participation, 20% laboratory evaluation, 20% problem solving, 20% other evaluation. S/N ONLY.

**Exam Format:** Inspection of military bearing, compliance with standards. Physical Fitness Assessment (PFA), including swim qualification, each semester.

#### NAV 2202 Ship Systems II: Science and Technology in Naval Weapons Systems

**A-F only, 3 credit(s);**

**Instructor:** Siedsma, Michael J

**Description:** Student may contact the instructor or department for information.

#### NAV 3000 Professional Training in Naval Science

**S-N only, 1 credit(s); prereq Jr enrolled in NROTC;**

**Instructor:** Fitzsimmons, Cameron Ann

**Description:** Student may contact the instructor or department for information.

#### NAV 3301 Navigation I: Piloting and Celestial Navigation

**A-F only, 3 credit(s);**

**Instructor:** Laird, Angela May

**Description:** Provides student with basic information and skills to properly prepare nautical charts and safely navigate through inland, coastal, and international waters.

#### NAV 4000 Professional Training in Naval Science

**S-N only, 1 credit(s); prereq Sr enrolled in NROTC;**

**Instructor:** Fitzsimmons, Cameron Ann

**Description:** Student may contact the instructor or department

for information.

#### NAV 4402W Leadership and Ethics

**A-F only, 3 credit(s); prereq 4401; Meets CLE req of Writing Intensive;**

**Instructor:** DiNobile, Steve

**Description:** Student may contact the instructor or department for information.

## Neurology

*12-100 Phillips Wangensteen Bldg (Box 295 UMHC)*

#### NEUR 5240 Cerebrovascular Hemodynamics and Diseases II

**A-F only, 4 credit(s); prereq 5230, instr consent ;**

**Instructor:** Divani, Afshin Andre

**Description:** Student may contact the instructor or department for information.

## Neuroscience

*6-145 Jackson Hall*

#### NSC 5202 Theoretical Neuroscience: Systems and Information Processing

**3 credit(s); prereq [3101, 3102W] recommended;**

**Instructor:** Redish, David

**Description:** Student may contact the instructor or department for information.

#### NSC 5661 Behavioral Neuroscience

**A-F only, 3 credit(s); prereq Grad NSc major or grad NSc minor or instr consent ;**

**Instructor:** Nick PhD, Teresa A

**Description:** Neural coding in invertebrate and vertebrate systems. Neural mechanisms of sensory and sensorimotor systems, modulation, development, learning and memory. Emphasizes integrative approach from model systems to human disease. Many guest lectures from experts expose students to cutting-edge topics on neural underpinnings of circuits and behavior.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 30% mid exam, 40% final exam, 15% reports/papers, 15% quizzes. 7 pseudo-random quizzes on readings (5 will be averaged to obtain 15% of final grade; lowest score will be dropped; NO MAKE-UP QUIZZES). Superior class participation will bias toward a higher grade in borderline cases.

**Exam Format:** short-answer and essay

#### NSC 8211 Developmental Neurobiology

**A-F only, 3 credit(s); prereq Neuroscience grad student or instr consent ;**

**Instructor:** McLoon, Steven

**Description:** Student may contact the instructor or department for information.

#### NSC 8216 Selected Topics in Autonomic and Neuroendocrine Regulation

**S-N only, 1 credit(s); prereq instr consent ;**

**Instructor:** Engeland, William C

**Description:** Student may contact the instructor or department for information.

#### NSC 8217 Systems and Computational Neuroscience

**S-N only, 2 credit(s); prereq 5561 or instr consent ;**

**Instructor:** Ghose, Geoffrey M

**Description:** The course will be in journal club format, in which participants present and discuss recent original research papers. All interested students, faculty members, and postdocs are encouraged to attend. The course typically attracts participants

from a variety of departments and perspectives. Students enrolled in the course will be expected to lead the discussion of 1 or 2 papers each session. The course meets from 1:00-2:30 in Jackson 6-137 every Tuesday.

**NSC 8320 Readings in Neurobiology**

**1-4 credit(s), max credits 4, 4 completions allowed;**

**Instructor:** McLoon, Steven

**Description:** Student may contact the instructor or department for information.

**NSC 8320 Readings in Neurobiology**

**1-4 credit(s), max credits 4, 4 completions allowed;**

**Instructor:** Fairbanks, Carolyn Ann

**Description:** Student may contact the instructor or department for information.

**NSC 8320 Readings in Neurobiology**

**1-4 credit(s), max credits 4, 4 completions allowed;**

**Instructor:** Thomas, Kathleen M

**Description:** Student may contact the instructor or department for information.

**NSC 8320 Readings in Neurobiology**

**1-4 credit(s), max credits 4, 4 completions allowed;**

**Instructor:** Pardo, Jose Victor

**Description:** Student may contact the instructor or department for information.

**NSC 8320 Readings in Neurobiology**

**1-4 credit(s), max credits 4, 4 completions allowed;**

**Instructor:** Kofuji, Paulo

**Description:** Student may contact the instructor or department for information.

**NSC 8320 Readings in Neurobiology**

**1-4 credit(s), max credits 4, 4 completions allowed;**

**Instructor:** Redish, David

**Description:** Student may contact the instructor or department for information.

**NSC 8320 Readings in Neurobiology**

**1-4 credit(s), max credits 4, 4 completions allowed;**

**Instructor:** Yuan, LiLian

**Description:** Student may contact the instructor or department for information.

**NSC 8321 Career Skills and Understanding Responsibilities as a Neuroscientist**

**S-N only, 0.5 credit(s), max credits 2, 4 completions allowed; prereq Neuroscience grad major or instr consent ;**

**Instructor:** Engeland, William C

**Description:** Student may contact the instructor or department for information.

## Neuroscience Department

6-145 Jackson Hall

**NSCI 1001 Fundamental Neuroscience: Understanding Ourselves**

**A-F only, 3 credit(s);**

**Instructor:** Mermelstein, Paul G

**Description:** This course is designed for students interested in a better understanding about how our brains function. There are no prerequisites for the course other than a strong sense of curiosity. The course begins with several lectures that provide a biological foundation to appreciate the intricacies of our brains. These lectures will be easily accessible to students of all backgrounds. Afterwards, using case studies as a basis for understanding general phenomena, students will learn about a variety of topics, including, how our brains observe the world, imagine, fall in love, feel pain, respond to injury, develop, and

respond to drugs or psychotherapy. Brain-machine interface technologies and cutting edge findings will also be explored. By taking this course, students will gain an even greater appreciation for the human brain, the most complex machine in existence.

**Style:** 100% Lecture.

**Grading:** Each exam 25%

**Exam Format:** short answer/essay

**NSCI 3102W Introduction to Neuroscience II: Biological Basis of Behavior**

**A-F only, 3 credit(s); prereq 3101; grade of at least B+ in 3101 recommended; Meets CLE req of Writing Intensive;**

**Instructor:** Ghose, Geoffrey M

**Description:** This is the second of the introductory neuroscience courses. It introduces fundamental concepts in systems and behavioral neuroscience with emphasis on the neural circuits underlying perception and sensorimotor integration. Lectures will examine the neural basis of specific behaviors arising from the oculomotor, visual and auditory systems. Topics include: retinal processing, functional organization in the cerebral cortex, and neural circuit development. Students must learn to read scientific papers, and to understand the main ideas well enough to synthesize them and communicate them both orally and in writing. The course is writing intensive: exams are in essay format, and a 10-15 page term paper are required. The course is required for students majoring in neuroscience but is open to all students with the required prerequisites. The course consists of two hours of lecture and one hour of discussion per week and is taught by Professors Ghose, Miller, Masino, and Soechting.

**Style:** 67% Lecture, 33% Discussion.

**Grading:** 25% mid exam, 25% final exam, 15% reports/papers, 5% in-class presentation, 5% class participation, 25% other evaluation. There are 3 non-cumulative exams (each worth 25%).

**Exam Format:** short answer/essay

**NSCI 4167 Neuroscience in the Community**

**A-F only, 1-3 credit(s), max credits 3, 1 completion allowed; prereq instr consent ;**

**Instructor:** Dubinsky, Janet M

**Description:** Students will be responsible for developing an experiment or inquiry-based activity to illustrate a basic neuroscience concept for a middle school science classroom. Students will be paired with a middle school science teacher who has become familiar with neuroscience through the BrainU program offered through the Department of Neuroscience. Over the course of the semester students will observe and assist in the middle school classroom in the implementation of already developed neuroscience activities. Students will choose a basic concept in an area of neuroscience in which they will develop an expertise and make an oral presentation. Students will then design and implement a new classroom activity to teach concepts in that area of neuroscience to middle school learners. By partnering with a middle school teacher and assisting in his/her classroom, the student participates in a service learning experience. Credit hours are proportional to the number of hours spent in the middle school classroom, 1 credit for every 50 hr. Weekly meetings with the instructor, journaling, and readings are required for all credit levels.

**Style:** Field work in service learning

**Grading:** 30% in-class presentation, 30% other evaluation. classroom activities and interactions; 25% teach evaluation of classroom activities and interactions; 15% journal

**NSCI 4793W Directed Studies: Writing Intensive**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; 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;**

**Instructor:** STAFF

**Description:** Individual study of selected topics with emphasis on readings and use of scientific literature. This course is writing intensive. Students will have the opportunity to write a review article on a topic in their discipline of interest. They will learn to survey the current literature in a specific area of research,

organize the data available relevant to the research topic, and effectively communicate this information in their paper. Also, students will draw conclusions from their investigations of the research topic and suggest directions for future research. Students are required to write a 10-15 page paper in the format of a scientific review article. An extensive survey of the literature will be required in order to present the most current information in the selected research area. This course is graded pass/fail, and the final grade is based on successful completion of the review article.

**Grading:** 100% reports/papers.

**NSCI 4794W Directed Research: Writing Intensive**  
**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; 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;**  
**Instructor:** STAFF

**Description:** This course consists of laboratory or field investigation of selected areas of research, done under the direction of a faculty mentor. The course is writing intensive. Students will have the opportunity to present the results of their research in the format of a scientific article. They will learn to survey the current literature in their area of research, organize data, use statistical analyses if appropriate, and effectively communicate the results of their experiments through construction of tables, graphs, and other figures. Also, students will draw conclusions from their data and use persuasive arguments to convince readers of their interpretations of the data. Students will be required to write a 10-15 page paper in the format of a scientific article. This course is graded pass/fail, and the final grade is based on successful completion of the article.

**Grading:** 100% reports/papers.

**NSCI 4993 Directed Studies**  
**S-N only, 1-7 credit(s), max credits 7, 7 completions allowed; prereq instr consent , dept consent ; max of 7 cr of 4993 and/or 4994 may count toward major requirements;**  
**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**NSCI 4994 Directed Research**  
**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent , dept consent ; max of 7 cr of 4993 and/or 4994 may count toward major requirements;**  
**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**NSCI 5110 Dental Neuroscience for Graduate Students**  
**A-F only, 2 credit(s); prereq =: 6110; BioC 3021, Biol 4004, instr consent ; intended for grad students who require a comprehensive grad-level neuroscience course;**  
**Instructor:** Simone,Donald A

**Description:** Student may contact the instructor or department for information.

**NSCI 6110 Neuroscience for Dental Students**  
**A-F only, 2 credit(s); prereq =: 5110; Dental student;**  
**Instructor:** Simone,Donald A  
**Description:** Student may contact the instructor or department for information.

**NSCI 6112 Medical Neuroscience for Professional Students**  
**5 credit(s); prereq BioC 3021, Biol 4004, instr consent ; intended for non-medical professional students;**  
**Instructor:** Giesler Jr,Glenn J  
**Description:** Student may contact the instructor or department for information.

**NOR 1002 Beginning Norwegian**  
**5 credit(s); prereq 1001; Credit will not be granted if credit has been received for: NOR 4002;**

**Instructor:** STAFF

**Description:** The course continues the beginning language students' acquisition of proficiency in all four areas of Norwegian: listening, speaking, reading and writing. Students will also gain knowledge of Norwegian culture through various means, including: the required text, "PA VEI" and the CD and grammar diskette which accompany the workbook. Lecture, class discussions and classroom exercises will be conducted in Norwegian. Class sessions will emphasize interactive communicative activities in pairs and small groups, with a focus on improving listening and speaking skills. Additional class time will be spent on reading, writing, and grammar. Students are expected to practice these skills outside of class as well. Learning about life and culture in Norway is an integral part of the course. See the description for Nor 4002 for an option for qualified students to register for this course for 2 credits (and lower tuition) instead of 4 credits.

**Style:** 10% Lecture, 70% Discussion, 20% Laboratory.

**Grading:** 6% mid exam, 20% final exam, 35% quizzes, 14% class participation, 25% other evaluation. 14% homework, 6% skit, 5% journal

**Exam Format:** structured exercises in all 4 modalities and grammar, pronunciation, vocabulary and culture

**NOR 1004 Intermediate Norwegian**  
**5 credit(s); prereq 1103; Credit will not be granted if credit has been received for: NOR 4004;**

**Instructor:** STAFF

**Description:** This course continues the presentation of Norwegian language skills begun in 1001-2. It is designed to review and expand your knowledge of Norwegian language structure, and to increase your comprehension and communicative abilities in the language. The primary text for the course is Stein pa stein by Ellingsen and MacDonald with an accompanying workbook with CD and grammar diskette. Students should expect to prepare at home for proficiently and actively participating in large and small-group interactive communicative activities in class. At this level, you will be reading and listening to more advanced authentic Norwegian material and you will expand and refine your vocabulary and your knowledge of grammar. The 1003-1004 course sequence will prepare you for the Graduation Proficiency Text (GPT) that you will take toward the end of 1004. See the description for Nor 4004 for an option for qualified students to register for this course for 2 credits (and lower tuition) instead of 4 credits.

**Style:** 10% Lecture, 70% Discussion, 20% Laboratory.

**Grading:** 100% other evaluation. 50% reading/writing; 50% oral/aural

**Exam Format:** written essays, listening and reading protocols, structural exercises, oral interviews

**NOR 4002 Beginning Norwegian**  
**2 credit(s); prereq 1004 in another language or passing score on LPE or grad student; Credit will not be granted if credit has been received for: NOR 1002;**

**Instructor:** STAFF

**Description:** See the course description for Nor 1002. This 4xxx-level course designator is a special option for qualified students to take the 1xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or are not seeking a CLA degree, you may register for Nor 1002 under the number Nor 4002 for 2 credits. Contact the department office, 612-625-2080, for a permission number.

**Style:** skits and presentations

**Grading:** 6% mid exam, 20% final exam, 34% quizzes, 14% class participation, 25% other evaluation. 6% skit, 5 % journal, 14% homework

**NOR 4004 Intermediate Norwegian**  
**2 credit(s); prereq 1004 in another language or passing score on LPE or grad student; Credit will not be granted if credit has been received for: NOR 1004;**

**Norwegian**  
**192 Klæber Court**

**Instructor:** STAFF

**Description:** See the course description for Nor 4004. This 4xxx-level course designator is a special option for qualified students to take the 1xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or are not seeking a CLA degree, you may register for Nor 1004 under the number Nor 4004 for 2 credits. Contact the department office, 612-625-2080, for a permission number.

## Nursing

### 6-101 Weaver-Densford Hall

#### **NURS 2001 Human Growth and Development: A Life Span**

**Approach**

**3 credit(s);**

**Instructor:** Alaniz PhD, Karin Lue

**Description:** Theoretical, personal and culturally determined views of human life span development are examined from the prenatal period through the dying experience. Grand and emergent theories are applied to the biosocial, cognitive and psychosocial domains of life span development.

**Style:** 90% Lecture, 5% Film/Video, 5% Small Group Activities.

**Grading:** 20% reports/papers, 60% quizzes, 20% attendance.

#### **NURS 3115 Health Informatics and Information Technology**

**A-F only, 3 credit(s); prereq Undergrad or instr consent ; Meets CLE req of Technology and Society;**

**Instructor:** Davidson, Lars E

**Description:** Student may contact the instructor or department for information.

#### **NURS 3690 Life Span, Growth, and Development I**

**2 credit(s); prereq One general psychology and one general biology course or instr consent;**

**Instructor:** Davis PhD, Joan Audrey

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course uses a life span perspective to explore transitions and changes from conception through early adulthood. It provides students with a broad background in human growth and development across the life span. Nurses and other health care professionals need to understand normal development in order to effectively help people deal with health problems. This course provides a good foundation for further study in a specialty area, and many students will choose to take additional courses that deal with specific developmental periods. The course will appeal to a broad range of students who are interested in learning about the biosocial, cognitive, and psychosocial forces that shape human lives.

**Style:** This is a printed correspondence section.

**Grading:** written assignments = 80 points midcourse exam = 60 points final exam = 60 points.

**Exam Format:** Supervised, in-person exams.

#### **NURS 3691 Life Span, Growth, and Development II**

**1 credit(s); prereq 3690, one general psychology and one general biology course or instr consent;**

**Instructor:** Davis PhD, Joan Audrey

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. In this course we use a life span perspective to explore transitions and changes in middle and late adult development. The course provides students with a broad background in human growth and development across the life span. Nurses and other health care professionals need to understand normal development in order to effectively help people deal with health problems. This course

provides a good foundation for further study in a specialty area, and many students will choose to take additional courses that deal with specific developmental periods. This course will appeal to a broad range of students who are interested in learning about the biosocial, cognitive, and psychosocial forces that shape human lives.

**Style:** This is a printed correspondence section.

**Grading:** 60% final exam, 40% written homework. If you register for the S/N grade option, your average must be at least 70% to receive an S (satisfactory). We encourage prenursing and nursing students to take the course A-F if they want to have the course count in their accumulated GPA.

**Exam Format:** Supervised, in-person (not online) exam.

#### **NURS 3705 Nursing Interventions**

**A-F only, 2 credit(s); prereq 3703, enrolled in School of Nursing, at least soph sem II;**

**Instructor:** Martin, Lisa

**Description:** Student may contact the instructor or department for information.

#### **NURS 3705 Nursing Interventions**

**A-F only, 2 credit(s); prereq 3703, enrolled in School of Nursing, at least soph sem II;**

**Instructor:** Rowan, Mary M.

**Description:** Student may contact the instructor or department for information.

#### **NURS 3705 Nursing Interventions**

**A-F only, 2 credit(s); prereq 3703, enrolled in School of Nursing, at least soph sem II;**

**Instructor:** Flaten, Carol

**Description:** Student may contact the instructor or department for information.

#### **NURS 3705 Nursing Interventions**

**A-F only, 2 credit(s); prereq 3703, enrolled in School of Nursing, at least soph sem II;**

**Instructor:** Lando, Elizabeth A

**Description:** Student may contact the instructor or department for information.

#### **NURS 3705 Nursing Interventions**

**A-F only, 2 credit(s); prereq 3703, enrolled in School of Nursing, at least soph sem II;**

**Instructor:** Rhudy, Lori M

**Description:** Student may contact the instructor or department for information.

#### **NURS 3801 Patient Centered Care of Adults/Older Adults I**

**A-F only, 4 credit(s); prereq Admitted to Nurs BSN program;**

**Instructor:** Steffes, Mary Teresa

**Description:** Student may contact the instructor or department for information.

#### **NURS 3802 Nursing Care of Families I**

**A-F only, 4 credit(s); prereq Enrolled in School of Nursing;**

**Instructor:** Dean EdD, Patrick Joseph

**Description:** Student may contact the instructor or department for information.

#### **NURS 3802 Nursing Care of Families I**

**A-F only, 4 credit(s); prereq Enrolled in School of Nursing;**

**Instructor:** Larson, Karin J

**Description:** Student may contact the instructor or department for information.

#### **NURS 3802 Nursing Care of Families I**

**A-F only, 4 credit(s); prereq Enrolled in School of Nursing;**

**Instructor:** Kraft, Linda

**Description:** Student may contact the instructor or department for information.

#### **NURS 3802H Nursing Care of Families I Honors**

**A-F only, 4 credit(s); prereq Enrolled nursing student;**

**Instructor:** O'Conner-Von PhD,Susan K.

**Description:** Student may contact the instructor or department for information.

**NURS 3803 Application of Genetics in Nursing**

**A-F only, 2 credit(s); prereq Enrolled in nursing major;**

**Instructor:** Rowan,Mary M.

**Description:** Student may contact the instructor or department for information.

**NURS 3803 Application of Genetics in Nursing**

**A-F only, 2 credit(s); prereq Enrolled in nursing major;**

**Instructor:** Davidson,Lars E

**Description:** Student may contact the instructor or department for information.

**NURS 4205V Honors: Nursing Theory and Research**

**3 credit(s); prereq Nurs honors; Meets CLE req of Writing Intensive;**

**Instructor:** Lindquist,Ruth Ann

**Description:** Student may contact the instructor or department for information.

**NURS 4205V Honors: Nursing Theory and Research**

**3 credit(s); prereq Nurs honors; Meets CLE req of Writing Intensive;**

**Instructor:** Herrick,Linda Marie

**Description:** Student may contact the instructor or department for information.

**NURS 4205W Nursing Theory and Research**

**A-F only, 3 credit(s); prereq Undergrad in nursing; Meets CLE req of Writing Intensive;**

**Instructor:** Lindquist,Ruth Ann

**Description:** Student may contact the instructor or department for information.

**NURS 4320 Psychiatric and Mental Health Nursing**

**A-F only, 5 credit(s);**

**Instructor:** Dean EdD,Patrick Joseph

**Description:** Prerequisite: Nursing Student Develop skill in assessment of biopsychosocial needs, develop a holistic plan of care, help client negotiate care, and evaluate client outcomes. Students will establish therapeutic relationships with clients experiencing psychiatric illnesses using self as a therapeutic tool in promoting mental health. Prerequisites: Enrolled as Nursing Student in the School of Nursing.

**Style:** 50% Lecture, 2% Film/Video, 2% Discussion, 40% Laboratory, 2% Demonstration, 3% Guest Speakers, 1% Web Based.

**Grading:** 20% mid exam, 20% final exam, 40% reports/papers, 15% additional semester exams, 5% class participation. A passing grade on clinical evaluations is required to pass the course.

**Exam Format:** Multiple choice

**NURS 4320 Psychiatric and Mental Health Nursing**

**A-F only, 5 credit(s);**

**Instructor:** Darst,Elaine

**Description:** Prerequisite: Nursing Student Develop skill in assessment of biopsychosocial needs, develop a holistic plan of care, help client negotiate care, and evaluate client outcomes. Students will establish therapeutic relationships with clients experiencing psychiatric illnesses using self as a therapeutic tool in promoting mental health. Prerequisites: Enrolled as Nursing Student in the School of Nursing.

**Style:** 50% Lecture, 2% Film/Video, 2% Discussion, 40% Laboratory, 2% Demonstration, 3% Guest Speakers, 1% Web Based.

**Grading:** 20% mid exam, 20% final exam, 40% reports/papers, 15% additional semester exams, 5% class participation. A passing grade on clinical evaluations is required to pass the course.

**Exam Format:** Multiple choice

**NURS 4322 Population-based Public Health Nursing**

**A-F only, 5 credit(s); prereq Nursing or instr consent;**

**Instructor:** Flaten,Carol

**Description:** Student may contact the instructor or department for information.

**NURS 4325 Cultural Immersion and Service Learning in Public Health Nursing**

**A-F only, 2-3 credit(s), max credits 3, 1 completion allowed; prereq Jr nursing student or instr consent ;**

**Instructor:** Monsen PhD,Karen A

**Description:** Student may contact the instructor or department for information.

**NURS 4326 Nursing Care of Older Adults**

**A-F only, 3 credit(s); prereq Human Experience of Health and Illness, Introduction to Ethics, Introduction to Nursing, Therapeutic Communication, Nursing Fundamentals, Complex Nursing Interventions, Family Focused Care Across the Lifespan: I;**

**Instructor:** Dean EdD,Patrick Joseph

**Description:** Student may contact the instructor or department for information.

**NURS 4326 Nursing Care of Older Adults**

**A-F only, 3 credit(s); prereq Human Experience of Health and Illness, Introduction to Ethics, Introduction to Nursing, Therapeutic Communication, Nursing Fundamentals, Complex Nursing Interventions, Family Focused Care Across the Lifespan: I;**

**Instructor:** Goering,Mary Rebecca DeGrote

**Description:** Student may contact the instructor or department for information.

**NURS 4402 Taking Ethical Action in Health Care**

**A-F only, 1 credit(s); prereq [4104, nursing sr] or instr consent ; Meets CLE req of Civic Life and Ethics;**

**Instructor:** O'Conner-Von PhD,Susan K.

**Description:** Student may contact the instructor or department for information.

**NURS 4402 Taking Ethical Action in Health Care**

**A-F only, 1 credit(s); prereq [4104, nursing sr] or instr consent ; Meets CLE req of Civic Life and Ethics;**

**Instructor:** Lando,Elizabeth A

**Description:** Student may contact the instructor or department for information.

**NURS 4403 Nursing Care of Childbearing Families**

**A-F only, 4 credit(s); prereq 4201, 4203;**

**Instructor:** Larson,Karin J

**Description:** Student may contact the instructor or department for information.

**NURS 4408 Nursing Care of Infants, Children, and Adolescents**

**A-F only, 4 credit(s); prereq 4201, 4203;**

**Instructor:** Fjone,Andra Lynn

**Description:** Student may contact the instructor or department for information.

**NURS 4500W Nursing Leadership and Health Care Systems**

**A-F only, 4 credit(s); Meets CLE req of Writing Intensive;**

**Instructor:** Herrick,Linda Marie

**Description:** Student may contact the instructor or department for information.

**NURS 4500W Nursing Leadership and Health Care Systems**

**A-F only, 4 credit(s); Meets CLE req of Writing Intensive;**

**Instructor:** Disch,Joanne M

**Description:** Student may contact the instructor or department for information.

**NURS 4502 Clinical Immersion**

**A-F only, 6 credit(s);**

**Instructor:** Dunlap,Karen J

**Description:** Student may contact the instructor or department for information.

for information.

**NURS 4502 Clinical Immersion**

**A-F only, 6 credit(s);**

**Instructor:** Rhudy,Lori M

**Description:** Student may contact the instructor or department for information.

**NURS 4504 Professional Issues**

**A-F only, 2 credit(s); prereq Concurrent registration is required (or allowed) in 4500;**

**Instructor:** Martin,Lisa

**Description:** Student may contact the instructor or department for information.

**NURS 4504 Professional Issues**

**A-F only, 2 credit(s); prereq Concurrent registration is required (or allowed) in 4500;**

**Instructor:** Herrick,Linda Marie

**Description:** Student may contact the instructor or department for information.

**NURS 4800 Nursing Topics**

**0 credit(s), max credits 48, 3 completions allowed; prereq instr consent ;**

**Instructor:** Rowan,Mary M.

**Description:** Student may contact the instructor or department for information.

**NURS 4800 Nursing Topics**

**1 credit(s), max credits 48, 3 completions allowed; prereq instr consent ;**

**Instructor:** Rowan,Mary M.

**Description:** Student may contact the instructor or department for information.

**NURS 5031 Human Response to Health and Illness: Adults and Elders**

**A-F only, 6 credit(s); prereq Professional master of nursing [MN] student;**

**Instructor:** Steffes,Mary Teresa

**Description:** Student may contact the instructor or department for information.

**NURS 5032 Human Response to Health and Illness: Children and Childbearing Families**

**A-F only, 6 credit(s); prereq Professional master of nursing [MN] student;**

**Instructor:** Frisvold,Melissa Hanner

**Description:** Student may contact the instructor or department for information.

**NURS 5115 Interprofessional Health Care Informatics**

**A-F only, 3 credit(s);**

**Instructor:** Goossen,William

**Description:** Student may contact the instructor or department for information.

**NURS 5223 Assessment of Psychopathology for Advanced Practice Psychiatric/Mental Health Nursing**

**4 credit(s); prereq Nurs grad or instr consent;**

**Instructor:** Kaas,Merrie Jean

**Description:** Student may contact the instructor or department for information.

**NURS 5225 Psychopharmacology for Advanced Practice Psychiatric/Mental Health Nursing**

**3 credit(s); prereq Grad student or RN [with master's degree] or instr consent;**

**Instructor:** Lichtblau PhD,Leonard

**Description:** Student may contact the instructor or department for information.

**NURS 5229 Clinical Pharmacotherapeutics**

**2-4 credit(s), max credits 4, 1 completion allowed; prereq**

**5222, 5228, nursing DNP student, instr consent ;**

**Instructor:** Benbenek,Mary Mescher

**Description:** Student may contact the instructor or department for information.

**NURS 5800 Nursing Topics**

**1-4 credit(s), max credits 8, 4 completions allowed; prereq instr consent ;**

**Instructor:** Larson,Karin J

**Description:** Student may contact the instructor or department for information.

**NURS 5800 Nursing Topics**

**1-4 credit(s), max credits 8, 4 completions allowed; prereq instr consent ;**

**Instructor:** Chlan,Linda Lee

**Description:** Student may contact the instructor or department for information.

**NURS 5800 Nursing Topics**

**1 credit(s), max credits 8, 4 completions allowed; prereq instr consent ;**

**Instructor:** Gaugler PhD,Joseph E

**Description:** Student may contact the instructor or department for information.

**NURS 5820 Foundations of Infection Control**

**3 credit(s); prereq Baccalaureate degree in health related field or instr consent ;**

**Instructor:** Pfeiffer,Jeanne

**Description:** Student may contact the instructor or department for information.

**NURS 5830 Advanced Clinical Nursing**

**1-6 credit(s), max credits 6, 1 completion allowed; prereq Grad nursing major, instr consent ;**

**Instructor:** Darst,Elaine

**Description:** Student may contact the instructor or department for information.

**NURS 5925 Grant Writing and Critique**

**1 credit(s); prereq Grad student or instr consent ;**

**Instructor:** Duckett,Laura J

**Description:** Student may contact the instructor or department for information.

**NURS 6100 Evidence-based Practice**

**A-F only, 3 credit(s); prereq Admission to DNP Program;**

**Instructor:** Findorff,Mary Jocelyn

**Description:** Student may contact the instructor or department for information.

**NURS 6105 Systems Analysis and Design**

**A-F only, 3 credit(s); prereq 5115 or equiv or instr consent ;**

**Instructor:** Clancy,Thomas R

**Description:** Student may contact the instructor or department for information.

**NURS 6110 Epidemiology in Nursing**

**2 credit(s); prereq DNP student or instr consent ;**

**Instructor:** Halcon PhD,Linda Luciente

**Description:** Student may contact the instructor or department for information.

**NURS 6110 Epidemiology in Nursing**

**2 credit(s); prereq DNP student or instr consent ;**

**Instructor:** Findorff,Mary Jocelyn

**Description:** Student may contact the instructor or department for information.

**NURS 6200 Science of Nursing Intervention**

**A-F only, 3 credit(s); prereq Admission to DNP Program;**

**Instructor:** Lindquist,Ruth Ann

**Description:** Student may contact the instructor or department for information.



- NURS 6200 Science of Nursing Intervention**  
A-F only, 3 credit(s); prereq Admission to DNP Program;  
Instructor: Peden-McAlpine, Cynthia Jeanne  
Description: Student may contact the instructor or department for information.
- NURS 6306 Women's Reproductive Healthcare Practicum**  
S-N only, 1-6 credit(s), max credits 6, 4 completions allowed;  
prereq 5200, 5222, 5228, 5229, [6305 or Concurrent registration is required (or allowed) in 6305], DNP student;  
Instructor: Frisvold, Melissa Hanner  
Description: Student may contact the instructor or department for information.
- NURS 6502 Assessment and Management of Health for Advanced Practice Nurses, II**  
A-F only, 3 credit(s); prereq DNP student or instr consent ;  
Instructor: Short, Gwen  
Description: Student may contact the instructor or department for information.
- NURS 6902 Nurse Anesthesia Care: Patients with Cardiothoracic Problems**  
A-F only, 2 credit(s); prereq 6901, 5222, 5228, PHSL 5115;  
Instructor: Peterson, Garrett Joel  
Description: Student may contact the instructor or department for information.
- NURS 6920 Primary Care: Assessment of Health and Care of Well Children**  
A-F only, 3 credit(s); prereq 5200, 5222, 5229, Concurrent registration is required (or allowed) in 6921, instr consent ;  
Instructor: Poe, Christine R  
Description: Student may contact the instructor or department for information.
- NURS 6921 Assessment of Health and Care of Well Children: Primary Care Practicum**  
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;  
prereq 5200, 5222, 5229, Concurrent registration is required (or allowed) in 6920, instr consent ;  
Instructor: Friedrich, Cheri L  
Description: Student may contact the instructor or department for information.
- NURS 6925 Advanced Concepts in Women's Health for Nurse Practitioners**  
A-F only, 3 credit(s); prereq 6210, 6211, 6305, 6306;  
Instructor: Juve, Catherine  
Description: Student may contact the instructor or department for information.
- NURS 6934 Population-focused Assessment and Prioritization**  
A-F only, 2 credit(s); prereq Grad student;  
Instructor: Olson Keller, Linda  
Description: Student may contact the instructor or department for information.
- NURS 7101 DNP Seminar II**  
S-N only, 4 credit(s); prereq Admission to DNP program;  
Instructor: Pung, Laurie Jean  
Description: Student may contact the instructor or department for information.
- NURS 7101 DNP Seminar II**  
S-N only, 4 credit(s); prereq Admission to DNP program;  
Instructor: Friedrich, Cheri L  
Description: Student may contact the instructor or department for information.
- NURS 7103 Nursing Research Methods**  
3 credit(s); prereq [3xxx statistics course or equiv], [[admitted to or enrolled in] doctor of nursing practice program or professional MN or master of nursing program];  
Instructor: Chlan, Linda Lee
- Description:** Student may contact the instructor or department for information.
- NURS 7113 Clinical Decision Support: Theory**  
A-F only, 2 credit(s); prereq 5115 or HINF 5430/5431 or instr consent ;  
Instructor: Westra, Bonnie L.  
Description: Student may contact the instructor or department for information.
- NURS 7114 Clinical Decision Support Practicum**  
S-N only, 2 credit(s); prereq [5115, [[7113 or Concurrent registration is required (or allowed) in 7113] or [HINF 5430, HINF 5431]]] or instr consent ;  
Instructor: Westra, Bonnie L.  
Description: Student may contact the instructor or department for information.
- NURS 7202 Moral and Ethical Positions and Actions in Nursing**  
A-F only, 2 credit(s); prereq Grad student in nursing or instr consent ;  
Instructor: Duckett, Laura J  
Description: Student may contact the instructor or department for information.
- NURS 7209 Integrative Health and Healing**  
1 credit(s); prereq 5101, 5200, 5222, 6200, 7000, instr consent ;  
Instructor: Ringdahl, Deborah Rene  
Description: Student may contact the instructor or department for information.
- NURS 7210 Integrative Health and Healing Practicum I**  
S-N only, 1 credit(s); prereq 5101, 5200, 5222, 6200, 7000, beginning level skill in one integrative therapy, instr consent ;  
Instructor: Ringdahl, Deborah Rene  
Description: Student may contact the instructor or department for information.
- NURS 7400 Health Policy Leadership**  
A-F only, 3 credit(s); prereq Admission to DNP program;  
Instructor: Schadewald, Diane Marie  
Description: Student may contact the instructor or department for information.
- NURS 7610 Health Innovations and Leadership**  
A-F only, 3 credit(s); prereq Grad student or instr consent ;  
Instructor: Martin, Lisa  
Description: Student may contact the instructor or department for information.
- NURS 7610 Health Innovations and Leadership**  
A-F only, 3 credit(s); prereq Grad student or instr consent ;  
Instructor: Juve, Catherine  
Description: Student may contact the instructor or department for information.
- NURS 7940 Individual, Interpersonal, Community, and Organizational Change**  
3 credit(s); prereq 6930;  
Instructor: Findorff, Mary Jocelyn  
Description: Student may contact the instructor or department for information.
- NURS 8134 Interventions and Outcomes Research**  
A-F only, 3 credit(s); prereq 8121, PhD student, instr consent ;  
Instructor: Henly, Susan J  
Description: Student may contact the instructor or department for information.
- NURS 8171 Qualitative Research Design and Methods**  
3-4 credit(s), max credits 4, 1 completion allowed; prereq 8170 or equiv;

**Instructor:** Garcia PhD,Carolyn Marie

**Description:** Student may contact the instructor or department for information.

**NURS 8173 Principles and Methods of Implementing Research**  
3 credit(s); prereq 8114 or other 8xxx grad research methods course, 2 grad stat courses;; Credit will not be granted if credit has been received for: SAPH 8173;

**Instructor:** Gross,Cynthia R

**Description:** Student may contact the instructor or department for information.

**NURS 8177 Advanced Nursing Research Practicum**  
S-N only, 2 credit(s); prereq [8181 or concurrent enrollment in 8181], PhD nursing student, instr consent, adviser consent;

**Instructor:** Chlan,Linda Lee

**Description:** Student may contact the instructor or department for information.

**NURS 8177 Advanced Nursing Research Practicum**  
S-N only, 2 credit(s); prereq [8181 or concurrent enrollment in 8181], PhD nursing student, instr consent, adviser consent;

**Instructor:** Peden-McAlpine,Cynthia Jeanne

**Description:** Student may contact the instructor or department for information.

**NURS 8190 Critical Review in Health Research**  
A-F only, 2 credit(s); prereq Advanced statistics course, instr consent ;

**Instructor:** Henly,Susan J

**Description:** Student may contact the instructor or department for information.

**NURS 8193 Special Topics in Nursing Research**  
1-6 credit(s), max credits 6; prereq instr consent ;

**Instructor:** Westra,Bonnie L.

**Description:** Student may contact the instructor or department for information.

**NURS 8193 Special Topics in Nursing Research**  
1-6 credit(s), max credits 6; prereq instr consent ;

**Instructor:** Kreitzer,MaryJo

**Description:** Student may contact the instructor or department for information.

**NURS 8193 Special Topics in Nursing Research**  
3 credit(s), max credits 6; prereq instr consent ;

**Instructor:** Gaugler PhD,Joseph E

**Description:** A major objective of this course is for students to integrate qualitative research strategies (e.g., ethnographic data; the process and meaning of phenomena) with quantitative approaches (empirical; description and generalizability) in their own dissertation designs. Students will examine the complementary strengths of using this mixed-methodological framework when determining the etiology of relevant outcomes or evaluating interventions to improve these outcomes. The initial modules of the course will focus on various models of mixed-methodology. The second set of modules will examine critical issues that arise from implementing mixed methods design (e.g., validity, generalizability, analysis). The final module of the course will identify and critique research studies that have successfully incorporated mixed methodologies to answer key research questions of interest (e.g., community-based participatory research partnerships). Throughout this course, students will apply mixed methods strategies to refine and expand the scope of their own research.

**NURS 8194 Problems in Nursing - Plan B**

S-N only, 1-6 credit(s), max credits 6, 3 completions allowed; prereq [8100 or concurrent enrollment 8100], [8170 or concurrent enrollment 8170], instr consent;

**Instructor:** Juve,Catherine

**Description:** Student may contact the instructor or department for information.

**NURS 8360 Advanced Clinical Nursing**

1-6 credit(s), max credits 6, 1 completion allowed; prereq Grad nurs major, instr consent;

**Instructor:** Findorff,Mary Jocelyn

**Description:** Student may contact the instructor or department for information.

**NURS 8456 Health Care for Children and Youth with Special Health Care Needs Practicum**

3 credit(s); prereq 8454, 8455, instr consent;

**Instructor:** Looman PhD,Wendy Sue

**Description:** Student may contact the instructor or department for information.

**NURS 8457 Assessment and Intervention Models in Families of Children with Special Health Care Needs**

4 credit(s); prereq 8124 or equiv, 8100, 8456, instr consent;

**Instructor:** Looman PhD,Wendy Sue

**Description:** Student may contact the instructor or department for information.

**NURS 8702 Nursing and Health-Care Systems Administration II**  
A-F only, 4 credit(s); prereq 8701, instr consent;

**Instructor:** Monsen PhD,Karen A

**Description:** Student may contact the instructor or department for information.

## Nutrition

### 225 Food Science & Nutrition Building

**NUTR 5622 Vitamin and Mineral Biochemistry**

3 credit(s); prereq BioC 3021, Phsl 3051, FSCN 4612;

**Instructor:** Gallaher,Daniel David

**Description:** This course focuses on the physiological functions and biochemical actions of vitamins and essential minerals. Topics discussed for each include absorption, transport, storage, metabolic function, reaction mechanism, excretion, and toxicity. Examples of deficiency signs are given extensively. Also considered are interactions among vitamins and essential minerals, approaches to biochemical assessment of status, and dietary requirements. The format is primarily lecture, with in-class discussion. The class is intended for graduate students with an interest in nutrition and undergraduate nutrition science students.

**Style:** 95% Lecture, 5% Student Presentation.

**Grading:** 64% mid exam, 16% final exam, 20% reports/papers.

Exams are semi-cumulative.

**Exam Format:** Exams are primarily essay with some multiple choice. Essay questions are a combination of short and long answers. Exams are not time-limited.

**NUTR 5626 Nutritional Physiology**

A-F only, 3 credit(s); prereq NUTR 5625;

**Instructor:** Mashek,Douglas

**Description:** Student may contact the instructor or department for information.

**NUTR 8620 Advances in Nutrition**

2 credit(s); prereq M.S. or Ph.D. student, two semesters in the nutrition program;

**Instructor:** Csallany,A Saari

**Description:** Student may contact the instructor or department for information.

**NUTR 8695 Independent Study: Nutrition**

1-10 credit(s), max credits 30, 3 completions allowed; prereq instr consent ;

**Instructor:** Cariad-Barrett,Anna

**Description:** Student may contact the instructor or department for information.

## Obstetrics and Gynecology

**12-211 MoosT (Box 395 UMHC)****OBST 8224 Gynecological Endocrinology I**

1-15 credit(s), max credits 15, 1 completion allowed; prereq prereq 8223;

Instructor: Carson MD,Linda F

Description: Student may contact the instructor or department for information.

**OBST 8225 Gynecological Endocrinology II**

1-15 credit(s), max credits 15, 1 completion allowed; prereq prereq 8224;

Instructor: Carson MD,Linda F

Description: Student may contact the instructor or department for information.

**OBST 8226 Obstetrical Physiology and Anesthesiology**

1-15 credit(s), max credits 15, 1 completion allowed; prereq prereq 8225;

Instructor: Carson MD,Linda F

Description: Student may contact the instructor or department for information.

**OBST 8227 Preceptorship in Clinical Practice**

1-15 credit(s), max credits 15, 1 completion allowed; prereq prereq 8226;

Instructor: Carson MD,Linda F

Description: Student may contact the instructor or department for information.

**OBST 8240 Human Gametes and Fertilization**

3 credit(s);

Instructor: Carson MD,Linda F

Description: Student may contact the instructor or department for information.

**OBST 8241 Human Gametes and Fertilization Laboratory**

2 credit(s);

Instructor: Carson MD,Linda F

Description: Student may contact the instructor or department for information.

**OBST 8243 Topics in Family Planning**

2-8 credit(s), max credits 12;

Instructor: Carson MD,Linda F

Description: Student may contact the instructor or department for information.

**Occupational Therapy**

271 Children's Rehabilitation Center(Box 388 UMHC)

**OT 1003 Orientation to Occupational Therapy**

S-N only, 1 credit(s);

Instructor: Jacobs,C

Description: This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course is designed to help you decide whether a career in occupational therapy is the right choice for you. In this course, you will learn what occupational therapy is and how occupational therapists use activity as a treatment modality. The lessons will describe some of the treatment settings in which you might work as an occupational therapist. This course is required if you wish to apply to the master's program in occupational therapy at the University of Minnesota.

Style: Online

Grading: 54% final exam, 16% quizzes, 30% written homework. S/N

Exam Format: Final take-home essay.

**OT 5395 Independent Study in Occupational Therapy**

1-4 credit(s), max credits 16, 16 completions allowed; prereq Enrolled OT student or instr consent ;

Instructor: Martin PhD,Peggy Mae

Description: Student may contact the instructor or department for information.

**OT 6200 Public and Professional Engagement II**

S-N only, 0.5 credit(s), max credits 1.5, 3 completions allowed; prereq 6100 or instr consent ;

Instructor: Martin PhD,Peggy Mae

Description: Student may contact the instructor or department for information.

**OT 6200 Public and Professional Engagement II**

S-N only, 0.5 credit(s), max credits 1.5, 3 completions allowed; prereq 6100 or instr consent ;

Instructor: McGee,Corey Weston

Description: Student may contact the instructor or department for information.

**OT 6201 Functional Anatomy and Kinesiology**

A-F only, 3 credit(s); prereq OT student or instr consent ;

Instructor: Mathiowetz PhD,Virgil G

Description: Student may contact the instructor or department for information.

**OT 6202 Occupational Therapy Process for Individuals: Occupation Through Compensation**

A-F only, 5 credit(s); prereq Registered OT student or instr consent ;

Instructor: Jones,Terrienne Thielen

Description: Student may contact the instructor or department for information.

**OT 6203 Occupational Therapy Process for Family**

A-F only, 2 credit(s); prereq OT student or instr consent ;

Instructor: Schaber PhD,Patricia Louise

Description: This course examines the influence of family systems on health, well-being, and occupational participation of individual members. Five family theories are explored as they inform a family-centered care model of intervention. Assignments include non-standardized OT assessment in families of very young children and of elders with dementia. Course includes conditions related to at-risk families.

**OT 6213 Occupational Therapy Process for Individuals: Medical Contexts**

Medical Contexts

A-F only, 2 credit(s); prereq OT student or instr consent ;

Instructor: Jones,Terrienne Thielen

Description: Student may contact the instructor or department for information.

**OT 7201 Scholarly Inquiry in Health Sciences**

A-F only, 4 credit(s); prereq OT student or instr consent ;

Instructor: Mathiowetz PhD,Virgil G

Description: Student may contact the instructor or department for information.

**OT 7596 Occupational Therapy Level II Fieldwork I**

S-N only, 6 credit(s); prereq Registered OT student or instr consent ;

Instructor: Jones,Terrienne Thielen

Description: Student may contact the instructor or department for information.

**OT 7696 Occupational Therapy Level II Fieldwork II**

S-N only, 6 credit(s); prereq Registered OT student or instr consent ;

Instructor: Jones,Terrienne Thielen

Description: Student may contact the instructor or department for information.

**OT 7796 Occupational Therapy Level II Fieldwork III: Optional S-N only, 1-6 credit(s), max credits 6, 1 completion allowed; prereq Registered OT student or instr consent ; Instructor:** Jones, Terrienne Thielen  
**Description:** Student may contact the instructor or department for information.

## Off-Campus Study

### 220 Johnston Hall

**OCS 3550 National Student Exchange: Off-Campus Study S-N only, 0 credit(s); prereq dept consent ; 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.

## Ojibwe

### 19 Scott Hall

**OJIB 1102 Beginning Ojibwe II**  
**5 credit(s); prereq 1101; Credit will not be granted if credit has been received for: OJIB 4102;**  
**Instructor:** Jones, Dennis  
**Description:** Student may contact the instructor or department for information.

**OJIB 3104 Intermediate Ojibwe II**  
**5 credit(s); prereq 1102, 1102, 3103; Credit will not be granted if credit has been received for: OJIB 4104;**  
**Instructor:** Jones, Dennis  
**Description:** Student may contact the instructor or department for information.

**OJIB 4102 Beginning Ojibwe II**  
**3 credit(s); prereq 1004 in another language or passing score on LPE or grad student; Credit will not be granted if credit has been received for: OJIB 1102;**  
**Instructor:** Jones, Dennis  
**Description:** Student may contact the instructor or department for information.

**OJIB 4104 Intermediate Ojibwe II**  
**3 credit(s); prereq 1102, 3102; Credit will not be granted if credit has been received for: OJIB 3104;**  
**Instructor:** Jones, Dennis  
**Description:** Student may contact the instructor or department for information.

**OJIB 4109 Advanced Ojibwe Language II**  
**A-F only, 3 credit(s);**  
**Instructor:** Fairbanks, Brendan George  
**Description:** Student may contact the instructor or department for information.

**OJIB 5109 Advanced Ojibwe Language II**  
**A-F only, 3 credit(s), max credits 12, 4 completions allowed;**  
**Instructor:** Fairbanks, Brendan George  
**Description:** This class will focus on improving overall speaking skills, pronunciation, stress, intonation, and fluency through immersion. Therefore, this class will be delivered in the Ojibwe language. The use of English will usually be restricted to the explanation of difficult concepts. We will continue to focus on grammar patterns, sentence patterns, reduplication, mii-phrases,

discourse markers, as well as the VTA paradigm.

## Operations and Management Sciences

### 3-140 Carlson School of Management

**OMS 2550 Business Statistics: Data Sources, Presentation, and Analysis**  
**A-F only, 4 credit(s); prereq [Math 1031 or equiv], at least 30 cr credit will not be granted if credit received for: 1550; Credit will not be granted if credit has been received for: OMS 2550H;**  
**Instructor:** STAFF  
**Description:** Student may contact the instructor or department for information.

**OMS 3001 Introduction to Operations Management**  
**A-F only, 3 credit(s);**  
**Instructor:** STAFF  
**Description:** Basic concepts, principles, and techniques for managing manufacturing and service operations. Emphasis on decision making in the operations function of organizations. Quantitative and qualitative methods for improving the management of operations stressed. Management students provided with an appreciation of the operations function of organizations.  
**Style:** 50% Lecture, 30% Discussion, interactive games  
**Grading:** 20% mid exam, 30% final exam, 10% quizzes, 15% class participation, 25% problem solving.  
**Exam Format:** multiple choice, short answer, problem solving

**OMS 3045 Sourcing and Supply Management**  
**A-F only, 2 credit(s);**  
**Instructor:** Novitzki, Thomas  
**Description:** Student may contact the instructor or department for information.

**OMS 3056 Supply Chain Planning and Control**  
**A-F only, 4 credit(s); prereq 3001 or instr consent ;**  
**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.

**OMS 3059 Quality Management and Lean Six Sigma**  
**A-F only, 4 credit(s); prereq 3001 or equiv or instr consent ;**  
**Instructor:** STAFF  
**Description:** Planning and organizing performance improvement of processes, products, and services; Six Sigma process management systems; quality aspects of product/service design; quality determination cost, customer/vendor relations; process control; quality control; management of improvement process; and organizational assessment of quality. Introduction to concepts relevant to service/manufacturing.

**OMS 4065W Supply Chain and Operations Strategy**  
**A-F only, 4 credit(s); prereq 3001, 3056, 3059, 4 OMS elective cr; Meets CLE req of Writing Intensive;**  
**Instructor:** Donohue, Karen Lisa  
**Description:** Student may contact the instructor or department for information.

**OMS 6041 Project Management**  
**A-F only, 2 credit(s); prereq [MBA 6220 or equiv], MBA student;**  
**Instructor:** Siemsen, Enno  
**Description:** In the course of their careers, contemporary managers will spend a significant amount of time either participating in or leading projects. Projects are frequently used

as proving-grounds for high-potentials. The skills that are required in project management are often the very same attributes that are required for successfully managing a business. While every project is by definition unique, some concepts and tools in project management apply to a wide range of different types of projects. The aim of this course is to equip students with these concepts and tools, and to develop them into successful project managers (and team members). The goal of this course is neither to further refine existing project-management specialists in their expertise, nor to specifically train students for Project Management Certification. Rather, the objective is to equip business generalists (i.e., any career concentration) with project management related skills that will be useful throughout their careers. With that aim in mind, the course will focus on broadly applicable concepts and methods and will cover both qualitative and quantitative aspects of project management.

**Style:** 50% Lecture, 15% Discussion, 25% Small Group Activities, 10% Guest Speakers.

**Grading:** 30% mid exam, 40% reports/papers, 20% written homework, 10% other evaluation.

#### OMS 6056 Managing Supply Chain Operations

**A-F only, 4 credit(s); prereq [MBA 6220 or equiv], MBA student;**

**Instructor:** Donohue, Karen Lisa

**Description:** Student may contact the instructor or department for information.

#### OMS 6065 Strategic Supply Chain Management

**A-F only, 2 credit(s); prereq 6056, MKTG 6060, [IDSC 6442 or IDSC 6423], 2nd yr MBA student; Credit will not be granted if credit has been received for: MKTG 6065;**

**Instructor:** McConnell, Brian W

**Description:** Student may contact the instructor or department for information.

#### OMS 6072 Managing Technologies in the Supply Chain

**A-F only, 2 credit(s); prereq [MBA 6220 or instr consent ], MBA student;**

**Instructor:** Sinha, Kingshuk Kanti

**Description:** Student may contact the instructor or department for information.

#### OMS 6850 Topics in Operations and Management Science: Regression Analysis

**A-F only, 3 credit(s), max credits 12, 4 completions allowed; prereq [MBA 6220 or equiv or instr consent ], MBA student;**

**Instructor:** Li, William

**Description:** Student may contact the instructor or department for information.

#### OMS 8652 Regression Analysis

**A-F only, 3 credit(s), max credits 4, 1 completion allowed; prereq MBA 6120 or equiv, business admin PhD student or instr consent; offered alt yrs;**

**Instructor:** Li, William

**Description:** Student may contact the instructor or department for information.

#### OMS 8721 Management of Technological Operations

**A-F only, 3 credit(s), max credits 4, 1 completion allowed; prereq Business admin PhD student or instr consent; offered alt yrs;**

**Instructor:** Sinha, Kingshuk Kanti

**Description:** Student may contact the instructor or department for information.

## Oral Biology

15-209 MoosT

#### OBIO 8012 Basic Concepts in Skeletal Biology

**A-F only, 2 credit(s); prereq Grad student or instr consent ;**

**Instructor:** Mansky, Kim

**Description:** Student may contact the instructor or department for information.

#### OBIO 8023 Physical Biology of the Oral Cavity

**A-F only, 2 credit(s); prereq Dental specialist or oral research trainee or instr consent;**

**Instructor:** DeLong, Ralph

**Description:** Student may contact the instructor or department for information.

#### OBIO 8024 Genetics and Human Disease

**1 credit(s); prereq Dental specialist or oral research trainee or instr consent ;**

**Instructor:** Gopalakrishnan, Rajaram

**Description:** Student may contact the instructor or department for information.

#### OBIO 8025 Topics in Cariology

**A-F only, 2 credit(s); prereq Dental specialist or oral research trainee or instr consent;**

**Instructor:** Hildebrandt, Gary Howard

**Description:** Student may contact the instructor or department for information.

#### OBIO 8030 Oral Biology Seminar

**S-N only, 1 credit(s), max credits 10, 10 completions allowed; prereq Dental specialist or oral research trainee or instr consent;**

**Instructor:** Herzberg, Mark C

**Description:** Student may contact the instructor or department for information.

## Oral and Maxillofacial Surgery

7-174 MoosT

#### OSUR 5257 Ambulatory General Anesthesia for the Oral and Maxillofacial Surgeon

**S-N only, 0-6 credit(s), max credits 6, 1 completion allowed; prereq Participation in oral and maxillofacial surgery training program.;**

**Instructor:** Hughes, Pamela Jean

**Description:** Student may contact the instructor or department for information.

#### OSUR 5276 Medicine Rotation for the Oral and Maxillofacial Surgeon

**S-N only, 0-6 credit(s), max credits 6, 1 completion allowed; prereq Participation in oral and maxillofacial surgery training program.;**

**Instructor:** Hughes, Pamela Jean

**Description:** Student may contact the instructor or department for information.

#### OSUR 8250 Oral and Maxillofacial Surgery Rotation for the Oral and Maxillofacial Surgeon

**S-N only, 0-6 credit(s), max credits 6, 1 completion allowed; prereq Participation in oral and maxillofacial surgery training program;**

**Instructor:** Hughes, Pamela Jean

**Description:** Student may contact the instructor or department for information.

#### OSUR 8251 Oral and Maxillofacial Surgery Core Curriculum

**S-N only, 0-2 credit(s), max credits 2, 1 completion allowed; prereq Participation in oral and maxillofacial surgery training program;**

**Instructor:** Hughes, Pamela Jean

**Description:** Student may contact the instructor or department for information.

#### OSUR 8253 Case Presentations and Chief Conferences

**S-N only, 0-6 credit(s), max credits 6, 1 completion allowed;**  
**prereq Participation in oral and maxillofacial surgery training program;**  
**Instructor:** Hughes,Pamela Jean  
**Description:** Student may contact the instructor or department for information.

**OSUR 8255 General Surgery Rotation for the Oral and Maxillofacial Surgeon**  
**S-N only, 0-6 credit(s), max credits 6, 1 completion allowed;**  
**prereq Participation in oral and maxillofacial surgery training program;**  
**Instructor:** Hughes,Pamela Jean  
**Description:** Student may contact the instructor or department for information.

**OSUR 8256 Contemporary Anesthesia Literature Review**  
**S-N only, 0-6 credit(s), max credits 6, 1 completion allowed;**  
**prereq Participation in oral and maxillofacial surgery training program;**  
**Instructor:** Hughes,Pamela Jean  
**Description:** Student may contact the instructor or department for information.

**OSUR 8260 Surgical Rounds for the Oral and Maxillofacial Surgeon**  
**S-N only, 0-6 credit(s), max credits 6, 1 completion allowed;**  
**prereq Participation in oral and maxillofacial surgery training program;**  
**Instructor:** Hughes,Pamela Jean  
**Description:** Student may contact the instructor or department for information.

**OSUR 8262 Plastic Surgery Rotation for the Oral and Maxillofacial Surgeon**  
**S-N only, 0-6 credit(s), max credits 6, 1 completion allowed;**  
**prereq Participation in oral and maxillofacial surgery training program;**  
**Instructor:** Hughes,Pamela Jean  
**Description:** Student may contact the instructor or department for information.

**OSUR 8267 Anesthesia Rotation for the Oral and Maxillofacial Surgeon**  
**S-N only, 0-6 credit(s), max credits 6, 1 completion allowed;**  
**prereq Participation in oral and maxillofacial surgery training program;**  
**Instructor:** Hughes,Pamela Jean  
**Description:** Student may contact the instructor or department for information.

## Orthodontics

### 15-209 MoosT

**OTHO 7103 Growth & Development**  
**A-F only, 0-5 credit(s), max credits 5, 1 completion allowed;**  
**Instructor:** Beyer,John Paul  
**Description:** Student may contact the instructor or department for information.

**OTHO 7113 Diagnosis & Treatment Planning**  
**A-F only, 0-5 credit(s), max credits 5, 1 completion allowed;**  
**prereq Admission to graduate orthodontic program.;**  
**Instructor:** Vayda,Patricia Macchiarul  
**Description:** Student may contact the instructor or department for information.

**OTHO 7203 Clinical Orthodontics**  
**A-F only, 0-5 credit(s), max credits 5, 1 completion allowed;**  
**prereq Admission to graduate orthodontic program.;**  
**Instructor:** Beyer,John Paul  
**Description:** Student may contact the instructor or department

for information.

**OTHO 8123 Orthodontic Seminar**  
**A-F only, 0-5 credit(s), max credits 5, 1 completion allowed;**  
**prereq Orthodontic grad student;**  
**Instructor:** Pliska DDS,MS,Benjamin T  
**Description:** Student may contact the instructor or department for information.

**OTHO 8133 Topics in Orthodontics**  
**A-F only, 0-5 credit(s), max credits 5, 1 completion allowed;**  
**prereq Orthodontic grad student;**  
**Instructor:** Ekim,Lilah Suzan  
**Description:** Student may contact the instructor or department for information.

**OTHO 8143 Research in Orthodontics**  
**A-F only, 0-5 credit(s), max credits 5, 1 completion allowed;**  
**prereq Orthodontic grad student;**  
**Instructor:** Miller DDS,MS,James Robert  
**Description:** Student may contact the instructor or department for information.

## Otolaryngology

### 8-240 PWB (Mayo Mail Code 396)

**OTOL 8230 Clinical Otorhinolaryngology**  
**A-F only, 4 credit(s); prereq Grad otol major;**  
**Instructor:** Yueh,Bevan  
**Description:** Student may contact the instructor or department for information.

**OTOL 8231 Surgery of the Ear, Nose, and Throat**  
**A-F only, 3 credit(s); prereq Grad otol major;**  
**Instructor:** Yueh,Bevan  
**Description:** Student may contact the instructor or department for information.

**OTOL 8233 Plastic and Reconstructive Surgery: Head and Neck**  
**A-F only, 1 credit(s); prereq Otol major;**  
**Instructor:** Hilger,Peter A  
**Description:** Student may contact the instructor or department for information.

**OTOL 8234 Anatomy of the Head and Neck and Temporal Bone Dissection**  
**2 credit(s); prereq Grad otol major or instr consent;**  
**Instructor:** Huang,Tina Chung Ting  
**Description:** Student may contact the instructor or department for information.

**OTOL 8239 Otoneurology**  
**1-2 credit(s), max credits 12, 12 completions allowed; prereq Grad otol major or instr consent;**  
**Instructor:** Anderson,John Harold  
**Description:** Student may contact the instructor or department for information.

**OTOL 8240 Allergy**  
**A-F only, 1 credit(s), max credits 12, 12 completions allowed; prereq Grad otol major;**  
**Instructor:** Boyer MD,Holly C  
**Description:** Student may contact the instructor or department for information.

**OTOL 8241 Cancer of the Head and Neck**  
**A-F only, 1 credit(s), max credits 12, 12 completions allowed; prereq Grad otol major;**  
**Instructor:** Yueh,Bevan  
**Description:** Student may contact the instructor or department for information.

**OTOL 8242 Audiology and Speech Pathology**  
**2 credit(s); prereq Grad otol major or instr consent ;**  
**Instructor:** Michael,Deirdre D.  
**Description:** Student may contact the instructor or department for information.

**OTOL 8243 Introduction to Research Methodology**  
**1 credit(s); prereq Grad otol major or instr consent ;**  
**Instructor:** Daly,Kathleen A  
**Description:** Student may contact the instructor or department for information.

**OTOL 8244 Seminar: Current Literature**  
**1 credit(s); prereq Grad otol major or instr consent ;**  
**Instructor:** Lin,Jizhen  
**Description:** Student may contact the instructor or department for information.

**OTOL 8248 Directed Readings in Auditory Physiology**  
**1-2 credit(s), max credits 2, 1 completion allowed; prereq instr consent ; Credit will not be granted if credit has been received for: NSC 8248;**  
**Instructor:** Anderson,John Harold  
**Description:** Student may contact the instructor or department for information.

**OTOL 8250 Advanced Biochemistry of the Auditory System**  
**1 credit(s); prereq MdBc 6100, MdBc 6101 or equiv or instr consent ;**  
**Instructor:** Juhn,Steven Kung  
**Description:** Student may contact the instructor or department for information.

**OTOL 8262 Advanced Clinical Audiology**  
**2 credit(s); prereq Grad otol major, 8242 or instr consent;**  
**Instructor:** Margolis,Robert H  
**Description:** Student may contact the instructor or department for information.

## Pediatric Dentistry

### 6-150 Moost

**PDEN 7000 Directed Research in Pediatric Dentistry**  
**S-N only, 1 credit(s);**  
**Instructor:** Grothe,Ronald  
**Description:** Student may contact the instructor or department for information.

**PDEN 7100 Advanced Clinical Pediatric Dentistry**  
**A-F only, 1-5 credit(s), max credits 5, 1 completion allowed;**  
**Instructor:** STAFF  
**Description:** Student may contact the instructor or department for information.

**PDEN 7200 Advanced Pediatric Dentistry Techniques**  
**A-F only, 2 credit(s);**  
**Instructor:** STAFF  
**Description:** Student may contact the instructor or department for information.

**PDEN 8010 Pediatric Dentistry Diagnosis and Treatment Planning**  
**A-F only, 1 credit(s), max credits 5, 5 completions allowed;**  
**Instructor:** Grothe,Ronald  
**Description:** Student may contact the instructor or department for information.

**PDEN 8100 Hospital Pediatric Dentistry**  
**S-N only, 1 credit(s);**  
**Instructor:** Grothe,Ronald  
**Description:** Student may contact the instructor or department for information.

**PDEN 8110 Pediatric Dentistry Outreach Experiences**  
**S-N only, 1 credit(s), max credits 3, 3 completions allowed;**  
**Instructor:** Grothe,Ronald  
**Description:** Student may contact the instructor or department for information.

## Pediatrics

### 13-118 PWB (Box 391 UMHC)

**PED 6121 Conflict, Anger, Aggression, Violence**  
**A-F only, 2 credit(s); prereq Ped 6121/PubH 6121;**  
**Instructor:** Potegal,Michael  
**Description:** Student may contact the instructor or department for information.

## Persian

### 136 Klaeber Court

**PERS 1102 Beginning Persian II**  
**5 credit(s); prereq 1101; Credit will not be granted if credit has been received for: PERS 4102;**  
**Instructor:** Sadrai,Mahmoud  
**Description:** Student may contact the instructor or department for information.

**PERS 3102 Intermediate Persian II**  
**5 credit(s); prereq 3101 or instr consent ; Credit will not be granted if credit has been received for: PERS 4104;**  
**Instructor:** Sadrai,Mahmoud  
**Description:** Student may contact the instructor or department for information.

**PERS 4102 Beginning Persian**  
**3 credit(s); prereq 4101, grad student; Credit will not be granted if credit has been received for: PERS 1102;**  
**Instructor:** Sadrai,Mahmoud  
**Description:** Student may contact the instructor or department for information.

**PERS 4104 Intermediate Persian**  
**3 credit(s); prereq 4103, grad student; Credit will not be granted if credit has been received for: PERS 3102;**  
**Instructor:** Sadrai,Mahmoud  
**Description:** Student may contact the instructor or department for information.

## Pharmaceutics

### 9-177 Weaver-Densford Hall

**PHM 8100 Seminar: Pharmaceutics**  
**S-N only, 1 credit(s), max credits 4, 4 completions allowed;**  
**prereq Grad Phm major;**  
**Instructor:** Sun,Calvin  
**Description:** Student may contact the instructor or department for information.

**PHM 8110 Readings in Pharmaceutics**  
**S-N only, 1 credit(s), max credits 4, 4 completions allowed;**  
**prereq Grad Phm major;**  
**Instructor:** Suryanarayanan,Raj  
**Description:** Student may contact the instructor or department for information.

**PHM 8120 Readings in Central Nervous System (CNS) Drug Delivery**  
**S-N only, 1 credit(s), max credits 4, 4 completions allowed;**

**prereq instr consent ;**

**Instructor:** Fairbanks,Carolyn Ann

**Description:** Student may contact the instructor or department for information.

**PHM 8150 Pharmacokinetics Research Seminar**

**S-N only, 1 credit(s), max credits 12, 12 completions allowed; prereq Grad Phm major; Credit will not be granted if credit has been received for: PHAR 6223;**

**Instructor:** Zimmerman,Cheryl L

**Description:** Student may contact the instructor or department for information.

**PHM 8431 Controlled Release: Materials, Mechanisms, and Models**

**A-F only, 3 credit(s); prereq Differential equations course including partial differential equations or instr consent ; Credit will not be granted if credit has been received for: BMEN 8431;**

**Instructor:** Siegel,Ronald Alan

**Description:** Student may contact the instructor or department for information.

## Pharmacology

6-120 Jackson Hall

**PHCL 3100 Pharmacology for Pre-Med and Life Science Students**

**A-F only, 2 credit(s); prereq College-level biology; biochemistry or physiology recommended;**

**Instructor:** Wei,Li-Na

**Description:** This introductory course in modern pharmacology is suitable for students interested in clinical medicine, biological science research, pharmaceutical industry and development of modern therapeutic agents -- or those just wanting a taste of how drugs work. The emphasis will be on the big picture of "therapeutic drugs" in general, and to prepare students for future success in modern medicine, research, industry, or matriculation to health science programs. This course covers different drug categories for major organ systems including the nervous systems, the cardiovascular system, and the endocrine/reproductive systems, as well as drugs for conditions like cancers and infectious and inflammatory diseases. The course will also briefly introduce concepts in modern drug design such as gene and cell therapy and application of pharmacogenomics. Optional Textbook: "Pharmacology Condensed, 2nd Edition", Dale and Haylette, Churchill Livingstone (2009). Additional Info: Please contact course directors directly or visit the website: Class URL: <http://www.pharmacology.med.umn.edu/PHCL3100.html>

**PHCL 5103 Pharmacology for Dental Students**

**3 credit(s); prereq enrolled dental student or instr consent;**

**Instructor:** Romero,Daniel Patrick

**Description:** Student may contact the instructor or department for information.

**PHCL 5109 Problems in Pharmacology**

**1-18 credit(s), max credits 18, 1 completion allowed; prereq Upper div or grad student or instr consent ;**

**Instructor:** Loh,Horace H

**Description:** Research projects and special problems by arrangement.

**PHCL 5111 Pharmacogenomics**

**A-F only, 3 credit(s); prereq Grad student or instr consent;**

**Instructor:** Campbell,Colin R

**Description:** Student may contact the instructor or department for information.

**PHCL 5112 A Graduate Student Toolkit: Scientific Speaking, Grant Writing, and Responsible Conduct of Research**

**A-F only, 2 credit(s); prereq instr consent ;**

**Instructor:** Law,Ping-Yee

**Description:** Student may contact the instructor or department for information.

**PHCL 5212 Pharmacology**

**A-F only, 3 credit(s); prereq 5211 or instr consent;**

**Instructor:** Walseth,Timothy F

**Description:** Student may contact the instructor or department for information.

**PHCL 8110 Advanced Pharmacology**

**A-F only, 4 credit(s); prereq 5110 or instr consent ;**

**Instructor:** Loh,Horace H

**Description:** Student may contact the instructor or department for information.

**PHCL 8209 Substance Abuse at the Bedside**

**S-N only, 1 credit(s); prereq Grad student in any basic-science program;**

**Instructor:** Bart,Gavin Bryce

**Description:** Student may contact the instructor or department for information.

**PHCL 8209 Substance Abuse at the Bedside**

**S-N only, 1 credit(s); prereq Grad student in any basic-science program;**

**Instructor:** Roy,Sabita

**Description:** Student may contact the instructor or department for information.

**PHCL 8216 Signal Transduction and Gene Expression**

**3 credit(s); prereq BIOC 8002 or instr consent ;**

**Instructor:** Kim,Do-Hyung

**Description:** The BIOC8216/PHCL8216 is a graduate-level course focused on mechanisms of cellular signal transduction. This course emphasizes intensive discussion in class on focused, selected topics. This year, the theme of the course is "insulin signaling, metabolism, and ageing". Except some introductory class as well as some lectures given by invited speakers, the class will discuss topics focused on the theme above. The course will have a couple of class to discuss about the basic principles of signal transduction, briefly introducing several well-characterized cell signaling pathways and important, useful experimental approaches to study signal transduction. The first two weeks will be given for lectures on general introduction on signal transduction. After that, we will discuss several specific topics on cell signaling based on literatures pertaining to the theme above. A general structure is that a lecture will be given for one day for general introduction on a specific cell signaling topic, which will be followed by discussion based on literature that will be assigned by each lecturer. Through employing this structure, the course will help expose students to basic, broad, and current knowledge on cell signaling mechanisms and their impacts on human diseases, and to experimental approaches on cell signaling studies. The course will require each student to submit a two-page concise proposal, and at the end of the course students will present their proposal. We will not have exams, and the grade will be based on the proposal, presentation, and attendance. For further inquiry, please email [dhkim@umn.edu](mailto:dhkim@umn.edu)

**PHCL 8320 Readings in Neurobiology**

**1-4 credit(s), max credits 4, 4 completions allowed; prereq instr consent ;**

**Instructor:** Fairbanks,Carolyn Ann

**Description:** Student may contact the instructor or department for information.

## Pharmacy

5-110 Weaver-Densford Hall

**PHAR 1001 Orientation to Pharmacy**  
**2 credit(s);**



**Instructor:** Lounsbery, Jody Leigh

**Description:** This is not a self-study course. While it is completely online, there are deadlines for assignments and assessments throughout the semester. No late registrations will be accepted. This course is designed for students seeking an overview of the profession of pharmacy, including the pharmaceutical care practice model, various pharmacy settings, pharmacy education and current opportunities and challenges within the profession. Students use WebVista to view audio-narrated presentations and download handout materials (also available for purchase). Course information is sent to the U of M email addresses of registered students shortly before, and/or on, the first day of classes each Fall, Spring, and Summer term. For more information, see course website or contact pharintr@umn.edu or 612-625-4148.

#### PHAR 1002 Health Sciences Terminology

**2 credit(s); prereq .;**

**Instructor:** Kast, Nicole M

**Description:** This self-study, unlimited enrollment course has no prerequisites. It provides undergraduate students with introductory knowledge of health sciences terminology through a programmed learning approach. Students learn how to analyze and build words by using combining forms, suffixes, and prefixes in a systematic manner. This working knowledge of the medical language serves as a basis for further course work in the health sciences and/or enhances job skills in a wide variety of fields. The mandatory course orientation is completed entirely online. Course information is sent to registered students U of M email addresses shortly before, and/or on, the first day of classes each Fall semester, Spring semester, and 8-week Summer term. For more information on this flexible course, explore the course website and/or contact medterm@umn.edu or 612-624-7976.

**Style:** self-study with regularly scheduled in person testing sessions

**Grading:** average of scores for 4 exams

**Exam Format:** multiple choice and true/false

#### PHAR 1003 Non-Prescription Medications and Self-Care: Treating Minor Conditions

**2 credit(s);**

**Instructor:** Kast, Nicole M

**Description:** This self-study, unlimited enrollment online course for undergraduate and professional students provides information related to nonprescription medications and appropriate self care. Knowledge gained empowers students to become informed consumers of over-the-counter medications and testing devices. Examples of course topics include vitamins, herbal products, pain relievers and cold medications. Non-drug treatments for minor illnesses are also discussed. Textbook is supplemented with online course work. Students use Vista to: view audio-narrated powerpoint presentations, download handout materials (also available for purchase), and complete self tests in preparation for exams. The required course orientation is completed online. Course information is sent to registered students U of M email addresses shortly before, and/or on, the first day of classes each Fall semester, Spring semester, and 8-week Summer term. For more information on this flexible course, explore the course website and/or contact selfcare@umn.edu or 612-624-7976.

**Style:** self-study, with regularly scheduled in-person testing sessions.

**Grading:** 100% other evaluation. average of 4 exam scores

**Exam Format:** Multiple choice and true/false

#### PHAR 1004 Common Prescription Drugs and Diseases

**2 credit(s);**

**Instructor:** Pittenger, Amy Louise

**Description:** This self-study, unlimited enrollment online course for undergraduate and professional students informs about frequently prescribed medications (e.g., Lipitor) and the disease these medications are intended to treat (e.g., high cholesterol). Examples of course topics include: migraines, obesity, asthma, and pregnancy prevention. There is no textbook for this course. Students use WebVista to view audio-narrated presentations, download handout materials (also available for purchase), and

complete self tests in preparation for exams. The required course orientation is completed online. Course information is sent to registered students U of M email addresses shortly before, and/or on, the first day of classes each Fall semester, Spring semester, and 8-week Summer term. For more information on this flexible course, explore the course website and/or contact rxdx@umn.edu@umn.edu or 612-624-7976.

**Style:** self-study with regularly scheduled in-person testing sessions.

**Grading:** 5% reports/papers, 95% additional semester exams. average of 4 exam scores and case study. No final exam.

**Exam Format:** Multiple choice and True/False

#### PHAR 1005 Introduction to Drug Therapies of Addiction: Medicine or Menace?

**2 credit(s); prereq Medical terminology recommended;**

**Instructor:** Lichtblau PhD, Leonard

**Description:** This online two credit course provides students with the opportunity to explore the drug therapy (pharmacotherapy) of addiction. Through audio-narrated presentations, handouts, and additional online resources, students will gain basic drug therapy knowledge in the area of addiction; including, but not limited to topics such as drug regulation, drug therapy strategies used to treat pain, and how the concepts of tolerance, physical dependence, and addiction influence care. Mechanism of action of various illicit and prescription medications which are commonly misused (e.g. Ritalin), as well as the drug therapy of addiction (e.g. Methadone) will also be covered.

**Style:** 100% Web Based. This is a self study course with one deadline for all coursework.

**Grading:** 12% reports/papers, 87% additional semester exams.

**Exam Format:** There are 4 online, timed exams which have multiple-choice and true/false questions. Exam 4 contains a written portion (paper) in addition to multiple choice and true/false questions.

#### PHAR 3601 Basic Human Physiology for the Health Professions

**A-F only, 3 credit(s), max credits 6; prereq Medical terminology and anatomy;**

**Instructor:** Lichtblau PhD, Leonard

**Description:** Student may contact the instructor or department for information.

#### PHAR 3700 Fundamentals of Pharmacotherapy

**A-F only, 3 credit(s); prereq Medical terminology; Credit will not be granted if credit has been received for: PHAR 5700;**

**Instructor:** Pittenger, Amy Louise

**Description:** While this course is completely online, there are three exam deadlines throughout the semester. This course is designed for students pursuing careers that require them to have a basic familiarity with drug therapy. This course is offered totally online and will focus on recognition of brand and generic drug names, their therapeutic classes and common uses. In addition, participants will develop a basic proficiency in the use of drug information resources. With the competencies developed, participants of the course can expect to better review medication lists and work with health communication/documentation.

**Style:** 100% Web Based.

**Grading:** 100% additional semester exams. final grade is determined from three exam scores. There is one extra credit option

**Exam Format:** multiple-choice/online

#### PHAR 3800 Pharmacotherapy for the Health Professions

**A-F only, 3 credit(s); prereq Anatomy/physiology, enrolled [nursing or respiratory care] student;**

**Instructor:** Lounsbery, Jody Leigh

**Description:** This online course provides enrolled nursing and respiratory care students with a general understanding of drug therapy and its implications in patient care. (See course website for exact prereqs for each health professional program.) There is no textbook for this course. Students use Vista to: view audio-narrated powerpoint presentations, download handout materials, complete self-assessments, and take exams. Course

information is sent to the U of M email addresses of registered students shortly before, and/or on, the first day of classes each Fall and Spring term. For more information, see course website or contact ptherapy@umn.edu or 612-625-4148.

**Grading:** 25% mid exam, 25% final exam, 50% quizzes.

**Exam Format:** Multiple choice

#### PHAR 4200W Drugs and the U.S. Health Care System

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: PHAR 5200; Meets CLE req of Writing Intensive;**

**Instructor:** Pittenger, Amy Louise

**Description:** Phar 4200W Drugs and the US Healthcare System 3 cr. Prereqs: none Instructor: Pittenger, PharmD, MS, Amy L. This is not a self-study course. This completely online course prepares students to be informed and responsible users of medications within the healthcare system and fulfills a writing intensive requirement. Medication development, regulation and distribution in the US are explored, along with the business, political and legal/ethical issues involved. Through weekly reading and writing assignments, participants identify and substantiate their own stances on issues. Requirements include short writing assignments (finished writing in the form of postings to a discussion board) each week, self-reflections, and a Final Project allowing exploration of issues of interest to you. For more information, see our course website <http://courses.pharmacy.umn.edu> or contact rxsystem@umn.edu or 612-624-7976.

**Style:** 100% Web Based.

**Grading:** 35% reports/papers, 30% reflection paper, 35% class participation. Class participation is defined as weekly postings to course discussion board.

**Exam Format:** there are no exams

#### PHAR 4294 Directed Study I for Undergraduates

**1-5 credit(s), max credits 10;**

**Instructor:** Westberg, Sarah M.

**Description:** Student may contact the instructor or department for information.

#### PHAR 5200 Drugs and the U.S. Health Care System

**A-F only, 3 credit(s); prereq [Grad or professional] student; Credit will not be granted if credit has been received for: PHAR 4200W;**

**Instructor:** Pittenger, Amy Louise

**Description:** Phar 5200 Drugs and the US Healthcare System 3 cr, Prereqs: graduate student or permission of instructor Instructors: Pittenger, PharmD, MS, Amy L. This online course prepares students to be informed and responsible participants in debates related to medications within the U.S. healthcare system. Medication development, regulation and distribution in the US are explored, along with the business, political and legal/ethical issues involved. Through weekly reading and writing assignments, participants identify and substantiate their own stances on issues. Requirements include short writing assignments (finished writing in the form of postings to a discussion board) each week, self-reflections, and a Final Project, allowing exploration of issues of interest to you. For more information, see our course website <http://courses.pharmacy.umn.edu> or contact rxsystem@umn.edu or 612-624-7976.

**Style:** 100% Web Based.

**Grading:** 35% reports/papers, 30% reflection paper, 30% class participation. class participation is defined as discussion board postings

#### PHAR 5201 Health Sciences Applied Terminology

**2 credit(s); prereq Basic knowledge of human anatomy/physiology;**

**Instructor:** Pittenger, Amy Louise

**Description:** This self-study, unlimited enrollment advanced course for undergraduates and professional students presumes basic knowledge of human anatomy and physiology. Students learn medical terms as well as how to apply them when documenting and reporting patient care procedures. Gaining this working knowledge of the medical language serves as a basis

for further course work in the health sciences and/or enhances job skills in a wide variety of fields. The mandatory course orientation is completed online. Course information is sent to registered students U of M email addresses shortly before, and/or on, the first day of classes each Fall semester, Spring semester, and 8-week Summer term. For more information on this flexible course, explore the course website and/or contact medterm@umn.edu or 612-624-7976.

**Style:** self-study with regularly scheduled in-person testing sessions on TC campus.

**Grading:** Average of scores for 5 exams

#### PHAR 5700 Applied Fundamentals of Pharmacotherapy

**A-F only, 3 credit(s); prereq [Medical terminology, admission to grad program] or instr consent ; Credit will not be granted if credit has been received for: PHAR 3700;**

**Instructor:** Pittenger, Amy Louise

**Description:** Prerequisite: Medical Terminology and admitted to a graduate program (or permission of instructor) This course is designed for students pursuing careers that require them to have a basic familiarity with drug therapy. This course is offered totally online and will focus on recognition of brand and generic drug names, their therapeutic classes and common uses. In addition, participants will develop a basic proficiency in the use of drug information resources. With the competencies developed, participants of the course can expect to better review medication lists and work with health communication/documentation. As compared to Phar 3700, Phar 5700 participants will complete a multimedia project on a drug-related topic of their choosing, in addition to completing additional learning modules on subjects appropriate to their profession.

**Style:** 100% Web Based.

**Grading:** 10% special projects, 90% additional semester exams.

**Exam Format:** multiple choice/online

#### PHAR 6165 Pharmaceutical Calculations

**A-F only, 1 credit(s); prereq 1st yr pharmacy student;**

**Instructor:** George, Angela

**Description:** Student may contact the instructor or department for information.

## Philosophy

### 831 Heller Hall

#### PHIL 1001 Introduction to Logic

**4 credit(s); Credit will not be granted if credit has been received for: PHIL 1001H; Meets CLE req of Mathematical Thinking;**

**Instructor:** Owens, Joseph I

**Description:** Student may contact the instructor or department for information.

#### PHIL 1001 Introduction to Logic

**4 credit(s); Credit will not be granted if credit has been received for: PHIL 1001H; Meets CLE req of Mathematical Thinking;**

**Instructor:** Berrier, Monica Jean

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Logic and logical are words that we use every day with a variety of meanings, but you may still wonder what a course in logic is actually about. Logic is about sentences and relationships between sentences. What does that mean? Humans' primary means of communicating information is through language, and language is embodied in sentences. However, when we receive information via sentences, we can reason about the information contained in those sentences. So, if you hear someone is an orphan, you would infer that that person's parents died and he or she probably grew up with relatives. This seems like a reasonable inference to make. Logic provides an explanation for

why these inferences are reasonable. That is, logic is the study of reliable methods of drawing conclusions from given information.

**Style:** This is a printed correspondence section.

**Grading:** 20% mid exam, 20% final exam, 60% written homework.

**Exam Format:** Supervised, in-person exams

#### **PHIL 1002V Honors: Introduction to Philosophy**

**A-F only, 4 credit(s); Credit will not be granted if credit has been received for: PHIL 1002W; Meets CLE req of Writing Intensive;**

**Instructor:** Scheman,Naomi

**Description:** Through reading and discussing original (or translated) work of Plato, Aristotle, Descartes, Locke, and Mill we will explore some of questions that have been central to the history of Western philosophy and think about how those questions are related to questions that concern us, as residents of the U.S. in the 21st C. We will then read and discuss a selection of papers by our contemporaries, philosophers writing from experiences and perspectives that, for reasons of gender and/or race, have not been well-represented in the philosophical canon. A central theme in our discussions will be the varieties, sources, and legitimacy of authority (e.g., the authority of the state and the different sort of authority of expertise). More important than learning about philosophy will be learning how it do it: how to read carefully and critically; how to explain and evaluate what you have read; how to thoughtfully listen to others, and how to formulate, explain, and revise your own own ideas.

**Style:** 70% Lecture, 20% Discussion, 10% Small Group Activities. There will be questions and discussion during the "lecture" times, as well as separate discussion sections.

**Grading:** 30% mid exam, 30% final exam, 40% reflection paper. Mid "exam": 4pp.paper, revised Final "exam": two 2pp. papers  
Reflection papers: responses to questions about the readings.  
Extra credit for participation in discussion in class or on-line

#### **PHIL 1002W Introduction to Philosophy**

**4 credit(s); Credit will not be granted if credit has been received for: PHIL 1006W; Meets CLE req of Writing Intensive;**

**Instructor:** Scheman,Naomi

**Description:** Through reading and discussing original (or translated) work of Plato, Aristotle, Descartes, Locke, and Mill we will explore some of questions that have been central to the history of Western philosophy and think about how those questions are related to questions that concern us, as residents of the U.S. in the 21st C. We will then read and discuss a selection of papers by our contemporaries, philosophers writing from experiences and perspectives that, for reasons of gender and/or race, have not been well-represented in the philosophical canon. A central theme in our discussions will be the varieties, sources, and legitimacy of authority (e.g., the authority of the state and the different sort of authority of expertise). More important than learning about philosophy will be learning how it do it: how to read carefully and critically; how to explain and evaluate what you have read; how to thoughtfully listen to others, and how to formulate, explain, and revise your own own ideas.

**Style:** 70% Lecture, 20% Discussion, 10% Small Group Activities. There will be questions and discussion during the "lecture" times, as well as separate discussion sections.

**Grading:** 30% mid exam, 30% final exam, 40% reflection paper. Mid "exam": 4pp.paper, revised Final "exam": two 2pp. papers  
Reflection papers: responses to questions about the readings.  
Extra credit for participation in discussion in class or on-line

#### **PHIL 1002W Introduction to Philosophy**

**4 credit(s); Credit will not be granted if credit has been received for: PHIL 1006W; Meets CLE req of Writing Intensive;**

**Instructor:** Panagopoulos,Anastasia

**Description:** This is a fully online course offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policy, fee, and financial aid information. Many of the questions that you hear about on TV and in the

popular press today are actually philosophical problems: Should abortion be permitted? Do animals have rights? Can computers think? Philosophy, however, isn't only a set of questions. It also includes its own methodology, one that uses logical arguments in an attempt to answer questions. In this course, you will read articles about ethics, knowledge, religious belief, and the human condition. These articles will speak to the issues that are most central to your being--your beliefs and ideologies, your sense of yourself, and your relations with others and with the world. You will be asked to do philosophy, not merely to report on it, and in doing so, you will need to consider alternate viewpoints, make arguments, be critical, and spend some time thinking about what you read.

**Style:** Online

**Grading:** 100% written homework.

#### **PHIL 1003W Introduction to Ethics**

**4 credit(s); Credit will not be granted if credit has been received for: PHIL 1003V; Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive;**

**Instructor:** Nelson,Stephen Mikkell

**Description:** Student may contact the instructor or department for information.

#### **PHIL 1003W Introduction to Ethics**

**4 credit(s); Credit will not be granted if credit has been received for: PHIL 1003V; Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive;**

**Instructor:** Brito,Marisol

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course is an introduction to ethics, or moral philosophy. It will study three ethical theories--as presented in John Stuart Mill's Utilitarianism, Immanuel Kant's Grounding for the Metaphysics of Morals, and Aristotle's Nicomachean Ethics--that try to address how we should live. It will examine these theories by focusing on how they each answer one key question: What makes an action the right thing to do? The study of ethics consists of both learning information and developing the skills needed to use that information. In this course, the information is the three ethical theories that we will cover, and, to understand and apply them, you will need to develop certain philosophical skills. The study questions and written assignments are designed to help you develop those skills.

**Style:** Online

**Grading:** 100% written homework. You must complete 5 assignments, although 1 will not be graded. Your grade is determined by the total number of points you earn on the graded submissions (of 1,000 pts)

#### **PHIL 1004W Introduction to Political Philosophy**

**4 credit(s); Credit will not be granted if credit has been received for: PHIL 1004V; Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive;**

**Instructor:** Gutt,Nathan Daniel

**Description:** Student may contact the instructor or department for information.

#### **PHIL 1006W Philosophy and Cultural Diversity**

**4 credit(s); Credit will not be granted if credit has been received for: PHIL 1002W; Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive;**

**Instructor:** Paul,Joshua

**Description:** Student may contact the instructor or department for information.

#### **PHIL 1905 Topics: Freshman Seminar: Comics as Art**

**A-F only, 3 credit(s), max credits 6; prereq freshman;**

**Instructor:** Cook,Roy Thomas

**Description:** Comics were once thought to be appropriate only for children. Recently, however, telling a story by combining drawings and word balloons has acquired an unexpected (but not undeserved!) respectability: The holocaust memoir Maus

won a Pulitzer Prize; the graphic novel *Watchmen* appeared on *Time Magazine's* Top 100 Novels of All-Time list; and Jimmy Corrigan, *The Smartest Kid on Earth* won the prestigious Guardian First Book Award. In this seminar, we will explore the idea that comics are as legitimate an art form as painting or poetry. We will ask: How do comics differ from other artistic media? How does reading a comic differ from reading poetry or novels? How have comics influenced, and been influenced by, culture and politics? And what, exactly, makes a comic a comic (and not something else)?

**PHIL 3005W General History of Western Philosophy: Modern**

**Period**

**4 credit(s); Credit will not be granted if credit has been received for: PHIL 3005V; Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive;**

**Instructor:** Lewis, Douglas E

**Description:** This course examines the metaphysics, epistemology, and politics of eight philosophies of Europe of the 16th, 17th, and 18th centuries, those of Descartes, Malebranche, Spinoza, Locke, Berkeley, Hume, Wollstonecraft, and Kant. We will consider the economic, religious, cultural (especially scientific), and political antecedents of the philosophies, the audience and language of the texts, and the western European social transformations of the time the philosophies informed. The course satisfies an arts and humanities diversified core requirement and is writing intensive. All interested students are welcome.

**Style:** 65% Lecture, 35% Discussion.

**Grading:** 28% mid exam, 44% final exam, 28% other evaluation. second midsemester exam

**Exam Format:** take-home essay exams; two three-page essays per midsemester exam; three three-page essays for final

**PHIL 3301 Environmental Ethics**

**4 credit(s); Meets CLE req of Environment;**

**Instructor:** Paxton, Molly

**Description:** Student may contact the instructor or department for information.

**PHIL 3302W Moral Problems of Contemporary Society**

**4 credit(s); Credit will not be granted if credit has been received for: PHIL 3322W; Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive;**

**Instructor:** Bix, Brian H

**Description:** From the major public issues like terrorism, abortion, and capital punishment, to the more personal and day-to-day matters relating to lying, vegetarianism, and sexual morality, ethical questions pervade our lives. This course will investigate the various approaches to ethical questions, and analyze, rigorously, the arguments on both sides of a large variety of contemporary moral problems. The course will include two analysis and advocacy papers (one of which students will have to revise after receiving comments), and a closed book, final essay examination. All readings will be from texts available on-line. On the positive side, this means that no course-books need to be purchased. On the negative side, this means that students should not take this course unless they have regular access to a computer and the Internet (and can either read the articles on-line, or can print them out).

**Style:** 80% Lecture, 20% Discussion.

**Grading:** 40% final exam, 60% reports/papers.

**Exam Format:** essay (closed book)

**PHIL 3601W Scientific Thought**

**4 credit(s); prereq One course in philosophy or natural science; Meets CLE req of Writing Intensive;**

**Instructor:** Hellman, Geoffrey

**Description:** This course is an introduction to the philosophy of modern physics. After some preliminary background in philosophy of science on "realism" and "empiricism", it will present fundamental concepts of Einstein's Special Theory of Relativity and of Quantum Mechanics, using clear verbal explanations and diagrams and only very minimal mathematics, aimed at exposing the revolutionary content of these pillars of 20th Century physics and some of their philosophical

implications. How does Relativity Theory alter our conceptions of space and time? What is "relative" about it? What remains invariant? What is quantum mechanics? How does it challenge our classical concepts of "physical state", "causality", and even "objectivity"? Does it face conceptual challenges? What are the "Einstein-Podolski-Rosen paradox", the "problem of hidden variables", and the "problem of quantum measurement"? The answers hold some surprises; and they expose serious distortions and misunderstandings in popular culture and "soundbites". No formal background in physics is required; more important is a readiness to think clearly and analytically about the subject matter.

**Style:** 75% Lecture, 25% Discussion.

**Grading:** 40% mid exam, 45% final exam, 15% class participation.

**Exam Format:** Essay

**PHIL 3607 Philosophy of Psychology**

**4 credit(s); prereq One course in philosophy or psychology;**

**Instructor:** Owens, Joseph I

**Description:** Mental phenomena present the philosopher with a number of deep but inescapable challenges. We tend to suppose that we know what it is to have a mind, to have beliefs, desires, etc., All of this is surely amazing; indeed it verges on the outrageous. We admit to not knowing the makeup of the simplest structures, to not knowing how to explain the behavior of the simplest organisms--we leave such issues to scientific investigators--and at the same time we think we know how to explain the behavior of this most complex of systems; we know how to do it, and we know what we are talking about when we explain behavior by citing the relevant beliefs, desires, etc. Strange indeed. We start our investigation with a brief look at Descartes, who is usually supposed to have expressed our shared intuitive conception of mind. For our purposes, Descartes' vision is best viewed as posing the central problems rather than answering them. The body of the course is then taken up with investigating current and recent theories of mind and psychology. Special attention will be given to cognitive psychology and artificial intelligence approaches--contemporary theories that attempt to understand intelligent systems as programmed systems.

**Style:** 75% Lecture, 25% Discussion.

**Grading:** 100% reports/papers.

**PHIL 3993 Directed Studies**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** STAFF

**Description:** Students may contact the instructor or department for information.

**PHIL 4010 Ancient Philosophers**

**3 credit(s), max credits 6; prereq 3001 or instr consent ;**

**Instructor:** Peterson, Sandra Lynne

**Description:** Philosophy 4010 Spring 2011 This course will study closely some dialogues of Plato's in which Socrates has a conversation with one or more distinctive interlocutors. The dialogues will include the *Cratylus*, the *Gorgias*, and the *Hippias Major*. Students will critically examine some arguments that Socrates elicits from his interlocutors by questioning, and will consider the role of each argument within its dialogue. Students will also consider portions of Socrates' conversations that are not clearly question-answer argumentative exchanges -- for example, etymological proposals in the *Cratylus* and a myth of the afterlife in the *Gorgias*. The course will also make some reference to Plato's work, the *Apology*, Socrates' famous defense speech in court at the age of seventy as he is on trial for his life. A guiding project of the course will be to see whether or not the description that Socrates gives in the *Apology* of how he spent his life is an accurate description of Socrates' conversational behavior in the other dialogues that we read.

**Style:** 10% Lecture, 90% Discussion.

**Grading:** 10% quizzes, 25% attendance, 65% reflection paper.

**PHIL 4310W History of Moral Theories**

**3 credit(s); prereq 1003 or instr consent; Meets CLE req of**

**Writing Intensive;****Instructor:** Tiberius, Valerie**Description:** Student may contact the instructor or department for information.**PHIL 4321W Theories of Justice****3 credit(s); prereq 1003 or 1004 or instr consent; Meets CLE req of Writing Intensive;****Instructor:** STAFF**Description:** John Rawls wrote that "justice is the first virtue of social institutions," and most political philosophers would probably agree. The agreement ends, however, when the precise nature of justice, and of those institutions, is further explored. This course will familiarize students with concept of justice as articulated by leading philosophers from Locke to Rawls, as well as explore recent critiques of the concept of distributive justice proposed by feminist philosophers and critical race theorists. By the end of the course, students will have a solid grasp of the strengths and weaknesses of the liberal concept of distributive justice. The course will be taught in a seminar style, and students will be responsible for presenting some of the material to the class.**Style:** 20% Lecture, 40% Discussion. student presentations**Grading:** 20% mid exam, 40% reports/papers, 20% in-class presentation, 20% class participation.**Exam Format:** essay and short answer**PHIL 4622 Philosophy and Feminist Theory****3 credit(s); prereq 8 crs in [philosophy or women's studies] or instr consent ; Credit will not be granted if credit has been received for: GWSS 4122;****Instructor:** Scheman, Naomi**Description:** This course explores questions of realism and objectivity, specifically concerning identity, by bringing together three (overlapping) lines of theorizing: work in literary theory under the heading of "post-positivist realism," critical race theory, and Wittgensteinian feminist theory. The genesis for the course was my discovery that a paper of mine from the 1970's had provided a central example for a 1993 paper of Satya Mohanty's that is the germinal work in post-positivist realism. A 2000 collection of papers articulating that position is one of the core texts for our class, along with some of the work that (totally independently) I have been doing in the 30 years since my original paper, and some of the work (in philosophy and critical race theory) that has influenced me. My hope is that this triangulation will shed light on a central issue in philosophy and feminist theory, namely, how to make sense of truth claims (especially those that seem to be needed for effective political critique and activism) without appeal to problematically foundationalist metaphysics and epistemology.**Style:** 40% Lecture, 60% Discussion.**Grading:** 55% reports/papers, 45% reflection paper. web and in-class participation can improve one's grade**Exam Format:** N/A**PHIL 4993 Directed Studies****1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent, dept consent, college consent;****Instructor:** STAFF**Description:** Student may contact the instructor or department for information.**PHIL 5202 Symbolic Logic II****4 credit(s); prereq 5201 or instr consent;****Instructor:** Cook, Roy Thomas**Description:** Student may contact the instructor or department for information.**PHIL 5211 Modal Logic****3 credit(s); prereq 5201 or instr consent;****Instructor:** Hanson, William H**Description:** This course is an introduction to modal propositional and predicate logic and to some of the philosophical problems that inevitably arise in the course of their study. Students will be expected to know something about non-modal logic (roughly, the material covered in Phil 5201). On

the formal side we'll cover model-theoretic semantics, tableau-style derivation rules, and proofs that the derivation rules are sound and complete with respect to the semantics--all this for a number of different modal logics. Among the philosophical questions we'll consider are whether any of the logics we study is the correct modal logic, and whether accepting model-theoretic semantics for modal languages commits us to the existence of merely possible entities (e.g., possible worlds, possible individuals).

**Style:** 80% Lecture, 20% Discussion.**Grading:** 10% problem solving, 90% other evaluation. exams**Exam Format:** Problem solving**PHIL 5415 Philosophy of Law****3 credit(s); prereq 1003 or 1004 or 3302 or social science major or instr consent;****Instructor:** Bix, Brian H**Description:** The course will offer an overview of a wide variety of topics in legal philosophy, from issues in analytical philosophy (e.g., regarding the nature of law, the requirements of justice, and whether there is a moral obligation to obey the law) to modern critical schools (e.g., law and economics, critical race theory, legal realism, and feminist legal theory). The course is aimed at graduate philosophy students and law students, though other graduate students and undergraduates willing and able to work at a graduate-student level are welcome. The readings come mostly from articles available on-line, supplemented by one short overview book. Course grades are based primarily on one term paper and one (closed book) final essay exam.**Style:** 70% Lecture, 30% Discussion.**Grading:** 45% final exam, 45% reports/papers, 10% class participation.**Exam Format:** essay (closed book)**PHIL 5622 Philosophy and Feminist Theory****3 credit(s); prereq 8 crs in [philosophy or women's studies] or instr consent; Credit will not be granted if credit has been received for: PHIL 4622;****Instructor:** Scheman, Naomi**Description:** This course explores questions of realism and objectivity, specifically concerning identity, by bringing together three (overlapping) lines of theorizing: work in literary theory under the heading of "post-positivist realism," critical race theory, and Wittgensteinian feminist theory. The genesis for the course was my discovery that a paper of mine from the 1970's had provided a central example for a 1993 paper of Satya Mohanty's that is the germinal work in post-positivist realism. A 2000 collection of papers articulating that position is one of the core texts for our class, along with some of the work that (totally independently) I have been doing in the 30 years since my original paper, and some of the work (in philosophy and critical race theory) that has influenced me. My hope is that this triangulation will shed light on a central issue in philosophy and feminist theory, namely, how to make sense of truth claims (especially those that seem to be needed for effective political critique and activism) without appeal to problematically foundationalist metaphysics and epistemology.**Style:** 40% Lecture, 60% Discussion.**Grading:** 55% reports/papers, 45% reflection paper. web and in-class participation can improve one's grade**Exam Format:** N/A**PHIL 5993 Directed Studies****1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent, dept consent, college consent;****Instructor:** STAFF**Description:** Student may contact the instructor or department for information.**PHIL 8310 Seminar: Moral Philosophy****3 credit(s), max credits 9, 3 completions allowed; prereq 4310 or 4320 or 4330 or instr consent;****Instructor:** Mason, Michelle N**Description:** Spring 2011 Topic: The Moral Emotions. What distinguishes moral emotions (arguably, resentment, guilt, moral shame, moral pride, and moral honor, among others) from

nonmoral emotions? What proper role do such emotions play in a good life and in the context of just institutions, including legal institutions? This seminar will treat these and related questions concerning the role of moral emotions in holding others responsible (including worries about conditions of moral responsibility, prospects and problems of retributive understandings of our moral and legal practices of holding responsible, etc.) It is intended for graduate students in philosophy and law students (particularly those with interests in the philosophical underpinnings of criminal law, theories of punishment, jurisprudence). Space permitting, other prepared students may be admitted by application to the instructor.

#### **PHIL 8510 Seminar: Aesthetics Studies**

**3 credit(s), max credits 6;**

**Instructor:** Kac,Michael B

**Description:** Student may contact the instructor or department for information.

#### **PHIL 8620 Seminar: Philosophy of the Biological Sciences**

**3 credit(s), max credits 6;**

**Instructor:** Waters,C. Kenneth

**Description:** Student may contact the instructor or department for information.

## **Physical Education**

*220 Cooke Hall*

#### **PE 1004 Diving: Springboard**

**OPT No Aud, 1 credit(s); prereq 1007 or equiv or instr consent;**

**Instructor:** Street,Meagan A

**Description:** All class materials provided. Course open to anyone interested in learning about diving as a sport. Course involves notes on technical aspects of competitive diving, actual participation in learning how to dive, safely and correctly.

#### **PE 1007 Beginning Swimming**

**OPT No Aud, 1 credit(s);**

**Instructor:** 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.

**Style:** 10% Lecture. 90% in-water practice

**Grading:** 20% mid exam, 20% final exam, 25% quizzes, 35% class participation.

**Exam Format:** Written exams: 25 questions multiple choice; practical quizzes: in-water skills test

#### **PE 1012 Beginning Running**

**OPT No Aud, 1 credit(s);**

**Instructor:** Eaton,Lois M

**Description:** Fundamentals of running. Completing a 5K race. Benefits of running. Appropriate apparel/equipment. Principles of running. Injury prevention. Road racing rules. Nutrition, hydration.

#### **PE 1014 Conditioning**

**OPT No Aud, 1 credit(s);**

**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.

**Style:** 5% Lecture. physical activity

**Grading:** 20% final exam, 20% reports/papers, 30% class participation, 30% other evaluation. attendance

**Exam Format:** multiple choice, true/false, matching

#### **PE 1015 Weight Training**

**OPT No Aud, 1 credit(s);**

**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.

**Style:** 70% Lecture, 30% Discussion.

**Grading:** 20% final exam, 10% reports/papers, 70% class participation.

**Exam Format:** multiple choice, fill in the blank

#### **PE 1029 Handball**

**OPT No Aud, 1 credit(s);**

**Instructor:** Hiber,Matthew Frank

**Description:** This course has been designed as an introductory level activity program for handball players. Its intent is to familiarize students with the rules of handball and teach the fundamental skills of this challenging sport. Daily activities will focus on entry-level drills, playing games, and learning appropriate handball etiquette. Students will be expected to purchase handball gloves, handballs, and protective eyewear. There will be a \$35 equipment fee.

**Style:** 10% Lecture. skills and activities

**Grading:** 10% mid exam, 10% final exam, 80% class participation.

**Exam Format:** One T/F test and one short answer test

#### **PE 1031 Sabre Fencing**

**OPT No Aud, 1 credit(s);**

**Instructor:** Sobalvarro,J Roberto

**Description:** Basic sabre techniques, movement, an overview of fencing as a recreational sport and an Olympic sport, and the history of fencing.

#### **PE 1032 Badminton**

**OPT No Aud, 1 credit(s);**

**Instructor:** 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**

**OPT No Aud, 1 credit(s);**

**Instructor:** Sobalvarro,J Roberto

**Description:** Fencing fundamentals, including basic foil techniques, movement, a general overview of fencing as a recreational sport and an Olympic sport, and the history of fencing.

#### **PE 1034 Judo**

**OPT No Aud, 1 credit(s);**

**Instructor:** Crone,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.

**Style:** 5% Lecture, 5% Discussion. Physical instruction of judo techniques and skill application.

**Grading:** 15% mid exam, 20% final exam, 65% class participation. There is a final physical skills exam which is factored into the overall Class Participation grade. It consists of student chosen techniques from the semester.

**Exam Format:** Mid Term & Final: Matching, multiple choice, true/false Physical Exam: Demonstration of skills

#### PE 1035 Karate

**OPT No Aud, 1 credit(s);**

**Instructor:** Fusaro, Robert L

**Description:** This course will introduce the student to Japanese Shotokan Karate (traditional karate); a style of karate that is natural and functional. Students will learn proper posture and methods to develop power and control utilizing feet, legs, and hips. The principal of body dynamics, which Shotokan Karate is noted for, will enable a person of 100 pounds or less to develop power capable of defending themselves against a person of greater size and weight. Shotokan Karate is a non-contact martial art in which no protective gear or gloves of any type is worn. Therefore, control is essential. Men, women, and children can participate in this exhilarating martial art without fearing for their well-being. Structural foundation is essential for developing a delivery system for blocking, kicking, and punching, techniques which are basic elements of self-defense. These movements will be reviewed throughout the entire semester. A portion of the latter half of the course will be devoted to application of these basic techniques. Purchase of GI uniform is encouraged; GI uniform is available through the instructor at a cost of \$35.

**Style:** 15% Discussion. training; 5% exams

**Grading:** 20% mid exam, 70% final exam, 10% other evaluation. Attendance

**Exam Format:** Mid-term: 20 short multiple choice questions; Final: physical test on basic movements worked on during the semester

#### PE 1036 Racquetball

**OPT No Aud, 1 credit(s);**

**Instructor:** 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.

**Style:** 10% Lecture. practicing racquetball skills; 30% playing points

**Grading:** 10% mid exam, 20% final exam, 40% class participation, 30% other evaluation. skills test

**Exam Format:** short answer

#### PE 1037 Squash Racquets

**OPT No Aud, 1 credit(s);**

**Instructor:** Stever, John Ball

**Description:** This course has been designed as an introductory-level activity program for novice squash players. Its intent is to familiarize the individual with the play, rules, equipment, and courts of the game. Weekly lessons will focus on entry-level technique as well as safety on and around the court. Upon completion of this course, students will: 1) have learned the mechanics of the basic squash strokes; 2) understand positioning and movement on the court; 3) understand and apply the international rules for play; 4) be able to describe the basic dimensions and markings of an international squash rackets court; and 5) be able to select and care for equipment. The texts

for the course include the well-illustrated Squash: Steps to Success by Yarrow (1997), and the "International Squash Rules" as published by the World Squash Association on the Internet.

**Style:** 15% Lecture, 10% Film/Video. 75% on court for drills and games. Much of lecture is also on court.

**Grading:** 20% mid exam, 20% attendance, 60% other evaluation. On court evaluation of improvement on basic techniques

**Exam Format:** Multiple choice, T/F

#### PE 1038 Beginning Tennis

**OPT No Aud, 1 credit(s);**

**Instructor:** Kneisl, Jerry

**Description:** Fundamental strokes, including forehands, backhands, volleys, lobs, overheads, and serves; introduction to singles and doubles play; terminology, rules, and etiquette.

#### PE 1038 Beginning Tennis

**OPT No Aud, 1 credit(s);**

**Instructor:** Sanny, John H

**Description:** Fundamental strokes, including forehands, backhands, volleys, lobs, overheads, and serves; introduction to doubles play; terminology, rules, and etiquette.

#### PE 1043 Beginning Horse Riding

**OPT No Aud, 1 credit(s);**

**Instructor:** Benner, Jaime Ashley

**Description:** Techniques, styles, and communication of English riding. Students will learn riding techniques at a walk, trot, canter, and jumping.

#### PE 1044 Self-Defense

**OPT No Aud, 1 credit(s);**

**Instructor:** Bendickson, Anita Olivia

**Description:** Course consists of learning basic physical and psychological skills to help the student recognize and act in crisis and pre-crisis situations: to avoid or stop physical assault, harassment, irritating and/or dangerous situations and encounters. Physical skills include basic striking, kicking, shifting (learning to move out of the way), blocking, and specialized techniques for specific situations. Psychological skills include learning to analyze self-defense situations, i.e., what strengths does the student have, what vulnerabilities does his/her opponent have and what opportunities are there to apply those strengths and use those vulnerabilities. This includes developing an understanding of force, eye contact and strong body language, and basic verbal skills such as assertiveness. Class work will include drills in physical techniques to develop coordination and strength, practice time in hitting and kicking bags, many controlled situations with partners (including floor, weapon, and multiple attacker situations) to teach basic skills of analysis and application.

**Style:** 10% Discussion.

**Grading:** 50% final exam, 20% reports/papers, 30% class participation.

**Exam Format:** Physical demonstration of basic skills plus student's choice of one from each of the following four categories (partner exercises): 1) basic blocking, 2) response to a grab from the front, 3) response to a grab from behind, 4) one special situation

#### PE 1044 Self-Defense

**OPT No Aud, 1 credit(s);**

**Instructor:** Brandl, Mary Kathryn

**Description:** Course consists of learning basic physical and psychological skills to help the student recognize and act in crisis and pre-crisis situations: to avoid or stop physical assault, harassment, irritating and/or dangerous situations and encounters. Physical skills include basic striking, kicking, shifting (learning to move out of the way), blocking, and specialized techniques for specific situations. Psychological skills include learning to analyze self-defense situations, i.e., what strengths does the student have, what vulnerabilities does his/her opponent have and what opportunities are there to apply those strengths and use those vulnerabilities. This includes developing an understanding of force, eye contact and strong body

language, and basic verbal skills such as assertiveness. Class work will include drills in physical techniques to develop coordination and strength, practice time in hitting and kicking bags, many controlled situations with partners (including floor, weapon, and multiple attacker situations) to teach basic skills of analysis and application.

**Style:** 10% Discussion.

**Grading:** 50% final exam, 20% reports/papers, 30% class participation.

**Exam Format:** Physical demonstration of basic skills plus student's choice of one from each of the following four categories (partner exercises): 1) basic blocking, 2) response to a grab from the front 3) response to a grab from behind 4) one special situation.

#### PE 1045 Rock Climbing

**OPT No Aud, 1 credit(s); prereq Good general health, no [neck or back] problems;**

**Instructor:** STAFF

**Description:** Safety, knots, equipment, techniques, and anchor systems used in climbing. Course includes all necessary equipment. Held at St. Paul Gym climbing wall.

#### PE 1046 Tae Kwon Do

**OPT No Aud, 1 credit(s);**

**Instructor:** Kim, Il Keun

**Description:** Fundamentals of Tae Kwon Do. Principles of martial arts, body mechanics of Tae Kwon Do, practical self-defense.

#### PE 1048 Bowling

**OPT No Aud, 1 credit(s);**

**Instructor:** Schmid, Michael F

**Description:** Fundamentals, including stance, approach and delivery, scoring, bowling terminology, and etiquette. Every student is given personalized instruction on an individual basis each class session. Everyone will learn to throw a hook

#### PE 1048 Bowling

**OPT No Aud, 1 credit(s);**

**Instructor:** Jor'dan, Azizah J

**Description:** Fundamentals, including stance, approach and delivery, scoring, bowling terminology, and etiquette.

#### PE 1048 Bowling

**OPT No Aud, 1 credit(s);**

**Instructor:** Pacl, Bryan Christopher

**Description:** Fundamentals, including stance, approach and delivery, scoring, bowling terminology, and etiquette.

#### PE 1053 Ice Skating

**OPT No Aud, 1 credit(s);**

**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.

**Style:** 25% Lecture, 75% Laboratory.

**Grading:** 35% final exam, 30% class participation, 35% laboratory evaluation.

**Exam Format:** short answer

#### PE 1057 Beginning Skiing

**OPT No Aud, 1 credit(s);**

**Instructor:** Peterson, Glen James

**Description:** Alpine skiing. How to stop, turn, and use lifts. Safety, etiquette, and purchase of equipment. Class held at Highland Hills ski area in Bloomington.

#### PE 1058 Snowboarding

**OPT No Aud, 1 credit(s); prereq Good general health, injury free;**

**Instructor:** Peterson, Glen James

**Description:** Alpine snowboarding. Uses American Teaching

System. Classes are split into nine skill levels, beginning through advanced. Held at Hyland Ski and Snowboard School in Bloomington.

#### PE 1059 Track and Field

**OPT No Aud, 1 credit(s);**

**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.

**Style:** 10% Lecture, physical activity.

**Grading:** 20% final exam, 20% reports/papers, 20% in-class presentation, 30% class participation, 10% other evaluation. class attendance.

**Exam Format:** Multiple choice, T/F, matching.

#### PE 1067 Basketball

**OPT No Aud, 1 credit(s);**

**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.

**Style:** 20% Lecture, 5% Discussion.

**Grading:** 20% mid exam, 30% final exam, 20% reports/papers, 30% class participation.

**Exam Format:** multiple choice, true/false, short answer

#### PE 1071 Beginning Cricket

**OPT No Aud, 1 credit(s);**

**Instructor:** Peterson, Charles E

**Description:** Fundamentals of Cricket. Laws of Cricket, bowling/batting techniques, competitive/recreational Cricket opportunities.

#### PE 1072 Soccer

**OPT No Aud, 1 credit(s);**

**Instructor:** Adamcsek, Viktor Istvan

**Description:** Fundamentals of soccer including sporting behavior both on and off the field, game rules, soccer terminology, participation and competition drills, fundamental soccer skills, practical instruction in strategy.

#### PE 1072 Soccer

**OPT No Aud, 1 credit(s);**

**Instructor:** Wurst, Katie

**Description:** Fundamentals of soccer including sporting behavior both on and off the field, game rules, soccer terminology, participation and competition drills, fundamental soccer skills, practical instruction in strategy.

#### PE 1074 Beginning Volleyball

**OPT No Aud, 1 credit(s);**

**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.

**Style:** 10% Lecture. Practical practice and application

**Grading:** 20% mid exam, 35% final exam, 45% class participation.

#### PE 1076 Flag Football

**OPT No Aud, 1 credit(s);**

**Instructor:** Hunt, Bradley Owen

**Description:** Introduction to flag football, techniques, field positions, rules/regulations. Students will participate in vigorous exercise activities including running, throwing, kicking, and catching.



**PE 1077 Lacrosse****OPT No Aud, 1 credit(s);****Instructor:** Holdsworth, Janet Michele**Description:** Introduction to lacrosse, techniques, field positions, rules, regulations. Students participate in vigorous exercise activities including running, throwing, catching, and stick handling.**Instructor:** Stever, John Ball**Description:** Stroke mechanics, shot placement, changing pace. Court movement/positioning. Fitness requirements, joint/muscle stresses. Weight training for squash. On-court etiquette.**PE 1078 Ultimate Disc****OPT No Aud, 1 credit(s);****Instructor:** STAFF**Description:** Introduction to ultimate disc, techniques, field positions, rules, regulations. Students participate in vigorous exercise activities including running, throwing, and catching.**PE 1146 Intermediate Tae Kwan Do****OPT No Aud, 1 credit(s); prereq 1046, previous Tae Kwon Do experience (World Tae Kwon Do Federation sanctioned), basic white Tae Kwon Do uniform;****Instructor:** Kim, Il Keun**Description:** Continuation of 1046. Focuses on Olympic-style intermediate skills/techniques. Self-defense techniques for men/women.**PE 1079 Rugby (Non-contact)****OPT No Aud, 1 credit(s);****Instructor:** STAFF**Description:** Student may contact the instructor or department for information.**PE 1154 Figure Skating****OPT No Aud, 1 credit(s); prereq 1053 or equiv or instr consent;****Instructor:** STAFF**Description:** Advanced skating skills with emphasis on basic school figures. Skate rental available on site.**Style:** 5% Lecture, 5% Discussion, 90% Laboratory.**Grading:** 25% final exam, 25% special projects, 25% in-class presentation, 25% class participation.**Exam Format:** Multiple choice, essay, T/F.**PE 1082 Broomball****OPT No Aud, 1 credit(s);****Instructor:** STAFF**Description:** Student may contact the instructor or department for information.**PE 1174 Intermediate Volleyball****OPT No Aud, 1 credit(s); prereq [1074 or equiv], instr consent ;****Instructor:** STAFF**Description:** Volleyball systems of play. Incorporating offensive/defensive formations. Team play, transition, coaching, officiating.**PE 1107 Intermediate Swimming****OPT No Aud, 1 credit(s); prereq 1007 or equiv, proficient ability to swim 100 meters or instr consent;****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.**Style:** 10% Lecture. in-pool practice**Grading:** 20% mid exam, 20% final exam, 30% quizzes, 30% class participation.**Exam Format:** written exams- multiple choice; practical exams- in-pool demonstration of skills**PE 1205 Scuba and Skin Diving****OPT No Aud, 1 credit(s); prereq Ability to swim 400 yds comfortably or instr consent ;****Instructor:** Karl, Robert J**Description:** This course is available to all students and prospective students (through CCE) at the University. The course consists of classroom instruction and practical pool work. SCUBA Certification is not included in the course. The third part necessary for certification (4-open water dives) can be arranged through the instructor at an additional charge. students may also decide to get a referral letter and take their openwater dives at numerous locations around the world. Classroom subjects include the physics and physiology of diving, equipment, decompression, dive planning, emergencies, and the marine environment. Some topics require mandatory attendance. Pool work covers all necessary applications to diving. All students must be comfortable being in the water, and must be able to swim a minimum of 400 yards. Students should plan on attending all class and pool sessions, as quizzes will be administered throughout the course and all pool work is built on previously learned skills. All evening students and all day school students whose classes start on Thursdays, must come to the first class with appropriate swimming attire (i.e. swimming suits). Evening classes have a 2-hr. lecture period followed by 2 hrs. of pool work. Day classes have lectures on Tuesdays and pool work on Thursdays. Please check the website <http://SuperiorExpeditions.com> for forms and notes for requirements and limitations for SCUBA diving. There will be a \$118 course fee. Additionally there is a \$50 course Kit that needs to be purchased from the instructor the first day of class.**Style:** 50% Lecture, 50% Laboratory.**Grading:** 33% final exam, 33% quizzes, 33% class participation.**Exam Format:** multiple choice**PE 1129 Intermediate Handball****OPT No Aud, 1 credit(s); prereq 1029 or instr consent ;****Instructor:** Hiber, Matthew Frank**Description:** Hand/eye coordination, footwork. Skills in practice/game conditions. Strategies of service/rally.**PE 1133 Intermediate Foil Fencing****OPT No Aud, 1 credit(s); prereq 1033 or equiv or instr consent;****Instructor:** Sobalvarro, J Roberto**Description:** Intermediate/advanced technical/tactical actions in foil, rudimentary epee skills, intermediate/advanced footwork. Rules, officiating, bout tactics.**PE 1135 Intermediate Karate****OPT No Aud, 1 credit(s); prereq 1035 or equiv or instr consent;****Instructor:** Fusaro, Robert L**Description:** Techniques of Japanese traditional Shotokan Karate taught through Ippon Kumite (one step sparring), San Kumite (three step sparring), and Heian Shodan Kata/Nidan Kata (forms). Testing for orange belt is optional.**PE 1262 Marathon Training****OPT No Aud, 3 credit(s); prereq No pre-existing medical condition that would prevent finishing a marathon, instr consent ;****Instructor:** Lundstrom, Christopher J**Description:** Physical challenge achieved through physiological/psychological adaptation. Goal setting that fosters adaptation in many facets of life. Marathon history.**PE 1137 Intermediate Squash****OPT No Aud, 1 credit(s); prereq 1037 or instr consent ;**

## Physical Therapy

### 382 Children's Rehabilitation Center

#### PT 1002 Orientation to Physical Therapy

**S-N only, 1 credit(s);**

**Instructor:** Olson-Kellogg,Becky Jo

**Description:** This course is an introduction to the profession of Physical Therapy. The course is intended for undergraduate university students who are interested in pursuing Physical Therapy as a career, or who want to learn more about the field of Physical Therapy to assist them in making a career decision.

#### PT 6214 Clerkship II

**A-F only, 2 credit(s); prereq Registered PT student;**

**Instructor:** Lojovich,Jeanne Marie

**Description:** Student may contact the instructor or department for information.

#### PT 6216 Clerkship IV

**A-F only, 1 credit(s); prereq Registered 2nd yr PT student;**

**Instructor:** Lojovich,Jeanne Marie

**Description:** Student may contact the instructor or department for information.

#### PT 6220 Clinic Volunteer

**No Grade, 1 credit(s), max credits 6, 6 completions allowed;**

**Instructor:** Anderson,Kathleen

**Description:** Student may contact the instructor or department for information.

#### PT 6221 Therapeutic Procedures

**A-F only, 4 credit(s); prereq Registered PT student;**

**Instructor:** Olson-Kellogg,Becky Jo

**Description:** Student may contact the instructor or department for information.

#### PT 6282 Scientific Foundations II: Neuromotor Control

**A-F only, 3 credit(s), max credits 45, 1 completion allowed; prereq Registered PT student;**

**Instructor:** Kimberley,PT, PhD,Teresa Jacobson

**Description:** Student may contact the instructor or department for information.

#### PT 6284 Musculoskeletal Rehabilitation II

**A-F only, 4 credit(s); prereq Regis PT student;**

**Instructor:** Anderson,Kathleen

**Description:** Student may contact the instructor or department for information.

#### PT 6287 Neurorehabilitation

**A-F only, 8 credit(s); prereq Regis PT student;**

**Instructor:** Leuty,Lynnette K

**Description:** Student may contact the instructor or department for information.

#### PT 6297 Clinical Internship III

**S-N only, 10 credit(s); prereq Registered PT student;**

**Instructor:** Lojovich,Jeanne Marie

**Description:** Student may contact the instructor or department for information.

#### PT 6298 Clinical Internship IV

**S-N only, 10 credit(s); prereq Registered PT student;**

**Instructor:** Lojovich,Jeanne Marie

**Description:** Student may contact the instructor or department for information.

#### PT 7001 Topics in Musculoskeletal PT

**A-F only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Admitted in transitional doctor of physical therapy program;**

**Instructor:** Anderson,Kathleen

**Description:** Student may contact the instructor or department for information.

#### PT 7003 Topics in Integumentary Physical Therapy

**A-F only, 2 credit(s); prereq Admitted in transitional doctor of physical therapy program;**

**Instructor:** Cole,Pamela S

**Description:** Student may contact the instructor or department for information.

#### PT 7005 Topics in Pediatric Physical Therapy

**A-F only, 1 credit(s); prereq Admitted in transitional doctor of physical therapy program;**

**Instructor:** Carey,James Robert

**Description:** Student may contact the instructor or department for information.

#### PT 7011 Topics in Geriatric Rehabilitation II

**S-N only, 2 credit(s); prereq Licensed physical therapist enrolled in geriatric clinical residency;**

**Instructor:** Olson-Kellogg,Becky Jo

**Description:** Student may contact the instructor or department for information.

#### PT 8132 Research Seminar II

**A-F only, 1 credit(s); prereq 8131, grad PT major;**

**Instructor:** Carey,James Robert

**Description:** Student may contact the instructor or department for information.

#### PT 8132 Research Seminar II

**A-F only, 1 credit(s); prereq 8131, grad PT major;**

**Instructor:** Snow MD,PhD,LeAnn M

**Description:** Student may contact the instructor or department for information.

#### PT 8132 Research Seminar II

**A-F only, 1 credit(s); prereq 8131, grad PT major;**

**Instructor:** Kimberley,PT, PhD,Teresa Jacobson

**Description:** Student may contact the instructor or department for information.

#### PT 8132 Research Seminar II

**A-F only, 1 credit(s); prereq 8131, grad PT major;**

**Instructor:** Di Fabio,Richard P

**Description:** Student may contact the instructor or department for information.

#### PT 8132 Research Seminar II

**A-F only, 1 credit(s); prereq 8131, grad PT major;**

**Instructor:** Thompson PhD,LaDora V

**Description:** Student may contact the instructor or department for information.

#### PT 8132 Research Seminar II

**A-F only, 1 credit(s); prereq 8131, grad PT major;**

**Instructor:** Ludewig,Paula M

**Description:** Student may contact the instructor or department for information.

#### PT 8132 Research Seminar II

**A-F only, 1 credit(s); prereq 8131, grad PT major;**

**Instructor:** Kukulka,Carl G

**Description:** Student may contact the instructor or department for information.

#### PT 8132 Research Seminar II

**A-F only, 1 credit(s); prereq 8131, grad PT major;**

**Instructor:** Nuckley PhD,David J

**Description:** Student may contact the instructor or department for information.

#### PT 8193 Research Problems in Physical Therapy

**A-F only, 1-7 credit(s), max credits 7, 7 completions allowed; prereq Grad PT major;**

**Instructor:** Carey, James Robert

**Description:** Student may contact the instructor or department for information.

**PT 8193 Research Problems in Physical Therapy**

**A-F only, 1-7 credit(s), max credits 7, 7 completions allowed; prereq Grad PT major;**

**Instructor:** Snow MD, PhD, LeAnn M

**Description:** Student may contact the instructor or department for information.

**PT 8193 Research Problems in Physical Therapy**

**A-F only, 1-7 credit(s), max credits 7, 7 completions allowed; prereq Grad PT major;**

**Instructor:** Di Fabio, Richard P

**Description:** Student may contact the instructor or department for information.

**PT 8193 Research Problems in Physical Therapy**

**A-F only, 1-7 credit(s), max credits 7, 7 completions allowed; prereq Grad PT major;**

**Instructor:** Thompson PhD, LaDora V

**Description:** Student may contact the instructor or department for information.

**PT 8193 Research Problems in Physical Therapy**

**A-F only, 1-7 credit(s), max credits 7, 7 completions allowed; prereq Grad PT major;**

**Instructor:** Ludewig, Paula M

**Description:** Student may contact the instructor or department for information.

**PT 8193 Research Problems in Physical Therapy**

**A-F only, 1-7 credit(s), max credits 7, 7 completions allowed; prereq Grad PT major;**

**Instructor:** Lowe, Dawn Annette

**Description:** Student may contact the instructor or department for information.

**PT 8193 Research Problems in Physical Therapy**

**A-F only, 1-7 credit(s), max credits 7, 7 completions allowed; prereq Grad PT major;**

**Instructor:** Kukulka, Carl G

**Description:** Student may contact the instructor or department for information.

**PT 8193 Research Problems in Physical Therapy**

**A-F only, 1-7 credit(s), max credits 7, 7 completions allowed; prereq Grad PT major;**

**Instructor:** Nuckley PhD, David J

**Description:** Student may contact the instructor or department for information.

## Physics

### 148 Tate Laboratory of Physics

**PHYS 1001W Energy and the Environment**

**4 credit(s); prereq 1 yr high school algebra; Meets CLE req of Environment; meets CLE req of Physical Sciences; meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** This course addresses current issues of the relationship between energy use and the environment by starting with the fundamental physics principles of force and energy, and demonstrating how these concepts apply to Electricity and Magnetism, Thermodynamics, Chemical Physics and Nuclear Power generation. These principles are applied to specific applications by examining topics such as power production, acid rain and fuel resources. The consequences of fundamental physics on public policy will also be discussed in this context. Math skills at the level of high school algebra are assumed. The accompanying laboratory is a series of short experiments which

illustrate the concepts as they are presented in class.

**PHYS 1011 Physical World**

**A-F only, 3 credit(s); prereq 1 yr high school algebra;**

**Instructor:** Cassola, Robert L

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of student group. Visit "Class URL" for ODLE policies, including fee and financial aid restrictions. The underlying purpose of this course is to provide you with a firm, elementary understanding of the principles of physics. The material covered in this course is fundamental and forms the basis for virtually all future courses in physics and engineering. It is hoped that as you proceed through this course, you will not only gain some facility in applying the concepts of physics to problems of practical interest, but that you will also gain an awareness of, and an appreciation for, the unifying principles on which physics is based.

**Style:** This is a printed correspondence section.

**Grading:** 40% mid exam, 30% final exam, 30% written homework.

**Exam Format:** Supervised, in-person exams

**PHYS 1101W Introductory College Physics I**

**4 credit(s); prereq High school algebra, plane geometry, trigonometry; primarily for students interested in technical areas; Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** This is the first part of a course sequence designed to prepare you for work in your field by: having solid conceptual understanding of the way the real world works based on a few fundamental principles of physics; being able to solve realistic problems using logical reasoning and quantitative problem solving skills; applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. To achieve these goals, this course requires an in depth understanding of the material. Phys 1101W will emphasize the dynamics approach to physics emphasizing the description of motion of interacting objects and the forces that they exert on each other. No previous physics knowledge is assumed, but it is assumed that you are able to do algebra, including solving quadratic and simultaneous equations, interpret simple graphs, basic geometry, especially the geometry of triangles; the use of sine, cosine, and tangent; and the Pythagorean Theorem. A laboratory requires you to apply both the concepts and problem solving skills taught in this course to the real world. It also emphasizes technical communications skills. A discussion section gives you the opportunity to discuss your conceptual understanding and problem solving skills while you practice solving problems with other students. The laboratory and discussions sections emphasize collaborative problem solving as a powerful learning tool and as a preparation for work in your profession.

**PHYS 1102W Introductory College Physics II**

**4 credit(s); prereq 1101W or 1107; Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** This is the second term of a course sequence designed to prepare you for work in your field by: having solid conceptual understanding of the way the real world works based on a few fundamental principles of physics; being able to solve realistic problems using logical reasoning and quantitative problem solving skills; applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. To achieve these goals, this course requires an in depth understanding of the material. This course will emphasize the application of the principles and skills learned in Physics 1101W to more complex, abstract, and realistic situations involving topics from fluids, thermal physics, waves, electricity, magnetism, optics, and atomic physics. A laboratory requires you to apply both the concepts and problem solving skills taught in this course to the real world. It will also emphasize technical communications skills.

A discussion section gives you the opportunity to discuss your conceptual understanding and your problem solving skills by practicing working problems with other students. The laboratory and discussions sections emphasize collaborative problem solving as a powerful learning tool and as a preparation for work in your profession.

**Exam Format:** .

#### **PHYS 1108 Introductory Physics Online II**

**4 credit(s); prereq 1101W or 1107; primarily for students interested in technical areas;**

**Instructor:** Border, Pete Mac

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. Phys 1108 is the second semester of the University of Minnesota's introductory algebra-based physics sequence, presented online. We will cover thermal physics, electricity and (a little) magnetism, waves, and some modern physics. Throughout the course the emphasis will be on understanding and problem-solving rather than mathematical rigor. Laboratories are a required part of the course.

**Style:** online with handwritten exams

**Grading:** -Weekly problem sets from the textbook (35%) -6 multipart labs, including data analysis activities and lab reports (20%) -Midcourse and final exams (45%)

**Exam Format:** Supervised, in-person (not online) exams

#### **PHYS 1201W Introductory Physics for Biology and Pre-medicine I**

**5 credit(s); prereq [High school or college] calculus, trigonometry, algebra; Credit will not be granted if credit has been received for: PHYS 1301W; Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** This is the first semester of a 2 semester course designed primarily for students majoring in the biological sciences or preparing for medical school. This is not a survey course of all physics but requires an in-depth understanding of fundamental principles and their application. A course in calculus equivalent to Math 1271, 1371 or 1281 taken previously or simultaneously is required. Students should have a working knowledge of derivatives as well as algebra and the geometry of right triangles. The course emphasizes an understanding of the fundamental principles of physics and their use in solving realistic quantitative problems of the type found in biological applications. The first semester develops the concepts of forces and conservation principles to determine the behavior of a system. The importance of energy transfer between objects in a system and between systems will be emphasized, especially within the framework of thermodynamics. A required laboratory illustrates the application of the concepts and problem solving skills taught in this course to the real world. It will also emphasize technical communications skills. A discussion section gives the opportunity to discuss your conceptual understanding and your problem solving skills by practicing working problems with other students. The laboratory and discussions sections will emphasize collaborative problem solving as a powerful learning tool and as a preparation for work in your profession.

#### **PHYS 1202W Introductory Physics for Biology and Pre-medicine II**

**5 credit(s); prereq 1201W; Credit will not be granted if credit has been received for: PHYS 1302W; Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** This is the continuation of physics 1201W designed primarily for students majoring in the biological sciences or preparing for medical school. This is not a survey course of all physics but requires an in-depth understanding of fundamental principles and their application. A course in calculus equivalent to Math 1272, 1272 or 1282 taken previously or simultaneously is required. Students should have a working knowledge of derivatives and integrals as well as all of the mathematics skills used in 1201W. 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 optics, electrical circuits, the properties of the electric and magnetic force, and nuclear processes relevant to biological systems. A required laboratory illustrates the application of the concepts and problem solving skills taught in this course to the real world. It will also emphasize technical communications skills. A discussion section gives the opportunity to discuss your conceptual understanding and your problem solving skills by practicing working problems with other students. The laboratory and discussions sections will emphasize collaborative problem solving as a powerful learning tool and as a preparation for work in your profession.

#### **PHYS 1202W Introductory Physics for Biology and Pre-medicine II**

**5 credit(s); prereq 1201W; Credit will not be granted if credit has been received for: PHYS 1302W; Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive;**

**Instructor:** Bayman, Benjamin F

**Description:** This is the continuation of physics 1201W designed primarily for students majoring in the biological sciences or preparing for medical school. This is not a survey course of all physics but requires an in-depth understanding of fundamental principles and their application. A course in calculus equivalent to Math 1272, 1272 or 1282 taken previously or simultaneously is required. Students should have a working knowledge of derivatives and integrals as well as all of the mathematics skills used in 1201W. 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 optics, electrical circuits, the properties of the electric and magnetic force, and nuclear processes relevant to biological systems. A required laboratory illustrates the application of the concepts and problem solving skills taught in this course to the real world. It will also emphasize technical communications skills. A discussion section gives the opportunity to discuss your conceptual understanding and your problem solving skills by practicing working problems with other students. The laboratory and discussions sections will emphasize collaborative problem solving as a powerful learning tool and as a preparation for work in your profession.

**Style:** 55% Lecture, 15% Discussion, 30% Laboratory.

**Grading:** 30% final exam, 40% quizzes, 10% written homework, 5% class participation, 15% laboratory evaluation.

#### **PHYS 1251 Physics I**

**A-F only, 4 credit(s); prereq Grade of at least C- in [MATH 1171 or equiv] or Concurrent registration is required (or allowed) in MATH 1171; Meets CLE req of Physical Sciences; meets CLE req of Technology and Society;**

**Instructor:** Aryal, Bijaya

**Description:** Student may contact the instructor or department for information.

#### **PHYS 1301W Introductory Physics for Science and Engineering I**

**4 credit(s); 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; Credit will not be granted if credit has been received for: PHYS 1201W; Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** This is the first of a three semester introductory course in physics for students in sciences and engineering. 1301W/1302W, 2303 or 2503 is designed to prepare you for work in your field by: building a solid conceptual understanding of fundamental principles of physics, and their applications; applying those principles to new situations, using logical reasoning and quantitative problem-solving skills; learning to communicate technical information effectively. To achieve these goals, this course requires you to understand the material in depth. 1301W will emphasize the study of mechanical systems, beginning with the description of motion of interacting objects,

the forces that they exert on each other and the quantities that are conserved in those interactions. A laboratory is included to allow you to apply physical principles to the real world in a carefully controlled environment, and will also emphasize technical communications skills. A discussion section will give you the opportunity to clarify your conceptual understanding, and practice your problem-solving skills, by practicing working problems with other students. This is a calculus-based course, and students will be expected to use the basic concepts of differential and integral calculus, as well as algebra and trigonometry.

#### **PHYS 1302W Introductory Physics for Science and Engineering II**

**4 credit(s); prereq 1301W, Concurrent registration is required (or allowed) in Math 1272 or Math 1372 or Math 1572; Credit will not be granted if credit has been received for: PHYS 1202W; Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive; Instructor:** STAFF

**Description:** This is the 2nd of a 3 semester intro course in physics for students in science and engineering. 1302W emphasizes the application of the physical principles learned in 1301W to electrical and magnetic interactions. The course is designed to prepare you for work in your field by: having solid conceptual understanding of the way the real world works based on a few fundamental principles of physics; being able to solve realistic problems using logical reasoning and quantitative problem solving skills; applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. To achieve these goals, this course requires you to understand the material in depth. Emphasis will be given to the application of physics principles to real-life situations, and will use problems designed to simulate such situations. This course assumes a good working knowledge of the concepts and skills in 1301W. Because of the nature of this material, this course will be more abstract and mathematical than 1301W. A lab is included to allow you to apply both the concepts and problem solving skills to the real world. It will also emphasize technical communications skills. A discussion section will give you the opportunity to discuss your conceptual understanding and practice your problem solving skills with other students.

#### **PHYS 1402V Honors Physics II**

**4 credit(s); prereq honors student and permission of University Honors Program; Credit will not be granted if credit has been received for: PHYS 1202W; Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive; Instructor:** STAFF

**Description:** This is the second of a three semester introductory course in physics for students in the IT Honors Program. It is designed to prepare you for work in your field by: having a solid conceptual understanding of the way the real world works based on a few fundamental principles of physics; being able to solve realistic problems using logical reasoning and quantitative problem solving skills; applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. This course requires you to understand the material in depth; it will go at a faster pace than Physics 1302W and at a higher mathematical level. The emphasis will always be on the application of physics principles to interesting situations, and problems will be designed to simulate such situations. 1402V will emphasize the application of the principles learned in 1401V to the electromagnetic interaction. Fundamental ideas will be applied to complex systems using abstract concepts such as vector fields. Students should have the ability and desire to use mathematics not yet introduced in math class. A laboratory is included to allow you to apply physical principles to the real world in a carefully controlled environment, and will also emphasize technical communications skills. A discussion section will give you the opportunity to clarify your conceptual understanding, and practice your problem-solving skills, by practicing working problems with other students.

#### **PHYS 1910W Freshman Seminar: Writing Intensive: How Common is Extraterrestrial Life?**

**A-F only, 2 credit(s), max credits 3, 1 completion allowed; prereq freshman; Meets CLE req of Writing Intensive; Instructor:** Halley, J Woods  
**Description:**

#### **PHYS 2303 Physics III: Physics of Matter**

**4 credit(s); prereq 1302, [MATH 1272 or MATH 1372 or MATH 1572H], [MatSci or EE] student; Credit will not be granted if credit has been received for: PHYS 2403H; Instructor:** Ganz, Eric D

**Description:** This is the third and final semester of an introductory course in physics for students in sciences and engineering which began with Physics 1301W/1302W. Physics 2303 is a broad survey of physics topics which have been important in the 20th and early 21st century. The topics include thermodynamics, mechanical and electromagnetic waves, optics, nuclear physics, quantum theory, and applications of the quantum nature of solids. This course is taken primarily by MatSci, EE, and other students who plan to take only 3 semesters of physics. Physics majors and students wanting 4 semesters of physics or an emphasis on special relativity should take Phys 2503 instead.

**Style:** 75% Lecture, 15% Discussion, 10% Demonstration.  
**Grading:** 33% final exam, 50% quizzes, 17% problem solving. Homework will be graded using WebAssign

#### **PHYS 2311 Modern Physics**

**4 credit(s); prereq [1302 or 1402], Chem 1022, Math 2243; Instructor:** Cassola, Robert L

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. The purpose of this course is to acquaint you with some of the principles by which the physical world operates, and to enable you to apply these principles to a number of different situations. It is hoped that, without a great deal of mathematical complexity, you will be able to see how these general principles extend to other fields. This course will stress being able to do things - simple problems, numerical estimates, and prediction of events. These skills only come with practice, so that, necessarily, this course is built around working problems.

**Style:** This is a printed correspondence section.  
**Grading:** 40% mid exam, 40% final exam, 20% written homework. S/N students must earn at least 70 percent to receive a grade of S.  
**Exam Format:** Supervised, in-person exams

#### **PHYS 2601 Quantum Physics**

**4 credit(s); prereq [2403H or 2503], [concurrent enrollment Math 2243 or Math 2373 or Math 2574H]; Instructor:** Kakalios, James

**Description:** This is a one-semester course giving an overview of the concepts that have dominated physics and technology during the last half of the twentieth century. It is designed for science and engineering students who have successfully completed Physics 2303, 2403, or the equivalent. The course begins with an exploration of phenomena that can only be explained using quantum ideas, including statistical concepts. These ideas give rise to the Schrodinger Equation. The solutions to the Schrodinger Equation under different constraints are explored and compared to observations. Applications of quantum mechanics are used to explain the structure of atoms, molecules, and nuclei; the properties of conductors, semiconductors, and superconductors; the evolution of the universe; and the most fundamental constituents of nature. A laboratory, Phys 2605, (required for physics majors) which explores the same ideas in concrete situations should be taken concurrently.

**Style:** 85% Lecture, 15% Discussion.  
**Grading:** 30% mid exam, 50% final exam, 20% problem solving.  
**Exam Format:** Quantitative and qualitative problems.

#### **PHYS 2605 Quantum Physics Laboratory**

**3 credit(s); prereq concurrent enrollment 2601;**

**Instructor:** Cushman, Priscilla Brooks

**Description:** Student may contact the instructor or department for information.

**PHYS 3022 Introduction to Cosmology**

**3 credit(s); prereq 2601;**

**Instructor:** Haines, Paul M

**Description:** Large-scale structure and history of universe. Dark matter, cosmic microwave background. Newtonian/relativistic world models. Physics of early universe. Cosmological tests. Taking Phys 2601 (quantum mechanics) concurrently is fine.

**PHYS 3071W Laboratory-Based Physics for Teachers**

**4 credit(s); prereq College algebra; no credit for CSE students; Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive;**

**Instructor:** Brehmer, Steven Lester

**Description:** Student may contact the instructor or department for information.

**PHYS 3071W Laboratory-Based Physics for Teachers**

**4 credit(s); prereq College algebra; no credit for CSE students; Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive;**

**Instructor:** Huang, Cheng-Cher

**Description:** This course is intended to provide an experience based introduction to a selection of fundamental physics concepts especially chosen to be useful for potential elementary school teachers. These fundamental concepts include the interaction between objects and the description of that interaction by energy, forces, and fields. These ideas will be applied to electricity and magnetism as well as optics and heat. The course is activity-based and collaboration-oriented with four major goals: (1) to help you construct a set of physics ideas that you can apply to explain phenomena that are intrinsically interesting at a level appropriate to an elementary school science curriculum; (2) to help you understand the process of doing science; (3) to give you practice and confidence in doing science, and (4) to link the development of the course material to your own learning. The teaching and learning strategies used in this course will be valuable and appropriate for use in your teaching career. No specific background in science or mathematics is assumed in this course.

**PHYS 4002 Electricity and Magnetism**

**4 credit(s); prereq [2303 or 2601 or Chem 3501 or Chem 3502], two sems soph math;**

**Instructor:** Greven, Martin

**Description:** Student may contact the instructor or department for information.

**PHYS 4052W Methods of Experimental Physics II**

**5 credit(s); prereq 4051; Meets CLE req of Writing Intensive;**

**Instructor:** Mans, Jeremiah M

**Description:** This is the second part of a two semester sequence on experimental techniques that are used in a research laboratory. Students put into practice the techniques studied during the first semester by carrying out pre-designed laboratories, and by designing, planning, and executing an experimental project of their choice. This course emphasizes electronics, data processing, computer programming, and data analysis techniques. In addition the course emphasizes the writing of scientific research reports suitable for publication as well as their oral presentation. The course is designed for physics majors, and other students who are interested in mastering modern laboratory techniques. The knowledge and skills gained in Physics 4051 are required to enter this course.

**PHYS 4121 History of 20th-Century Physics**

**3 credit(s); prereq general physics or instr consent ; Credit will not be granted if credit has been received for: HSCI 4121;**

**Instructor:** Janssen, Michel

**Description:** This course is an introduction to the work of historians and philosophers of science trying to trace the

conceptual development of 20th-century physics. Our main focus will be on the development of relativity theory (both special and general) and quantum theory in the first quarter of the century. Special attention will be paid to the contributions of Albert Einstein. We will also study some episodes in the further developments of these fields: in nuclear physics in the 1930s, in particle physics in the 1970s, in both cases with special attention to the interplay between theory and experiment. Finally, we will look at the development of big bang cosmology and its marriage with particle physics in inflationary cosmology. Readings are taken from a variety of sources. General surveys are used to get us started on a particular topic. That will prepare us for more specialized literature in history and philosophy of science. We will also read (passages from) some of the seminal texts written by the physicists we will study, both to get some of the flavor of their work and to evaluate interpretations and reconstructions of these texts offered in the historical and philosophical literature. The course is aimed at upper-level undergraduate and graduate students in physics, history of science, and philosophy of science, but should be of interest to other students with a strong interest in 20th-century physics as well.

**Style:** 90% Lecture.

**Grading:** 90% reports/papers, 10% class participation.

**Exam Format:** take home essay

**PHYS 4211 Introduction to Solid-State Physics**

**3 credit(s); prereq 4101, 4201;**

**Instructor:** Valls, Oriol T

**Description:** This is an Introduction to Solid State Physics. It is open to students majoring in Physics or related areas. No previous knowledge of the subject is required. The course is also taken by graduate students without previous exposure to Solid State.

**Grading:** See course web site

**PHYS 4501 Experimental Project**

**1-5 credit(s), max credits 5, 1 completion allowed; prereq 4052, instr consent;**

**Instructor:** STAFF

**Description:** This course is an independent experimental project designed by a student in collaboration with a faculty member.

**PHYS 4511 Introduction to Nuclear and Particle Physics**

**3 credit(s); prereq 4101;**

**Instructor:** Qian, Yongzhong

**Description:** This course is a survey of nuclear and particle physics for advanced undergraduate and beginning graduate students. It explores the common roots and tools of the nuclear (medium energy) and particle (high energy) fields. The main objective is to develop an understanding of the Standard Model of quarks, leptons and the fundamental interactions of the universe. Mathematical rigor is not an essential feature, but the ability to do calculations of particle and nuclear phenomena is an important goal. The knowledge and skills learned in Physics 1302W or 1402V as well as those from Physics 4101 are assumed. Specific topics include the techniques of particle and nuclear experiments, properties and simple models of nuclei, fundamental interactions and their mediators, quarks and leptons, symmetries and tests of conservation laws, indications of physics beyond the Standard Model, and future projects.

**PHYS 4960H Honors Seminar**

**OPT No Aud, 1 credit(s), max credits 2; prereq Upper div honors, instr consent ;**

**Instructor:** Walsh, Thomas Francis

**Description:** Student may contact the instructor or department for information.

**PHYS 5002 Quantum Mechanics II**

**4 credit(s); prereq 5001 or equiv;**

**Instructor:** Mandic, Vuk

**Description:** Student may contact the instructor or department for information.

**PHYS 5012 Classical Physics II**

**4 credit(s); prereq 5011 or instr consent;**

**Instructor:** Cronin-Hennessy, Daniel P

**Description:** Student may contact the instructor or department for information.

**PHYS 5072 Best Practices in College Physics Teaching**

**1-3 credit(s), max credits 5, 3 completions allowed;**

**Instructor:** Campbell, Charles E

**Description:** Student may contact the instructor or department for information.

**PHYS 5701 Solid-State Physics for Engineers and Scientists**

**4 credit(s); prereq Grad or advanced undergrad in physics or engineering or the sciences;**

**Instructor:** Zudov, Michael

**Description:** Student may contact the instructor or department for information.

**PHYS 5970 Physics Journal Club**

**S-N only, 1-3 credit(s), max credits 3, 1 completion allowed; prereq 2601, 2605 or equiv; intended for 2nd-yr grad students in physics;**

**Instructor:** Kapusta, Joseph I

**Description:** Student may contact the instructor or department for information.

**PHYS 5980 Introduction to Research Seminar**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq Grad or upper div phys major;**

**Instructor:** Pryke, Clement Laurence Stephen

**Description:** Student may contact the instructor or department for information.

**PHYS 8011 Quantum Field Theory I**

**3 credit(s); prereq 8001 or instr consent;**

**Instructor:** Peloso, Marco

**Description:** Student may contact the instructor or department for information.

**PHYS 8600 Seminar: Space Physics**

**S-N only, 1 credit(s), max credits 6, 6 completions allowed;**

**Instructor:** Cattell, Cynthia Anne

**Description:** Student may contact the instructor or department for information.

**PHYS 8702 Statistical Mechanics and Transport Theory**

**3 credit(s); prereq 5201 or instr consent ;**

**Instructor:** Vinals, Jorge

**Description:** Student may contact the instructor or department for information.

**PHYS 8712 Solid-State Physics II**

**3 credit(s); prereq 8711 or instr consent;**

**Instructor:** Kamenev, Alex

**Description:** Student may contact the instructor or department for information.

**PHYS 8750 Advanced Topics in Condensed Matter Physics**

**3 credit(s), max credits 9, 3 completions allowed; prereq 8712 or instr consent;**

**Instructor:** Greven, Martin

**Description:** Student may contact the instructor or department for information.

**PHYS 8800 Seminar: Nuclear Physics**

**S-N only, 1 credit(s), max credits 6, 6 completions allowed;**

**Instructor:** Kapusta, Joseph I

**Description:** Student may contact the instructor or department for information.

**PHYS 8900 Seminar: Elementary Particle Physics**

**S-N only, 1 credit(s), max credits 6, 6 completions allowed;**

**Instructor:** Cushman, Priscilla Brooks

**Description:** Student may contact the instructor or department for information.

**PHYS 8902 Elementary Particle Physics II**

**3 credit(s); prereq 8901 or instr consent;**

**Instructor:** Shifman, Mikhail A

**Description:** Student may contact the instructor or department for information.

## Physiology

6-125 Jackson Hall

**PHSL 3051 Human Physiology**

**4 credit(s); prereq [BIOL 1009 or 1 yr college biol], 1 yr college chem;**

**Instructor:** Anderson PhD, Lisa Carney

**Description:** Human Physiology is a 4 credit class designed for science majors and pre-allied health sciences majors. This course covers basic science principles of cell transport, cell signaling and major organ systems (nerve, muscle, circulation, respiration, endocrine, renal, gastrointestinal, energy metabolism). Preparation in basic chemistry (two semesters) and biology (one semester) is strongly recommended. Three lecture sessions and one two-hour lab per week. See the following url for a sample syllabus:

<http://physiology.med.umn.edu/courses/phsl3051/Syllabus.3051.general.info>.

See our department website for more information about registration.

<http://physiology.med.umn.edu/courses/phsl3051/3051Registration.html>

**Style:** 70% Lecture, 5% Film/Video, 10% Laboratory, 5% Small Group Activities, 10% Demonstration. Three hours of lecture per week will time for small group activities. Two hours of lab per week with a combination of videos, hands on labs, demonstrations, and critical thinking exercises.

**Grading:** 48% mid exam, 32% final exam, 10% laboratory evaluation. 3 exams worth 16% each. A cumulative final exam worth 32% and lab work worth 10%

**Exam Format:** Multiple choice questions

**PHSL 3095 Problems in Physiology**

**1-5 credit(s), max credits 20, 20 completions allowed; prereq concurrent enrollment in college physiology, instr consent;**

**Instructor:** Barnett, Vincent A

**Description:** Student may contact the instructor or department for information.

**PHSL 4021 Advanced Physiology and Bioengineering: Bionic Human**

**A-F only, 3 credit(s); prereq 3061 or 3063 or 5061 or instr consent ;**

**Instructor:** Levitt, David George

**Description:** This course uses the theme of the The six million dollar man to develop an in depth understanding of the physiology of different organ systems. Comparison of human organs versus advanced synthetic devices provides new insights into the complexity of human physiology. Some of the topics covered include: artificial heart, kidney, pancreas and lung; comparison of the eye versus the digital camera; and artificial intelligence of pattern recognition. The course is strongly web based. The emphasis is on student reading and analysis of current literature. Students will be required to submit a short analytical paper each week. The papers will be read and discussed on line by the instructor and the entire class. The course is designed for upper division and graduate biology and engineering students and the only prerequisite is physiology 3061 or equivalent.

**Style:** 100% Lecture.

**Grading:** 80% reports/papers, 10% in-class presentation, 10% class participation.

**PHSL 4031 Physiological Discussions: Contemporary Topics**

**A-F only, 2 credit(s); prereq 3061 or 3063 or 5061 or instr consent ;**

**Instructor:** Barnett, Vincent A

**Description:** Student may contact the instructor or department for information.

**PHSL 4095H Honors Problems in Physiology**

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed; prereq Concurrent registration is required (or allowed) in 3061, physiology honors candidate, approval of director of undergrad studies in physiology; Instructor:** Barnett,Vincent A  
**Description:** Student may contact the instructor or department for information.

**Grading:** 25% mid exam, 40% final exam, 35% reports/papers.  
**Exam Format:** essay, problem solving

**PHSL 5094 Research in Physiology**

**1-5 credit(s), max credits 20, 20 completions allowed; prereq instr consent; Instructor:** Barnett,Vincent A  
**Description:** Student may contact the instructor or department for information.

**PHSL 5510 Advanced Cardiac Physiology and Anatomy**

**2-3 credit(s); prereq instr consent; Instructor:** laizzo PhD,Paul Anthony  
**Description:** Course Objectives: 1) Provide an overview of the physiology and anatomy underlying cardiac function 2) Provide details on cardiac microcirculation, cellular function and oxygen delivery 3) Provide students with an understanding of cardio-pathophysiology and current clinical treatments 4) Allow students to perform dissection within the Human Gross Anatomy Lab 5) Provide students with various demonstrations on monitoring cardiac function

**PHSL 5094 Research in Physiology**

**1-5 credit(s), max credits 20, 20 completions allowed; prereq instr consent; Instructor:** Katz,Stephen A.  
**Description:** Student may contact the instructor or department for information.

**PHSL 5525 Anatomy and Physiology of the Pelvis and Urinary System**

**A-F only, 1-2 credit(s), max credits 2, 1 completion allowed; prereq One undergrad anatomy course, one undergrad physiology course, instr consent ; Credit will not be granted if credit has been received for: ANAT 5525; Instructor:** Katz,Stephen A.  
**Description:** Student may contact the instructor or department for information.

**PHSL 5095 Problems in Physiology**

**1-5 credit(s), max credits 20, 20 completions allowed; prereq instr consent; Instructor:** Barnett,Vincent A  
**Description:** Student may contact the instructor or department for information.

**PHSL 6051 Systems Physiology**

**A-F only, 4 credit(s); prereq [Prev or current] neuroscience course; [biochemistry, human anatomy] recommended; Instructor:** Katz,Stephen A.  
**Description:** Student may contact the instructor or department for information.

**PHSL 5095 Problems in Physiology**

**1-5 credit(s), max credits 20, 20 completions allowed; prereq instr consent; Instructor:** Katz,Stephen A.  
**Description:** Student may contact the instructor or department for information.

**PHSL 8216 Selected Topics in Autonomic and Neuroendocrine Regulation**

**S-N only, 1 credit(s); Instructor:** Engeland,William C  
**Description:** Student may contact the instructor or department for information.

**PHSL 5101 Human Physiology**

**5 credit(s); prereq Grad student; Instructor:** Wangenstein,Douglas  
**Description:** This course is for physical therapy and graduate students and is taught concurrently with the physiology course for first year medical students (INMD 6814). Students should be registered in a degree-granting graduate program. The course is an advanced survey of human physiology. Topics presented include cardiovascular, respiratory, gastrointestinal, renal, muscle and exercise physiology. Lectures, demonstration/lab sessions, written assignments and exams are the same for students in both PHSL 5101 and INMD 6814. It is assumed that students in PHSL 5101 will have, or be able to acquire, a minimal background in anatomy, histology and biochemistry. Because this course follows the medical school schedule, it begins the first week in January and ends about the first week in May. For a lecture and demonstration/lab schedule contact the course director at wange001@umn.edu.  
**Style:** 90% Lecture, 5% Laboratory, 5% Demonstration.  
**Grading:** 25% mid exam, 38% final exam, 25% quizzes, 12% written homework.

## Plant Biological Sciences

### 250 Biological Sciences

**PBS 8123 Research Ethics in the Plant and Environmental Sciences**

**S-N only, 0.5 credit(s); prereq Grad student in [applied plant sciences or plant pathology or plant biological sciences or soil science]; Instructor:** Allan,Deborah L  
**Description:** Student may contact the instructor or department for information.

**PHSL 5116 Advanced Clinical Physiology II for Nurse Anesthetists**

**A-F only, 3 credit(s); prereq 5115, instr consent; Instructor:** Anderson PhD,Lisa Carney  
**Description:** Student may contact the instructor or department for information.

**PBS 8910 Journal Club**

**S-N only, 1 credit(s), max credits 4, 4 completions allowed; Instructor:** Samac,Deborah A  
**Description:** Student may contact the instructor or department for information.

**PHSL 5444 Muscle**

**3 credit(s); prereq 3061 or 3071 or 5061 or BioC 3021 or BioC 4331 or instr consent Credit will not be granted if credit has been received for MdBc 5444 or VPB 5444; Credit will not be granted if credit has been received for: BIOC 5444; Instructor:** Thomas,David D  
**Description:** Introduction to physiology, biochemical regulation, and physical chemistry of muscle contraction. Prerequisites: undergraduate courses in biochemistry or physiology.  
**Style:** 80% Lecture, 15% Discussion, 5% Laboratory.

## Plant Biology

### 220 Biological Sciences Center

**PBIO 4516W Plant Cell Biology: Writing Intensive**

**3 credit(s); prereq [Biol 2022 or Biol 3002 or Biol 3007], [BioC 3021 or Biol 3021 or Biol 4003] Credit will not be granted if credit has been received for PBio 5414; Credit will not be granted if credit has been received for: PBIO 5516; Meets CLE req of Writing Intensive; Instructor:** Ward,John M  
**Description:** This course is an introduction to current research topics in Plant Cell Biology. Published reviews and primary research papers in the field will be used as text . The goal is to



develop an understanding of how cellular structures function and contribute to cell growth and development. In addition to learning how to read primary literature, emphasis will be placed on developing a clear and concise writing style appropriate for incisive criticism of scientific papers. Readings will include 8-10 reviews that will be covered by lectures during the first 1/3 of the course. Approximately 12 primary research papers will be covered in the last 2/3 of the course. Students will choose at least 5 of the 12 primary research papers and write a one page critique which will be due on the day that the paper is discussed in class. These will be graded for scientific content. In addition, students enrolled in 4516W will receive comments concerning the writing style of their paper. Students will rewrite at least 5 critiques of primary research papers. The length of the resubmitted paper should be 2-3 pages. The revised critique should include a clear and concise presentation of the content of the scientific paper, the impact of the paper on our understanding of the research topic, and criticisms of the paper derived from discussions in the class. The revised critiques will be returned with comments for improvement. The final draft will be graded on content, clarity, and style.

**Style:** 70% Lecture, 30% Discussion.

**Grading:** 25% mid exam, 25% final exam, 50% reports/papers.

**Exam Format:** short answer

#### **PBIO 4601 Topics in Plant Biochemistry**

**A-F only, 3 credit(s); prereq [BIOL 1002 or BIOL 1009 or BIOL 2003], CHEM 2301;**

**Instructor:** Gleason, Florence K

**Description:** This course is intended for upper level undergraduate students and graduate students who need a background course in biochemistry that is specifically focused on processes unique to photosynthetic organisms. The course will start with an analysis of photosynthesis and carbon metabolism in plants. Basic metabolic pathways for the synthesis of lipids, steroids, and aromatic amino acids will be covered as a background for the introduction to synthesis and functions of natural products such as lignin, flavonoids, and alkaloids. Pre-requisites for this course are a background in general biology and at least one semester of organic chemistry. Courses in plant biology or biochemistry are helpful but not essential. Grades are determined by essay type exams and analysis of papers from the scientific literature.

**Style:** 70% Lecture, 30% Discussion.

**Grading:** 30% mid exam, 25% final exam, 20% reports/papers, 10% special projects, 10% in-class presentation, 5% problem solving.

**Exam Format:** short answers, essay

#### **PBIO 4793W Directed Studies: Writing Intensive**

**S-N only, 1-7 credit(s), max credits 7, 7 completions allowed; prereq instr consent; Meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:**

#### **PBIO 4794W Directed Research: Writing Intensive**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent, dept consent; Meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:**

#### **PBIO 4993 Directed Studies**

**S-N only, 1-7 credit(s), max credits 7, 7 completions allowed; prereq instr consent;**

**Instructor:** STAFF

**Description:** Contract between student and advisor required, plus department approval. Credits arranged.

#### **PBIO 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent;**

**Instructor:** Olszewski, Neil E

**Description:** Student may contact the instructor or department for information.

#### **PBIO 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent;**

**Instructor:** Weiblen, George D

**Description:** Student may contact the instructor or department for information.

#### **PBIO 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent;**

**Instructor:** Gleason, Florence K

**Description:** Student may contact the instructor or department for information.

#### **PBIO 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent;**

**Instructor:** Springer, Nathan Michael

**Description:** Student may contact the instructor or department for information.

#### **PBIO 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent;**

**Instructor:** Mc Laughlin, David J

**Description:** Student may contact the instructor or department for information.

#### **PBIO 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent;**

**Instructor:** Lefebvre, Paul A

**Description:** Student may contact the instructor or department for information.

#### **PBIO 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent;**

**Instructor:** Marks, M David

**Description:** Student may contact the instructor or department for information.

#### **PBIO 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent;**

**Instructor:** Biesboer, David D.

**Description:** Student may contact the instructor or department for information.

#### **PBIO 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent;**

**Instructor:** Gantt, Steve

**Description:** Student may contact the instructor or department for information.

#### **PBIO 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent;**

**Instructor:** Wick, Susan M

**Description:** Student may contact the instructor or department for information.

#### **PBIO 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent;**

**Instructor:** Brambl, Robert Morgan

**Description:** Student may contact the instructor or department for information.

#### **PBIO 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent;**

**Instructor:** Silflow, Carolyn D.

**Description:** Student may contact the instructor or department for information.

for information.

**PBIO 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent ;**

**Instructor:** Ni,Min

**Description:** Student may contact the instructor or department for information.

**PBIO 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent ;**

**Instructor:** Ward,John M

**Description:** Student may contact the instructor or department for information.

**PBIO 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent ;**

**Instructor:** VandenBosch,Kathryn A

**Description:** Student may contact the instructor or department for information.

**PBIO 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent ;**

**Instructor:** Gray,William M

**Description:** Student may contact the instructor or department for information.

**PBIO 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent ;**

**Instructor:** Tiffin,Peter L

**Description:** Student may contact the instructor or department for information.

**PBIO 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent ;**

**Instructor:** Gibson,Sue

**Description:** Student may contact the instructor or department for information.

**PBIO 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent ;**

**Instructor:** Glazebrook,Jane

**Description:** Student may contact the instructor or department for information.

**PBIO 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent ;**

**Instructor:** Katagiri,Fumiaki

**Description:** Student may contact the instructor or department for information.

**PBIO 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent ;**

**Instructor:** Schmitt,Imke

**Description:** Student may contact the instructor or department for information.

**PBIO 4994 Directed Research**

**S-N only, 1-6 credit(s), max credits 42, 7 completions allowed; prereq instr consent ;**

**Instructor:** Hegeman,Adrian D

**Description:** Student may contact the instructor or department for information.

**PBIO 5516 Plant Cell Biology**

**3 credit(s); prereq [Biol 2022 or Biol 3007 or Biol 3022], [Biol 3021 or BioC 3021 or Biol 4003] Credit will not be granted if**

**credit has been received for PBIO 5414; Credit will not be granted if credit has been received for: PBIO 4516W;**

**Instructor:** Ward,John M

**Description:** This course is an introduction to current research topics in Plant Cell Biology. Published reviews and primary research papers in the field of Plant Cell Biology will be used as text for this class. The goal is to develop an understanding of how cellular structures function and contribute to cell growth and development. In addition to learning how to read primary literature, emphasis will be placed on developing a clear and concise writing style appropriate for incisive criticism of scientific papers. **READING ASSIGNMENTS:** This will include 8-10 reviews that will be covered by lectures during the first 1/3 of the course. Approximately 12 primary research papers will be covered in the last 2/3 of the course. Students will choose at least 5 of the 12 primary research papers and write a one page critique which will be due on the day that the paper is discussed in class. These will be graded for scientific content. The 5 highest scores will constitute 25% of the final grade. **EXAMS** Two exams and one final, each worth 100 points will be given. All three exams will count toward the final grade. **GRADING** (total of 400 points): 3 exams 100 points each; 5 best scores for written critiques (20 pts each)

**Style:** 70% Lecture, 30% Discussion.

**Grading:** 25% mid exam, 25% final exam, 50% reports/papers.

**Exam Format:** short answer

**PBIO 5601 Topics in Plant Biochemistry**

**A-F only, 3 credit(s); prereq [BIOL 1002 or BIOL 1009 or BIOL 2003], CHEM 2301;**

**Instructor:** Gleason,Florence K

**Description:** This course is intended for upper level undergraduate students and graduate students who need a background course in biochemistry that is specifically focused on processes unique to photosynthetic organisms. The course will start with an analysis of photosynthesis and carbon metabolism in plants. Basic metabolic pathways for the synthesis of lipids, steroids, and aromatic amino acids will be covered as a background for the introduction to synthesis and functions of natural products such as lignin, flavonoids, and alkaloids. Pre-requisites for this course are a background in general biology and at least one semester of organic chemistry. Courses in plant biology or biochemistry are helpful but not essential. Grades are determined by essay type exams and analysis of papers from the scientific literature.

**Style:** 70% Lecture, 30% Discussion.

**Grading:** 30% mid exam, 25% final exam, 20% reports/papers, 10% special projects, 10% in-class presentation, 5% problem solving.

**Exam Format:** short answers, essay

**PBIO 5960 Special Topics: Engineering Genetically Modified Organisms**

**1-3 credit(s), max credits 18, 6 completions allowed; prereq Plant biology course;**

**Instructor:** Gibson,Sue

**Description:** Student may contact the instructor or department for information.

## Plant Pathology

### 495 Borlaug Hall

**PLPA 2001 Introductory Plant Pathology**

**3 credit(s); prereq BIOL 1009 or equiv;**

**Instructor:** Dill-Macky,Ruth

**Description:** Course Description: The purpose of this course is to provide undergraduate students with a foundation in applied plant pathology. In the lectures students will be introduced to the concepts that form the basis for our understanding of the causes and control of plant diseases. The course emphasizes the biological and ecological aspects of plant disease and the role of plant diseases in plant production. Students are not expected to have a prior knowledge of plant pathology. The lectures are

complemented by a weekly laboratory session that provides students with practical experience in the recognition of disease in plants, disease diagnosis and in the identification of plant pathogens. Students will also conduct some practical exercises in disease control. The course is intended to appeal to students with an interest in biology, and will increase their awareness and knowledge of the microorganisms that cause disease in plants, plant disease development and the management of plant disease. Most students that take this course are undergraduates in horticulture, agriculture, natural resources or biological sciences.

**Style:** 40% Lecture, 2% Film/Video, 5% Discussion, 50% Laboratory, 3% Small Group Activities.

**Grading:** 30% mid exam, 25% final exam, 5% quizzes, 4% attendance, 36% laboratory evaluation. There are two mid semester exams - each worth 15% Laboratory evaluation - worksheets, 26%; exam 10%

**Exam Format:** Exams will be a mixture of; multiple choice, matching, short answer and essay questions The lab exam will be short answer based on observations of lab materials

**PLPA 3003 Diseases of Forest and Shade Trees  
3 credit(s);**

**Instructor:** Blanchette, Robert A

**Description:** This course provides an overview of tree diseases in urban and forested areas. It covers diseases that have had significant impact on society, such as Dutch elm disease, oak wilt, chestnut blight, white pine blister rust, etc., as well as cankers, leaf diseases, root rot and other tree problems. A laboratory session each week enables students to get hands-on experience identifying disease agents, examining symptoms and learning appropriate control procedures. Emphasis will also be placed on ecological processes, biological and cultural control and host-parasite interactions. This course should be of value to anyone interested in biological sciences, natural resources and ecology. It is an essential class for individuals that will have a career in natural resources, but should also be useful to those interested in maintaining healthy trees at home, in urban areas or woodlands.

**Style:** 40% Lecture, 30% Discussion, 30% Laboratory.

**Grading:** 40% mid exam, 20% written homework, 40% laboratory evaluation.

**Exam Format:** Short answer, Short essay

**PLPA 3090 Research in Plant Pathology**

**1-4 credit(s), max credits 4, 1 completion allowed;**

**Instructor:** STAFF

**Description:** Assignment of a special problem to undergraduates desiring an opportunity for independent research in plant pathology. The student determines the problem.

**Style:** 100% Laboratory.

**Grading:** 100% laboratory evaluation.

**PLPA 4096 Professional Experience Program: Internship  
S-N only, 1-3 credit(s), max credits 6, 6 completions allowed;  
prereq COAFES undergrad, complete internship contract  
available in COAFES Career Services before registering; UC  
only;**

**Instructor:** STAFF

**Description:** Supervised practicum professional experience in plant pathology. Practicum may be completed in government, higher education or private industry setting. Directed toward senior undergraduates.

**Grading:** 100% other evaluation. Job performance, self-evaluation

**PLPA 5003 Diseases of Forest and Shade Trees  
3 credit(s);**

**Instructor:** Blanchette, Robert A

**Description:** This course provides an overview of tree diseases in urban and forested areas. It covers diseases that have had significant impact on society, such as Dutch elm disease, oak wilt, chestnut blight, white pine blister rust, etc., as well as cankers, leaf diseases, root rot and other tree problems. A laboratory session each week enables students to get hands-on experience identifying disease agents, examining symptoms and

learning appropriate control procedures. Emphasis will also be placed on ecological processes, biological and cultural control and host-parasite interactions. This course should be of value to anyone interested in biological sciences, natural resources and ecology. It is an essential class for individuals that will have a career in natural resources, but should also be useful to those interested in maintaining healthy trees at home, in urban areas or woodlands.

**Style:** 40% Lecture, 30% Discussion, 30% Laboratory.

**Grading:** 40% mid exam, 20% written homework, 40% laboratory evaluation.

**Exam Format:** Short answer, Short essay

**PLPA 5090 Issues in Plant Pathology**

**1-4 credit(s), max credits 4, 1 completion allowed;**

**Instructor:** STAFF

**Description:** Current topics and research in plant pathology. Directed at undergraduates (junior and senior) as well as graduate students. Consult Class Schedule or department for current offering.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 100% special projects. depends on topic and instructor

**PLPA 5103 Plant-Microbe Interactions**

**3 credit(s);**

**Instructor:** Bradeen, James M

**Description:** Student may contact the instructor or department for information.

**PLPA 5300 Current Topics in Molecular Plant Pathology**

**S-N only, 1 credit(s), max credits 2; prereq [BioC 4125, course in [plant pathology or microbiology], course in genetics, [lab in [molecular biology, Biotechnology] or equivalent]] or instr consent;**

**Instructor:** Bradeen, James M

**Description:** Student may contact the instructor or department for information.

**PLPA 5999 Special Workshop in Plant Pathology**

**1-4 credit(s), max credits 4, 1 completion allowed;**

**Instructor:** STAFF

**Description:** Special workshops involving current issues and/or techniques (experimental and laboratory) in plant pathology. Directed towards senior undergraduates and graduate students.

**Style:** Depends on the nature of the workshop experience.

**Grading:** 100% special projects. Depends on the nature of the workshop experience.

**PLPA 8103 Plant-Microbe Interactions**

**3 credit(s); prereq Intro course in biochem or plant physiology or equiv;**

**Instructor:** Bradeen, James M

**Description:** Genetics and molecular biology of plant-microbe interactions. Communication between plant/microbes, signal transduction, control of gene expression, symbiosis/parasitism, plant host response mechanisms, microbial effector biology.

**PLPA 8104 Plant Virology**

**A-F only, 2 credit(s); prereq 5480;**

**Instructor:** Lockhart, Benham E

**Description:** Student may contact the instructor or department for information.

**PLPA 8105 Plant Bacteriology**

**2 credit(s); prereq 5480;**

**Instructor:** Samac, Deborah A

**Description:** Student may contact the instructor or department for information.

**PLPA 8123 Research Ethics in Plant and Environmental Sciences**

**S-N only, 0.5 credit(s); prereq Enrolled in a plant/environmental grad research program; Credit will not be granted if credit has been received for: APSC 8123;**

**Instructor:** Allan, Deborah L

**Description:** Student may contact the instructor or department

for information.

#### PLPA 8200 Seminar

**A-F only, 1 credit(s);**

**Instructor:** Bradeen, James M

**Description:** Student may contact the instructor or department for information.

## Polish

*192 Klæber Court*

#### PLSH 1102 Beginning Polish

**5 credit(s); prereq 1101 or equiv; Credit will not be granted if credit has been received for: PLSH 4102;**

**Instructor:** Polakiewicz, Leonard Anthony

**Description:** This course is second in a sequence of courses (Plsh 1101 and 1102) designed to develop basic proficiency in Polish in listening, speaking, reading, and writing, and to acquaint students with Polish culture. Students do regularly assigned grammar exercises, listen to audio tapes, and are required to participate in each class session through individual recitation, and whole-group and small-group interactive communicative activities. Two textbooks are used: Oscar Swan's "First Year Polish" and Leonard Polakiewicz's "Supplemental Materials for First Year Polish" Both textbooks are accompanied by audio tapes. As part of the four semester Polish language sequence, this course is designed to satisfy CLA language proficiency requirements. Target audience includes; undergraduate and graduate students, particularly those interested in East-Central European Area Studies, students who intend to engage in business in Poland and East-Central Europe, and those pursuing Slavic Studies.

**Style:** 40% Lecture. Recitation and interactive activities

**Grading:** 25% final exam, 35% quizzes, 30% class participation, 10% other evaluation. Final oral exam

**Exam Format:** Oral presentation, fill-ins, translations

#### PLSH 4102 Beginning Polish

**3 credit(s); prereq 4101, [fourth sem course in another language or grad student]; Credit will not be granted if credit has been received for: PLSH 1102;**

**Instructor:** Polakiewicz, Leonard Anthony

**Description:** Student may contact the instructor or department for information.

## Political Science

*1414 Social Sciences Tower*

#### POL 1001 American Democracy in a Changing World

**4 credit(s); Meets CLE req of Social Sciences;**

**Instructor:** Abernathy, Scott F

**Description:** This course is intended to introduce students to the expressed hopes of the American people for their government and to the institutions and processes that have been created and recreated to achieve these hopes. What do we mean by good government? Have we achieved it? How do we build it? Through an examination of the roles of American political institutions and the behavior of American citizens, we will be able to critically reflect on issues such as political and economic inequality in the U.S., the role of American political and economic power in the world, and the possibility for an American public policy that lives up to the ideals of the founders. By the end of the semester students should have a basic understanding of the structure and function of American government as well as an increased ability to critically reflect on the degree to which our institutions, processes, and citizens live up to the expectations placed on them.

**Style:** 60% Lecture, 20% Discussion, 20% Small Group Activities.

**Grading:** 50% mid exam, 25% final exam, 25% reports/papers.

#### POL 1001 American Democracy in a Changing World

**4 credit(s); Meets CLE req of Social Sciences;**

**Instructor:** Anderson, Joshua R

**Description:** This course offers an introduction to the study of American politics and the discipline of political science. It is intended to generate interest in politics through a study of the institutions and processes of government, the parties and actors who struggle with one another to control those institutions, and the ideas and controversies that animate politics in the United States. Topics of study include the constitution, civil rights and civil liberties, Congress, the presidency, the judiciary, political participation, and public policy. The course will pay particular attention to the values and identities that shape what it means to be an American, as well as who is and who is not represented in politics. Students should come away from the course with an enhanced understanding of American democracy and a framework for forming their own opinions about politics.

**Style:** 50% Lecture, 25% Discussion, 25% Small Group Activities.

**Grading:** 25% mid exam, 25% final exam, 40% reports/papers, 10% quizzes.

#### POL 1025 Global Politics

**4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences;**

**Instructor:** Freeman, John Roy

**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.

**Style:** Some digitized video materials are used.

**Grading:** 30% mid exam, 40% final exam. Weightings are approximate

**Exam Format:** A mix of short answers/essays and long essays

#### POL 1025 Global Politics

**4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences;**

**Instructor:** Donkova, Ralitsa Hristova

**Description:** This class introduces students to the basic concepts, processes and issues in global politics. We will examine theoretical frameworks used to analyze global politics, but the course will focus on current problems such as the causes of war and peace, globalization, humanitarian intervention, nuclear proliferation, terrorism, international ethics, human rights norms, the politics of international trade and finance, foreign aid, environmental cooperation, and migration. Readings will be drawn from scholarly and policy-oriented sources, as well as from the mass media. By the end of the course, students will advance their views on these much-debated questions of world politics, and they will develop a systematic understanding of global politics and their political, economic and social aspects.

**Style:** 50% Lecture, 40% Discussion, 10% Small Group Activities.

#### POL 1026 We and They: U.S. Foreign Policy

**4 credit(s);**

**Instructor:** Sampson III, Martin Wright

**Description:** The course is a mixture of historical background, examination of various processes and institutions that determine US foreign policy, and selected foreign policy issues that are important in fall 2009. The course objectives are that people leave the course (1) aware of how the US foreign policy process operates and aware of major, long-running debates about Congressional-Executive relationships in that process; (2) aware of the contours of public opinion as it relates to foreign policy; (3)

conversant with major events and dates in the history of US foreign policy; and (4) able to think about how this knowledge relates to selected events of Spring 2011 and beyond.

**Style:** 65% Lecture, 35% Discussion. Class attendance is important. Lectures and readings supplement each other.

**Grading:** 20% mid exam, 35% final exam, 35% reports/papers, 10% other evaluation. The course papers are based on readings assigned in the syllabus.

**Exam Format:** Combination essay and short answer. A handout sheet is provided a week in advance

**POL 1054 Repression and Democracy Around the World**  
**4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences;**

**Instructor:** Samuels, David Julian

**Description:** This course provides an introduction to the study of comparative politics, which is the study of politics within different countries around the world. Comparative politics aims to understand how different peoples around the world seek to establish a durable and legitimate political system, how they seek to contest the legitimacy of and attempt to transform that system, and how they seek to benefit from that system. Specifically, the course explores the following questions: 1) What is the "nation-state" and where does it come from? 2) What distinguishes democracy from dictatorship? 3) What factors cause democracy to emerge? 4) Why do democracies sometimes collapse into dictatorship? 5) How does ethnicity impact politics? 6) What is nationalism and how does it impact politics? 7) How does religion drive conflict in the contemporary world? 8) What is the impact of women's more prominent political role around the world? 9) What causes social movement mobilization around the world? 10) What causes civil war to erupt sometimes? 11) Why are some countries rich and some countries poor? 12) Why do some countries tax and spend quite a lot, while others have lower tax rates and lower levels of redistribution?

**Style:** 60% Lecture, 25% Discussion, 15% Small Group Activities.

**Grading:** 30% mid exam, 30% final exam, 25% reports/papers, 15% written homework. There is one five-page paper, and ten short assignments

**Exam Format:** Blue Book: short and long answers

**POL 1201 Political Ideas and Ideologies**

**4 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Historical Perspectives;**

**Instructor:** Winham, Ilya P

**Description:** This course will introduce you to the history of political thought by a survey of ancient, modern, and contemporary political theory. Classes will be devoted to lectures and discussions of the readings. Starting with Socrates and Plato's "Republic," we go on to study St. Augustine's "City of God," Niccolo Machiavelli's "Prince," Karl Marx's "On the Jewish Question," "Capital," and "Communist Manifesto," John Stuart Mill's "On Liberty" and "The Subjection of Women," and, finally, Hannah Arendt's little book, "On Violence." The course of study is geared toward students who have not studied political theory before, but who are interested in theorizing as a political, historical, and interpretive enterprise.

**POL 1201 Political Ideas and Ideologies**

**4 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Historical Perspectives;**

**Instructor:** Beaumont, Elizabeth

**Description:** This course examines political ideas and their role in the past and present. It is designed to help us become more reflective political thinkers and actors by analyzing key concepts, including freedom and equality, and exploring their relation to central questions about politics: What is a good or just political community? What kinds of values, institutions, leaders, and citizens does it require? What makes political power legitimate and when is rebellion justified? What are the rights and roles of the members of a political community? Seeking meaningful connections between the political concerns of the past and the problems that shape our own lives, we will explore ideas emerging from influential thinkers in several important eras:

Ancient Greece and China (Plato, Confucius), to Renaissance Italy and North Africa (Ibn Khaldun, Machiavelli), the European Enlightenment (Hobbes, Locke, Rousseau, Mary Wollstonecraft, Mill), modern and 20th century thinkers (Marx, Freud, Franz Fanon, Martin Luther King, Jr., Malcolm X) as well as a few contemporary commentators (Francis Fukuyama, Khaled Abou El Fadl, M. A. Muqtedar Khan, and Saba Mamoud). As we engage with these works, emphasis will be placed on developing your own interpretations and analyses, making sense of them in the historical contexts in which they are written, and reflecting on how these writers' ideas connect to on-going political debates and challenges.

**Style:** 50% Lecture, 35% Discussion, 15% Small Group Activities.

**Grading:** 55% reports/papers, 35% quizzes, 10% other evaluation. 10% of grade In-class small group discussion exercises

**Exam Format:** 2 in-class quizzes are short critical response essays focused on analyzing course readings

**POL 1234 Citizen U: Building Tomorrow's Citizens Today**

**A-F only, 3 credit(s);**

**Instructor:** Meyerhoff, Eli L

**Description:** This course is designed to look at the university as a site for the creation of citizens. Civic education is the cultivation of students with the skills, knowledge, and values necessary for participation in political activity. Focusing on American universities with some international comparisons, we will explore such questions as: What are different ideas of citizenship, and how have these been instituted through different forms of education? How have views on the purposes of American universities changed throughout history? How does increasing student debt impact opportunities for civic education? What changing roles have practices of multiculturalism played in education? In a context of globalization, how are struggles over education changing the relationship between universities and the making of democratic citizens? We will investigate the conflicts between promoters of different purposes of universities: job training vs. citizenship, stability vs. change. These struggles result in different policies and practices for universities, thereby forming students with different, possibly conflicting identities, such as workers, consumers, and entrepreneurs, in addition to democratic citizens. We will examine the relations between forms of citizenship and types of authority at different spatial scales, such as the nation-state, the global economy, and local communities. We will look at the history of historically black colleges and universities in order to tease out the tensions between the ideals of education for the abstract universal citizen and for the particular minority citizen. To address these issues and more, we will read short selections from the perspectives of political theory, philosophy, history, geography, sociology, and political economy. Class sessions will include lecture and discussion. Students will work throughout the semester on a research paper on a relevant topic of their choice, with the option of focusing on some feature of the University of Minnesota but open to other topics as well.

**Style:** 40% Lecture, 10% Film/Video, 30% Discussion, 20% Small Group Activities.

**POL 3070 Faculty-Supervised Individual Field Work**

**A-F only, 1-13 credit(s), max credits 13, 1 completion allowed; prereq instr consent, dept consent;**

**Instructor:** Soper, Paul W

**Description:** Students conducting field research on politics or government may receive credit for academic work completed in association with their research. Typically students will write a substantial research paper (20 pages or more) that incorporates their field research into the political science literature on their topic. Students must arrange for credit no later than the end of the first week of the semester. To enroll for this course, contact the instructor.

**Style:** Fieldwork/Participant-Observation

**Grading:** 100% reports/papers.

**POL 3080 Faculty-Supervised Individual Internships**

**A-F only, 3-13 credit(s), max credits 15, 3 completions**

**allowed; prereq instr consent, dept consent;**

**Instructor:** Soper, Paul W

**Description:** Students working in political or governmental internships may receive credit for academic work completed in association with their internship work. Students may receive 1 credit for every 3 hours (per week) of internship work. Academic work increases with increased hours worked. Assignments will include: weekly journal, 5-7 page essay, 10 page research paper. Acceptable internships include: US Congress, MN state legislature, federal, state, and local gov't agencies, as well as political parties, campaign organizations, and non-governmental advocacy groups. To enroll in this course, students must first arrange their internship, and then contact the instructor before the semester begins. Students who do not contact the instructor before the end of the first week of the semester will NOT be enrolled in this course.

**Style:** Fieldwork/Participant-observation

democratic citizenship, and how you conceive of your relationship to these ideals.

**Style:** 50% Lecture, 35% Discussion, 10% Small Group Activities, 5% Student Presentation.

**POL 3252 Renaissance, Reformation, and Revolution: Early Modern Political Thought**

**3 credit(s); Meets CLE req of Arts/Humanities; meets CLE req of Civic Life and Ethics;**

**Instructor:** Winter, Yves

**Description:** This course introduces students to early modern European political philosophy and political thought from the Renaissance to the 18th century. Early modern political philosophy develops in some of the most turbulent and contentious epochs of European history, in a period shaped by religious warfare, by the demise of the Catholic Church's monopoly on truth and interpretation, by the rise of the individual as a political subject and as an object of governance, by the emergence of the modern state and the capitalist mode of production, by the rise and fall of absolutism, and by the exploration and colonization of the Americas. In this course, we will discuss the crises of political authority and the disintegration of medieval understandings of solidarity and community. We will study how political theorists and philosophers in Europe responded to this crisis, what proposals they developed to reconstitute political order and to address the fragmentation and factionalization of political and religious communities. The trajectory of this course will take us from the renewed interest in interpretation and reading generated by the Renaissance to the revolutionary demands for popular participation in the 18th century. We will examine the relations between practices of interpretation, claims of political authority, and the problem of sovereignty. Among the authors we will read in this course are Niccolò Machiavelli, Martin Luther, Thomas Hobbes, John Locke, and Jean-Jacques Rousseau. This is a course in the history of political thought. It familiarizes students with a distinctive tradition of discourse: political theory. As an intellectual enterprise, political theory is concerned with the concepts, principles, and foundations that underpin political institutions and public life. Among its recurring topics and problems are the nature of power, the relation between liberty and authority, the problems of sovereignty, political obligation, and consent, as well as the disintegrative effects of social conflict. Political theorists approach these issues in different ways, but what links these authors into a common tradition is the shared emphasis on concepts and their relationships. Accordingly, our primary activity in this course will be the close and careful study of texts with special emphasis on the problems of meaning and interpretation.

**Style:** 75% Lecture, 10% Discussion, 15% Small Group Activities.

**Grading:** 70% reports/papers, 15% quizzes, 15% class participation.

**POL 3085 Quantitative Analysis in Political Science**

**A-F only, 4 credit(s); Meets CLE req of Mathematical Thinking;**

**Instructor:** Treier, Shawn A

**Description:** This course serves as an upper-level undergraduate introduction to how political scientists conduct empirical research to study political behavior and institutions. The objective of the course is to teach students how to interpret political phenomena from a systematic and analytical perspective. We consider issues of research design, hypothesis formulation, as well as study basic statistical techniques and analyze political science data. After completion of the course, students will be able to interpret data analyses presented in newspapers, magazines and basic government and academic studies. Students will also be prepared to conduct an empirical senior paper or honors thesis.

**POL 3085H Honors Course: Quantitative Analysis in Political Science**

**A-F only, 4 credit(s); prereq Honors student; Meets CLE req of Mathematical Thinking;**

**Instructor:** Treier, Shawn A

**Description:** This course serves as an upper-level undergraduate introduction to how political scientists conduct empirical research to study political behavior and institutions. The objective of the course is to teach students how to interpret political phenomena from a systematic and analytical perspective. We consider issues of research design, hypothesis formulation, as well as study basic statistical techniques and analyze political science data. After completion of the course, students will be able to interpret data analyses presented in newspapers, magazines and basic government and academic studies. Students will also be prepared to conduct an empirical senior paper or honors thesis.

**POL 3235W Democracy and Citizenship**

**3-4 credit(s), max credits 4, 1 completion allowed; prereq 1201 recommended; Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive;**

**Instructor:** Beaumont, Elizabeth

**Description:** This course explores the meanings of democracy and citizenship from historical and contemporary perspectives. Democracy is almost universally championed in contemporary politics. But what does democracy mean, what does it require of us, and why should we value it? Who is included in the concept of 'we the people,'? demos and who gets to decide? How should democracies deal with differences and conflicts? What are the rights and responsibilities of the citizens of a democratic community? Why is there on-going fear that democracies devolve into tyranny? How have understandings of democracy and citizenship evolved over time? What kinds of practical mechanisms and processes should be used to institutionalize democracy? We will explore these questions from historical perspectives and in relation to current political events and challenges. You should emerge from this course not only with a deepened understanding of the historical and intellectual tradition of democratic theory, but also with the ability to articulate your own democratic ideals, your understanding of

**POL 3308 Congressional Politics and Institutions**

**3 credit(s); Credit will not be granted if credit has been received for: POL 4308; Meets CLE req of Social Sciences;**

**Instructor:** Pearson, Kathryn Lynn

**Description:** This course is a comprehensive survey of the contemporary U.S. Congress. We will begin by analyzing congressional elections, how members of Congress represent their states and districts, and the links between elections and governance. The course will then focus on the organization of Congress, including the interplay between parties and the committee system. We will then analyze the legislative process, rules and procedure, the budget process, interest groups, and the interaction between the Congress and the White House. In the 2008 elections, Democrats won the presidency and increased their majorities in both the House and Senate. This political and electoral context sets the stage for our study of the U.S. Congress, but as we will discover, it is not a guarantee of automatic success for Democrats' policy proposals. We will investigate the implications of the new Republican House majority in the 112th Congress. Class sessions will include lecture and discussion. It is important that students keep up with the assigned reading to understand the lectures and participate in class. Although attention to current congressional politics will

enhance the value of this course, it is no substitute for careful reading and classroom discussion. Students will write two short papers, an 8-10 page paper, and take a midterm and a final exam.

**POL 3321 Issues in American Public Policy**

**3 credit(s); prereq 1001 or equiv or instr consent ;**

**Instructor:** Karch, Andrew Jonathan

**Description:** This course examines the politics of social policy in the United States. The first half of the course places the United States in comparative perspective. Scholars often describe the United States as a "laggard" where social policies developed relatively late, grew relatively slowly, and are less generous than are corresponding policies in other advanced industrial democracies. What are the political sources of these programmatic differences? How have political culture, interest groups, government institutions, and other factors contributed to the distinctive shape of American social policy? The second half of the course examines recent trends in American social policy, focusing on four policy areas: pensions, income support, health care, and education. It examines the historical origins of contemporary American policies and recent reform proposals.

**Grading:** 60% mid exam, 40% final exam. There will be two Midterm Exams, worth 30% each. The Final Exam will be worth 40%.

**POL 3410 Topics in Comparative Politics: Puzzles in Political Science**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Walsh, Dominique A

**Description:** The social world presents us with a variety of puzzles and problems. Some of these are trivial or even unanswerable (Why do the Detroit Lions keep losing despite receiving number one draft picks over and over again? Why do we hurt the ones we love?), but others offer opportunities for detailed analysis, careful thinking, and, if we are lucky, a chance to understand or even explain something of importance about the world around us. This course concerns itself with this fundamental element of social scientific thinking - the observation and analysis of puzzles in the social world. In it we will work to become better observers of the social world by identifying and considering the many puzzles that surround and better analysts of this world by acquiring and refining some basic tools of social scientific research. The course will discuss systematic model building and how we can use our model building tools to reflect on political science literature and make our own research stronger.

**POL 3410 Topics in Comparative Politics: Islam and Politics**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Collins, Kathleen A

**Description:** The relationship between Islam and politics - both in the Muslim world and in the West -- is one of the most important political issues of our day. Especially since 9/11, scholars and policy makers around the world have been debating the compatibility or conflict between Islam and democracy, the tense relationship between the Middle East and the US, the roots of rising and spreading Islamist movements since the 1950s, the causes of terrorism and suicide bombings, and the clash or compatibility of "Muslim" and "Western" cultures. This class will address these issues by taking historical and political look at the development of Islam (the religion) and Islamism (Islamic political movements) in many areas of the Muslim world. We will begin by discussing the Islamic faith and its historical relationship to politics. Then we will turn to the twentieth century, and examine the rise of Islamist politics in the Middle East and North Africa (Egypt, Iran, Saudi Arabia, Palestine, Sudan) and south central Asia (Pakistan, Afghanistan) from the 1950s-1980s, and also the failure of many Islamist revolutions. We will examine the spread and rebirth of Islam in less traditional areas of the Muslim world, such as Eurasia (Central Asia, Russia, and the Caucasus). We will discuss and debate the rise of global jihadists - Al Qaeda and other terrorist networks. We will look at the new jihad being waged in Iraq, and its implications for stability and democracy in the Middle East. Finally, we will end with a discussion of the possibility of

synthesizing Islam and democracy. We will read both Muslim and non-Muslim perspectives on these problems, and will observe the intense debate within the west as well as within the diverse Muslim world. Understanding these issues is critical to gaining perspective on the troubling state of today's complex global politics. We hope that this course will generate knowledge and understanding, and through that, tolerance and wisdom in dealing with these critical issues.

**Grading:** 30% mid exam, 40% final exam, 25% reports/papers, 5% class participation. One midterm, one final exam Paper assignment

**Exam Format:** Essay and short answer

**POL 3410 Topics in Comparative Politics: Politics of Inequality**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Ansell, Benjamin William

**Description:** In the United States today, the gap in incomes between rich and poor, indeed the gap in incomes between the top one percent of the population and those at the 95th percentile (between the super rich and the affluent) as higher than at any time since the Wall Street Crash. Inequality is increasing not just in income but in the value of Americans' assets, their housing, their education, and their health. Whether this is a fair and natural outcome of free markets or a sign of a developing "oligarchy" is a matter of much heated debate but it is perhaps the most fundamental change in American life over the last half century. At the same time, many European countries like England and Ireland have seen a massive surge in inequality, whereas others like Sweden and Germany have witnessed little change. In some ways America and Europe are growing apart; in other ways they are becoming more alike. On top of these changes in the industrial world, the rise of new global economic powers like China and India is reshaping the global distribution of income and wealth, often in ways that undermine or bolster the welfare of different Americans and Europeans. This class is intended to help you understand the causes and consequences of economic inequality in the USA and Europe. The class is explicitly comparative - we will address both America and European countries in contrast to one another, with our aim being to understand what differences there are and whether they matter.

**Grading:** 33% mid exam, 67% final exam.

**POL 3410 Topics in Comparative Politics: Globalization & Domestic Politics**

**3 credit(s), max credits 9, 3 completions allowed;**

**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 (or was?) financed by cheap foreign capital, and Walmart is dependent on cheap foreign resources to keep prices "everyday" low. Both the 2008 primaries and general election were dominated by discussion of trade policy (Obama and Clinton on NAFTA) and financial policy (Obama and McCain on the bailout) as were the 2010 midterms (deficits and the bailout) - thus complicated economic issues had major electoral consequences. This course will help you understand how the ever more complex global market impacts politics from the international to the local level. You will, I hope, become educated consumers of economic news, and be able to link it clearly to your own political preferences and those of other citizens in the US and abroad.

**POL 3477 Political Development**

**3-4 credit(s), max credits 4, 1 completion allowed; Meets CLE req of Global Perspectives; meets CLE req of Social Sciences;**

**Instructor:** Lobasz, Jennifer K

**Description:** In this course we will investigate the politics of international development theory and practice. We begin by examining the multiple meanings of categories such as development and underdevelopment, First World and Third

Worlds, and the Global North and South. We also explore the development of "development," looking at competing explanations and approaches, including modernization theory, dependency theory, and several critical perspectives. Students will assess various approaches in the context of historical and contemporary case studies of development projects. The course will conclude with a simulation of an international development conference.

**Style:** 30% Lecture, 10% Film/Video, 25% Discussion, 15% Small Group Activities, 15% Student Presentation, 5% Web Based.

**Grading:** 40% reports/papers, 20% quizzes, 30% journal, 10% in-class presentation.

### **POL 3769 Public Opinion and Voting Behavior**

**3 credit(s); Credit will not be granted if credit has been received for: POL 5767; Meets CLE req of Social Sciences; Instructor:** Goren,Paul Nurullah

**Description:** This course focuses on two overarching themes. First, we shall examine public opinion on the most important issues of the day, such as economic welfare, race, homosexuality and other controversial social issues, and foreign policy. We will see where the public has stood on these topics in the past and consider where it is likely to move in the future. Second, we shall examine electoral behavior at the individual level. Specifically, we will see what factors lead people to turnout on Election Day and motivate them to cast ballots for the Democratic or Republican presidential candidates. Finally, note that throughout the term we will consider whether the American public and individual voters make reasonable political decisions.

### **POL 3835 International Relations**

**3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Social Sciences; Instructor:** Duvall,Raymond D

**Description:** This course is organized in three units: We begin the course with a unit on the question whether and how a world of stable, peaceful, and equitable international politics is coming into being? Can we speak sensibly of progress toward an international community based on international law? In what ways and to what effect, for example, is international politics premised on the universality of human rights? Can we foresee an effective international regime for the environment? The second unit concerns the crucial distinction between international and domestic politics? For that, we focus on the anarchic context of international politics to examine how the absence of authority and rule above states shapes insecurities and struggles for power. In this unit, we analyze how states play out the implications of the anarchic context in their political interactions of security, violence, and war, including the contemporary international politics of 'terrorism'. Whether international politics is understood differently if the systemic context is viewed as hierarchical rather than anarchical is the concern of the third unit. Here we ask whether and in what senses one can appropriately speak of empire as contemporary structure of international politics. How are imperial relations and other forms of hierarchy best analyzed? What is the significance of globalization and localized political movements for international politics? The principal objective of this course is for students to develop an appreciation of the ways in which various theoretical perspectives lead to different understandings of the structures and practices of world politics. Each of the perspectives that we address accepts the assumption that the many and varied interactions among states and non-state actors in the global arena are vital elements of our world. However, in interpreting these many and varied forms of world politics, each of the theories offers not only a unique accounting of why international relations take the form that they do, but also distinct guidance about what international political activity should be. Therefore, we investigate both the explanatory insights and the practical and normative political implications that distinguish each theoretical perspective. Through the highlighting of such theoretical differences, the course is intended to provide the means for students to develop their own theoretically informed analysis of issues in contemporary international relations, such as the changing security dynamics in the Middle East and

Southwest Asia, whether a war on terrorism can be won, how the proliferation of nuclear weapons and other weapons of mass destruction affects international stability or instability, the extent to which cooperation on global climate change, human rights, or poverty alleviation is possible, and in what ways the functioning of the global economy shapes the terms and conditions of international politics.

**Style:** 65% Lecture, 5% Film/Video, 25% Discussion, 5% Small Group Activities. students do a few in-class writing assignments, or quizzes

**Grading:** 30% final exam, 55% reports/papers, 15% quizzes. two analytical papers, six pages each. Each worth 30% of total grade, but lower grade is reduced to count only 25% (for a total of 55% for the two papers)

**Exam Format:** take-home, essay format

### **POL 4210 Topics in Political Theory: French Politics**

**A-F only, 3 credit(s), max credits 9, 3 completions allowed; Instructor:** Luxon,Nancy

**Description:** France witnessed a number of extraordinary events in the 20th century: the carnage and trauma of World Wars I and II; the Vichy regime's shameful collaboration with German Nazis; the general strike and student protests of the 1960s; the tensions prompted by decolonization in North Africa; and the challenges of contemporary multiculturalism and identity politics. This course will examine these events, the political and ethical challenges they raised, and the intellectuals who shaped the ensuing public debates. It will draw on historical documents, cultural media (e.g. posters, art, film), and philosophical texts to explore contemporary France in its century of politics and protest. Thinkers range from anthropologist Claude Levi-Strauss, to philosopher-playwright Jean-Paul Sartre, to philosopher Michel Foucault.

**Style:** 50% Lecture, 10% Film/Video, 40% Discussion.

**Grading:** 20% mid exam, 70% reports/papers, 10% in-class presentation.

**Exam Format:** One in-class midterm examination.

### **POL 4210 Topics in Political Theory: Crises,Catastrophes & Political Thought**

**A-F only, 3 credit(s), max credits 9, 3 completions allowed; Instructor:** Vazquez-Arroyo,Antonio Y

**Description:** This course will explore the political dimensions of catastrophe, from ethnic cleansing to "natural" disasters, in recent history. Some of the questions that we will address are the extent to which catastrophes are social and political events; what is "natural" and what is "social" about "natural disasters;" the intersection between nature and history in interpreting catastrophic events; and the role of images of catastrophe in the constitution of political life. By looking closely at how the ethical and political import of catastrophe has been construed, we will also address questions of history, memory, and representation. In lieu of these questions and concerns, we will ask how narratives of catastrophe are produced and reproduced, who does the producing, to what extent, and to what political effect. This course combines the study of theoretical texts with historical examples such as genocides, famines, and global warming in order to ponder the aforementioned questions.

### **POL 4253 Modernity and Its Discontents: Late Modern Political Thought**

**3-4 credit(s), max credits 4, 1 completion allowed; prereq credit will not be granted if credit received for: 3253; Credit will not be granted if credit has been received for: POL 5253; Instructor:** Vazquez-Arroyo,Antonio Y

**Description:** This course involves a critical survey of late modern political theory, from the 19th century to the early part of the 20th century. It will focus on the emergence of a modern political spectrum in the immediate aftermath of the French Revolution, especially in relation to the forms of power it inaugurated, along with tortuous path of the ideals of freedom and equality that it marshaled but never fully realized. In doing so, it consists on a critical exploration of the emergence and crises of liberal-capitalist civilization and its imperial ventures in light of the forms of power that characterized it. We will address the nature of the new modern forms of power and their impact on



political life, along with the nature and contradictions of post-revolutionary politics and the responses across the political spectrum: Left, Center, and Right. The thinkers that will be considered are Benjamin Constant, G.W.F. Hegel, Karl Marx, Alexis de Tocqueville, Juan Donoso Cortes, John Stuart Mill, Friedrich Nietzsche, Max Weber, and Sigmund Freud. We will proceed through a careful and rigorous examination of some of their works in relation to the historical contexts and predicaments of power they inhabited and sought to navigate.

**POL 4410 Topics in Comparative Politics: Politics of Family, Sex, & Children**

**3 credit(s), max credits 6;**

**Instructor:** Kelliher, Daniel R

**Description:** If you take this course you'll confront contemporary fights over family, sex, and children. Here are the big questions: (1) Who controls sex? We'll look at power in sexual relationships, sexual freedom & the state, and sexual elements in political ideologies. (2) Who should be allowed to make a family? We'll do same-sex marriage, polygamy, and teenage childbearing. (3) What happens to children? We'll look at countries with strong pro-child policies, but also at the dark side? child soldiers, child prostitutes, and child poverty. (4) What are the odds that your family will survive? Time to face up to financial crisis, bankruptcy, and divorce, and see the effects of taxation, social support for families, childcare, and family medical leave. (5) Do politicians care? We'll investigate families & elections, plus how political campaigns manipulate images of families for their own ends. Got more questions about the class? Just ask me: kelliher@umn.edu

**Style:** 60% Lecture, 10% Film/Video, 20% Discussion, 10% Small Group Activities.

**Grading:** 50% reports/papers, 25% quizzes, 25% class participation.

**POL 4410 Topics in Comparative Politics: U.S.-Latin American Relations**

**3 credit(s), max credits 6;**

**Instructor:** Samuels, David Julian

**Description:** In the first part of this course we explore the historical origins of US-Latin American relations, comparing how different political science perspectives on US foreign policy explain the emergence of the US as the dominant player in the hemisphere. In the second part of the course we explore a series of contemporary issues, using the same analytical framework. These issues include immigration, trade policy, relations with Cuba, the drug war, and relations with Venezuela.

**Style:** 50% Lecture, 5% Film/Video, 20% Discussion, 20% Small Group Activities, 5% Guest Speakers.

**Grading:** 25% mid exam, 25% final exam, 30% reports/papers, 20% written homework.

**Exam Format:** blue-book; short answers and longer essays

**POL 4461W European Government and Politics**

**4 credit(s); prereq 1054 or 3051 or non-pol sci grad or instr consent ; Credit will not be granted if credit has been received for: POL 5461W; Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive;**

**Instructor:** Gingrich, Jane Rebecca

**Description:** This course provides an introduction to the history, politics, and controversies of contemporary European politics. The goals of the course are threefold. Firstly, to prepare students to be educated consumers of European politics? to be able to understand contemporary debates in the European press and relate these to the varying historical experiences of European countries. Secondly, to develop and test theories about important aspects of social life on the rich panoply of European cases. European countries display an astounding variation in their political institutions and their historical experiences with regimes as diverse as fascism, communism, socialism, and liberal democracy. Thirdly, to examine how the different political systems of Europe condition how they respond to globalization, rising immigration and changing social values. In this course, we will focus specifically on Britain, France, Italy and Germany, with further discussion of the smaller European countries.

**POL 4478W Contemporary Politics in Africa and the Colonial**

**Legacy**

**4 credit(s); prereq 1054 or 3051 or non-pol sci grad or instr consent ; Credit will not be granted if credit has been received for: POL 5478; Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive;**

**Instructor:** Nimitz Jr, August H

**Description:** Student may contact the instructor or department for information.

**POL 4481 Governments and Markets**

**3-4 credit(s), max credits 4, 1 completion allowed; prereq 1054 or 3051 or non-pol sci grad or instr consent;**

**Instructor:** Freeman, John Roy

**Description:** This course addresses the question of whether democracy and markets are compatible, whether democratic institutions enhance (undermine) the workings of market institutions and vice versa. Competing theoretical perspectives in the field of political economy are critically evaluated. And the experiences of countries with different forms of democratic market system are studied. Among the topics singled out for in-depth investigation are the economics of voting, politics of money management, political business cycles, and the politics of trade.

**Style:** 50% Lecture, 50% Discussion.

**POL 4485 Human Rights and Democracy in the World**

**3 credit(s); prereq At least one 1xxx or 3xxx course in pol sci, non-pol sci major or instr consent ; Credit will not be granted if credit has been received for: POL 5485; Meets CLE req of Civic Life and Ethics;**

**Instructor:** Mccracken, Darrah

**Description:** In POL 4485, we will engage a variety of questions related to human rights and democracy. We will begin by surveying debates among scholars in the social sciences and humanities about how to explain state repression. We will then examine difficult decisions societies confront in the aftermath of violence about whether to punish or forgive those responsible; about what and whom to mourn, remember, and memorialize; and about how to recognize and care for victims and survivors. We will attend to how international human rights institutions and actors figure into these decisions, and we will also consider the relevance of other visions of democracy and justice. Grades will be based on quizzes, essays, an exam, and class participation.

**POL 4487 The Struggle for Democratization and Citizenship**

**4 credit(s);**

**Instructor:** Nimitz Jr, August H

**Description:** The setting for this course is the mounting effort on the part of states and a variety of social forces to roll back the historic gains of the world-wide democratic movement--from anti-immigrant campaigns (in both fascist and non-fascist clothing) that would limit citizenship rights to efforts that undermine civil liberties in the guise of combatting terrorism. This takes place in a larger context in which increasing numbers of citizens feel disempowered and alienated from the state. As democracy and popular participation are central to citizenship the course traces the origins of the democratic process with particular emphasis on how the disenfranchised fought to become included. Both implicitly and explicitly it seeks to understand how that occurred in order to see if there are lessons of the past that that might have applicability for the defense and extension of democratic rights today. To understand it was the disenfranchised who empowered themselves is in itself empowering. An underlying assumption of the course is that the inclusion of previously disenfranchised layers of society into the category of citizens is due to social struggles or the threat of such--an assumption to be examined in the course.

**Style:** 75% Lecture, 25% Discussion.

**Grading:** 25% mid exam, 50% final exam, 25% reports/papers.

**Exam Format:** Essay

**POL 4502W The Supreme Court, Civil Liberties, and Civil Rights**

**3 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive;**

**Instructor:** Johnson, Timothy Russell

**Description:** This course deals with civil liberties in the United States and how the United States Supreme Court decides which rights and liberties get which protections, at which times. Specifically, our focus will be on the First Amendment, and the Right to Privacy. Special emphasis will be placed on how the Supreme Court defines, establishes, and protects these liberties through its interpretation of the Constitution.

**Style:** 20% Lecture, 80% Discussion.

**Grading:** 30% mid exam, 30% final exam, 30% reports/papers, 10% class participation.

**Exam Format:** Exam -- Hypothetical Questions

#### **POL 4737W American Political Parties**

**4 credit(s); prereq 1001 or equiv or instr consent ; Credit will not be granted if credit has been received for: POL 5737; Meets CLE req of Writing Intensive;**

**Instructor:** Goren,Paul Nurullah

**Description:** Political parties are the lifeblood of American politics. This course will examine the role parties play in the U.S. political system. Specifically, we will examine: (1) why political parties exist; (2) what the parties stand for and how that has changed over time; (3) what role they play in campaigns and elections; (4) the social bases of partisan identification; (5) how partisan ties shape citizens perceptions, judgments, and voting decisions; (6) how the parties behave in government; and (7) why there are no major third parties in the U.S.

#### **POL 4766 American Political Culture and Values**

**3 credit(s); prereq 1001 or equiv or non-pol sci grad major or instr consent ; Meets CLE req of Civic Life and Ethics;**

**Instructor:** Rahn,Wendy Marie

**Description:** Many foreign observers of American politics have emphasized the unique qualities of American democracy. The ?exceptionalism? of American politics is traced to different institutions, historical experiences, values, and ?habits of the heart? that distinguish the U.S. from other contemporary democratic countries. One noted observer of American democracy was Alexis de Tocqueville. A French aristocrat, he visited the U.S. in the 19th century, marveling at the differences between his home country and his host country. His book, Democracy in America, is an important classic of political analysis and it will form the back bone of this course. We will simultaneously read de Tocqueville and more contemporary social scientific studies of aspects of American democracy, with a particular focus on survey data gathered in the U.S. and other countries. Throughout, we will explore themes of unity and diversity in American political culture, using recent events, such as 9/11, the 2004 and 2008 presidential elections, and the economic crisis of 2008-09, as settings in which these themes play out. By successfully completing this course, students will be able to: ? Identify salient institutional differences between the U.S. political system and other democracies. ? Understand why different political institutions have been adopted in different places and their trade-offs in terms of such societal values as efficiency, equity, community, and diversity ? Understand why comparative analysis is essential to social science inquiry ? Appreciate how different values give rise to different policy prescriptions for societal problems and the role that competing values play in policy debate ? Clarify your own value commitments and understand their impact on your political thinking ? Locate and use survey data and other information sources to answer questions about the distribution of political values across time and space

**Style:** 60% Lecture, 5% Film/Video, 10% Discussion, 10% Small Group Activities, 10% Student Presentation, 5% Guest Speakers.

**Grading:** 20% mid exam, 20% final exam, 20% reports/papers, 10% reflection paper, 10% in-class presentation, 20% class participation.

#### **POL 4867W United States Foreign Policy Toward the Middle East**

**4 credit(s); prereq Jr or sr; Meets CLE req of Global Perspectives; meets CLE req of Writing Intensive;**

**Instructor:** Sampson III,Martin Wright

**Description:** The relationship of the United States to the Middle

East is complex, and the Middle East region itself is complex. This course weaves these two topics together. It assumes that one cannot think sensibly about US policy without significant awareness of the Middle East region. A key objective is that students learn about Turkey, Iran, Israel, the Palestinians, and various Arab states including Iraq. Many readings have Middle Eastern authors. A second key objective is that students learn about debates, actions, inertias, and rationales for US engagement with the region. The course meets the Dept of Political Science major project requirement. It is also a writing intensive course. "Writing intensive" means the course devotes instructional time to helping you cope with the required writing assignments. The actual amount of writing is similar to what the course required before it became a writing intensive course.

**Style:** 65% Lecture, 20% Discussion, 15% Small Group Activities.

**Grading:** 20% mid exam, 30% final exam, 40% reports/papers, 10% other evaluation.

**Exam Format:** one large essay question, short answer, and blank-d multiple choice. A study guide appears a week before each test.

#### **POL 4900V Honors: Senior Paper**

**A-F only, 1 credit(s); prereq Honors, pol sr, instr consent;**

**Instructor:** Kelliher,Daniel R

**Description:** This course exists to provide credit for Political Science honors students who are completing their senior projects in fulfillment of either cum laude or magna cum laude level of honors. These students should register for one credit of 4900V in the year that they complete their senior papers. (NOTE: Students who in the summa cum laude track should not take 4900V, but 3110V for four credits.

#### **POL 4900W Senior Paper**

**A-F only, 1 credit(s); prereq Pol sr, instr consent; Meets CLE req of Writing Intensive;**

**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.

**Grading:** 100% reports/papers.

**Exam Format:** None

#### **POL 5252 Renaissance, Reformation, and Revolution: Early Modern Political Thought**

**3 credit(s);**

**Instructor:** Winter,Yves

**Description:** This course introduces students to early modern European political philosophy and political thought from the Renaissance to the 18th century. Early modern political philosophy develops in some of the most turbulent and contentious epochs of European history, in a period shaped by religious warfare, by the demise of the Catholic Church's monopoly on truth and interpretation, by the rise of the individual as a political subject and as an object of governance, by the emergence of the modern state and the capitalist mode of production, by the rise and fall of absolutism, and by the exploration and colonization of the Americas. In this course, we will discuss the crises of political authority and the disintegration of medieval understandings of solidarity and community. We will study how political theorists and philosophers in Europe responded to this crisis, what proposals they developed to reconstitute political order and to address the fragmentation and factionalization of political and religious communities. The trajectory of this course will take us from the renewed interest in interpretation and reading generated by the Renaissance to the revolutionary demands for popular participation in the 18th century. We will examine the relations between practices of interpretation, claims of political authority, and the problem of sovereignty. Among the authors we will read in this course are Niccolo Machiavelli, Martin Luther, Thomas Hobbes, John Locke, and Jean-Jacques Rousseau. Please note that this is the graduate version of POL 3252, which will have a different set of requirements in line with graduate level work and expectations. Please contact the instructor, if you are a graduate student

interested in this course.

**Style:** 75% Lecture, 10% Discussion, 15% Small Group Activities.

**Grading:** 70% reports/papers, 15% quizzes, 15% class participation.

**POL 5481 Governments and Markets**

**S-N only, 3-4 credit(s); prereq credit will not be granted if credit received for: 4481; 1054 or 3051 or non-pol sci grad student or instr consent;**

**Instructor:** Freeman, John Roy

**Description:** Student may contact the instructor or department for information.

**POL 5485 Human Rights and Democracy in the World**

**3 credit(s); prereq grad student or instr consent; Credit will not be granted if credit has been received for: POL 4485;**

**Instructor:** Mccracken, Darrah

**Description:** In POL 4485, we will engage a variety of questions related to human rights and democracy. We will begin by surveying debates among scholars in the social sciences and humanities about how to explain state repression. We will then examine difficult decisions societies confront in the aftermath of violence about whether to punish or forgive those responsible; about what and whom to mourn, remember, and memorialize; and about how to recognize and care for victims and survivors. We will attend to how international human rights institutions and actors figure into these decisions, and we will also consider the relevance of other visions of democracy and justice. Grades will be based on quizzes, essays, an exam, and class participation.

**POL 8105 Professional Development II**

**S-N only, 1 credit(s), max credits 2; prereq Pol sci student, ABD, dept consent ;**

**Instructor:** Kelliher, Daniel R

**Description:** Student may contact the instructor or department for information.

**POL 8123 Introduction to Quantitative Political Research**

**A-F only, 3 credit(s); prereq Pol sci grad student or instr consent;**

**Instructor:** Federico, Christopher Michael

**Description:** Student may contact the instructor or department for information.

**POL 8160 Topics in Models and Methods: Event History**

**1-3 credit(s), max credits 12, 4 completions allowed; prereq Grad pol sci major or instr consent ;**

**Instructor:** Freeman, John Roy

**Description:** Student may contact the instructor or department for information.

**POL 8201 Understanding Political Theory**

**3 credit(s), max credits 4, 1 completion allowed; prereq Grad pol sci major or dept consent;**

**Instructor:** Luxon, Nancy

**Description:** Student may contact the instructor or department for information.

**POL 8260 Topics in Political Theory: Violence & the State**

**3 credit(s), max credits 6; prereq Grad pol sci major or instr consent ;**

**Instructor:** Winter, Yves

**Description:** Violence is at the heart of the modern state's capacity to guarantee order and maintain the rule of law. Indeed, Max Weber's assertion that the modern state is characterized by its successful claim to a monopoly of legitimate violence has become a commonplace definition and criterion for statehood in the social sciences. But what exactly does it mean to speak of a "monopoly" of legitimate violence? It is clear that there have always been formations of violence (for example racial, sexual, and economic violence) that have operated in the shadow of the state's "monopoly" and that many of these forms of non-state violence have benefited if not from the explicit sanction by or complicity of state authorities then at least from a benign indifference. Instead of accepting the state monopoly of violence

as a given, we must ask what economies of violence, what modes of production, circulation, and consumption of violence the claim to such a monopoly gives rise to. What forms of violence are rendered visible or masked? In short, the state monopoly of violence is never an established fact: it relies on a recurrent inscription of a distinction between state and non-state violence, mediated by modes of representation. In this seminar, we will investigate some of the seminal theoretical arguments concerning the relation between violence and the state by looking at the ways in which the monopoly of violence is established and undone in political theory. The first half of the semester will be spent on the sovereign logic of violence. Our trajectory will start with the question, posed by early modern European political theory, concerning the origins and legitimacy of the state's monopolization of violence. We will discuss the postulate of a natural right to violence and how 17th century social contract theorists, such as Hobbes and Locke, explain the transmogrification of this natural right to violence into a dimension of sovereignty (the juridical model). We will pay special attention to the ways in which this conversion relies on a selective representation of violence, on the constitutive exclusion of certain types of violence, and on a normative hierarchy between different types of violence. Two alternative models of the state's monopoly of violence--the historicist (Foucault) and the ethical (Hegel)--will complete this part of the course. Building on the conceptual work in the first part of the semester, we will then turn to a closer examination of two aspects of the state's monopoly of violence and its limits: the monopoly of punishment and the monopoly of war. We will read a selection of texts on the historical and contemporary dimensions of these formations of violence. Feel free to email me for more information or to get a reading list.

**Style:** 100% Discussion.

**Grading:** 100% reports/papers.

**POL 8308 Proseminar in Political Psychology II**

**S-N only, 1 credit(s); prereq Grad pol sci major or pol psych minor or instr consent; Credit will not be granted if credit has been received for: PSY 8212;**

**Instructor:** Borgida, Eugene

**Description:** Student may contact the instructor or department for information.

**POL 8314 Judicial Process**

**3 credit(s); prereq Grad pol sci major or instr consent;**

**Instructor:** Johnson, Timothy Russell

**Description:** Student may contact the instructor or department for information.

**POL 8360 Topics in American Politics: Social Policy & the U.S.**

**3 credit(s), max credits 9, 3 completions allowed; prereq Grad pol sci major or instr consent ;**

**Instructor:** Karch, Andrew Jonathan

**Description:** This graduate course examines the politics of social policy in the United States. The first half of the course places the United States in comparative perspective. Scholars typically describe the United States as a "laggard" where social policies developed relatively late, grew relatively slowly, and are less generous than corresponding policies in the advanced industrial democracies of Europe. What are the sources of these differences? How have political culture, interest groups, political institutions, and other factors contributed to the unusual shape of American social policy? The second half of the course assesses the recent "historic turn" in the study of American social policy. In recent years, many political scientists have argued that policymaking is an iterative, historical process that can only be understood if scholars take time seriously. Concepts such as path dependence and policy feedback have gained greater currency as a result of their research. What are the analytical advantages of this approach to the study of social policy? What are its main disadvantages?

**Grading:** 30% mid exam, 50% reports/papers, 20% class participation.

**POL 8460 Topics in International Relations: Human Rights**

**3 credit(s), max credits 6; prereq Grad pol sci major or instr**

consent ;

**Instructor:** Sikkink, Kathryn A

**Description:** Student may contact the instructor or department for information.

**POL 8601 Introduction to Comparative Politics**

**3 credit(s); prereq Grad pol sci major;**

**Instructor:** Hilbink, Lisa

**Description:** Student may contact the instructor or department for information.

**POL 8660 Topics in Comparative Politics: European Politics**

**3 credit(s), max credits 9, 3 completions allowed; prereq Grad pol sci major or instr consent ;**

**Instructor:** Gingrich, Jane Rebecca

**Description:** Student may contact the instructor or department for information.

**POL 8660 Topics in Comparative Politics: Law & Courts in Emerging Democracies**

**3 credit(s), max credits 9, 3 completions allowed; prereq Grad pol sci major or instr consent ;**

**Instructor:** Hilbink, Lisa

**Description:** Student may contact the instructor or department for information.

## Portuguese 206 Eddy Hall

**PORT 1102 Beginning Portuguese**

**5 credit(s); prereq 1101 or instr consent ;**

**Instructor:** STAFF

**Description:** Text: "Bem Vindo", workbook, dictionary. Basic grammar points: past tense, possessives, pronouns, agreements (gender/number). Cultural aspects: Brazil, Portugal and/or Lusophone Africa.

**Style:** 15% Lecture, 60% Discussion. in-class exercise

**Grading:** 15% mid exam, 25% final exam, 20% quizzes, 10% in-class presentation, 20% class participation, 10% other evaluation. compositions

**PORT 1104 Intermediate Portuguese**

**5 credit(s); prereq 1103 or instr consent ;**

**Instructor:** STAFF

**Description:** Continuation of 1103. This intermediate level Portuguese language course focuses on the acquisition of basic skills (Speaking, Comprehension, Reading, and Writing). Cultural aspects: Brazil, Portugal, and/or Lusophone Africa.

**Style:** 15% Lecture, 60% Discussion. in-class exercise

**Grading:** 15% mid exam, 25% final exam, 20% quizzes, 10% in-class presentation, 20% laboratory evaluation, 10% other evaluation. compositions

**PORT 3001 Portuguese for Spanish Speakers**

**4 credit(s); prereq SPAN 3015 or instr consent ;**

**Instructor:** STAFF

**Description:** Study of Portuguese based on student knowledge of Spanish (speakers of other Romance languages are allowed with instructor permission). Contrastive approach to the phonic and morpho-syntactic structures of Portuguese. Cultural components will focus on Brazil, Portugal, and/or Portuguese-speaking Africa.

**Style:** 20% Lecture, 60% Discussion. in-class writing

**Grading:** 15% mid exam, 20% final exam, 20% reports/papers, 10% quizzes, 15% in-class presentation, 20% class participation.

**PORT 3003 Portuguese Conversation and Composition**

**4 credit(s); prereq 1104, 3001, Port LPE;**

**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 3501W Foundations of Portuguese Literature and Culture**

**3 credit(s); prereq 3003; Credit will not be granted if credit has been received for: PORT 3501V; Meets CLE req of Writing Intensive;**

**Instructor:** Arenas, Fernando

**Description:** This course will be an introduction to Portuguese culture. Through an interdisciplinary focus that will include lectures and discussions based on history, politics, literature, film, and popular music, students will become acquainted with contemporary Portuguese society, as well as its trajectory as a nation since the fifteenth century until today. We will cover a wide array of topics, including: Portuguese maritime expansion and colonialism in Africa, Brazil, and Asia; national identity; authoritarianism; revolution; democratization; de-colonization and post-colonialism; modernization; women in Portuguese society; the European Union; immigration; and the challenges for Portugal in today's globalized world. Ideally, students will acquire a general, yet, solid understanding of Portuguese culture; its contribution to the world throughout history, and its links to Brazil, as well as the five Lusophone African nations (Angola, Cape Verde, Guinea-Bissau, Mozambique, and S?o Tome & Principe). This course is part of the basic sequence of upper-division core courses in Portuguese, which also includes PORT 3502 (Foundations of Brazilian Culture) e PORT 3503 (Cultures and Literatures of Lusophone Africa).

**Style:** 25% Lecture, 75% Discussion.

**Grading:** 50% reports/papers, 20% in-class presentation, 30% class participation.

**PORT 3603W Portuguese-Speaking Cultures in Translation**

**3 credit(s); Meets CLE req of Writing Intensive;**

**Instructor:** Ferreira, Ana Paula

**Description:** Course Objective To bring Portugal, Brazil and Portuguese-speaking Africa to bear on discussions of cultural dis/encounters, empire, colonialism, postcolonialism, and globalization through the reading of some of the most famous and accomplished writers in the Portuguese language. Course Description The course will introduce students to a set of literary and visual texts from Portugal, Brazil and Lusophone Africa featuring empire as fantasy to be fulfilled, historical reality to be denounced, exorcised or further mythified, and/or ever returning unsettling phantom. Readings will follow a chronological order, and will be discussed along with films and other visual materials. After an overview of empire and colonialism, the first part of the course will be devoted to epic and counter-epic representations of Portuguese maritime expansion in the Renaissance. We will then move on to a Modernist parodic epic of postcolonial Brazil and to a dramatic, thought not less ironic, poetic reflection of post-World War I Portugal in the context of late European imperialism. The third part of the course will focus on postcolonial re-readings of colonial history and myths from the perspectives of contemporary Portuguese and Angolan writers and a Brazilian filmmaker. The course will close with a discussion of a short story by a self-fashioned ?ethnic? Luso-American writer and the fantasies of empire featured in the postcolonial concept of Lusofonia. The approach throughout the course is comparative with a focus on critical issues related to race, gender, and class. Students are required to participate actively in class discussions; comments and questions about any assigned text(s) are to be sent previously to the Professor and discussed with peers in class; oral presentations are required; three short tests, one after each section; process of research and writing a research paper will be closely monitored. Final paper to be handed in on the last day of classes.

**PORT 5910 Topics in Lusophone Cultures and Literatures**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Arenas, Fernando

**Description:** Topics in Lusophone Cultures - Film Studies in the Portuguese-Speaking world. This course will offer a graduate-level introduction to the film cultures of Brazil, Portugal, and Lusophone Africa (more specifically: Angola, Cape Verde,

Guinea Bissau, and Mozambique). Students are expected to critically engage with the form and content of each film, at the same time as they acquire an understanding of the historical, cultural, (geo)political, and socio-economic forces that have shaped the development of film in these various countries, in addition to the social issues raised by filmmakers. As we study the film cultures of the Portuguese-speaking world, we will engage in a productive conversation with other world cinemas such as Hollywood, American independent cinema, and various other European, Latin American, and African film currents. Brazilian "cinema novo" will be highlighted as a key contribution to world cinema. At the same time, notions of "cinema d'auteur" and "art film" will be carefully illustrated throughout the semester. Concepts related to film theory, the technology of film, modes of filmic production, distribution, and reception, as well as in connection to the semiotic configuration of film, will be studied throughout the semester. This course will be taught in English, but many readings will be in Portuguese. All films will be spoken in Portuguese as well as in African national languages, but subtitled in English.

#### PORT 5990 Directed Research

**1-4 credit(s), max credits 9, 9 completions allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** Arenas, Fernando

**Description:** Student may contact the instructor or department for information.

#### PORT 5990 Directed Research

**1-4 credit(s), max credits 9, 9 completions allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** Ferreira, Ana Paula

**Description:** Student may contact the instructor or department for information.

## Postsecondary Teaching and Learning

140 Appleby Hall

#### PSTL 722 Introductory Algebra (Computer)

**0 credit(s); prereq [4 cr equiv], General Math Placement Test credit will not be granted if credit received for: 0616, 0617, 0621, 0712, 0713, 0716, 0717, 0721, 1435;**

**Instructor:** Robertson, Douglas Frederick

**Description:** A first course in algebra taught using computer-mediated instruction. You learn new material using interactive multimedia computer software. There are no lectures. You will be on the computer 70% of each class period. The rest of the time you will be working on algebra problems, taking exams, and working individually with the instructor. This course is not self-paced; you must follow a set schedule for checkpoints, homework, and exams. Course covers concepts and procedures of elementary algebra at a level of difficulty and abstraction geared for students enrolled at a research university. To be successful you must enter the course being able to work with whole numbers, fractions, decimals, and percents. Course content includes real number (signed number) operations, equations, inequalities, absolute value, rectangular (x-y) graphs, systems, exponents, polynomials, factoring, rational expressions and equations, and word problems. Hourly time commitment per week: Class: 4, Reading: 1, Writing: 0, Studying: 2, Homework: 6. Homework assignments ask you to work 10-40 problems each class day. Testing includes daily checkpoints (one question mini-quizzes), several 50 minute closed-book exams and a two hour comprehensive final. Course prepares you for Intermediate Algebra, PsTL 0732.

**Style:** 30% Discussion, 70% Web Based. Computer-mediated instruction, working on problems, interacting with instructor

**Grading:** 60% mid exam, 20% final exam, 10% quizzes, 10% written homework.

**Exam Format:** Algebra problems to solve (e.g. Solve this equation); Exams are closed book but calculators are allowed..

#### PSTL 732 Intermediate Algebra (Computer)

**0 credit(s); prereq 4 cr equiv or grade of at least C in [0713 or 0717 or 0721 or 0722] or General Math Placement Test credit will not be granted if credit received for: 0618, 0625, 0631, 0731, 1443, 1444, 1445, 1446; Credit will not be granted if credit has been received for: PSTL 731;**

**Instructor:** Robertson, Douglas Frederick

**Description:** A second course in algebra taught using computer-mediated instruction. You learn new material using interactive multimedia computer software. There are no lectures. You will be on the computer 70% of each class period. The rest of the time you will be working on algebra problems, taking exams, and working individually with the instructor. This course is not self-paced; you must follow a set schedule for checkpoints, homework, and exams. Course covers concepts and procedures of intermediate algebra at a level of difficulty and abstraction geared for students enrolled at a research university. To be successful you must enter the course being able to work with expressions, equations, exponents, polynomials, factoring, rational expressions and equations, and graphs. Course content includes roots, radicals, linear, quadratic, exponential, and logarithmic functions, and word problems. Hourly time commitment per week: Class: 4, Reading: 1, Writing: 0, Studying: 2, Homework: 6. Homework assignments ask you to work 10-40 problems each class day. Testing includes daily mini-quizzes, four 50 minute closed-book exams and a two hour comprehensive final. Calculators are allowed. Course prepares you for Math 1031 College Algebra or Math 1051 Precalculus I, as well as PsTL 1004 Statistics and PsTL 1006 Mathematical Modeling and Prediction (both of which satisfy the CLE Mathematical Thinking requirement).

**Style:** 30% Discussion, 70% Web Based. Computer-mediated instruction, work individually, work one-on-one with instructor

**Grading:** 60% mid exam, 20% final exam, 10% quizzes, 10% written homework.

**Exam Format:** Exams are problem oriented (e.g., Solve this equation)

#### PSTL 1004 Statistics

**4 credit(s); prereq Intermediate algebra or equiv or placement exam credit will not be granted if credit received for: GC 1454 or Stat 1001; Meets CLE req of Mathematical Thinking;**

**Instructor:** Stottlemeyer PhD, Janet

**Description:** This course is an introduction to statistics that emphasizes problem solving and decision making through the collection, analysis, and interpretation of data. Course topics include the organization and presentation of data, summary statistics, sampling methodology, sampling distributions, probability, estimation, correlation, hypothesis testing, contingency tables, and chi-square analysis. The instructional approach includes the use of small active learning groups, computer statistics software, computer simulations, in-depth projects, writing assignments, demonstrations, and lots of discussion and problem solving based on practical examples. Students learn how to analyze and interpret quantitative information, to use statistical thinking, and to communicate using the language of statistics. Students will develop a level of statistical literacy that enables them to critically assess information encountered in the media and other sources. This course will be of particular interest to undergraduate non-majors who want to fulfill the CLE requirement in Mathematical Thinking.

**Style:** 40% Lecture, 9% Discussion, 50% Small Group Activities, 1% Student Presentation.

**Grading:** 25% reports/papers, 55% additional semester exams, 20% problem solving. The 20% of the course grade for problem solving involves course work done in the classroom - most assignments will be found in the course packet.

**Exam Format:** Exams are a combination of short answer questions, calculations and graphing, and multiple choice questions.

#### PSTL 1004 Statistics

**4 credit(s); prereq Intermediate algebra or equiv or placement exam credit will not be granted if credit received for: GC 1454 or Stat 1001; Meets CLE req of Mathematical**

**Thinking:****Instructor:** Loch, Suzanne Yvette

**Description:** This course is an introduction to statistics that emphasizes problem solving and decision making through the collection, analysis, and interpretation of data. Course topics include the organization and presentation of data, summary statistics, sampling methodology, sampling distributions, probability, estimation, correlation, hypothesis testing, contingency tables, and chi-square analysis. The instructional approach includes the use of small active learning groups, computer statistics software, computer simulations, in-depth projects, writing assignments, demonstrations, and lots of discussion and problem solving based on practical examples. Students learn how to analyze and interpret quantitative information, to use statistical thinking, and to communicate using the language of statistics. Students will develop a level of statistical literacy that enables them to critically assess information encountered in the media and other sources. This course will be of particular interest to undergraduate non-majors who want to fulfill the CLE requirement in Mathematical Thinking.

**Style:** 40% Lecture, 9% Discussion, 50% Small Group Activities, 1% Student Presentation.

**Grading:** 25% reports/papers, 55% additional semester exams, 20% problem solving. The 20% of the course grade for problem solving involves course work done in the classroom - most assignments will be found in the course packet.

**Exam Format:** Exams are a combination of short answer questions, calculations and graphing, and multiple choice questions.

questions, problem solving, calculations, graphing and may include some multiple choice.

**PSTL 1006 Mathematical Modeling and Prediction**

**3 credit(s); prereq Three yrs high school math or grade of at least C+ in [0731 or 0732] or placement test score or instr consent ; Meets CLE req of Mathematical Thinking;**

**Instructor:** Stottlemeyer PhD, Janet

**Description:** This course is part of a learning community with geology and as such will focus part of the time on specific geological data and the graphs and mathematical models associated with that subject. It is a mathematical thinking course that primarily uses mathematical models to describe real world data and demonstrate the uses of mathematical manipulations. Data are described by a mathematical model and a graphical rendering. These models are then used to make predictions. Applications of linear, polynomial, exponential and logarithmic functions will be explored. Probability will also be introduced. Students will develop algebraic and critical thinking skills while observing and analyzing the behavior of real-world data. The foundations of counting and probability will be integrated into the modeling activities. When students have successfully completed this class, they will be able to develop, select, and fine-tune equations and use probabilities to represent a wide variety of situations using real world applications and applying a model to the data with mathematics, both equations and graphs. There will be lecture, demonstrations, individual in class work, and small group work in the class.

**Style:** 80% Lecture, 10% Laboratory, 10% Demonstration.

**Grading:** 20% final exam, 40% special projects, 10% written homework, 30% additional semester exams.

**PSTL 1004 Statistics**

**4 credit(s); prereq Intermediate algebra or equiv or placement exam credit will not be granted if credit received for: GC 1454 or Stat 1001; Meets CLE req of Mathematical Thinking;**

**Instructor:** Duranczyk, Irene M

**Description:** We will explore statistics in four ways: 1) exploring the use of statistics and statistical techniques including the organization and presentation of data, summary statistics, sampling, sampling distributions, probability, estimation, correlation, hypothesis testing, contingency tables, and chi-square analysis; 2) analyzing statistical reasoning associated with democracy and citizenship in the United States; 3) demonstrating the use of statistics when considering how race, class, gender, disability, religion, immigration, and sexual orientation in the U.S. can "position" people for democratic citizenship or disengagement; and 4) communicating and problem solving in words and mathematical presentations statistical principles, concepts, and their application through the collection, analysis, and interpretation of data. This class will primarily use small group discussion and activities to explore and practice the principles of statistics. Statistical software will be used weekly for in-class and out-of-class activities. There will be weekly reading, writing, and mathematical assignments to prepare for class discussions and activities. In class activities will culminate in an in-depth small group project. As appropriate course material and supplemental materials will be posted in Web Vista. Upon successful completion of this course you should have improved skills in critical thinking and in constructing, analyzing, and interpreting statistical presentations of data and phenomena. Students will develop a level of statistical literacy that enables them to critically assess information encountered in the media and other sources. This course will be of particular interest to undergraduates who want to fulfill the CLE requirement in Mathematical Thinking. Where possible students will be encouraged to link this course with Service learning and work with a social agency to analyze data or collect data to meet the organizations needs.

**Style:** 25% Lecture, 20% Discussion, 45% Small Group Activities, 10% Student Presentation.

**Grading:** 30% mid exam, 20% reports/papers, 10% quizzes, 10% written homework, 10% journal, 10% reflection paper, 10% in-class presentation. Application of knowledge and problem solving are a part of the assignments, exams, papers, and presentations.

**Exam Format:** Exams are a combination of short answer

**PSTL 1006 Mathematical Modeling and Prediction**

**3 credit(s); prereq Three yrs high school math or grade of at least C+ in [0731 or 0732] or placement test score or instr consent ; Meets CLE req of Mathematical Thinking;**

**Instructor:** Staats, Susan K

**Description:** Students use algebra to create equations and graphs that describe real world data and situations. Students learn to use these mathematical models to make predictions, to evaluate error and to link observed phenomena with algebraic processes. The course focuses on applications of linear, polynomial, rational, exponential, logarithmic and logistic equations. In this section of 1006, students can complete about 15% of the class credit through service learning. The service learning component is optional, not required.

**PSTL 1131 Principles of Biological Science**

**4 credit(s); Meets CLE req of Biological Sciences;**

**Instructor:** Jensen, Murray Stowe

**Description:** Student may contact the instructor or department for information.

**PSTL 1135 Essentials of Human Anatomy and Physiology**

**4 credit(s); prereq credit will not be granted if credit received for: GC 1135; Meets CLE req of Biological Sciences;**

**Instructor:** Jensen, Murray Stowe

**Description:** PSTL 1135, Essentials of Human Anatomy and Physiology, is a biological science course, with laboratory, designed to introduce college freshmen to scientific thinking and career exploration in health care, kinesiology, or other areas in the life sciences. The course is organized around body systems, e.g., the respiratory system, the nervous system, etc., and uses both fitness and disease, (e.g., diabetes, cancer, atherosclerosis, etc.) to introduce students to essential concepts in anatomy and physiology. In the lecture setting, students will take notes while listening to lectures, work in groups to solve problems, learn to interpret graphical data, and complete short writing assignments. In the laboratory, student engage in traditional dissections, e.g., brains, hearts, etc., perform inquiry-based exercises, and participate in other hands-on activities. Cooperative learning activities, e.g., cooperative quizzes, are used in both the lecture and the lab settings of the course. All students enrolled in PSTL 1135 will be required to read at least one book, such as "When the Air Hits Your Brain," outside of regular class time. The course

will make considerable use of internet-based curricular materials.

**Style:** 60% Lecture, 30% Laboratory, 10% Small Group Activities.

**Grading:** 30% final exam, 10% quizzes, 30% additional semester exams, 30% laboratory evaluation.

#### **PSTL 1163 Physics by Inquiry**

**4 credit(s); prereq credit will not be granted if credit received for: GC 1163; Meets CLE req of Physical Sciences; Instructor:** Hsu,Leon

**Description:** This is a lecture-lab course that will focus on physical science content and the nature of science and learning. By the end of the semester, students should have developed a deeper understanding of both physical science content and the nature of science and of learning science. Physical science content Students will explore physics and chemistry ideas that can be used to explain interesting phenomena, including: the relationship between force and motion; the nature of energy, energy transformations, and conservation of energy; and the small particle theory of matter. The nature of science and of learning science Students will learn the process by which knowledge is developed within a scientific community: that doing science involves using evidence and creative thinking; that knowledge is established through collaboration and consensus; and that science knowledge can change over time. You will also learn about the differences between models, theories and laws. Finally, you will also become more aware of how your own science ideas change and develop over time.

**Style:** 50% Lecture, 10% Discussion, 40% Laboratory.

**Grading:** 20% final exam, 30% quizzes, 15% written homework, 5% class participation, 30% laboratory evaluation.

**Exam Format:** Mostly multiple choice, with some free-response questions

#### **PSTL 1171 Earth Systems and Environments**

**4 credit(s); prereq credit will not be granted if credit received for: GC 1171; Meets CLE req of Environment; meets CLE req of Physical Sciences; Instructor:** Fayon,Annia

**Description:** Students will learn about geologic processes through an earth systems approach that focuses on the interaction between natural cycles and society. Topics will include formation of continents and mountains, geologic time, living with natural hazards (i.e., earthquakes and volcanoes), climate changes, and natural resources. Lecture and laboratory format.

#### **PSTL 1204 Ways of Knowing in the Social Sciences**

**A-F only, 4 credit(s); Meets CLE req of Social Sciences;**

**Instructor:** Woodbury,Shawn Michael

**Description:** Student may contact the instructor or department for information.

#### **PSTL 1211 Multicultural Perspectives in Sociology**

**4 credit(s); prereq credit will not be granted if credit received for: GC 1211; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences;**

**Instructor:** Kelly,Margaret Ellen Delehanty

**Description:** This course is an introduction to sociological thinking and methods of research. We will explore areas of human interaction that include socialization, culture, stratification and inequality (on the basis of race, class, and gender) social control, and social change. During the semester we will explore these and other topics in an overview of major ideas associated with classical and modern social thought. The purpose of this course is to provide you with the basic tools to better understand (and question) our ideas, and our social world. Through the readings, we will contest everyday understandings of social issues to understand the ways in which different aspects of social life systematically differentiate by privileging and disadvantaging our participation in society. Service Learning will be required in this course.

**Style:** 30% Lecture, 30% Discussion, 30% Small Group Activities, 5% Student Presentation, 5% Service Learning.

**Grading:** 20% mid exam, 20% final exam, 20% reports/papers, 15% special projects, 5% written homework, 5% attendance, 5%

in-class presentation, 10% class participation.

**Exam Format:** multiple-choice

#### **PSTL 1211 Multicultural Perspectives in Sociology**

**4 credit(s); prereq credit will not be granted if credit received for: GC 1211; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences;**

**Instructor:** Miksch,Karen L

**Description:** This course is designed as an introduction to sociological thinking and methods of research. Areas of study include socialization, culture, stratification and inequality (on the basis of race, class, and gender), social institutions (such as law, education, and the family) and social change. The purpose of this course is to provide you with tools to better understand (and question) our ideas and our social world and to come up with ways to work together with community groups to bring about social change. Students will conduct a service learning project in the community. This section of PsTL 1211 Multicultural Perspectives in Sociology is part of a learning community. Students enrolled in this section must also enroll in FSOS 2101: Preparation for Working with Families, taught by William Goodman. By linking these two courses in a learning community, students will have the opportunity to learn more about themselves and about the world around them by integrating a sociological, psychological, and family social science lens.

**Style:** 20% Lecture, 5% Film/Video, 20% Discussion, 20% Small Group Activities, 10% Student Presentation, 5% Guest Speakers, 20% Service Learning.

#### **PSTL 1231 U.S. History: Multicultural Perspectives**

**4 credit(s); prereq credit will not be granted if credit already received for: GC 1231, GC 1231W; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives;**

**Instructor:** Stahl,Jason Michael

**Description:** I have three interrelated goals for this course -- to help you understand my interpretative frames for U.S. history since the Civil War; to help you develop your own interpretative frameworks of the same subject; and to help you better understand the discipline of History. For more information, and to get the expanded version of the above, please email me and I would be happy to share the entire syllabus with you.

**Style:** 30% Lecture, 20% Film/Video, 50% Discussion.

**Grading:** 25% mid exam, 25% final exam, 30% reports/papers, 20% class participation.

**Exam Format:** Take-home primary source evaluation exams.

#### **PSTL 1231 U.S. History: Multicultural Perspectives**

**4 credit(s); prereq credit will not be granted if credit already received for: GC 1231, GC 1231W; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Historical Perspectives;**

**Instructor:** Poch,Robert Karl

**Description:** Description: This course addresses the major political, economic, social and diplomatic issues in American History since 1865 from a variety of multicultural perspectives. The historical roots of our cultural diversity, the effects of various cultures on our national development, the cultural contributions of our various citizens, and our shared struggle as a nation are examined by focusing on three themes: The Rise of Modern America, Challenges to the American Dream, and Fulfilling the American Mission. The assigned textbook and readings have been selected to provide the historical knowledge and multicultural perspectives to support the examination of those historical themes. Classroom simulations are used in the course to place the student in the role of a political or diplomatic decision maker. Documents providing multicultural perspectives are examined to stimulate class discussion while issues and events are discussed and critiqued from a variety of historical perspectives. The dynamic nature of history as a discipline will also be addressed.

#### **PSTL 1246 Multicultural Contexts: Engaging Citizenship and Democracy**

**3 credit(s); Meets CLE req of Civic Life and Ethics; meets CLE req of Social Sciences;**



**Instructor:** Peter, Gary E

**Description:** The Greeks defined the term "citizen" as a person who was knowledgeable and engaged in society and politics. The central question we will explore in this course is how to be an engaged citizen in a multicultural democracy. Using multiple lenses of history, law, psychology and sociology, this course, examines the role of individuals and groups in shaping the nature of citizenship and public ethics in U.S. society. Using social science texts, historical narratives, literature, and legal cases, the course explores the nature of legal and personal responsibility with particular attention to race, class, gender and civil rights. In addition, to learn how the adversarial system works (or doesn't work!) all students will participate in a full mock jury trial.

**Style:** 25% Lecture, 5% Film/Video, 25% Discussion, 20% Small Group Activities, 20% Student Presentation, 5% Guest Speakers.

**Grading:** 45% reports/papers, 5% quizzes, 10% written homework, 25% in-class presentation, 15% class participation.

#### **PSTL 1251 Global History and Culture**

**4 credit(s); prereq credit will not be granted if credit received for: GC 1251; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives;**

**Instructor:** Stahl, Jason Michael

**Description:** I have three interrelated goals for this course -- to help you understand my interpretative frames for world history since World War I; to help you develop your own interpretative frameworks of the same subject; and to help you better understand the discipline of History. For more information, and to get the expanded version of the above, please email me and I would be happy to share the entire syllabus with you.

**Style:** 15% Lecture, 25% Film/Video, 30% Discussion, 30% Small Group Activities.

**Grading:** 75% reports/papers, 25% class participation. Three (2-to-3 page) book reviews; two (2-to-3 page) primary source response essays; in-class activities.

**Exam Format:** No exams

#### **PSTL 1251 Global History and Culture**

**4 credit(s); prereq credit will not be granted if credit received for: GC 1251; Meets CLE req of Global Perspectives; meets CLE req of Historical Perspectives;**

**Instructor:** Arendale, David R

**Description:** This Course Fulfills Two Graduation Requirements: CLE Diversified Core: Historical Perspectives CLE Designated Theme: International Perspectives Textbook: None. Use free online articles Course Overview World History and Culture examines the 20th and 21st centuries to examine profound and enduring ideas that influenced development of global, political, social, and economic systems. This course explores world civilizations by placing historical events, customs and cultures in a global context. Use of historical documents, computer resources, historical simulations, texts, film documentaries, small group discussions, and lecture presentations are create a comprehensive view of the major world cultures. This course provides a balanced exploration of world history during the past 100 years. The course develops major concepts such as nationalism, democracy, colonialism, liberalism, socialism, communism, and fascism while tracing their impact on Europe, Asia, Africa, and the Americas. Major questions explored include: What are the forces that guide history as it unfolds? How does today's news headlines connect with the past? Is it possible to predict the near future and make personal plans as a result? Exploring these questions helps to make sense out of history and connect "then and now." Current events such as ethnic conflicts, the breakup of the Soviet Union, the modernization of Japan, China, and India, Arab/Israeli disputes, nation building in Africa, neo-colonialism and trade dependence in developing countries make sense when the past is explored and connections made with the present. Technology: Like many other courses at the University, WebVista is an important Internet tool that serves as a companion to the course. Utilizing the features of WebVista will allow accessing of critical course materials (study guides, lecture outlines, information links). An additional feature of this course is integrating the use of blogs,

wikis, and podcasting into the course. As a class we will construct a weekly audio podcast that features a review of the history topics as well as include music selected by students. Check out the podcast at <http://thenandnow.org> It can be subscribed through iTunes. You can also sample the podcast by clicking on the web link on that web page. Also, the class will construct online its own study guide for the major exams. Check out the website at <http://myworldhistory.net> Final Words History is all around us. We observe it as well as help to create it. The only way to study history is to hold a history textbook in one hand and today's newspaper in the other. This class is about creating connections among the textbook and today's newspaper headlines. It is about making sense out of a world that sometimes seems not to make very much sense at all. I hope that you decide to join us in the class.

**Style:** 60% Lecture, 10% Film/Video, 15% Discussion, 10% Small Group Activities, 2% Field Trips, 3% Web Based.

**Grading:** 20% mid exam, 20% final exam, 10% reports/papers, 10% special projects, 10% quizzes, 20% additional semester exams, 5% reflection paper, 5% class participation. Study guides for major exams created by students in the class and also provided by the course instructor. Also the course instructor and the enrolled students coproduce a weekly podcast that reviews the textbook chapter and class lectures.

**Exam Format:** Major exams have three parts: matching vocabulary, multiple-choice, and essay questions.

#### **PSTL 1281 Principles of Psychology**

**4 credit(s); prereq Have not received college credit for intro psych; Credit will not be granted if credit has been received for: PSY 1001; Meets CLE req of Social Sciences;**

**Instructor:** Wambach, Cathrine A

**Description:** PSTL 1281 is an introductory psychology course. It is equivalent to Psy 1001 and introductory psychology courses offered at other colleges and universities. You should not take this course if you have already received college credit for introductory psychology. The course includes content required for future study in psychology, business, education and health sciences. The content of the course includes terminology, theories and the results of research from the major areas of research and practice including sensation, perception, cognition, motivation, emotion, learning, personality, abnormal behavior, therapeutic practices, health and social behavior.

**Style:** 50% Lecture, 25% Discussion. 25 quizzes

**Grading:** 15% final exam, 5% reports/papers, 50% quizzes, 10% written homework, 5% attendance, 15% other evaluation.

**Exam Format:** multiple choice

#### **PSTL 1281 Principles of Psychology**

**4 credit(s); prereq Have not received college credit for intro psych; Credit will not be granted if credit has been received for: PSY 1001; Meets CLE req of Social Sciences;**

**Instructor:** Grier-Reed, Tabitha LaShaun

**Description:** PSTL 1281 is an introductory psychology course. It is equivalent to Psy 1001 and introductory psychology courses offered at other colleges and universities. You should not take this course if you have already received college credit for introductory psychology. The course includes content required for future study in psychology, business, education and health sciences. The content of the course includes terminology, theories and the results of research from the major areas of research and practice including sensation, perception, cognition, motivation, emotion, learning, personality, abnormal behavior, therapeutic practices, health and social behavior.

**Style:** 20% Lecture, 20% Film/Video, 20% Discussion, 30% Small Group Activities, 10% Student Presentation. The nature of this class is primarily interactive, where the goal is to bring alive the concepts you encounter in the text in your outside reading.

**Grading:** 18% special projects, 52% additional semester exams, 5% attendance, 13% reflection paper, 7% in-class presentation, 5% class participation. Extra credit opportunities make up approximately 10% of the points available in the course (66/620).

**Exam Format:** All exams are multiple choice. There are 4 semester exams made up of 40 questions each. Each exam covers 4 chapters from the text.



**PSTL 1281 Principles of Psychology**

**4 credit(s); prereq Have not received college credit for intro psych; Credit will not be granted if credit has been received for: PSY 1001; Meets CLE req of Social Sciences;**

**Instructor:** Madyun,Naim Hossein

**Description:** PsTL 1281 is an introductory psychology course. It is equivalent to Psy 1001 and introductory psychology courses offered at other colleges and universities. The course includes terminology, theories and the results of research focused on development, human error and nature vs. nurture. Course content will be explained and applied using the cognitive, behavioral, humanistic, trait, socio-cultural and psychoanalytic perspectives.

**Style:** 25% Lecture, 5% Film/Video, 10% Discussion, 10% Small Group Activities, 40% Web Based.

**Grading:** 12% final exam, 75% quizzes, 5% attendance, 8% class participation.

Group Activities, 30% Student Presentation, 10% Field Trips, 10% Studio.

**Grading:** 20% reports/papers, 10% special projects, 20% written homework, 10% attendance, 10% journal, 25% in-class presentation, 5% class participation.

**PSTL 1365W Literatures of the United States: Multicultural Perspectives**

**4 credit(s); Meets CLE req of Literature; meets CLE req of Writing Intensive;**

**Instructor:** Hyland,Ezra St

**Description:** Student may contact the instructor or department for information.

**PSTL 1366 Literatures of the U.S.: Multicultural Perspectives 3 credit(s); Meets CLE req of Literature;**

**Instructor:** Peter,Gary E

**Description:** PsTL 1366 is an introduction to American literature from 1865 to the present. While it is not possible for us to undertake an exhaustive survey of this immense body of work in just one semester, this course will provide you with a sampling of poetry, short fiction, and drama designed to raise a range of questions about American identity within broad social, historical, political, and literary contexts. We will explore how U.S. literatures do what all literature does?describe what it means to be human and the conflicts arising out of the human experience?while portraying some of the specific challenges and conflicts experienced by the diverse peoples of the United States. Thus we will view the readings as a useful source of historical knowledge and as a means to critique how Americans in different social worlds protect or challenge those worlds. In this class, we'll be working together to learn from and teach one another through discussion, writing, and exploration. Literary study is a social and intellectual practice: it requires not only a reader thinking about texts, but a reader in conversation with other readers who can help him or her consider the limitations and possibilities of his or her own ?take? on the text. Our class time will involve brief lecture, small group work, large group discussion, some in-class writing, and examinations.

**PSTL 1312 Creating Identities Through Art and Performance**

**4 credit(s); Meets CLE req of Arts/Humanities;**

**Instructor:** Dorsey,Heather Jane

**Description:** This section of PsTL 1312 is part of a learning community paired with PsTL 1204, Ways of Knowing in the Social Sciences, taught by Mike Stebleton. Through international and multi-cultural lenses, students will discover how our collective past and present experiences shape our identities. By combining the arts with the exploration of the social sciences, this community will examine the concepts such as ?place, self, and identity.? This learning community will examine our collective stories and shared experiences by attending live performances, museums, tours, and other experiential activities. No previous training or experience is required, but you will need to be willing to engage in basic performance exercises. You will come out of this course able to communicate more effectively and collaborate with others, essential skills for life. The Washington Street Bridge will be our final performance space, the perfect place to explore and perform questions of identity, community, and culture.

**PSTL 1312 Creating Identities Through Art and Performance**

**4 credit(s); Meets CLE req of Arts/Humanities;**

**Instructor:** Buturian,Linda J

**Description:** "Creating Identities through Art and Performance" is an introductory course that both analyzes and creates art in order to experience how different genres of art reveal social and cultural themes that shape identity. Students will be reading and reflecting on short stories, digital stories, plays, poetry, film, music, and photography. Students will also create multimedia projects which reflect their identity through some combination of text and images.

**Style:** 40% Lecture, 10% Film/Video, 10% Discussion, 5% Small Group Activities, 5% Student Presentation, 10% Demonstration, 10% Studio, 5% Guest Speakers, 5% Web Based.

**Grading:** 20% reports/papers, 20% special projects, 10% written homework, 10% attendance, 10% reflection paper, 20% in-class presentation, 10% class participation.

**PSTL 1366 Literatures of the U.S.: Multicultural Perspectives 3 credit(s); Meets CLE req of Literature;**

**Instructor:** Fitzpatrick,Renata

**Description:** This is an introductory course in literatures of the US from 1865 to the present. We will read, write about, and discuss a range of short fiction and poetry from this period. While by no means an exhaustive survey of this huge body of work, our sampling will include a variety of literary styles, as well as multiple perspectives on the human experience in general, and identity in America in particular. We will focus on how the literature reveals the challenges faced by diverse groups and individuals of the United States, and reflect on the formation of their identities in various social worlds. The class will also introduce some of the formal elements of literature such as tone, symbolism, voice, and so on. We will practice literary analysis and interpretation, in writing and in conversations with other readers. Our class will include brief lectures, small group work, large group discussion, 10 reading checks, 2 exams, and a final paper. 30-50 pages of reading per week.

**PSTL 1312 Creating Identities Through Art and Performance**

**4 credit(s); Meets CLE req of Arts/Humanities;**

**Instructor:** Frederickson,Tina

**Description:** PsTL 1312 is an arts and humanities course that provides you with the opportunity to create, analyze, and understand how the creative process can reveal our cultural identity as an individual and as a community. This particular section of 1312 helps you explore identity and the creative process by focusing on developing an understanding and appreciation of the performing arts (theatre arts, oral interpretation of literature, storytelling/spoken word) from the perspective of critical viewer and creative participant. To that end, however, there is much overlap from other artistic mediums such as creative writing, visual art, dance, and music to infuse and enrich the creative experience as we explore the theme of Identity. No prior experience in any particular artistic medium is needed, only the ability to be open and receptive, willing to explore and release your creative artistic voice.

**Style:** 5% Lecture, 5% Film/Video, 20% Discussion, 20% Small

**PSTL 1366 Literatures of the U.S.: Multicultural Perspectives 3 credit(s); Meets CLE req of Literature;**

**Instructor:** Hyland,Ezra St

**Description:** Introduction to U.S. literatures is designed to raise a range of questions about American identity within broad social, historical, political, and literary contexts while highlighting the diversity of form, perspective, and style in U.S. literature. Course emphasizes literary analysis, fostering student development of critical analysis and interpretation through close reading of texts, class discussion, and formal and informal writing assignments.

**PSTL 1366 Literatures of the U.S.: Multicultural Perspectives 3 credit(s); Meets CLE req of Literature;**

**Instructor:** Buturian,Linda J

**Description:** In PsTL 1366, students will be introduced to key concepts, terms, and techniques involved in literary study. We

will read, discuss, and write about texts from the past two centuries to the present, and highlight the diversity of form, perspective, and style in U.S. literature. Our analysis will be informed by the understanding that literature rises out of specific social, historical, political, and artistic contexts. We will address questions such as, which characters have political power and social standing, which don't, and how does this make for compelling literature? How do cultural components, such as religion, class, and gender, shape identities, and how is this revealed through themes and writing in literary texts? The course emphasizes literary analysis and fosters student development of critical thinking and interpretation through close reading of texts, class discussion, and writing assignments. We will read short stories, a graphic novel, and poems, as well as watch spoken word performances. This is an interactive course involving class discussions, group work, digital media, and written responses to texts and visual mediums.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 20% mid exam, 25% final exam, 25% reports/papers, 15% quizzes, 15% class participation.

**Exam Format:** multiple choice and essay answers

**PSTL 1366 Literatures of the U.S.: Multicultural Perspectives  
3 credit(s); Meets CLE req of Literature;**

**Instructor:** Harrison,K.C.

**Description:** This course offers you the opportunity to participate in a Learning Community with students enrolled in both this class and PsTL 1246 Multicultural Contexts: Engaging Citizenship and Democracy. We will read novels, poetry, and plays that engage the challenges and strengths of American society and law. What happens when a woman's deeply felt tribal beliefs lead her to violate U.S. law? Is there any salvation for a man wrongly accused, sentenced to die in the electric chair? How does racial prejudice affect the legal process? What kinds of personal transformations can occur in prison? What do stories of incarceration have to teach us about freedom? We will consider these questions and others that emerge as you develop your skills of reading and interpretation. Expect to participate in an active classroom that requires sharing your opinions, observations, and insight, as well as listening and responding to others.

**Grading:** 20% mid exam, 20% final exam, 25% reports/papers, 24% journal, 11% class participation.

**PSTL 1367W Literatures of the World: International Perspectives**

**4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Literature; meets CLE req of Writing Intensive;**

**Instructor:** Hodne,Barbara Downs

**Description:** Student may contact the instructor or department for information.

**PSTL 1367W Literatures of the World: International Perspectives**

**4 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Literature; meets CLE req of Writing Intensive;**

**Instructor:** Harrison,K.C.

**Description:** This course offers students the opportunity to participate in a community of readers. Together we will read and respond to five contemporary works by authors from around the globe: Iran, China, Sri Lanka, Sierra Leone, and Haiti. In these readings you will recognize much that we share as human beings, as well as discover new perspectives based on different cultural contexts. All of the books on the syllabus present stories of growing up during times of political and social upheaval. We will explore questions such as: How do stories help us make sense of our world? What is the role of the writer during times of national or international crisis? How can reading contribute to global citizenship? This is not a lecture course but a forum for active participants; expect to perform presentations, lead discussions, listen, and respond thoughtfully to your peers. We bring diverse voices into the classroom, and encourage you to seek out opportunities to learn from others outside of it. It is part of our shared challenge to navigate cultural difference without shying away from its difficulties and controversies.

**PSTL 1368 Literatures of the World: International Perspectives  
3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Literature;**

**Instructor:** Hodne,Barbara Downs

**Description:** Student may contact the instructor or department for information.

**PSTL 1368 Literatures of the World: International Perspectives  
3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Literature;**

**Instructor:** Cory,Kristin Anne

**Description:** In this course students will read novels from different parts of the world that share a focus on the experience of young people as they enter into the adult world. We will use these novels as a basis for exploring the ways that literature works and the work it does, drawing us deeper into our selves and also further into the world around us. Course work will center around small and large group discussions, activities and various formal and informal written assignments.

**Style:** 20% Lecture, 40% Discussion, 40% Small Group Activities.

**PSTL 1368 Literatures of the World: International Perspectives  
3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Literature;**

**Instructor:** Fitzpatrick,Renata

**Description:** This course invites students to the international community through literature written by a variety of contemporary authors whose work has a focus outside of North America. While all of our texts are in English, some have been translated from other languages, and the perspectives of the authors have been formed by their countries and cultures of origin. You will read dramatic, poetic, fictional, and autobiographical works, and reflect on some of the differences and commonalities between your own experiences and attitudes and those of people from around the globe. In class, you should expect to be an active participant, along with your classmates, in an exploration that involves much discussion and collaborative learning.

**PSTL 1368 Literatures of the World: International Perspectives  
3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Literature;**

**Instructor:** Winters,Kelly T

**Description:** Student may contact the instructor or department for information.

**PSTL 1371 Reading Short Stories  
3 credit(s); Meets CLE req of Literature;**

**Instructor:** Rojas Collins,Molly C

**Description:**

**Style:** 100% Web Based.

**Grading:** 33% final exam, 33% quizzes, 33% written homework. Course Completion Calendar (1%)

**Exam Format:** Take-home final exam

**PSTL 1461 Multicultural Perspectives in Public Speaking  
3 credit(s); prereq credit will not be granted if credit received for: COMM 1101, COMM 1101H, GC 1461;**

**Instructor:** Trites,Jill K

**Description:** Students develop fundamental skills, knowledge, and abilities to confidently communicate their thoughts and ideas to others in a public forum. Students prepare and present a series of informative and persuasive speeches on socially significant topics in multicultural contexts. Special focus on ethics, citizenship, voice, language. Every student will have at least ten opportunities to present during the semester, from one-minute informal presentations to seven-minute formal presentations. Four speeches (2-3 minute demonstration speech, 3-4 minute speech of belief, 5-6 minute informative speech, and 7-8 minute persuasive speech) will be digitally recorded, and we will utilize an on-line annotation tool called VideoANT for both self and peer critiques.

**Style:** 20% Lecture, 5% Film/Video, 20% Discussion, 15% Small Group Activities, 40% Student Presentation.

**Grading:** 20% quizzes, 15% written homework, 55% in-class presentation, 10% class participation.

**Exam Format:** Students have choice of taking the quizzes in two formats: (A) multiple-choice and true/false, or (B) essay.

**PSTL 1461 Multicultural Perspectives in Public Speaking**

**3 credit(s); prereq credit will not be granted if credit received for: COMM 1101, COMM 1101H, GC 1461;**

**Instructor:** Dorsey, Heather Jane

**Description:** The purpose of this course is to introduce the student to the field of Speech Communication; to show basic theories of communication; illustrate the complicated process that is communication; and demonstrate that, through conscious choices, the student can significantly impact the effectiveness of communication. This course will aid the student in the development of communication skills and allows for assessment of personal strengths, weaknesses and barriers to communication. This, ultimately, will prepare the student to be a better communicator.

**PSTL 1461 Multicultural Perspectives in Public Speaking**

**3 credit(s); prereq credit will not be granted if credit received for: COMM 1101, COMM 1101H, GC 1461;**

**Instructor:** Kelly, Margaret Ellen Delehanty

**Description:** Students develop fundamental skills, knowledge, and abilities to confidently communicate their thoughts and ideas to others in a public forum. Students prepare and present a series of informative and persuasive speeches on socially significant topics in multicultural contexts. Special focus on ethics, citizenship, voice, language.

**PSTL 1461 Multicultural Perspectives in Public Speaking**

**3 credit(s); prereq credit will not be granted if credit received for: COMM 1101, COMM 1101H, GC 1461;**

**Instructor:** Frederickson, Tina

**Description:** This course is designed to develop an understanding of the fundamental principles and processes of face-to-face human communication, with the multicultural component coming from each student as they present speeches of personal and social relevance. Primary focus is on public communication; providing practical public speaking experiences and opportunities to analyze this rhetorical art. Emphasis is placed on frequent in-class presentations, critical and creative thinking, group activities and discussions, and increasing the awareness of the ethical obligations we have as a speaker and listener. \* Please note - Sections 7 & 8 will focus on Environmental/Sustainability Issues as a point of general conversation, research, and focus of two major speeches. No prior knowledge is required.

**Style:** 15% Lecture, 2% Film/Video, 18% Discussion, 20% Small Group Activities, 45% Student Presentation.

**Grading:** 9% mid exam, 11% final exam, 18% written homework, 7% attendance, 53% in-class presentation, 2% class participation.

**PSTL 1485 Creativity: Photography**

**4 credit(s); prereq Own camera [35 mm w/adjustable controls preferred], UC; \$50 lab fee; Credit will not be granted if credit has been received for: UC 1485;**

**Instructor:** Millikan, Jeffrey B

**Description:** This introductory course explores conceptual, technical, and historical aspects of photography as an art form. Emphasis is on the creative process through hands-on experience as students learn about camera control, film development, enlarging, and printing in a photographic darkroom. Students receive instruction and support through individual and group discussion and critiques as they work to create a portfolio of their own images. Course includes required lab time in addition to scheduled class times. Students must have a film based camera, (35mm with adjustable controls preferred).

**Style:** 30% Lecture, 20% Discussion, 50% Laboratory.

**PSTL 1571 Computer Literacy and Problem Solving**

**4 credit(s); prereq credit cannot be granted if credit has already been received for: 1573, or 1574; Credit will not be granted if credit has been received for: RM 1203;**

**Instructor:** Robertson, Douglas Frederick

**Description:** Students learn concepts and develop competencies in computer technologies most often used in social sciences and in business to help solve problems. Topics include using advanced word processing techniques to create complex written documents such as reports (including character and paragraph style sheets, mailmerge, formatting, tables, graphics, cross-references, headers, footnotes, and indexes), using an electronic spreadsheet to analyze data (including formulas, IF/THEN/ELSE, LOOKUP, different types of graphs, formatting), using a database management program to store, organize, and query data (including creating customized databases, modifying database structure, data verification and formatting, creating forms and reports, exporting/importing data, data extraction), and using presentation software to communicate ideas and findings in a multimedia format (including text, clipart, photos, tables, animations, and audio) to larger groups. Integration of the four applications is introduced. This is a computer-mediated course and there are no lectures. The instructor helps students individually during class as they work on course projects. Course uses Microsoft Office 2010 for Windows.

**Style:** Students work on computers, get help from instructor.

**Grading:** 30% mid exam, 35% final exam, 35% written homework.

**Exam Format:** Exams done on the computers in the classroom. Students modify documents as instructed.

**PSTL 1908W Freshman Seminar: Civic Life and Ethics**

**3 credit(s); prereq Fr credit will not be granted if credit received for: 1906, 1907, 1909; Meets CLE req of Civic Life and Ethics; meets CLE req of Writing Intensive;**

**Instructor:** Peter, Gary E

**Description:** This writing intensive freshman seminar will explore the treatment of legal themes in literary texts, films, and popular culture. We will look at the law through stories, cinema, television and other mediums to consider the following questions: Do these portrayals of the law? enhance or inhibit our understanding of how the law works? in our everyday lives, thus impacting our participation as citizens? Do literature, film and other media accurately reflect both our legal system and how lawyers are trained and the work that they do, or do they rely upon outdated, stereotypical, or sensationalized portrayals? We will also consider whether literature, film, and popular culture can actually be useful in helping us better comprehend the complexities and ethics of the law in all of its often-frustrating ambiguity. Students will have the opportunity to develop their skills in research, analysis, oral communication, and creativity through writing formal papers, participating in and leading class discussions, making presentations, writing stories and poems, and completing a group project.

**Style:** 10% Lecture, 10% Film/Video, 40% Discussion, 25% Small Group Activities, 15% Student Presentation.

**Grading:** 45% reports/papers, 25% special projects, 10% reflection paper, 10% in-class presentation, 10% class participation.

**PSTL 2214W Community Learning**

**A-F only, 4 credit(s); Meets CLE req of Writing Intensive; Instructor:** Harrison, K.C.

**Description:** This course invites you to learn about community engagement using first-hand experience. Students will spend a minimum of 40 hours working with an organization serving immigrant families, either Hmong Academy in St. Paul, a K-12 public charter school serving primarily English Language Learners, or Minneapolis Council of Churches?Refugee Services, a nonprofit organization offering free services to refugees. The role you play will depend upon the organization you choose: Hmong Academy welcomes tutors to work one-on-one with students in classrooms; MCC Refugee Services has a variety of opportunities for serving newly arrived refugees in the community, including Job Search Partner, Green Card Volunteer, and Basic Computer Skills Instructor. Our primary textbook, Fieldworking: Reading and Writing Research, will guide you to approach these sites as cultures? where particular language styles, rules, behaviors, and rituals have developed. In addition to whatever tasks you assume, you will observe the

community in action, learn the norms, listen to members' stories, understand their histories and listen to their concerns. This will deepen your understandings of readings about community engagement and Minnesota's immigrant populations. The writing assignments in this course are designed to develop your ability to incorporate observation, interviews, reading, reflection, and library research into thoughtful, informative essays. Your final project will include a proposal outlining a plan for future action to address a need you identify in collaboration with community members.

**Style:** 60% Discussion, 10% Small Group Activities, 20% Student Presentation, 10% Guest Speakers.

## Psychology N-218 Elliott Hall

### PSTL 5106 Multicultural Teaching and Learning in Diverse College Contexts

**A-F only, 3 credit(s); prereq Grad student;**

**Instructor:** Higbee, Jeanne Louise

**Description:** Student may contact the instructor or department for information.

### PSTL 5196 Supervised Practicum in Multicultural Postsecondary Teaching and Learning

**S-N only, 3 credit(s); prereq Grad student in PsTL certificate program or admitted to PsTL master's program;**

**Instructor:** Grier-Reed, Tabitha LaShaun

**Description:** Course Description: Students will get practical postsecondary teaching experience in supervised settings for 200 minutes per week in addition to participating in a weekly group supervision session for 100 minutes per week. Practicum settings will include classroom experiences, learning centers, and other postsecondary teaching and learning venues. Course Purpose: The purpose of this course is to provide opportunities for practical application of theoretical and pedagogical perspectives introduced in other courses in the PsTL graduate curriculum. Participation in the practicum will also enable master's students to make a more informed decision when committing to an internship site and to explore potential topics for classroom-based research. This course differs from other practicum experiences in that it focuses on postsecondary settings and the integration of multicultural content and pedagogy to ensure inclusion for students with diverse social identities. Required Texts: 1. Arrendondo, P., Toporek, R., Brown, S. P., Jones, J., Locke, D. C., Sanchez, J., & Stadler, H. (1996). Operationalization of the multicultural counseling competencies. *Journal of Multicultural Counseling and Development*, 24, 42-78. 2. Palmer, P. J. (1998). *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. Jossey-Bass: San Francisco. 3. Raider-Roth, M. B. (2005). *Trusting What You Know: The High Stakes of Classroom Relationships*. Jossey-Bass: San Francisco  
**Style:** 40% Discussion, 20% Small Group Activities, 40% Student Presentation.  
**Grading:** 25% reports/papers, 10% attendance, 25% reflection paper, 25% in-class presentation, 15% class participation.

### PSTL 5206 Action Research Methods to Improve College Teaching and Learning

**A-F only, 3 credit(s); prereq Grad student enrolled in PsTL MA program or DGS approval;**

**Instructor:** Hsu, Leon

**Description:** Student may contact the instructor or department for information.

### PSTL 5212 Multicultural Theories of College Student Development Applied to Teaching and Learning

**A-F only, 3 credit(s); prereq Grad student;**

**Instructor:** Stebleton, Michael J

**Description:** This seminar-style course will introduce graduate students to influential student development theories and theorists (e.g., Chickering, Astin, Erikson, Josselson, Schlossberg, Perry, Kohlberg, Gilligan, Baxter Magolda) and examine implications for teaching and learning. Students will reflect on *The Student Personnel Point of View* (American Council on Education, 1937, 1949) and *Learning Reconsidered: A Campus-wide Focus on the Student Experience* (ACPA/College Student Educators International & National Association of Student Personnel Administrators, 2004) and other collaborative efforts to ensure the development of the whole student.

### PSY 1001 Introduction to Psychology

**4 credit(s); Credit will not be granted if credit has been received for: PSTL 1281; Meets CLE req of Social Sciences;**

**Instructor:** Brothen, Thomas

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policy, fee, and financial aid restrictions. Psy 1001 (online) utilizes a computer-assisted version of the Personalized System of Instruction (PSI) model. Key principles of PSI are specified learning objectives and study aids, small units (for us, these units are the chapters in your textbook), frequent testing with feedback to students, and mastery learning. The materials I've created for this course do three things. First, by focusing your attention on the main points, they make sure you don't miss important information. Second, because feedback is essential to learning, the computer exercises give you feedback when it will do you the most good--right after you finish an exercise--so that you can use that feedback to improve your knowledge. Much of what you do can simply be called practice, but it is guided practice. This will take longer than just reading but the old saying is as true about psychology as anything else "practice makes perfect."

**Style:** Online

**Grading:** 40% final exam, 60% written homework.

**Exam Format:** Online exam

### PSY 1001 Introduction to Psychology

**4 credit(s); Credit will not be granted if credit has been received for: PSTL 1281; Meets CLE req of Social Sciences;**

**Instructor:** Brothen, Thomas

**Description:** Psy 1001 is a 4-credit introduction to the scientific study of human behavior and a prerequisite for all other Psychology courses. The course explores how something as complex as human behavior can be studied scientifically. Students will be introduced to biological, social and environmental factors that influence human behavior; predictable ways in which humans behave, reason, remember and feel; some important ways in which people differ, and how psychologists 'know' what we know. Each week, students attend (either in person or online) three lectures given by University of Minnesota Faculty, teaching in their area of expertise. In addition, each week they participate in active learning activities in a discussion section led by a graduate student in Psychology. --Students in sections 002-024 attend live lectures and have one hour discussion sections of 30-35 students. --Students in sections 027-032 view videotapes of the live lectures at their convenience and have two hour discussion sections of ~60 students.

**Style:** 75% Lecture, 25% Discussion.

**Grading:** 30% mid exam, 25% final exam, 20% quizzes, 15% written homework, 5% class participation, 5% other evaluation.

Students can earn up to 5% extra credit by participating in research studies done by Department of Psychology researchers.

**Exam Format:** multiple choice items administered in a University computer lab

### PSY 1001 Introduction to Psychology

**4 credit(s); Credit will not be granted if credit has been received for: PSTL 1281; Meets CLE req of Social Sciences;**

**Instructor:** Luciana, Monica Marie

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This

course is designed to closely parallel the introductory psychology class offered to undergraduates at the University of Minnesota. It is a prerequisite for all other psychology courses. To the extent possible, the presentation of topics, format of written assignments, and exams conform to those used in the day school class. This study guide is organized into thirteen Lessons, with accompanying reading and written assignments. It is designed so that it can be completed within a single term.

**Style:** This is a printed correspondence section.

**Grading:** Written assignments = 50 pts Midcourse exam = 75 pts Final exam = 75 ps TOTAL = 200 \* \* Extra credit course paper = up to 15 pts

**Exam Format:** Supervised, in-person exams

#### **PSY 1001H Honors Introduction to Psychology**

**A-F only, 4 credit(s); prereq Honors; Credit will not be granted if credit has been received for: PSTL 1281; Meets CLE req of Social Sciences;**

**Instructor:** Brothen,Thomas

**Description:** (Description forthcoming.)

**Style:** WebCT Internet exercises and quizzes

#### **PSY 1511 Psychology**

**A-F only, 3 credit(s); prereq Only Rochester-admitted students will be able to enroll in this course.; Meets CLE req of Social Sciences;**

**Instructor:** Bartels,Jared Matthew

**Description:** Student may contact the instructor or department for information.

#### **PSY 1905 Freshman Seminar: Fact and Fiction in Standardized Testing**

**A-F only, 3 credit(s), max credits 6; prereq freshman;**

**Instructor:** Kuncel,Nathan Richard

**Description:** This seminar will review a wide range of topics surrounding what intelligence tests?ranging from the ACT to Stanford Binet?actually measure, and how they relate to important life outcomes including death, divorce, academic success, and work performance. We will explore the nature of intelligence and creativity, dig into twin and neurological research on IQ, and root around in several mysteries in psychological science, including dramatic increases in IQs in the U.S. over the preceding decades, birth-order effects, and the influence of parenting behaviors on intelligence and life outcomes. We will focus on learning and discussing quantitative research results with the goal of linking them to public policy.

#### **PSY 1905 Freshman Seminar: Psych of Design: Smart Products, Graphs, and Logos**

**A-F only, 3 credit(s), max credits 6; prereq freshman;**

**Instructor:** Engel,Stephen A

**Description:** This seminar will introduce students to the psychology of good design. We will focus on three areas: 1) How to design easily usable products, 2) How to design easily understandable charts, graphs, and presentations, and 3) How to design effective logos and advertisements. The first 12 weeks of the class will be divided into three parts, during which we will read and discuss a classic text in each area. In the remaining classes students will present their own critiques of designs that they have picked from the real world, analyzing strengths and suggesting improvements.

#### **PSY 3001V Honors Introduction to Research Methods**

**3 credit(s); prereq [1001, [2081/3801 or equiv]]or dept consent , PSY major, honors student; Credit will not be granted if credit has been received for: PSY 3005V; Meets CLE req of Writing Intensive;**

**Instructor:** Klaphake,Sara Lynn

**Description:** PSY 3001V (3 cr) is an introduction to the basic concepts and procedures used to conduct and evaluate research in Psychology. Emphasis is placed on understanding traditional research methods, applying sound experimental techniques in order to produce interpretable results, and evaluating scientific claims. PSY 3001V is a writing intensive (WI) course and satisfies a Liberal Education social science requirement. As such, students will complete a number of writing assignments,

culminating in an APA style research report. This course meets the writing intensive requirement stating that at least 33% of the student's final grade must be based upon student writing.

**Prerequisites:** PSY 1001 (Intro Psychology), PSY 2801 (Intro to Psychological Measurement and Data Analysis), honors status, and at least sophomore standing.

#### **PSY 3001W Introduction to Research Methods**

**3 credit(s); prereq [1001, [2801/3801 or equiv]] or dept consent ; Credit will not be granted if credit has been received for: PSY 3005V; Meets CLE req of Writing Intensive;**

**Instructor:** Stellmack,Mark A

**Description:** PSY 3001W is an introduction to the basic concepts and procedures used to conduct and evaluate research in Psychology. Emphasis is placed on understanding traditional research methods, applying sound experimental techniques in order to produce interpretable results, and evaluating scientific claims. PSY 3001W is a writing intensive (WI) course. As such, students will complete a number of writing assignments, culminating in an APA style research report. This course meets the writing intensive requirement stating that at least 33% of the student's final grade must be based upon student writing. **Prerequisites:** PSY 1001 (Intro Psychology), PSY 2801 (Intro to Psychological Measurement and Data Analysis), and at least sophomore standing.

**Style:** 50% Lecture, 50% Laboratory.

**Grading:** 15% mid exam, 25% final exam, 40% reports/papers, 10% written homework, 10% laboratory evaluation.

#### **PSY 3011 Introduction to Learning and Behavior**

**3 credit(s); prereq 1001;**

**Instructor:** Peterson,Gail Burton

**Description:** This course introduces you to the fundamental phenomena and principles of learning and behavior analysis by surveying the major theoretical and empirical approaches of the twentieth century. The material in this course will give you an appreciation of the current state of the field. While the course emphasizes basic academic and scientific issues, some of the practical applications of the theories and principles will also be examined. The Fall semester CLA section 001 includes both classroom and online components. There is also a fully online section offered every term through Online and Distance Learning (ODL), College of Continuing Education.

#### **PSY 3031 Introduction to Sensation and Perception**

**3 credit(s); prereq 1001;**

**Instructor:** Olman,Cheryl Annette

**Description:** This lecture-based course covers basic information about human sensation and perception. Students will learn 1) how the human body turns different physical stimuli into neural impulses (sensation), and 2) how the brain receives and interprets these impulses (perception). Required text: Goldstein, E. B. (2007). Sensation and Perception (7th ed.). Belmont, CA, USA: Thomson.

**Grading:** 30% final exam, 60% additional semester exams, 10% class participation.

**Exam Format:** Multiple choice.

#### **PSY 3051 Introduction to Cognitive Psychology**

**3 credit(s); prereq 1001;**

**Instructor:** Denkinge,Ben

**Description:** Student may contact the instructor or department for information.

#### **PSY 3061 Introduction to Biological Psychology**

**3 credit(s); prereq 1001 or Biol 1009; Credit will not be granted if credit has been received for: PSY 5061;**

**Instructor:** STAFF

**Description:** Instructor: Jonathan Gewirtz. The course begins with brief overviews of the structure of the central nervous system, basic principles of nervous conduction and synaptic transmission, neurotransmitter systems, and basic techniques used in biological psychology research. We will then review current knowledge on the biological substrates of a range of behaviors and mental processes, including perception, memory,

emotion, and sleep. The course will also examine the biological basis of a variety of neuropsychological disorders and forms of mental illness, including addiction, depression, and anxiety. By the end, you should be comfortable with the basic details of brain function and have gained a general understanding of the biology of behavior, mental states, and mental illness. You should also have begun to develop the skills to understand techniques and evaluate results of neurobiological and behavioral experiments.

**Style:** 80% Lecture, 10% Discussion, 10% Small Group Activities.

**Grading:** 75% mid exam, 25% final exam. 3 mid term exams

### PSY 3061 Introduction to Biological Psychology

**3 credit(s); prereq 1001 or Biol 1009; Credit will not be granted if credit has been received for: PSY 5061;**

**Instructor:** Gewirtz,Jonathan C

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policy, fee, and financial aid restrictions. Biological psychology is the study of behavior through the analysis of the nervous system and the study of the nervous system through analysis of behavior. The philosophical relationship between the "mind" and the brain has been debated for centuries. Discussions involve some of the most important concepts about human existence, such as "free will" and the existence of the soul. Here is the first (but certainly not the last) place that our own rather strongly held perspective will spill over into this study guide. The modern biological psychologist has found that our power to understand and explain behavior is greatest if we act under the hypothesis that the brain controls behavior. If we are to understand behavior, we must go to its source. Thus, to understand behavior, you must understand the brain. The pursuit of such understanding is a challenge, but it is an enormously tantalizing pursuit with great rewards.

**Style:** Online

**Grading:** 40% mid exam, 30% final exam, 30% written homework.

**Exam Format:** Online exams

### PSY 3101 Introduction to Personality

**3 credit(s); prereq 1001; Credit will not be granted if credit has been received for: PSY 5101;**

**Instructor:** Howland,Maryhope

**Description:** Student may contact the instructor or department for information.

### PSY 3121 History and Systems of Psychology

**3 credit(s); prereq PSY 1001;**

**Instructor:** Brothen,Thomas

**Description:** Student may contact the instructor or department for information.

### PSY 3135 Introduction to Individual Differences

**3 credit(s); prereq [1001, [2801/3801 or equiv]] or instr consent ; Credit will not be granted if credit has been received for: PSY 5135;**

**Instructor:** Ludeke,Steven G

**Description:** This course will introduce students to the current state of the discussion over "nature" and "nurture," focusing on how alternative approaches explain individual differences. Ideas from evolutionary psychology, behavioral genetics, biological psychology, developmental psychology and social psychology will be considered. Topics surveyed include intelligence, personality, psychopathology, creativity, political attitudes and sexuality. Students are expected to leave the course with an understanding of the arguments and supporting examples marshaled by competing disciplines within psychology, to be able to independently evaluate novel arguments on the topic, and to know the current state of research on individual differences.

**Style:** 95% Lecture, 5% Discussion.

### PSY 3201 Introduction to Social Psychology

**4 credit(s); prereq 1001 or instr consent;**

**Instructor:** Gonzales,Marti Hope

**Description:** Student may contact the instructor or department for information.

### PSY 3206 Introduction to Health Psychology

**3 credit(s); prereq 1001;**

**Instructor:** Mann,Traci Lynn

**Description:** This course is designed to give you a broad overview of the field of health psychology. Health psychology is a young and exciting field of study that examines the relationship between psychology and health. How do psychological factors influence your physical health? And how does your physical health influence how you feel psychologically? We will try to answer such questions as: Are certain personality types more likely to get sick, or to get certain illnesses? What does stress do to your health? What psychological and social factors cause people to behave in unhealthy ways? What helps people adjust to illness? Does having a lot of friends affect your health? What can psychologists do to help cure illness? Who is healthier, men or women? Are there ethnic variations in health? How can we help people who are in pain without getting them addicted to pain-killers? Does it matter how your doctor talks to you? Does being bereaved make you ill? Does dieting work? What does starvation do to your emotions? What influences how much food you eat? Can a sugar pill cure back pain?

**Style:** 75% Lecture, 10% Film/Video, 10% Demonstration, 5% Guest Speakers. Students will often collect data on themselves during class.

**Grading:** 50% mid exam, 40% final exam, 10% written homework. There are two midterms each worth 25% of the course grade.

**Exam Format:** Exams are primarily multiple choice, but may include some short answer items.

### PSY 3301 Introduction to Cultural Psychology

**A-F only, 3 credit(s); prereq 1001;**

**Instructor:** Kim,Oh Myo

**Description:** The purpose of this course is to provide an introduction to cultural psychology and consider current theories and research on culture, race, and ethnicity within the fields of cultural psychology, cross-cultural psychology, and minority psychology. Emphasis will be placed on (1) gaining a better understanding of the ways in which sociocultural contexts influence psychological processes, (2) learning about empirical methods in cultural psychology, and (3) achieving a better appreciation of cultural groups within and outside of the United States. Students will also consider issues of culture in interpretation of personal experiences and in application of cultural diversity issues to various settings.

### PSY 3511 Introduction to Counseling Psychology

**3 credit(s); prereq 1001;**

**Instructor:** Pituc,Stephanie T

**Description:** Student may contact the instructor or department for information.

### PSY 3511 Introduction to Counseling Psychology

**3 credit(s); prereq 1001;**

**Instructor:** Perera,Sulani

**Description:** This course is designed to provide an introduction to the field of counseling psychology. Broadly, topics addressed at the beginning of the course will include the history of the discipline, professions within it, and how counseling psychology distinguishes itself from other specialties in the broader fields of psychology and mental health. The bulk of the course will focus on the theories that practicing counseling psychologists and researchers use to inform their work (i.e., formulating case conceptualizations or hypotheses). Additionally, we will integrate a variety of topics of special relevance to counseling psychology throughout the course including ethics, formal assessment, working with cultural diversity, empirical support for treatments, and ongoing research in the field regarding the processes underlying client change and outcomes.

### PSY 3604 Introduction to Abnormal Psychology

**3 credit(s); prereq 1001; Credit will not be granted if credit has been received for: PSY 5604H;**

**Instructor:** Weiszhaar, Orville L

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. The field of abnormal psychology (also known as psychopathology) is diverse, as you can see by leafing through the textbook for this course. It includes such topics as bipolar disorder, post-traumatic stress syndrome, AIDS dementia complex, pedophilia, stuttering, and pathological gambling. Each of these areas, as well as hundreds of others, has its own specialists and research. This course will provide you with a complete, although certainly not exhaustive, overview of each area.

**Style:** Online

**Grading:** --8 written assignments: 62.5% --2 online exams: 37.5%

**Exam Format:** Online

**PSY 3604 Introduction to Abnormal Psychology**

**3 credit(s); prereq 1001; Credit will not be granted if credit has been received for: PSY 5604H;**

**Instructor:** Schissel, Ann M

**Description:** Student may contact the instructor or department for information.

**PSY 3604 Introduction to Abnormal Psychology**

**3 credit(s); prereq 1001; Credit will not be granted if credit has been received for: PSY 5604H;**

**Instructor:** Lucha, Cornelia

**Description:** Student may contact the instructor or department for information.

**PSY 3604 Introduction to Abnormal Psychology**

**3 credit(s); prereq 1001; Credit will not be granted if credit has been received for: PSY 5604H;**

**Instructor:** Klimes-Dougan, Bonnie

**Description:** Course Description This course will introduce students to a multidimensional approach to conceptualizing various types of psychological disorders. During this course, students will be responsible for learning basic descriptive psychopathology as described in the DSM-IV-TR as well as descriptive information including prevalence rates, ages of onset, and cultural differences. An introductory overview to some of the causes and treatments of psychopathology will be provided to the extent that it helps students understand the various mental disorders. A prerequisite for this course is PSY 1001.

**Style:** 85% Lecture, 5% Film/Video, 5% Discussion, 5% Guest Speakers.

**Grading:** 20% mid exam, 20% final exam, 20% reports/papers, 40% additional semester exams.

**PSY 3617 Introduction to Clinical Psychology**

**3 credit(s); prereq 3604 or 5604H;**

**Instructor:** Klimes-Dougan, Bonnie

**Description:** Course Description This course is meant to familiarize students with the field of clinical psychology, primarily as it exists in the U.S. The course first briefly discusses the history of clinical psychology, the most widely accepted scientist practitioner approach to clinical psychology and the current status of the field of clinical psychology. The course covers clinical assessment, psychological interventions, and psychopathology and treatment research. This course may help students, considering a career in clinical psychology, decide whether this field appeals to them. Please make sure you have taken the prerequisite before signing up for this course.

**Style:** 70% Lecture, 5% Film/Video, 5% Discussion, 5% Small Group Activities, 10% Student Presentation, 5% Guest Speakers.

**Grading:** 25% mid exam, 25% final exam, 40% reports/papers, 5% quizzes, 5% class participation.

**PSY 3711 Introduction to Industrial and Organizational Psychology**

**3 credit(s); prereq [1001, [2801/3801 or equiv]] or instr consent ;**

**Instructor:** Shen, Winny

**Description:** Student may contact the instructor or department for information.

**PSY 3801 Introduction to Psychological Measurement and Data Analysis**

**3 credit(s); prereq credit will not be granted if credit already received for: Psy 2801 or Psy 2801H; Credit will not be granted if credit has been received for: PSY 3801H; Meets CLE req of Mathematical Thinking;**

**Instructor:** Weisberg, Yanna J

**Description:** Student may contact the instructor or department for information.

**PSY 3801 Introduction to Psychological Measurement and Data Analysis**

**3 credit(s); prereq credit will not be granted if credit already received for: Psy 2801 or Psy 2801H; Credit will not be granted if credit has been received for: PSY 3801H; Meets CLE req of Mathematical Thinking;**

**Instructor:** Moses, Jennifer Filson

**Description:** PSY 2801 is specifically designed for students who plan to major in psychology. It is an introduction to the basic concepts and procedures related to the measurement and analysis of psychological variables. The main focus of the course will be learning the appropriate selection and use of statistical tools to describe and evaluate results of psychological research. The course is designed to be approachable to students from a wide variety of "math" backgrounds and we endeavor to help even the most math-phobic!

**Style:** 66% Lecture, 34% Laboratory.

**Grading:** 20% mid exam, 20% final exam, 40% written homework, 20% additional semester exams.

**PSY 3801 Introduction to Psychological Measurement and Data Analysis**

**3 credit(s); prereq credit will not be granted if credit already received for: Psy 2801 or Psy 2801H; Credit will not be granted if credit has been received for: PSY 3801H; Meets CLE req of Mathematical Thinking;**

**Instructor:** Nydick, Steven Warren

**Description:** Student may contact the instructor or department for information.

**PSY 3902W Major Project in Psychology**

**A-F only, 3 credit(s); prereq [2801/3801 or equiv], [3001W or 3005W], PSY major, sr; Meets CLE req of Writing Intensive;**

**Instructor:** Niccoli-Waller, Caprice

**Description:** In this course, you will have the opportunity to review and reflect on some of the principles of research and writing within the field of psychology. You will also complete a writing project that is designed to let you focus on a topic of interest and to showcase your skills as a reader and potential contributor of the psychological literature. You will attend 3 lectures at the start of the term and then work in labs under graduate student assistance. At the end of the term, you will present your work in a class poster session. For additional course details please refer to the following site:

<http://www.psych.umn.edu/undergrad/majorproject.htm>

**Style:** 20% Lecture, 70% Laboratory, 10% Student Presentation. Those selecting research lab or community projects will spend time outside of class engaged in these activities.

**Grading:** 50% reports/papers, 25% quizzes, 25% written homework.

**PSY 3960 Undergraduate Seminar in Psychology**

**1-5 credit(s), max credits 45, 9 completions allowed; prereq 1001;**

**Instructor:** Weisberg, Yanna J

**Description:** Student may contact the instructor or department for information.

**PSY 4011 Applied Behavior Analysis**

**3 credit(s); prereq 3011 or instr consent ;**

**Instructor:** Peterson, Gail Burton

**Description:** Modern behaviorism and its practical application.



Emphasis on functional analyses of behavioral deficits or excesses, and the design and implementation of practical and humane interventions to produce appropriate and meaningful behavior change. Two textbooks, one on the philosophy of behaviorism [The Psychology of B. F. Skinner, O'Donohue & Ferguson (2001)] and another on applications [Applied Behavior Analysis, 2nd Ed, Cooper et al. (2007)]. Lectures, Internet materials and discussions supplement the reading. Grades based on competency evaluations across the semester and a comprehensive final exam. Excellent preparation for the exams of the national Behavior Analysis Certification Board (see [www.bacb.com](http://www.bacb.com)).

**Style:** 30% Lecture, 20% Discussion, 20% Small Group Activities, 30% Web Based.

**Grading:** 30% final exam, 50% quizzes, 20% written homework.

**Exam Format:** multiple choice

#### **PSY 4012 Behavior Analysis and Autism**

**A-F only, 4 credit(s); prereq Individual auto transportation, instr consent ;**

**Instructor:** Peterson,Gail Burton

**Description:** Students registered in Psy 4011:Applied Behavior Analysis, or who have already completed that course,may be eligible to register for this special service-learning opportunity on modern behavioral interventions for children with autism.With the instructor's approval, course is also available to parents or other caregivers with a special interest in effective interventions for autism.Through weekly reading assignments,lectures and discussions, participants learn the principles and techniques currently employed to help young children with autism acquire functional language, appropriate social behavior, and general academic and living skills. Students also gain substantial experience working directly with autistic children in off-campus service-learning settings under the supervision of qualified professionals engaged in the application of applied behavior analysis (ABA) therapy.This field experience involves a MINIMUM of 7 hours per week (two 3 hour shifts plus one 1 hour team meeting) for 12 weeks learning to do one-on-one therapy at either a center-based or home-based ABA program site.Reliable personal transportation, e.g., your own car, is essential. Issues of professional ethics, social responsibility, and scientific and moral philosophy pertaining to the education of children with autism in our society and around the world are also addressed. Grading is based on class participation, competency evaluations at the service-learning site, and performance on the final exam.

**Style:** 30% Lecture, 70% Service Learning. Supervised internship experience at off-campus site.

**Grading:** 50% final exam, 10% class participation, 40% other evaluation. Competencies demonstrated at internship site.

**Exam Format:** Short answer, essay, multiple choice

#### **PSY 4032 Psychology of Music**

**3 credit(s); prereq 3031 or instr consent ;**

**Instructor:** Oxenham,Andrew John

**Description:** The two main aims of the course are: 1) To provide a general overview of some fundamental concepts in the perception and production of sound and music; 2) To provide an in-depth study of a few selected topics within music psychology, drawing on recent primary research literature. The course is built around a combination of lectures, providing the necessary background information, and student-led seminars, in which papers from the literature are discussed. Lecture topics include: Introduction to sound, introduction to hearing, masking and the principles of MP3 coding, categorical perception in music, scales, consonance and dissonance in harmony, melody perception and memory, and the perceptual organization of sound and music. Seminars are based around themes, which this year will include: tonality and rhythm, cognitive neuroscience of music, comparative and developmental studies of music perception, musical expertise and the bases of talent. Each student will lead the discussion of one published research paper in class.

**Grading:** 40% final exam, 20% reports/papers, 15% quizzes, 10% written homework, 10% in-class presentation, 5% class participation.

#### **PSY 4501 Psychology of Women and Gender**

**3 credit(s); prereq [[Jr or sr], psych major] or instr consent ;**

**Instructor:** Kling,Kristen C

**Description:** Student may contact the instructor or department for information.

#### **PSY 4994V Honors Research Practicum**

**4 credit(s); prereq [3005W/V or 3001W/V], honors psych;**

**Meets CLE req of Writing Intensive;**

**Instructor:** Fletcher,Charles R

**Description:** The major goals of this course are to familiarize you (as a Psychology Department honors major) with research opportunities available in the University of Minnesota Psychology Department, provide you with practical experience conducting psychological research, and prepare you to write an honors thesis in psychology. To achieve these goals you will be required to work approximately nine hours each week on a research project designed and supervised by a faculty member or graduate student, make a formal in-class presentation, and write a 10 - 15 page research report. You will also be required to attend class each week and complete the required readings and assignments before each class.

**Style:** 25% Lecture. work on individual research projects

**Grading:** 50% reports/papers, 25% in-class presentation, 25% class participation.

**Exam Format:** none

#### **PSY 5015 Cognition, Computation, and Brain**

**3 credit(s); prereq 3051 [except for honors/grad student];**

**Instructor:** Marsolek,Chad James

**Description:** This course covers human cognitive abilities, such as perception, memory, and attention, from different perspectives. The first part of the course examines such abilities from the perspective of cognitive psychology. An emphasis is placed on the behavioral/functional approach to research and theory, and limitations of this approach are discussed. The second part of the course examines these abilities from the perspective of cognitive neuroscience. An emphasis is placed on the neural processing subsystems that underlie these abilities and on a theoretical framework that integrates cognitive, computational, and neuroscientific evidence. Ways in which this approach overcomes limitations of the cognitive psychological approach are highlighted.

**Style:** 80% Lecture, 20% Discussion.

**Grading:** 40% mid exam, 30% final exam, 30% reports/papers.

**Exam Format:** Short answer

#### **PSY 5018H Mathematical Models of Human Behavior**

**3 credit(s); prereq Math 1271 or instr consent ;**

**Instructor:** Schrater,Paul Robert

**Description:** Mathematical models of complex human behavior, including individual and group decision making, information processing, learning, perception, and overt action. Specific computational techniques drawn from decision theory, information theory, probability theory, machine learning, and elements of data analysis.

#### **PSY 5063 Introduction to Functional MRI**

**A-F only, 3 credit(s); prereq Jr or sr or grad or instr consent ;**

**Instructor:** Engel,Stephen A

**Description:** Student may contact the instructor or department for information.

#### **PSY 5065 Functional Imaging: Hands-on Training**

**3 credit(s); prereq [[PSY 2801/3801 or equiv], [PSY 3061 or NSCI 3101]] or instr consent ;**

**Instructor:** Olman,Cheryl Annette

**Description:** Course goals. By the end of the semester, students will: - be comfortable with the hardware and software in the MR environment, to ensure safe operation and selection of the right equipment for a given experiment. - be acquainted with the fundamental physical principles behind magnetic resonance imaging - understand the possible types of image contrast and their uses in neuroscience - be adept at modifying pulse sequence parameters to balance the inevitable trade-offs



between signal-to-noise ratio, resolution and acquisition time. - know how to modify an experimental protocol to minimize the impact of distortion and signal loss due to magnetic field inhomogeneities. Logistics. Format is lecture, group discussion, terminal work (computational simulations in the classroom) and lab work (scheduled separately at the CMRR). Background readings will be selected from either current journal articles or the following texts, and made available a week before the start of the module. Weekly assignments Short problem sets will be handed out during each lecture and due the next week. They are designed to provide concrete instantiations of the material covered in the lecture and lab and will vary in format: short-answer, multiple choice, matching, calculation and/or data simulation/analysis. Matlab(TM)-based simulations and demonstrations will be used heavily in lecture and assignments. Mid-term and Final exams Both mid-term and final exams will each consist of three multi-part questions, one for each module covered in the 1st (midterm) and 2nd (final) half of the semester. Exams will be open book, but will be short answer and require only pen and paper to complete. Format will vary, but will include matching images to pulse sequence diagrams, describing the origins of depicted artifacts, and providing brief definitions of technical terms.

### PSY 5136 Human Abilities

**3 credit(s); prereq 3135 or 5135, 5862 or equiv or instr consent ;**

**Instructor:** Kuncel,Nathan Richard

**Description:** Student may contact the instructor or department for information.

### PSY 5202 Attitudes and Social Behavior

**3 credit(s); prereq 3201 or instr consent ;**

**Instructor:** Borgida,Eugene

**Description:** No sub-field of theory and research is more identified with the field of social psychology than the study of attitudes and persuasion processes. The relationship between attitudes and social behavior and the study of persuasion processes has a long and distinguished history. This body of knowledge has made substantial contributions to theory and research in other sub-fields within psychology and in the other social sciences, and these connections in turn have enriched the ways in which social psychologists have studied attitudes and persuasion. The study of attitudes and persuasion processes has become more interdisciplinary and multi-method, and as a result the way in which social psychologists now think about the relationship between attitudes and social behavior has become much more complex and nuanced. This course has been designed to review and examine critically both traditional and current theory and research on the psychology of attitudes and persuasion in social psychology and, where appropriate, allied fields within psychology and in other social sciences. The first part of the course will cover the historical background of the field, attitude theory, explicit and implicit measurement issues, the cognitive structure of attitudes, the complex relationship between attitudes, beliefs, values, and behavior, and aspects of the relationship between stereotypes, prejudice and discrimination. The second part of the course will focus on various social psychological theories of persuasion (e.g., message learning, consistency theories, functional approaches, cognitive frameworks, and especially dual process theories), with an emphasis on understanding the conditions under which people are susceptible and resistant to persuasion. Class time will involve lectures by the instructor and guest lectures, discussion of the text readings, and an occasional video or in-class demonstration.

**Style:** 75% Lecture, 25% Discussion. Discussion of films and guest lectures.

**Grading:** 25% mid exam, 25% final exam, 50% reports/papers. Total number of points based on all exams and papers, graded on a curve. Extra credit opportunities offered in the form of critical essay papers.

**Exam Format:** Multiple choice, short ID questions, essay on exam #2

### PSY 5206 Social Psychology and Health Behavior

**A-F only, 3 credit(s); prereq 3201 or grad student or instr consent ;**

**Instructor:** Rothman,Alexander John

**Description:** This course is designed for advanced undergraduates and graduate students in psychology and related disciplines. This course provides an introduction to the theoretical and methodological approaches that social psychologists have brought to bear on the study of health behavior. Our survey of the literature will be guided by the following questions: (a) How do people develop beliefs about health and illness?, (b) What is the relationship between people's health beliefs and their health practices. (i.e. how do beliefs influence behavior, and, in turn, how does behavior inform beliefs)?, (c) How can theoretical models of behavioral decision-making inform the development and implementation of interventions?

**Style:** 70% Lecture, 30% Discussion.

**Exam Format:** Essay

### PSY 5501 Vocational and Occupational Health Psychology

**3 credit(s); prereq 3001W or equiv or instr consent ;**

**Instructor:** Stoeber,Sarah K

**Description:** Student may contact the instructor or department for information.

### PSY 5708 Organizational Psychology

**3 credit(s); prereq [[3001W or equiv], 3711] or instr consent ; Credit will not be granted if credit has been received for:**

**PSY 5702;**

**Instructor:** Schmidt,Aaron Michael

**Description:** Student may contact the instructor or department for information.

### PSY 5960 Topics in Psychology: Psychology in International Perspective

**3 credit(s), max credits 8; prereq 1001, [jr or sr or grad student];**

**Instructor:** Overmier,J. Bruce

**Description:** Title: Psychology in International Perspective  
**Instructor:** Overmeir, 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 various 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: about 40 pages of reading per week, 15-20 pages of writing per semester. Grades: Based on Seminar presentations and contributions to discussions.

### PSY 5993 Research Laboratory in Psychology

**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Iacono,William George

**Description:** Student may contact the instructor or department for information.

### PSY 5993 Research Laboratory in Psychology

**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Kersten,Daniel John

**Description:** Student may contact the instructor or department for information.

### PSY 5993 Research Laboratory in Psychology

**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Frazier,Patricia Ann

**Description:** Student may contact the instructor or department for information.

### PSY 5993 Research Laboratory in Psychology

**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Grove, William Merrill

**Description:** Research topics include clinical judgment and actuarial data combination, philosophy of statistics and scientific theory testing, and classification of the major psychiatric disorders (including categorical vs. dimensional models). Research on taxometrics (a robust form of multivariate mixture modeling) is also featured.

**Grading:** 100% reports/papers.

**PSY 5993 Research Laboratory in Psychology**

**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Simpson, Jeffrey A

**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**

**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Marsolek, Chad James

**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**

**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Waller, Niels Gordon

**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**

**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Rothman, Alexander John

**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**

**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Luciana, Monica Marie

**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**

**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Thomas, Mark John

**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**

**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Kuncel, Nathan Richard

**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**

**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** MacDonald III, Angus

**Description:** The TRiCAM laboratory explores questions in basic cognitive and affective neuroscience, the biological bases of psychopathology, and the measurement of group differences. Methodologies include functional magnetic resonance imaging (fMRI), behavioral genetics (twin and family studies), clinical assessment and cognitive testing. Current research includes (1) understanding how executive control mechanisms, which are associated with prefrontal cortex functioning, interact with attention, affective processing, social interactions and decision-making; (2) evaluating how impairments in such mechanisms may be related to schizophrenia, psychosis and externalizing behaviors and the genes associated with these conditions; and (3) methods development for analyzing fMRI, and psychometric confounds in the measurement of group

differences. Eligibility: Must be an undergraduate student at the University of Minnesota; must have at least a 3.5 GPA; and must have taken or be concurrently enrolled in the following courses as prerequisites: PSY 1001, PSY 3005W, & PSY 3604.

**Responsibilities & Expectations:** Attend weekly laboratory meetings (including presenting research findings as indicated); attend bi-weekly journal club meetings (including leading one discussion); Complete work as in the laboratory in the amount of 3 hrs per credit per week (generally 2 mornings or afternoons per week); and write an APA-style research lab report (9-15 pp). Duties and activities include but are not limited to: running participants in research studies, data management & analysis, active participation in lab meetings and journal club. Grades will be based on: 1) laboratory attendance and fulfillment of responsibilities; 2) lab meeting attendance (with exceptions to be arranged with the instructor); 3) journal club presentation; 4) final lab report.

**PSY 5993 Research Laboratory in Psychology**

**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Olman, Cheryl Annette

**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**

**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Legge, Gordon Ernest

**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**

**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Borgida, Eugene

**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**

**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Overmier, J. Bruce

**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**

**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Ones, Deniz S

**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**

**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Sackett, Paul R

**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**

**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Campbell, John P

**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**

**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**

**Instructor:** Hansen, Jo-Ida C

**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**

**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**  
**Instructor:** Gonzales,Marti Hope  
**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**  
**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**  
**Instructor:** Snyder,Mark  
**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**  
**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**  
**Instructor:** Fletcher,Charles R  
**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**  
**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**  
**Instructor:** Schrater,Paul Robert  
**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**  
**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**  
**Instructor:** He,Sheng  
**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**  
**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**  
**Instructor:** Krueger,Robert  
**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**  
**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**  
**Instructor:** Gewirtz,Jonathan C  
**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**  
**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**  
**Instructor:** Lee,Richard M  
**Description:** This directed research is designed for undergraduate and graduate students interested in the role of race, ethnicity, and culture in the development and well-being of individuals and families from diverse racial and ethnic backgrounds with a particular focus on adopted individuals and families and children of immigrant parents.  
**Style:** 20% Discussion, 80% Laboratory. Students are expected to attend a weekly lab group meeting and reading group.

**PSY 5993 Research Laboratory in Psychology**  
**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**  
**Instructor:** Federico,Christopher Michael  
**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**  
**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**  
**Instructor:** Koutstaal,Wilma  
**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**  
**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**  
**Instructor:** Klimes-Dougan,Bonnie  
**Description:** Students will become involved in applied research experiences that involve work with depressed adolescents.  
**Style:** 10% Lecture, 90% Laboratory.  
**Grading:** 15% reports/papers, 10% class participation, 75% laboratory evaluation.

**PSY 5993 Research Laboratory in Psychology**  
**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**  
**Instructor:** Oxenham,Andrew John  
**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**  
**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**  
**Instructor:** Jiang,Yuhong Vanessa  
**Description:** This is a research laboratory class with a focus on attention and memory research. Students are expected to work 8 hours in Prof. Jiang's laboratory in chunks of 2 half days or 1 whole day. During this time students will engage in active laboratory research, including experimental design, data collection and analysis, and stimulus creation. Because of the significant amount of supervision involved, this class has limited enrollment with the permission of the instructor. It is expected that no more than 5 students will be permitted to enroll in this class in Fall'08 and Spring'09 combined. The class is shaped around individual students, with each person learning at his or her own pace. Those who do end up enrolling in the course have in the past learned a lot from it. Grading will be given on the basis of attendance, laboratory performance, and a 5-page final paper.  
**Style:** 10% Discussion, 80% Laboratory, 10% Small Group Activities.  
**Grading:** 15% reports/papers, 70% attendance, 15% laboratory evaluation.

**PSY 5993 Research Laboratory in Psychology**  
**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**  
**Instructor:** Mann,Traci Lynn  
**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**  
**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**  
**Instructor:** Engel,Stephen A  
**Description:** Engel lab research/lab meeting

**PSY 5993 Research Laboratory in Psychology**  
**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**  
**Instructor:** DeYoung,Colin G  
**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**  
**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**  
**Instructor:** Schmidt,Aaron Michael  
**Description:** Student may contact the instructor or department for information.

**PSY 5993 Research Laboratory in Psychology**  
**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**  
**Instructor:** Syed,Moin  
**Description:** This directed research is designed for undergraduate and graduate students interested in the topics of narrative, identity, culture, and education, with particular emphasis on a developmental perspective. Students interested

in any one of these four topics are encouraged to enroll, but the primary emphasis will be on narrative approaches to development (e.g., how cultural, ethnic, and racial identities are constructed and communicated through narrative). We will explore issues pertaining to narrative theory, methods, coding, and analysis; how narrative can complement other forms of inquiry; and how narrative can contribute to social justice research; among other topics. Students are expected to attend a weekly lab group meeting and reading group.

**PSY 5993 Research Laboratory in Psychology**  
**3 credit(s), max credits 18, 6 completions allowed; prereq instr consent , dept consent ;**  
**Instructor:** Lissek,Shmuel  
**Description:** Student may contact the instructor or department for information.

**PSY 8036 Topics in Computational Vision**  
**3 credit(s), max credits 12, 4 completions allowed; prereq 5031 or 5036 or equiv or instr consent;**  
**Instructor:** Kersten,Daniel John  
**Description:** Student may contact the instructor or department for information.

**PSY 8056 Seminar: Psychology of Language**  
**A-F only, 3 credit(s); prereq Grad psych major or instr consent;**  
**Instructor:** Fletcher,Charles R  
**Description:** Student may contact the instructor or department for information.

**PSY 8208 Social Psychology: The Self**  
**A-F only, 3 credit(s); prereq Psych background especially in personality and soc psych;**  
**Instructor:** Snyder,Mark  
**Description:** Student may contact the instructor or department for information.

**PSY 8212 Proseminar in Political Psychology II**  
**S-N only, 1 credit(s); prereq Political Psychology grad minor; Credit will not be granted if credit has been received for: POL 8308;**  
**Instructor:** Borgida,Eugene  
**Description:** Student may contact the instructor or department for information.

**PSY 8502 Assessment in Counseling Psychology**  
**3 credit(s); prereq Counseling psych grad student or instr consent ;**  
**Instructor:** Pendergrass,Laura A  
**Description:** Student may contact the instructor or department for information.

**PSY 8511 Counseling Psychology Beginning Practicum:**  
**General**  
**S-N only, 1-6 credit(s), max credits 18, 18 completions allowed; prereq [[8501, 8502, 8503] or equiv], counseling psych grad student, or instr consent;**  
**Instructor:** Hansen,Jo-Ida C  
**Description:** Student may contact the instructor or department for information.

**PSY 8515 University Counseling Practicum II**  
**S-N only, 4-6 credit(s), max credits 6, 1 completion allowed; prereq Counseling psych grad student, 8501, 8502, 8503 or equiv, 8514, instr consent ; Credit will not be granted if credit has been received for: EPSY 8514;**  
**Instructor:** Beckham-Chasnoff,Sarra  
**Description:** Student may contact the instructor or department for information.

**PSY 8545 Counseling Psychology Process and Outcome Research**  
**3 credit(s); prereq [[8501, 8502, 8503] or equiv], counseling psych grad student, instr consent ;**

**Instructor:** Frazier,Patricia Ann  
**Description:** Student may contact the instructor or department for information.

**PSY 8561 Counseling Psychology Advanced Practicum II:**  
**General**  
**S-N only, 1-6 credit(s), max credits 6, 1 completion allowed; prereq Counseling psych grad student, 8501-8502-8503 or equiv, 8510-8511 or 8514-8515 or equiv, or instr consent;**  
**Instructor:** Frazier,Patricia Ann  
**Description:** Student may contact the instructor or department for information.

**PSY 8566 Counseling Psychology Advanced Practicum II:**  
**Vocational Assessment Clinic**  
**S-N only, 1-6 credit(s), max credits 6, 1 completion allowed; prereq 8501, 8502, [8503 or equiv], 8514, [8515 or equiv], counseling psych grad student, or instr consent;**  
**Instructor:** Conlon,Amy Lynne  
**Description:** Student may contact the instructor or department for information.

**PSY 8571 Counseling Psychology Internship II**  
**S-N only, 1-12 credit(s), max credits 36, 36 completions allowed; prereq Counseling psych PhD candidate, instr consent ;**  
**Instructor:** Hansen,Jo-Ida C  
**Description:** Student may contact the instructor or department for information.

**PSY 8612 Assessment II**  
**A-F only, 5 credit(s); prereq 8611, clinical psych grad student;**  
**Instructor:** Grove,William Merrill  
**Description:** Student may contact the instructor or department for information.

**PSY 8620 Clinical Psychology Practicum**  
**S-N only, 1-6 credit(s), max credits 36, 8 completions allowed; prereq instr consent ;**  
**Instructor:** MacDonald III,Angus  
**Description:** Student may contact the instructor or department for information.

**PSY 8622 Treatment I**  
**A-F only, 3 credit(s); prereq 8111, CSPR grad student;**  
**Instructor:** MacDonald III,Angus  
**Description:** This course addresses methodological issues in treatment research and theories of personal change. The course is also designed to prepare students to provide therapy and conduct therapeutically-relevant research. As such, we address empirically supported therapies for anxiety, mood, and personality disorders, psychosis, and addiction from a number of different perspectives.  
**Style:** 10% Lecture, 70% Discussion, 20% Small Group Activities.

**PSY 8664 Personality Assessment**  
**3 credit(s); prereq Psychology grad student or instr consent ;**  
**Instructor:** DeYoung,Colin G  
**Description:** Student may contact the instructor or department for information.

**PSY 8815 Analysis of Psychological Data**  
**4 credit(s); prereq Undergrad course in statistics, grad student in [psychology or child psychology], instr consent ;**  
**Instructor:** Federico,Christopher Michael  
**Description:** Student may contact the instructor or department for information.

**PSY 8882 Seminar: Quantitative and Psychometric Methods**  
**3 credit(s), max credits 15, 5 completions allowed; prereq 5862, 5865, instr consent;**  
**Instructor:** Waller,Niels Gordon

**Description:** Student may contact the instructor or department for information.

**PSY 8935 Readings in Behavioral Genetics and Individual Differences Psychology**

**S-N only, 1 credit(s), max credits 10, 10 completions allowed; prereq 5135, 5137 or instr consent;**

**Instructor:** Mc Gue, Matt

**Description:** Student may contact the instructor or department for information.

**PSY 8960 Graduate Seminar in Psychology**

**1-4 credit(s), max credits 36, 9 completions allowed; prereq Psychology grad student or instr consent;**

**Instructor:** Grove, William Merrill

**Description:** Student may contact the instructor or department for information.

**PSY 8960 Graduate Seminar in Psychology**

**1-4 credit(s), max credits 36, 9 completions allowed; prereq Psychology grad student or instr consent;**

**Instructor:** Simpson, Jeffrey A

**Description:** Student may contact the instructor or department for information.

**PSY 8960 Graduate Seminar in Psychology**

**1-4 credit(s), max credits 36, 9 completions allowed; prereq Psychology grad student or instr consent;**

**Instructor:** Waller, Niels Gordon

**Description:** Student may contact the instructor or department for information.

**PSY 8960 Graduate Seminar in Psychology**

**1-4 credit(s), max credits 36, 9 completions allowed; prereq Psychology grad student or instr consent;**

**Instructor:** Sackett, Paul R

**Description:** Student may contact the instructor or department for information.

**PSY 8960 Graduate Seminar in Psychology**

**1-4 credit(s), max credits 36, 9 completions allowed; prereq Psychology grad student or instr consent;**

**Instructor:** Syed, Moin

**Description:** Student may contact the instructor or department for information.

## Public Affairs

225 HHCtr

**PA 1401 Public Affairs: Community Organizing Skills for Public Action**

**A-F only, 3 credit(s);**

**Instructor:** Donovan, Dennis Michael

**Description:** Student may contact the instructor or department for information.

**PA 1961W Personal Leadership in the University**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: EDPA 1301W; Meets CLE req of Writing Intensive;**

**Instructor:** Rinehart, Gerald Dennis

**Description:** Student may contact the instructor or department for information.

**PA 1961W Personal Leadership in the University**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: EDPA 1301W; Meets CLE req of Writing Intensive;**

**Instructor:** Zentner Bacig, Karen

**Description:** This 1000 level course introduces leadership using a personal leadership perspectives and frameworks. Students taking this course will have the opportunity to examine their own

views on leadership, explore the differences between personal and positional leadership, study characteristics of leaders within the University of Minnesota and learn about the importance of personal development. This course is entirely on line.

**Style:** 100% Web Based. This course is entirely on line.

**PA 1961W Personal Leadership in the University**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: EDPA 1301W; Meets CLE req of Writing Intensive;**

**Instructor:** Darg, Jules

**Description:** This online course introduces leadership through a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of effective leadership, and learn about the importance of personal development and University community social betterment within a dynamic online community. PA 1961W also fulfills the 1xxx-level core course requirement for the Leadership Minor.

**Style:** 100% Web Based. This course is entirely online.

**PA 1961W Personal Leadership in the University**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: EDPA 1301W; Meets CLE req of Writing Intensive;**

**Instructor:** Bjarnadottir, Thorunn

**Description:** This 1000-level course introduces leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, examine aspects of identity and difference, learn about the differences between personal and positional leadership, and begin to explore concepts and skills relating to effective leadership, citizenship and positive change. Personal leadership topics are explored from the perspective of citizenship within a democracy, work, school, and your service experience at schools, community centers and volunteering.

**PA 1961W Personal Leadership in the University**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: EDPA 1301W; Meets CLE req of Writing Intensive;**

**Instructor:** Duenes, Michael

**Description:** This 1000-level course introduces leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, examine aspects of identity and difference, learn about the differences between personal and positional leadership, and begin to explore concepts and skills relating to effective leadership, citizenship and positive change. Personal leadership topics are explored from the perspective of citizenship within a democracy, work, school, and your service experience at schools, community centers and volunteering.

**PA 1961W Personal Leadership in the University**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: EDPA 1301W; Meets CLE req of Writing Intensive;**

**Instructor:** Dostal Dauer, Kevin

**Description:** Student may contact the instructor or department for information.

**PA 1961W Personal Leadership in the University**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: EDPA 1301W; Meets CLE req of Writing Intensive;**

**Instructor:** McFadden, Colin Hamilton

**Description:** Student may contact the instructor or department for information.

**PA 1961W Personal Leadership in the University**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: EDPA 1301W; Meets CLE req of Writing Intensive;**

**Instructor:** Gunzburger, Jessica S

**Description:** Student may contact the instructor or department

for information.

**PA 1961W Personal Leadership in the University**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: EDPA 1301W; Meets CLE req of Writing Intensive;**

**Instructor:** Cottledge, Anitra D

**Description:** This introductory level course presents leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of effective leadership and learn about the importance of personal development.

**Grading:** 30% special projects, 4% written homework, 8% reflection paper, 30% in-class presentation, 25% class participation, 3% other evaluation.

**PA 1961W Personal Leadership in the University**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: EDPA 1301W; Meets CLE req of Writing Intensive;**

**Instructor:** Fredrickson, Brian Steven

**Description:** This introductory level course presents leadership using a personal leadership perspective and framework. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of effective leadership and learn about the importance of personal development.

**Grading:** 30% special projects, 4% written homework, 8% reflection paper, 30% in-class presentation, 25% class participation, 3% other evaluation.

**PA 1961W Personal Leadership in the University**

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: EDPA 1301W; Meets CLE req of Writing Intensive;**

**Instructor:** Fink, Alexander J

**Description:** This 1000 level course introduces leadership using a personal leadership perspectives and frameworks. Students taking this course will have the opportunity to examine their own views on leadership, explore the differences between personal and positional leadership, study characteristics of leaders within the University of Minnesota and learn about the importance of personal development. This course is entirely on line.

**Style:** 100% Web Based. This course is entirely on line.

**PA 3003 Nonprofit and Public Financial Analysis and Budgeting**

**A-F only, 3 credit(s);**

**Instructor:** Gunyou, John

**Description:** Public and non-profit organizations are expected to manage their finances well while providing quality services. Governments are increasingly pressured to do more with less, and nonprofit organizations are expected to do better in doing good. To meet these challenges, it is important that managers and employees of public and nonprofit organizations possess the fundamental skills of financial analysis and management. This is an introductory course in financial analysis and budgeting for public and nonprofit organizations. It is designed for students who have some background in financial analysis, and wish to gain a clearer understanding of nonprofit and public financial analysis and budgeting. PA 3003 is open to all students, and is one of the core courses of the Nonprofit/Public Track 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 through the use of case studies and practical exercises.

**PA 3961 Leadership, You, and Your Community**

**A-F only, 3 credit(s); prereq [1961W or EdPA 1301W], [jr or sr]; Credit will not be granted if credit has been received for:**

**EDPA 3302;**

**Instructor:** Ve Lure Roholt, Christine Elizabeth

**Description:** This course will examine leadership and leadership capacities within the context of social change and public work. Students taking this course will have the opportunity to examine how values (their own and others) guide leadership and social change. We will focus on how change is possible around a given social issue and how local organizations/businesses/groups utilize leadership to create positive change. Learning Objectives: (a) Demonstrate resilience through taking risks, failing, questioning and then adapting your actions and thinking to the contexts you encounter in class and in your community. How do you prepare to come in right again, again and again? (b) Improve ability to research and analyze complex social issues/systems in order to create sustainable and effective actions. How do you create an adaptive solution to a challenging problem? What is the importance of and how does one explore various viewpoints, complete in-depth research and look at the system as a whole? (c) Push your personal and interpersonal boundaries to support a safe, learning community during our classroom time and a regular self-renewal practice. How do you help to create our safe community? How do you prohibit or damage the safe community? Why is it vital for leaders to find ways to renew themselves personally and professionally? What are some ways to do this? (d) Strengthen self-awareness of the interaction of your personal framework of being in the world and other's framework of being in the world. How do your set of values, political, social and philosophical viewpoints live in the world along side that of other people's set of values, political, social and philosophical viewpoints? Why and how does this matter to our leadership (individually and collectively)? (e) Increase awareness of and practice the discipline (mental, physical, and emotional) that is required to become a responsible and accountable leader and learner in our world today. (f) Explore more deeply these concepts important to leadership. What exactly do they mean? How do you make sense of them in your practice of leadership? --Adaptive Leadership --Values --Power --Relationships --Accountability and trust

**PA 3961 Leadership, You, and Your Community**

**A-F only, 3 credit(s); prereq [1961W or EdPA 1301W], [jr or sr]; Credit will not be granted if credit has been received for: EDPA 3302;**

**Instructor:** Asmundson, Aaron R

**Description:** This course will examine leadership and leadership capacities within the context of social change and public work. Students taking this course will have the opportunity to examine how values (their own and others) guide leadership and social change. We will focus on how change is possible around a given social issue and how local organizations/businesses/groups utilize leadership to create positive change. Learning Objectives: (a) Demonstrate resilience through taking risks, failing, questioning and then adapting your actions and thinking to the contexts you encounter in class and in your community. How do you prepare to come in right again, again and again? (b) Improve ability to research and analyze complex social issues/systems in order to create sustainable and effective actions. How do you create an adaptive solution to a challenging problem? What is the importance of and how does one explore various viewpoints, complete in-depth research and look at the system as a whole? (c) Push your personal and interpersonal boundaries to support a safe, learning community during our classroom time and a regular self-renewal practice. How do you help to create our safe community? How do you prohibit or damage the safe community? Why is it vital for leaders to find ways to renew themselves personally and professionally? What are some ways to do this? (d) Strengthen self-awareness of the interaction of your personal framework of being in the world and other's framework of being in the world. How do your set of values, political, social and philosophical viewpoints live in the world along side that of other people's set of values, political, social and philosophical viewpoints? Why and how does this matter to our leadership (individually and collectively)? (e) Increase awareness of and practice the discipline (mental, physical, and emotional) that is required to become a responsible and accountable leader and learner in our world today. (f) Explore

more deeply these concepts important to leadership. What exactly do they mean? How do you make sense of them in your practice of leadership? --Adaptive Leadership --Values --Power --Relationships --Accountability and trust

**PA 3961 Leadership, You, and Your Community**

**A-F only, 3 credit(s); prereq [1961W or EdPA 1301W], [jr or sr]; Credit will not be granted if credit has been received for: EDPA 3302;**

**Instructor:** Hellstrom, David P

**Description:** This course will examine leadership and leadership capacities within the context of social change and public work. Students taking this course will have the opportunity to examine how values (their own and others) guide leadership and social change. We will focus on how change is possible around a given social issue and how local organizations/businesses/groups utilize leadership to create positive change. Learning Objectives: (a) Demonstrate resilience through taking risks, failing, questioning and then adapting your actions and thinking to the contexts you encounter in class and in your community. How do you prepare to come in right again, again and again? (b) Improve ability to research and analyze complex social issues/systems in order to create sustainable and effective actions. How do you create an adaptive solution to a challenging problem? What is the importance of and how does one explore various viewpoints, complete in-depth research and look at the system as a whole? (c) Push your personal and interpersonal boundaries to support a safe, learning community during our classroom time and a regular self-renewal practice. How do you help to create our safe community? How do you prohibit or damage the safe community? Why is it vital for leaders to find ways to renew themselves personally and professionally? What are some ways to do this? (d) Strengthen self-awareness of the interaction of your personal framework of being in the world and other's framework of being in the world. How do your set of values, political, social and philosophical viewpoints live in the world along side that of other people's set of values, political, social and philosophical viewpoints? Why and how does this matter to our leadership (individually and collectively)? (e) Increase awareness of and practice the discipline (mental, physical, and emotional) that is required to become a responsible and accountable leader and learner in our world today. (f) Explore more deeply these concepts important to leadership. What exactly do they mean? How do you make sense of them in your practice of leadership? --Adaptive Leadership --Values --Power --Relationships --Accountability and trust

**PA 3971 Leadership Minor Field Experience**

**A-F only, 3 credit(s); prereq [3961W or EDPA 3302W] with grade of at least C; Credit will not be granted if credit has been received for: EDPA 3402;**

**Instructor:** Ve Lure Roholt, Christine Elizabeth

**Description:** Student may contact the instructor or department for information.

**PA 3971 Leadership Minor Field Experience**

**A-F only, 3 credit(s); prereq [3961W or EDPA 3302W] with grade of at least C; Credit will not be granted if credit has been received for: EDPA 3402;**

**Instructor:** Peacock, Katie

**Description:** Student may contact the instructor or department for information.

**PA 3990 General Topics in Public Policy: A Minnesota Moment:**

**The Age of Humphrey**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Stone, Paul Clois

**Description:** Public Affairs 5001/3990 Intellectual Foundations for Public Action Wednesday, second half of the Spring Semester, 2010 8:00 to 10:45 a.m., TBD Prof. Paul C. Stone Humphrey Institute and Department of History In his Pulitzer Prize winning classic of 1964, *Anti-Intellectualism in American Life*, historian Richard Hofstadter argued that a deeply ingrained American disposition toward spontaneous, uninhibited individualism routinely stands at odds with a high valuation of intellectual reflection, careful policy consideration and historical

awareness in the public sphere of American life. In short, anti-intellectualism has often been the handmaid of American political action and consequently intellectual considerations are frequently thought to hamper the personal and collective experience of public life. Considering the term intellectual to simply mean, "how we think about things" it could be argued that "anti-intellectualism" is our "intellectual" tradition. Alexis de Tocqueville put it simply by observing that Americans in the 1830s most faithfully followed the prescriptions of Descartes to think spontaneously and independently while, of course, never reading Descartes at all. Many public spirited Americans, however, including important lawmakers, executives, jurists and journalists have been careful readers of history, literature and science, broadly understood, as well as students of the day to day practicalities of public life and action. America's founding documents such as the Declaration of Independence, the Massachusetts Constitution and the Constitution of the United States of America are products of deep intellectual consideration as much as the impulse to action. Our greatest speeches ranging from Lincoln's Second Inaugural to Theodore Roosevelt's call for the preservation of the Grand Canyon reflect a thorough knowledge of the history of thought. It could therefore be equally argued that the foundation of American public life is particularly indebted to the "seminar" of intellectual consideration, and that every public person worth any present or historical attention has equally paid attention to the processes of the mind. This half semester course, *Intellectual Foundations for Public Action*, explores several arenas of intellectual discourse about the impulse toward public life. Class members will read three short books selected from a longer bibliography along with six or seven articles distributed by the Instructor. Requirements are two short, three to four page papers, a final 10 to 12 page paper, and an in-class presentation based on the student's final paper topic. The class meets once a week for the last seven weeks of the semester. A completed syllabus will be available shortly.

**PA 3990 General Topics in Public Policy: Intellectual Foundations of Public Action**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Stone, Paul Clois

**Description:** Student may contact the instructor or department for information.

**PA 4101 Nonprofit Management and Governance**

**3 credit(s);**

**Instructor:** Rojas, Allison Langell

**Description:**

**Style:** 25% Lecture, 50% Discussion, 25% Small Group Activities.

**Grading:** 40% reports/papers, 30% special projects, 20% quizzes, 10% class participation.

**PA 4490 Topics in Social Policy: Community Organizing for Effective Public Policy**

**2 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Boyte, Harry C

**Description:** Student may contact the instructor or department for information.

**PA 4961W Leadership for Global Citizenship**

**A-F only, 3 credit(s); prereq 3971 or EdPA 3402; Credit will not be granted if credit has been received for: EDPA 4303W; Meets CLE req of Writing Intensive;**

**Instructor:** Werner, Linnette

**Description:** This course, the capstone academic experience in the Undergraduate Leadership Minor sequence, is designed to focus student learning that has been developed in earlier leadership courses. Leadership theory, community building, social change, and interdisciplinary approaches to complex global issues will be the main components in this course. Students will be expected to demonstrate skill in analysis of pertinent literature, write with purpose and clarity, appreciate intense internships, and lead thoughtful group study. In this course, students will finalize portfolios and submit other scholarly products to demonstrate a mature understanding of personal and

positional leadership in a changing global context.

apply analytical tools and concepts for different types of public policy problems.

**PA 4961W Leadership for Global Citizenship**

**A-F only, 3 credit(s); prereq 3971 or EdPA 3402; Credit will not be granted if credit has been received for: EDPA 4303W; Meets CLE req of Writing Intensive;**  
**Instructor:** Nam,Kyoung-Ah  
**Description:** Student may contact the instructor or department for information.

**PA 5002 Introduction to Policy Analysis**

**A-F only, 1.5 credit(s); prereq Major in [public policy or science/technology/environmental policy] or instr consent ;**  
**Instructor:** Kudrle,Robert T  
**Description:** Student may contact the instructor or department for information.

**PA 5001 Intellectual Foundations of Public Action**  
**3 credit(s);**

**Instructor:** Stone,Paul Clois  
**Description:** Public Affairs 5001/3990 Intellectual Foundations for Public Action Wednesday, second half of the Spring Semester, 2010 8:00 to 10:45 a.m., TBD Prof. Paul C. Stone Humphrey Institute and Department of History In his Pulitzer Prize winning classic of 1964, Anti-Intellectualism in American Life, historian Richard Hofstadter argued that a deeply ingrained American disposition toward spontaneous, uninhibited individualism routinely stands at odds with a high valuation of intellectual reflection, careful policy consideration and historical awareness in the public sphere of American life. In short, anti-intellectualism has often been the handmaid of American political action and consequently intellectual considerations are frequently thought to hamper the personal and collective experience of public life. Considering the term intellectual to simply mean, "how we think about things" it could be argued that "anti-intellectualism" is our "intellectual" tradition. Alexis de Tocqueville put it simply by observing that Americans in the 1830s most faithfully followed the prescriptions of Descartes to think spontaneously and independently while, of course, never reading Descartes at all. Many public spirited Americans, however, including important lawmakers, executives, jurists and journalists have been careful readers of history, literature and science, broadly understood, as well as students of the day to day practicalities of public life and action. America's founding documents such as the Declaration of Independence, the Massachusetts Constitution and the Constitution of the United States of America are products of deep intellectual consideration as much as the impulse to action. Our greatest speeches ranging from Lincoln's Second Inaugural to Theodore Roosevelt's call for the preservation of the Grand Canyon reflect a thorough knowledge of the history of thought. It could therefore be equally argued that the foundation of American public life is particularly indebted to the "seminar" of intellectual consideration, and that every public person worth any present or historical attention has equally paid attention to the processes of the mind. This half semester course, Intellectual Foundations for Public Action, explores several arenas of intellectual discourse about the impulse toward public life. Class members will read three short books selected from a longer bibliography along with six or seven articles distributed by the Instructor. Requirements are two short, three to four page papers, a final 10 to 12 page paper, and an in-class presentation based on the student's final paper topic. The class meets once a week for the last seven weeks of the semester. A completed syllabus will be available shortly.

**PA 5002 Introduction to Policy Analysis**

**A-F only, 1.5 credit(s); prereq Major in [public policy or science/technology/environmental policy] or instr consent ;**  
**Instructor:** Wilson,Elizabeth Joan  
**Description:** Student may contact the instructor or department for information.

**PA 5003 Introduction to Financial Analysis and Management**

**A-F only, 1.5 credit(s); prereq Development practice major or public policy major or public affairs major or grad liberal studies major or grad nonprofit mgmt cert or instr consent ;**  
**Instructor:** Becker,Carol  
**Description:** Student may contact the instructor or department for information.

**PA 5003 Introduction to Financial Analysis and Management**

**A-F only, 1.5 credit(s); prereq Development practice major or public policy major or public affairs major or grad liberal studies major or grad nonprofit mgmt cert or instr consent ;**  
**Instructor:** Zhao,Zhirong Jerry  
**Description:** Basic finance/accounting concepts/tools used in public/nonprofit organizations. Fund accounting, balance sheet and income statement analysis, cash flow analysis, and public/nonprofit sector budgeting processes. Lectures, discussions. Cases/examples from nonprofit and public sector organizations

**PA 5003 Introduction to Financial Analysis and Management**

**A-F only, 1.5 credit(s); prereq Development practice major or public policy major or public affairs major or grad liberal studies major or grad nonprofit mgmt cert or instr consent ;**  
**Instructor:** Barr,Kathryn S  
**Description:** Student may contact the instructor or department for information.

**PA 5012 The Politics of Public Affairs**

**A-F only, 3 credit(s); prereq Major in public policy or [sci, tech, and environ policy] or instr consent ;**  
**Instructor:** Cavanaugh,Patricia Kay  
**Description:** This course examines to role and behavior of political institutions, citizens, and interest groups in order to understand the political context of policy making and implementation.  
**Style:** 20% Lecture, 60% Discussion, 20% Small Group Activities.  
**Grading:** 60% reports/papers, 20% written homework, 20% reflection paper.

**PA 5002 Introduction to Policy Analysis**

**A-F only, 1.5 credit(s); prereq Major in [public policy or science/technology/environmental policy] or instr consent ;**  
**Instructor:** Hoenack,Stephen A  
**Description:** Policy analysis is in many ways similar to the way medicine works. No matter how much a physician knows about medicine and the life sciences, what counts is to derive from the patient's symptoms a correct diagnosis and, if needed, treatment plan as a solution. Likewise in policy analysis, what counts is to derive from the symptoms of a poorly understood but troublesome situation a correct diagnosis in the form of a problem definition and, if needed, policy plan as a solution. The goal of this course is to learn how to do policy analysis by doing policy analysis over and over. We do this by starting with real world ill-defined situations that we are living in at the moment - for example, the current health care debate and other public policy issues. The objective is for you to learn when and how to

**PA 5022 Economics For Policy Analysis and Planning II**

**A-F only, 0 credit(s), max credits 4.5, 3 completions allowed; prereq [[5021 or equiv], public policy major] or instr consent ;**  
**Instructor:** Le,Thanh Trung  
**Description:** Application of economic reasoning to various public policy issues. Cost-benefit analysis, nonmarket valuation, and tax analysis.

**PA 5022 Economics For Policy Analysis and Planning II: Problem-Based Learning in Econ for Pol Analysis I**

**A-F only, 1.5 credit(s), max credits 4.5, 3 completions allowed; prereq [[5021 or equiv], public policy major] or instr consent ;**  
**Instructor:** Hoenack,Stephen A  
**Description:** Application of economic reasoning to various public policy issues. Cost-benefit analysis, nonmarket valuation, and tax analysis.



**PA 5022 Economics For Policy Analysis and Planning II: Prob-Based Learning in Econ for Pol Analysis II**  
**A-F only, 1.5 credit(s), max credits 4.5, 3 completions allowed; prereq [[5021 or equiv], public policy major] or instr consent ;**

**Instructor:** Hoenack, Stephen A

**Description:** This course operates the same way as PBL Econ I, but you do not have to have taken PBL I Econ to take this course. If you took PBL Econ I, you will continue building your competencies in knowing when to use the right economic tools and concepts to apply for different types of situations. With a Problem-Based learning approach, you will have fun learning a lot of economics by delving into interesting public policy issues. As we take on a policy issue, we learn how to apply economic tools and concepts that are required for different types of situations. Your readings will be policy reports and articles written by economists. You will learn how to work with public data that is available on public websites to conduct necessary analysis for different policy topics. Not only will the readings and activities be fun and engaging, but they are very practical resources and skills that you will be able to apply in other courses and in your career.

**PA 5022 Economics For Policy Analysis and Planning II: Economics of Social Insurance Programs**  
**A-F only, 3 credit(s), max credits 4.5, 3 completions allowed; prereq [[5021 or equiv], public policy major] or instr consent ;**

**Instructor:** Hanratty, Maria J

**Description:** Student may contact the instructor or department for information.

**PA 5022 Economics For Policy Analysis and Planning II: Game Theory & Interdependent Actions**  
**A-F only, 1.5 credit(s), max credits 4.5, 3 completions allowed; prereq [[5021 or equiv], public policy major] or instr consent ;**

**Instructor:** Bielicki, Jeffrey

**Description:** The world is full of situations where choices and outcomes are shaped by the actions of others. This course uses principles and approaches from game theory to analyze interdependent situations and comprehend the causes and consequences of them. This course equips students with the ability to more effectively understand and participate in such situations, as well as design frameworks governing them. The techniques and insights provided by this course apply to a wide range of issues for policy and public affairs, such as international negotiations and national security; this offering will have a specific focus on issues related to energy and environment, including: global climate change, stratospheric ozone depletion, common pool resources, and geoengineering. "Game Theory and Interdependent Actions with Applications to Energy and Environment" will be taught by Dr. Jeffrey M. Bielicki, who has joined the Humphrey Institute from Oak Ridge National Laboratory and the University of Tennessee's Baker Center for Public Policy. Dr. Bielicki received his Ph.D. in Public Policy from Harvard University in 2009. Dr. Bielicki's biography can be found at: <http://www2.hhh.umn.edu/cgi-bin/directory.pl?x500=jbielick>. If you have any questions, please do not hesitate to contact Dr. Bielicki via email at [jbielick@umn.edu](mailto:jbielick@umn.edu).

**PA 5032 Intermediate Regression Analysis**  
**A-F only, 2 credit(s); prereq [[5031 or equiv], major in [public policy or [sci, tech, and environ policy]]] or instr consent ;**

**Instructor:** Kudrle, Robert T

**Description:** Bivariate/multivariate models of regression analysis, assumptions behind them. Problems using these models when such assumptions are not met.

**PA 5033 Multivariate Techniques**  
**A-F only, 2 credit(s); prereq [[5031 or equiv], major in [public policy or [sci, tech, and environ policy]]] or instr consent ; [5032 or equiv] recommended;**

**Instructor:** Kleiner, Morris M

**Description:** The class examines how statistical approaches can be used to examine public policies. This course is designed

to help you read, understand, interpret, use and evaluate empirical work used in the social sciences and by policy analysts. To advance that goal, the class concentrates its attention on several quantitative techniques used by public policy researchers and advisers to policy makers.

**PA 5035 Survey Research and Data Collection**  
**A-F only, 1.5 credit(s); prereq [[5031 or equiv], [major in public policy or [sci, tech, and environ policy] or urban/regional planning]] or instr consent ;**

**Instructor:** Daves, Robert P

**Description:** This course is a quick but comprehensive overview of the most common qualitative and quantitative applied social science research methods. The course spends the most time on survey research and how students can use it in their future work. At the end of the course, students should be familiar enough with how quantitative and qualitative research methods work to help them set research objectives, choose appropriate research techniques to meet those objectives, choose research vendors, evaluate vendors' work, and use the reports that vendors supply. The course attends mainly to the survey research process and we'll spend time on the topic of polling; but also explores the major qualitative and quantitative methods of scientific social inquiry. We also will cover the basics of measurement theory, opinion formation, and research ethics. We'll also be using in-class discussion groups to review readings, and do work in small groups to develop objectives for a survey research project, design the sample, construct a questionnaire, and gather, enter and tabulate data. The small groups will present their project and its findings to the class.

**PA 5036 Regional Economic Analysis**  
**A-F only, 1.5 credit(s); prereq Major in public policy or [science, tech, env policy] or urban/regional planning or instr consent ;**

**Instructor:** Assaad, Ragui A

**Description:**

**PA 5037 Regional Demographic Analysis**  
**A-F only, 1.5 credit(s); prereq Major in public policy; or science, tech, and env. policy; or urban and regional planning; or instructor consent;**

**Instructor:** Assaad, Ragui A

**Description:**

**PA 5038 Analytics for Leaders I**  
**A-F only, 2 credit(s); prereq Major in public affairs or instr consent ;**

**Instructor:** Le, Thanh Trung

**Description:** Student may contact the instructor or department for information.

**PA 5039 Analytics for Leaders II**  
**A-F only, 2 credit(s); prereq 5038;**

**Instructor:** Le, Thanh Trung

**Description:** Student may contact the instructor or department for information.

**PA 5039 Analytics for Leaders II**  
**A-F only, 2 credit(s); prereq 5038;**

**Instructor:** Le, Thanh Trung

**Description:** Student may contact the instructor or department for information.

**PA 5041 Qualitative Methods for Policy Analysts**  
**A-F only, 4 credit(s); prereq Grad or instr consent ;**

**Instructor:** Fennelly, Katherine

**Description:** This class is designed to introduce students to several qualitative analysis techniques and to provide hands-on experience in designing, gathering and analyzing data. After successfully completing this course students should be able to: ? Determine when to use interviews, observations and discourse or document analysis, and combinations of quantitative and qualitative data; ? Design questions and protocols appropriate to each method; ? Apply basic techniques to analyze data; and ? Honor confidentiality and respect sensitivity of data collection

methods from the perspective of clients.

**PA 5080 Capstone Preparation Workshop**

**S-N only, 1 credit(s); prereq Concurrent registration is required (or allowed) in 8081;**  
**Instructor:** Borton, Kimberly Joy  
**Description:**

**PA 5101 Management and Governance of Nonprofit Organizations**

**3 credit(s); prereq 5011 or 5941 or grad liberal studies major or grad nonprofit mgmt cert or instr consent ;**  
**Instructor:** Wirth-Davis, Michael Eric  
**Description:** Theories, concepts, and real world examples of managerial challenges. Governance systems, strategic management practices, effect of funding environments, management of multiple constituencies. Types of nonprofits using economic/behavioral approaches.

**PA 5103 Leadership and Change in an Innovation Society**  
**3 credit(s); prereq 5011 or 5941 or grad nonprofit mgmt cert or instr consent ;**

**Instructor:** Crosby, Barbara C  
**Description:** Change is often built into definitions of leadership, and certainly many scholars and practitioners have written about how leaders can foster change in their organizations or communities. Moreover, understanding the links between leadership and change takes on increased urgency as the United States and other countries strive to foster an ?innovation economy? and navigate through complex, turbulent political terrain. Leaders will need conceptual tools and practical skills to promote innovative organizations that thrive in and contribute to an innovative society. Accordingly, this seminar will examine models of change and models of leadership and investigate how leaders can promote desirable personal, organizational and societal change. Case studies and action research will be emphasized. An important class product will be a framework for leadership and change in an innovation society. During each class session, one or two learners will be responsible for recording ?takeaways? from the evening?s conversation. When participants complete this course, they will have knowledge, skills, wisdom, and motivation that enable them to practice personal, team, organizational and societal leadership aimed at innovation for the common good.  
**Grading:** 35% reports/papers, 25% reflection paper, 30% class participation, 10% other evaluation.

**PA 5105 Integrative Leadership Seminar**

**OPT No Aud, 2 credit(s); prereq 5011 or 5941 or instr consent ; Credit will not be granted if credit has been received for: MGMT 6402;**  
**Instructor:** Quast, Louis Neumann  
**Description:** Interdisciplinary seminar led by co-instructors from multiple schools of the university. Basic concepts and practices of integrative leadership at the individual, group/organizational, inter-organizational/inter-sectoral, and societal scales. Case materials and guest speakers, related readings, and interactive discussion. Students develop case studies of integrative leadership as a team-based capstone project and receive personal leadership coaching. Requirements: - that the student be in the MBA or EMBA program OR - that the student be a master's student in the Humphrey who has taken PA 5011 or PA 5941 or obtains instr consent [this rule is in place for registration for the PA section of the course, PA 5105] OR - that the student obtain the instructor's consent

**PA 5106 Foundations of Ethical Practice in Public Affairs**  
**OPT No Aud, 1 credit(s); prereq Grad student or instr consent ;**

**Instructor:** DeCramer, Gary M  
**Description:** Foundations of Ethical Practice in Public Affairs Humphrey Center 60 5:30 P.M. - 09:00 P.M. Tuesdays January 25, February 1, 8, 15 Instructor: Gary DeCramer Course Goals Students will deepen the sense of their own ethical values, and explore those values in the context of creating and transforming democratic institutions. Course Design An exploration of the

linkage between each student?s core ethical values and the formation documents that have shaped democracy in the United States, or in her or his homeland. ? This course is a participatory seminar designed to engage students in study, thought, discussion and reflection on the foundations of ethical practice in public affairs. ? In order to ensure that the course helps learners develop strategies for their public leadership, everyone develops his or own narrative of ethical practice throughout the course. In its final form, that narrative will be shared with another student and submitted in writing to the instructor. ? Students will be assigned selected passages from our readings to be read to the class. Course website The Moodle site is under construction. The course is offered in four sessions. Session #1 The Foundation The first session is dedicated to discussion of: ? Introduction to ethics and agency ? Ethics in context of leadership development ? The vocabulary of ethical practice ? Readings and discussion. Formation documents are assigned to be read aloud before discussion begins. ? Approaches to writing a narrative of ethical practice, the primary course assignment ? Note: narratives must be prepared and submitted prior to final class meeting. Session #2 Roles and The Permission to Do Harm Viewed through the lives of Abraham Lincoln, Eleanor Roosevelt, Martin Luther King Jr. and Hubert Humphrey: ? When do our roles give us permission to do harm? We will look at the leadership of these public figures Applbaum?s roles in public and professional life, and Parker Palmer?s call to explore our shadow side. Session #3 Ethical Imperatives Given Voice An exploration of ethical imperatives within the context of some of the Nation?s formation documents. Students will be called upon to read from passages from those formation documents and lead a discussion of the implications of those imperatives. Session #4 Our Own Call to Ethical Leadership This class meeting is dedicated to a discussion and exchange of the narratives as those personal stories relate to ethical practice in public affairs and the call to leadership. Students will exchange narratives in dyads, followed by in class discussion of the linkage between each student?s core ethical values and the formation documents that have shaped democracy in the United States, or in the student?s homeland.

**Style:** 20% Lecture, 40% Discussion, 30% Small Group Activities, 10% Student Presentation.

**Grading:** 70% reflection paper, 10% in-class presentation, 20% class participation.

**PA 5112 Public Budgeting**

**3 credit(s); prereq Grad student or instr consent ;**  
**Instructor:** Penny, Timothy J  
**Description:**

**PA 5113 State and Local Public Finance**

**3 credit(s); prereq Grad or instr consent ;**  
**Instructor:** Zhao, Zhirong Jerry  
**Description:** Theory/practice of financing. Providing public services at state/local level of government. Emphasizes integrating theory/practice, applying materials to specific policy areas, and documenting wide range of institutional arrangements across/within the 50 states.

**PA 5122 Law and Public Affairs**

**3 credit(s); prereq Grad or instr consent ;**  
**Instructor:** Freeman, Michael O  
**Description:** This class, which I describe as Law and the Making of Public Policy, will provide public policy graduate students with the history, logic and analysis of the law necessary to help use law as a tool to impact public policy. We will review American law from a historical perspective, but primarily focus upon comprehending how political, judicial, legislative, and administrative actions change and frame public policy. Initially we will develop a basic understanding of legal terms, case analysis, the development of judge-made law, and the writing and interpretation of statutes. We will not learn how to practice law; instead we will learn how to use the law to accomplish our public policy goals. Then we will concentrate on how law provided the framework and structure to help make profound public policy changes in a several areas such as Labor Law, Gender Equity and Racial Equity. For example, we will trace the

struggle for Gender Equity from the Seneca Falls declaration in 1848 to establishment of profound rights in Title VII of the Civil Rights Act of 1965. We will also focus on the first Ten Amendments to the U.S. Constitution; the Bill of Rights, from the origin, changes over 200 years and their meaning today. Finally, we will review how the modern environmental movement established its momentum for change and how it has, in the view of many, stalled out. We will review both the Court action in *Fore vs. Bush* and the MN Senate Recount of 2008. Did our systems work, did they meet our expectations or did they fall short. Other non-Humphrey graduate students, law school students who want a breath of fresh air, and mature upper class undergraduates are welcome to contact the instructor about joining us. Other such students have enjoyed this course in the past. My classrooms have always been lively forums for discussion, debate and enlightened exchange of ideas. If you like active learning you will do well here. Texts Required Abadinsky, Howard. Bodenhamer, David J. and Ely, James W. Jr. ed. *The Bill of Rights in Modern America Revised and Expanded*. Bloomington Indiana: The Indiana University Press, 1993, 2008. Berman, Harold J., Greiner, William R & Saliba, Samir N. *The Nature & Functions of Law*, Fifth Edition, New York: The Foundation Press, Inc. 1996. Introduction to Part Four and Chapters 9, 10 & 11. Reading assignments available on line. Each class will begin with a Socratic level discussion on the required readings. The second half may include guest speakers. Grades will be based on class participation, a mid-term and a final exam

**PA 5190 Topics in Public and Nonprofit Leadership and Management: Social Entrepreneurship**  
**3 credit(s), max credits 9, 3 completions allowed; prereq 5011 or 5941 or grad nonprofit mgmt cert or instr consent ;**  
**Instructor:** Barreiro, Terri Diane

**Description:** Leaders of today and the future need to understand how to harness entrepreneurial energies to tackle tough public issues. This course will help prepare students to participate in, create, develop and lead socially entrepreneurial organizations and initiatives. Upon completion of this course, students should be able to: ? Articulate own understanding of the unique elements that create different kinds of value through entrepreneurship and social entrepreneurship; ? Appreciate the particular challenges and rewards of applying various entrepreneurial approaches to create social change; ? Develop competencies in: o Opportunity recognition; o Feasibility analysis; o Assessment of entrepreneurial approaches, including relative strengths and weaknesses of different organizational forms in providing products or services that achieve a societal good; o Design of managerial and governance systems to support the socially entrepreneurial venture.

**Style:** 25% Lecture, 25% Discussion, 25% Small Group Activities, 25% Guest Speakers.

**Grading:** 65% reports/papers, 10% in-class presentation, 15% class participation, 10% other evaluation.

**PA 5190 Topics in Public and Nonprofit Leadership and Management: Managing Civic Engagement**  
**3 credit(s), max credits 9, 3 completions allowed; prereq 5011 or 5941 or grad nonprofit mgmt cert or instr consent ;**  
**Instructor:** Quick, Kathryn S.

**Description:** Practice and critical assessment of a range of methods for managing participatory and inclusive public policy and program development. Readings, case discussions, and analyses of community-based observations.

**PA 5204 Urban Spatial and Social Dynamics**  
**3 credit(s); prereq Major in urban/regional planning or instr consent ;**

**Instructor:** Goetz, Edward Glenn

**Description:** Student may contact the instructor or department for information.

**PA 5215 Computer Applications in Land Use Planning**  
**3 credit(s); prereq Grad student or instr consent ;**

**Instructor:** Bolan, Richard Stuart

**Description:** Future urban planning will likely rely more and more on computers to help in urban design, alternative futures

sketching, evaluation of likely futures, and visualization of proposed development proposals. This course will review the history of urban modeling and the development of contemporary software. Emphasis is placed on the opportunities for enhanced citizen participation offered by computer applications. Students will learn to use two current "of-the-shelf" models: Community-Viz and INDEX Plan Builder. Assignments include the option of individual or team projects. Projects involve preparing future alternatives for various possibilities in land use change in the Twin Cities area.

**PA 5221 Private Sector Development**

**3 credit(s); prereq [Grad or instr consent ], college algebra required;**

**Instructor:** Brown, Peter H

**Description:** While policy-makers, public administrators, planners, and members of the community all play their parts, in the end, it is private sector developers who really build our cities. Developers use a wide variety of tools, skills, and resources to identify, analyze, and capitalize on opportunities that often are not apparent to their competitors or the public. Developers are also very entrepreneurial, as they play for high stakes and must possess an extraordinary tolerance for both ambiguity and risk if they are to realize their creative visions and their anticipated profits. This course is for those students interested in gaining an understanding of how the real estate development process works from the viewpoint of the private developer. The course is designed to promote an understanding of the structure of urban real estate markets, the techniques of analysis and planning for real estate development, and the leadership and management skills required to see a project through to completion. It emphasizes quantitative methods including site and building analysis, market analysis, and economic analysis through the creation and manipulation of pro-forma financial statements. At the same time students will be required to consider qualitative issues such as a developer's background, temperament, goals, and access to resources as well as the importance of fit between a developer, a project, and other team members and actors including equity partners and lenders, architects and builders, government, and other local interests. By applying these qualitative and quantitative methods of analysis to actual projects, students will gain personal insight into the developer's decision-making process. Through facilitated discussion of case studies as well as exercises, mini-lectures, and guest presentations, students will come to understand how, in a process of creative synthesis, developers combine these tools with money, social and political capital, and personal skills to implement projects and bring their grand plans to fruition. The focus of the course will be on the acquisition, development, ownership, operation, and disposition of rental real estate, with an emphasis on the four main product categories - commercial, retail, industrial, and multi-family residential. Attention will also be given to for-sale housing and condominiums, land development, non-profit development, and large scale urban redevelopment. The course will consider the reconciliation of private interests with public goals, however in doing so it will take a distinctly private market viewpoint.

**Style:** 20% Lecture, 70% Discussion, 5% Field Trips, 5% Guest Speakers. Almost the entire class time every week will be dedicated to facilitated discussions about cases and subjects. This requires preparation and active participation by the student.

**Grading:** 30% final exam, 20% reports/papers, 30% written homework, 5% attendance, 10% class participation, 5% other evaluation. The course is based on the case study method of learning and 40% of a student's grade is derived from completing and submitting case write-ups on time and participation in class discussions.

**Exam Format:** The final exam will be a take home case study exam.

**PA 5251 Strategic Planning and Management**

**A-F only, 3 credit(s); prereq Grad student or instr consent ;**  
**Instructor:** Bryson, John M

**Description:** Theory/practice of strategic planning/management for governments, public agencies, and non-profit organizations. How to promote strategic thinking/acting by policy-making bodies

and management teams. Determining what an organization should do, how it should do it, and why. Lectures, case discussions. The course is aimed primarily at graduate students, but may be suitable for advanced undergraduates

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 90% reports/papers, 10% class participation.

#### PA 5261 Housing Policy

**A-F only, 3 credit(s); prereq Grad or instr consent ; Credit will not be granted if credit has been received for: HSG 5463;**

**Instructor:** Crump, Jeffrey R

**Description:** Housing is an essential human need. Adequate and affordable housing is necessary for health, psychological well-being and for the developmental needs of the young and old alike. Housing is also a critical part of the U.S. economy and many household's economic wealth (or lack thereof) is reflective of their position in the housing market. This course is an exploration of Housing Policy in the United States. We begin by setting the context for U.S. housing by examining the social and spatial segmentation of housing in the U.S. Of particular interest is the fact of racial discrimination in housing which has produced a deeply segregated residential structure. We next move on to an examination of federal housing policy including the deregulation of the mortgage industry, public housing policy and the Community Reinvestment Act (CRA). Following that, we study state and local housing policies with particular focus of local initiatives to address issues of housing affordability and racial segmentation in the housing market.

#### PA 5290 Topics in Planning: Global Cities Practicum

**2 credit(s), max credits 9, 3 completions allowed; prereq Grad student or instr consent ;**

**Instructor:** Goetz, Edward Glenn

**Description:** Student may contact the instructor or department for information.

#### PA 5290 Topics in Planning: Immigrants and Cities

**3 credit(s), max credits 9, 3 completions allowed; prereq Grad student or instr consent ;**

**Instructor:** Allen, Ryan Patrick

**Description:** Student may contact the instructor or department for information.

#### PA 5301 Population Methods and Issues for the United States and Third World

**3 credit(s); prereq Grad student or instr consent ;**

**Instructor:** Levison, Deborah

**Description:** This course surveys population trends and issues and teaches basic demographic methods. Topics include fertility, mortality, and the demographic transition; population growth and the environment; infant mortality; sexuality and the control of fertility; US trends in family structure; and aging. The course is aimed at Master's and Ph.D. students but serious upper-level undergraduates are welcome. The course will be "web enhanced" but the home page will be available only to registered students.

**Style:** 40% Lecture, 60% Discussion.

**Grading:** 35% reports/papers, 5% special projects, 20% quizzes, 10% in-class presentation, 5% class participation, 10% problem solving, 15% other evaluation. weekly 1 page reactions to readings

**Exam Format:** problem solving

#### PA 5311 Program Evaluation

**3 credit(s); prereq Grad student or instr consent ;**

**Instructor:** Bloomberg PhD, Laura L

**Description:** This course will explore the complexities and realities of conducting evaluation studies in community-based settings, including schools, non-profit organizations, and collaborative initiatives. The class will use a case study approach to compare and contrast different evaluation projects-from establishing guiding evaluation questions to instrumentation, data collection, data analysis, and presentation of findings to multiple audiences. Primary emphasis will be on evaluation ethics, theory-based evaluation and logic modeling in real world

settings. Over the course of the semester, students will design and develop their own comprehensive evaluation plan for a selected program. "The art of evaluation involves creating a design and gathering information that is appropriate for a specific situation and particular policymaking context. In art there is no single, ideal standard. Beauty is in the eye of the beholders, and the evaluation beholders include a variety of stakeholders: decision makers, policy makers, funders, program managers, staff, program participants, and the general public. Any given design is necessarily an interplay of resources, practicalities, methodological choices, and personal judgments by the people involved". (Michael Quinn Patton, 2004)

**Style:** 30% Lecture, 30% Discussion, 20% Small Group Activities, 10% Student Presentation, 10% Guest Speakers.

**Grading:** 20% reports/papers, 30% special projects, 20% written homework, 20% in-class presentation, 10% class participation.

#### PA 5421 Racial Inequality and Public Policy

**3 credit(s); prereq Grad or instr consent ;**

**Instructor:** Myers Jr, Samuel L

**Description:**

#### PA 5431 Public Policies on Work and Pay

**3 credit(s); prereq [[PA 5031 or equiv], grad student] or instr consent credit will not be granted if credit received for: HRIR 5061;**

**Instructor:** Kleiner, Morris M

**Description:** Public policies affecting employment, hours of work, and institutions in labor markets. Public programs impacting wages, unemployment, training, collective bargaining, job security, and workplace governance. Policy implications of the changing nature of work.

#### PA 5442 Policy Design for Education and Human Development

**3 credit(s); prereq Grad or instr consent ;**

**Instructor:** Hoenack, Stephen A

**Description:** Are you interested in trying to solve issues of related to education, health and well being, poverty, inequality, economic and community development, or international development? Have you ever wondered why some societies are prosperous and some never seem to develop -- even if they have abundant natural resources? Why is that? In order to be effective in solving ANY of these issues and more, you must learn about people - that is human agency, human creativity and innovation, and human development. In learning about people, you learn about effective ways to educate and develop people in a way that harnesses their own agentic abilities, which then allows you to design more reliable and effective public policies. As a result of this course, you will be able to apply the theories, concepts and analytical activities to effectively design policy solutions for real world human and economic development problems. You will have an understanding of why current solutions are not working, and be equipped with knowledge that you can use to design effective solutions.

#### PA 5451 Immigrant Health Issues

**A-F only, 3-4 credit(s), max credits 4, 1 completion allowed; prereq Grad student or instr consent ; Credit will not be granted if credit has been received for: PUBH 6281;**

**Instructor:** Councilman, Robin M

**Description:** This course focuses on how to access demographic, health, and background information on immigrant populations; characteristics and health needs of immigrants.; designing culturally competent health programs; and advocating for change to promote immigrant health. Community visits required. Highly structured online course with weekly reading, community work, research, video, and on-line posting assignments. Also 1 research project for 3 credit students, 2 for 4 credit students. 2 big community work assignments..

**Style:** 10% Film/Video, 90% Web Based. On-line discussion and small group on-line chats are required

**Grading:** 40% reports/papers, 15% quizzes, 15% class participation, 30% other evaluation. Please see the syllabus as the grading is very different between 3 and 4 credit students.

#### PA 5452 Immigration and Public Policy

**3 credit(s); prereq Grad student or instr consent ;**

**Instructor:** Fennelly,Katherine

**Description:** Issues of international migration and the integration of immigrants and refugees are among the most compelling and controversial public policy questions of our age. The purpose of this course is to give students an introduction to the most important issues and to authors and policy makers who have written about proposals for immigration reform in the US, Canada, Europe and Asia. As part of the course students will have a chance to attend immigration court , to meet undocumented immigrants and refugees in the US, and to consult with policy experts from the EU and Washington, D.C. The first half of the semester will be devoted to policies in other countries of the "global north", and to experiences in the EU, Canada, Australia with several migration policies (such as point systems for priority admissions, "amnesties", guestworker and family reunification policies). In the second half of the semester we will conduct a simulation of Congressional hearings, mark-up sessions and committee votes on the Senate's Comprehensive Immigration Reform Act of 2010. Course outcomes: After successfully completing this course students should be able to: 1. Discuss and evaluate theories of historical and contemporary migration 2. Analyze the political dimensions of immigration 2. Compare and contrast European, Asian and North American policies related to immigration 3. Prepare an in-depth analysis of migration issues that contrasts several of the countries covered in the course 4. Assemble and evaluate the evidence supporting opposing views on immigration policies

**PA 5521 Development Planning and Policy Analysis**

**4 credit(s); prereq 5031 or equiv recommended or instr consent ;**

**Instructor:** Assaad,Ragui A

**Description:** Examines techniques/assumptions of development planning and policy analysis at the national & regional & project levels. Focus on modeling techniques & planning applications rather than theory. Students assumed to have a background in theories of economic development and to have had previous preparation in quantitative methods. The point of the course is to introduce you to some widely-used modeling techniques that you may come across in the literature, professional practice or future careers. The goal is not to make you experts in any particular method. Instead, you should come away with an appreciation of the promise and pitfalls of quantitative modeling, while acquiring a specific set of skills through hands-on application. Models in the course are used to analyze direct and indirect effects of government interventions in the economy, with a stress on intersectoral linkages. Planning & policy analysis techniques such as macroeconomic modeling, input-output analysis, social accounting matrices & multipliers are covered. Techniques used in project appraisal and evaluation such as cost-benefit analysis will be examined. While focus will be on developing countries, many techniques covered will have applications in the U.S. context.

**Style:** 67% Lecture, 33% Laboratory.

**Grading:** 15% mid exam, 85% special projects.

**Exam Format:** short essay, short answer

**PA 5701 Science and State**

**3 credit(s); prereq Grad or instr consent ;**

**Instructor:** Kelley,Steve

**Description:** Relationship between science and contemporary society. Nature of science: its values, processes, and ways of knowing. How science has influenced U.S. political institutions and political/judicial processes. Issues in current debate over U.S. science policy.

**PA 5715 Survey of Current Issues in Science, Technology, and Environmental Policy**

**A-F only, 1.5 credit(s); prereq Grad or instr consent ;**

**Instructor:** Swackhamer,Deborah L

**Description:** Student may contact the instructor or department for information.

**PA 5790 Topics in Science, Technology, and Environmental Policy: Water Resource Policy**

**3 credit(s), max credits 9, 3 completions allowed; prereq Grad or instr consent ;**

**Instructor:** Swackhamer,Deborah L

**Description:**

**PA 5801 Global Public Policy**

**3 credit(s); prereq Major in public affairs or public policy or instr consent ;**

**Instructor:** Gray,Sherry

**Description:** Global public policy concerns the regulation of domestic and international activities by public bodies. In this course, we will investigate how the rules that govern the world are debated, produced, revised and enforced. Why and how do states regulate the use of force? What explains the growth of international human rights law, which aspires to control how states treat their citizens? How can we explain the transnational movement to ban land mines? This course is intended to introduce students to developments in global public policy, to consider the factors that influence it and to think about its basic features in concrete policy arenas. In the course, we will highlight four issues: 1. States are central for understanding which rules are created, as well as when and why these rules are enforced. But what are states' preferences? In order to understand why state policies change and why they vary across states, we must pay particular attention to the role of domestic political processes and domestic actors. 2. Global policy making is no longer monopolized by states. Although states do not always establish international organizations to help regulate the world, international organizations are playing an increasingly important role. Furthermore, a plethora of non-state actors are becoming increasingly influential. 3. The growing demand by domestic, transnational and state actors to regulate more features of interstate, transnational, and domestic relations has created new architectural forms. No longer is international public policy made and governed by and for states; increasingly, we see new and innovative kinds of regulatory mechanisms. 4. If global rules are to have any sort of effect, there is a need for some sort of enforcement mechanism. Who, or what, enforces these rules? Part A of the course will provide an overview of the demand for and causes of global public policy. We will begin by examining a variety of explanations for why states and non-state actors increasingly demand the regulation of international, transnational and domestic processes, and explore different theories of international cooperation and governance that help us understand the growing complexity involved in creating rules for the world. We will then consider the regulation of the use of force and the desire by the international community to help end civil and ethnic war.

**PA 5801 Global Public Policy**

**3 credit(s); prereq Major in public affairs or public policy or instr consent ;**

**Instructor:** Cohen,Dara Kay

**Description:** Global public policy concerns the regulation of domestic and international activities by public bodies. In this course, we will investigate how the rules that govern the world are debated, produced, revised and enforced. Why and how do states regulate the use of force? What explains the growth of international human rights law, which aspires to control how states treat their citizens? How can we explain the transnational movement to ban land mines? This course is intended to introduce students to developments in global public policy, to consider the factors that influence it and to think about its basic features in concrete policy arenas. In the course, we will highlight four issues: 1. States are central for understanding which rules are created, as well as when and why these rules are enforced. But what are states' preferences? In order to understand why state policies change and why they vary across states, we must pay particular attention to the role of domestic political processes and domestic actors. 2. Global policy making is no longer monopolized by states. Although states do not always establish international organizations to help regulate the world, international organizations are playing an increasingly important role. Furthermore, a plethora of non-state actors are becoming increasingly influential. 3. The growing demand by domestic, transnational and state actors to regulate more features of

interstate, transnational, and domestic relations has created new architectural forms. No longer is international public policy made and governed by and for states; increasingly, we see new and innovative kinds of regulatory mechanisms. 4. If global rules are to have any sort of effect, there is a need for some sort of enforcement mechanism. Who, or what, enforces these rules? Part A of the course will provide an overview of the demand for and causes of global public policy. We will begin by examining a variety of explanations for why states and non-state actors increasingly demand the regulation of international, transnational and domestic processes, and explore different theories of international cooperation and governance that help us understand the growing complexity involved in creating rules for the world. We will then consider the regulation of the use of force and the desire by the international community to help end civil and ethnic war.

**PA 5890 Topics in Foreign Policy and International Affairs: Crisis Management**  
**1.5 credit(s), max credits 40, 8 completions allowed; prereq Grad student or instr consent ;**  
**Instructor:** Andreasen, Steven Peter  
**Description:** Student may contact the instructor or department for information.

**PA 5890 Topics in Foreign Policy and International Affairs: International Security**  
**3 credit(s), max credits 40, 8 completions allowed; prereq Grad student or instr consent ;**  
**Instructor:** Cohen, Dara Kay  
**Description:** Student may contact the instructor or department for information.

**PA 5920 Skills Workshop: Effective Grantwriting in Public Affairs**  
**1.5 credit(s), max credits 12, 12 completions allowed; prereq Grad student or instr consent ;**  
**Instructor:** Rojas, Allison Langell  
**Description:** Student may contact the instructor or department for information.

**PA 5920 Skills Workshop: Stakeholder/SWOT Analysis & Causal Mapping**  
**0.5 credit(s), max credits 12, 12 completions allowed; prereq Grad student or instr consent ;**  
**Instructor:** Bryson, John M  
**Description:** Student may contact the instructor or department for information.

**PA 5920 Skills Workshop: Action-Oriented Strategy Mapping**  
**1 credit(s), max credits 12, 12 completions allowed; prereq Grad student or instr consent ;**  
**Instructor:** Bryson, John M  
**Description:** Student may contact the instructor or department for information.

**PA 5920 Skills Workshop: Community Organizing for Effective Public Policy**  
**2 credit(s), max credits 12, 12 completions allowed; prereq Grad student or instr consent ;**  
**Instructor:** Boyte, Harry C  
**Description:** Student may contact the instructor or department for information.

**PA 5941 Leadership for the Common Good**  
**4 credit(s); prereq Major in [development practice or public affairs] or instr consent ;**  
**Instructor:** DeCramer, Gary M  
**Description:** DRAFT Syllabus Spring 11 PA 5941 Leadership for the Common Good Wed. 5:45 pm 9:05 pm Instructor Gary DeCramer Room 241 Humphrey Institute gdecramer@umn.edu office: 612-625-3458 home: 651-686-5535 hours: 4:00 to 5:15 Wednesdays or by appointment Course Goals Understand theories, tools, and strategies of leadership. Understand how policy entrepreneurs develop and manage ideas for achieving the common good. Build a learning community. Assist learners in

developing leadership strategies for their own work. Course Design This course is a participatory seminar designed to engage students in study, thought, discussion and reflection on eight capabilities of leadership: Leadership in Context, Personal Leadership, Team Leadership, Integrative Leadership, Organizational Leadership, Visionary Leadership, Political Leadership, Ethical Leadership, and Policy Entrepreneurship. In order to ensure that the course helps learners develop strategies for their own leadership work, everyone develops his or own leadership case throughout the course. Learners are assigned to a study group that typically meets for the hour before each class, or at another time convenient to the members. The groups provide opportunities to: o Review and discuss readings o Focus on learners: leadership cases, using exercises and other assignments o Build learning relationships o Prepare for class sessions Credit Requirements and Grading for A-F Participation -- Attend class and study groups; contribute to discussion. Post bio sketch on web; post study group norms. Turn in evaluations of your study group members; participation. (20%) Reflection Leader : Each person will serve as a reflection leader . (5%) Leadership Case and Class Memos a. Initial leadership case statement. \* If instructor requires revisions, a new draft responding to their comments must be posted later. See course website and grid for further guidance. (3%). b. Outline for full leadership case analysis. See course website for further guidance. (7%) c. Class Memo (30%). These readings could be selected so that they contribute to the full leadership case analysis, and can count as outside readings.

**PA 5952 Global Commons Seminar II**  
**A-F only, 2 credit(s); prereq HHH International fellow;**  
**Instructor:** Shetty, Sudha  
**Description:**

**PA 5990 Topics: Public Affairs--General Topics: American Institutions**  
**3 credit(s), max credits 9, 6 completions allowed; prereq Grad student or instr consent ;**  
**Instructor:** Stone, Paul Clois  
**Description:** Student may contact the instructor or department for information.

**PA 5990 Topics: Public Affairs--General Topics: A Minnesota Moment: The Age of Humphrey**  
**3 credit(s), max credits 9, 6 completions allowed; prereq Grad student or instr consent ;**  
**Instructor:** Stone, Paul Clois  
**Description:** The long middle third of the 20th century was one in which Minnesota played a disproportionately powerful role in the political, social and cultural life of the United States. This period, which roughly coincides with the years between 1936 and 1984, respectively the reelection years of Presidents Franklin Roosevelt and Ronald Reagan, was one in which a group of native Minnesotans and others closely associated with the state rose to positions of national and international importance as writers, athletes, scientists, explorers, artists and entertainers, corporate executives and civic leaders. It was a period that saw the last years of authors F. Scott Fitzgerald and Sinclair Lewis (the first American to win a Nobel Prize for Literature), and the early years of actor Jessica Lange and "the Artist" now, again, known as Prince. However, it was this middle period of this longer middle period of the century, the late Fifties and Sixties, that was dominated by journalists like Harrison Salisbury of the New York Times and Eric Sevareid of CBS, NAACP leader Roy Wilkins, Senators Eugene McCarthy, Hubert Humphrey and Walter Mondale, Governor and U.S. Secretary of Agriculture Orville Freeman, U.S. Appellate Court Justice Gerald Heaney, former Governor and frequent Presidential candidate Harold Stassen and, especially, singer-songwriter Bob Dylan. McCarthy became a prominent Presidential candidate in 1968 and Mondale Vice President in 1977 and a Presidential candidate in 1984. However, if there is one figure whose career, ambitions and influence more than any others defines this middle portion of the century it is Hubert H. Humphrey, 1911 to 1978. A native of South Dakota who graduated from the University of Minnesota in 1939, Humphrey was both a teacher and a

politician. Mayor of Minneapolis during the 1940s he was Vice President of the United States from 1965 to 1969 and almost won the Presidency in 1968. By the time of his death from cancer in 1978 he had become both the respected and controversial face of a particular kind of Minnesota liberalism distinct in many ways from the liberalism of the New Deal and the radicalism of the New Left. This course explores the time, place (largely Minnesota) and numerous persons who were prominent in the Age of Humphrey. Requirements are a mid term and final exam, a short three-page ungraded paper due the third week of class and an eight page thematic paper due the last week in April. Grading is A-F and S and N. Auditors are also welcome. The course is mainly lecture (including guest lectures), with a moderate reading list but will also feature discussions, music and segments from films and television broadcasts.

**PA 5990 Topics: Public Affairs--General Topics:**

**Governing....Minnesota Style**

**3 credit(s), max credits 9, 6 completions allowed; prereq Grad student or instr consent ;**

**Instructor:** Sviggum, Steven

**Description:** Student may contact the instructor or department for information.

**PA 5990 Topics: Public Affairs--General Topics: Practicum in State Governance**

**0 credit(s), max credits 9, 6 completions allowed; prereq Grad student or instr consent ;**

**Instructor:** Sviggum, Steven

**Description:** Student may contact the instructor or department for information.

**PA 8001 Transforming Public Policy**

**A-F only, 4 credit(s); prereq 5941 or instr consent ;**

**Instructor:** DeCramer, Gary M

**Description:** Student may contact the instructor or department for information.

**PA 8001 Transforming Public Policy**

**A-F only, 4 credit(s); prereq 5941 or instr consent ;**

**Instructor:** Bryson, John M

**Description:** Development of interdisciplinary understanding of one or more policy areas through explorations of theory, readings, cases, and model-building exercises. Articulating policy/system improvements and leadership implications for formulating/implementing them.

**PA 8081 Capstone Workshop: Community/Economic Development Finance**

**A-F only, 3 credit(s), max credits 6; prereq [Grad major in [public affairs or public policy or [urban and regional planning] or [science, technology, and environment policy]], completion of core courses] or instr consent ;**

**Instructor:** Campbell, Candace D

**Description:**

**PA 8081 Capstone Workshop: Managing Collaborations**

**A-F only, 3 credit(s), max credits 6; prereq [Grad major in [public affairs or public policy or [urban and regional planning] or [science, technology, and environment policy]], completion of core courses] or instr consent ;**

**Instructor:** Stone, Melissa M

**Description:** This workshop addresses many of the challenges inherent in collaborations and partnerships, including how to link self-interest to broader community interests, initiate and sustain collaborative activities, design structures and processes for the collaboration itself, and evaluate collaboration outcomes. Previous clients: Nonprofit Assistance Fund, the City of St. Paul, TPT, Hennepin County's "Heading Home Hennepin" initiative, and the MN Department of Human Services. Capstone Preparation Workshop is REQUIRED."

**Style:** 25% Lecture, 25% Discussion, 35% Small Group Activities, 15% Student Presentation.

**Grading:** 30% reports/papers, 25% reflection paper, 20% in-class presentation, 10% class participation, 15% other evaluation.

**PA 8081 Capstone Workshop: Impacts of LRT on Economic & Community Development**

**A-F only, 3 credit(s), max credits 6; prereq [Grad major in [public affairs or public policy or [urban and regional planning] or [science, technology, and environment policy]], completion of core courses] or instr consent ;**

**Instructor:** Nelson, Kris S

**Description:** State and local actions can be decisive in shaping the way an area's economy adjusts to the competitive world economy. This course will present a comprehensive overview of state and local economic and community development and the processes involved in developing a broadly conceived development strategy. The course will also explore new institutional structures and processes required to deal with economic change, new political realities, and evolving knowledge. The topic for the Spring 2011 course is ?The Economic and Community Development Potential of Transitway Investments.? Teams of graduate students will work with multiple clients to assess the economic and community development potential of transitway investments in the Southwest corridor. Graduate student teams will focus on different transit station areas on the proposed Southwest light rail transit (LRT) line and will prepare a strategy report which consists of three parts: 1) a diagnosis of opportunities and risks, 2) a vision for the future, and 3) an action plan in accord with that vision. Students are each expected to conduct at least five interviews in conjunction with their team project and to review and report on relevant literature. This year's client projects will focus on 1) the Penn Avenue station for the Bryn Mawr Neighborhood Association (BMNA) in Minneapolis, 2) the Wooddale station for the City of St. Louis Park, 3) the Blake Road station for the City of Hopkins, 4) the Shady Oak station for the City of Minnetonka, and 5) the Mitchell Road or City West station for the City of Eden Prairie (pending).

**Grading:** 55% reports/papers, 15% reflection paper, 15% in-class presentation, 5% class participation, 10% other evaluation. See syllabus for more detail on grading.

**Exam Format:** No exam.

**PA 8081 Capstone Workshop: Eval of Housing First for Homeless Families**

**A-F only, 3 credit(s), max credits 6; prereq [Grad major in [public affairs or public policy or [urban and regional planning] or [science, technology, and environment policy]], completion of core courses] or instr consent ;**

**Instructor:** Hanratty, Maria J

**Description:** This Capstone project will partner with Hennepin County's Heading Home Hennepin Initiative to evaluate the effectiveness of their rapid re-exit programs for homeless families. Students will use both individual-level administrative data, and surveys of individual families to assess whether the program is effective in promoting housing stability, and which individual-level factors are most strongly associated with stable housing. This question addresses and important issue, which is part of broader national efforts to address the growth in homeless families during the recent recession.

**PA 8081 Capstone Workshop: Nonprofit-Government Relationships**

**A-F only, 3 credit(s), max credits 6; prereq [Grad major in [public affairs or public policy or [urban and regional planning] or [science, technology, and environment policy]], completion of core courses] or instr consent ;**

**Instructor:** Sandfort, Jodi R.

**Description:** This course is a workshop practicum, designed as a capstone experience for students completing their Master's degrees in Public Policy (MPP) and Public Affairs (MPA). As such, it will push you to apply the analytical and practical skills you have developed in your academic training and showcase your performance in grappling with "real world" problems. The course is designed to help you learn reflective practice, which takes foundational knowledge and applies it to fluid practice situations after deliberation. In the course, we will draw upon substantive readings to ground our analysis of the nuanced relationships between government agencies and the nonprofit organizations that often implement government programs. For



2010, students will work on one of three projects. Classroom seminars will focus on relevant readings, workshoping experiences and supporting field-based research: 1) Resources for Child Caring -- exploring the possibilities of becoming an early childhood intermediary for systems improvement in the state. 2) Hennepin County Human Services -- organizational restructuring process for serving low-income families. 3) Grassroots Solutions -- community engagement process and methods for state-wide civic organizations.

**PA 8081 Capstone Workshop: Environmental and Sustainability Planning**

**A-F only, 3 credit(s), max credits 6; prereq [Grad major in [public affairs or public policy or [urban and regional planning] or [science, technology, and environment policy]], completion of core courses] or instr consent ;**

**Instructor:** Slotterback, Carissa Schively

**Description:** The capstone course is intended to serve as a culminating experience in the Master of Urban and Regional Planning (MURP) program, allowing students to integrate their knowledge from past coursework and internships in a practical project for a real world client. The course provides experience in preparing planning documents, organizing planning processes, and interacting with practitioners and elected and appointed officials. Students will use their writing, presentation, graphics, mapping, interviewing, and research skills as part of course. Students will engage in one of two projects for the course focused on sustainability planning at the local government level. These projects are detailed in separate handouts to be distributed on the first day of class. The majority of the course will be focused on student work, completed in groups, for the two projects. At the end of the course, students should have gained knowledge and experience in the following areas: - Theoretical perspectives on sustainability, - History of sustainable development, - Range of approaches to addressing sustainability in local plans and policies, - Organizing and implementing a planning process, - Engaging group members around a common goal, - Preparation of professional planning documents, and - Presentation of planning outcomes to practitioners and/or decision-makers.

**PA 8081 Capstone Workshop: Energy and Environmental Policy**

**A-F only, 3 credit(s), max credits 6; prereq [Grad major in [public affairs or public policy or [urban and regional planning] or [science, technology, and environment policy]], completion of core courses] or instr consent ;**

**Instructor:** Wilson, Elizabeth Joan

**Description:** Student may contact the instructor or department for information.

**PA 8081 Capstone Workshop: Global Public Policy**

**A-F only, 3 credit(s), max credits 6; prereq [Grad major in [public affairs or public policy or [urban and regional planning] or [science, technology, and environment policy]], completion of core courses] or instr consent ;**

**Instructor:** Johnson, Robbin S

**Description:** Student may contact the instructor or department for information.

**PA 8081 Capstone Workshop: Engaging the Public in Policy and Planning**

**A-F only, 3 credit(s), max credits 6; prereq [Grad major in [public affairs or public policy or [urban and regional planning] or [science, technology, and environment policy]], completion of core courses] or instr consent ;**

**Instructor:** Benasutti, Merrie A

**Description:** Prereq: PA 5990: Engaging the Public in Policy and Planning in Fall 2010. Students do not need to register for Capstone Preparation Workshop. Enrollment is allowed by permission number only. Engaging the Public in Policy and Planning (PA 5990 / PA 8081) is a two-semester course that will fulfill the professional paper or capstone requirements for the Humphrey Institute's MPP, MPA, or MURP degree programs. PA 5990 is the first course in the sequence (Fall 2010). Completion of PA 5990 generally will be considered a prerequisite for

enrollment in PA 8081 in the Spring 2011 semester.

**PA 8081 Capstone Workshop: Urban Park Planning and Public Health**

**A-F only, 3 credit(s), max credits 6; prereq [Grad major in [public affairs or public policy or [urban and regional planning] or [science, technology, and environment policy]], completion of core courses] or instr consent ;**

**Instructor:** Fan, Yingling

**Description:** This course is the first in what will become a series of capstones in urban park planning in partnership with the Minneapolis Park and Recreation Board (MPRB). MPRB provides administration, planning, programs, development, maintenance and police protection for the Minneapolis Park System? a system that consists of 182 park properties and totals nearly 6,732 acres of land and water. This spring 2011 course will focus on three specific park properties including East Phillips, Powderhorn, and Theodore Wirth Parks, and examine roles of these parks in influencing community health in adjacent neighborhoods. Students will learn data collection and analysis techniques to investigate relevance of urban parks to important public health issues including physical activity, stress restoration, family leisure, and neighborhood cohesion.

**PA 8081 Capstone Workshop: Engaging the Public in Policy and Planning**

**A-F only, 3 credit(s), max credits 6; prereq [Grad major in [public affairs or public policy or [urban and regional planning] or [science, technology, and environment policy]], completion of core courses] or instr consent ;**

**Instructor:** Lindsey, Greg H

**Description:** Prereq: PA 5990: Engaging the Public in Policy and Planning in Fall 2010. Students do not need to register for Capstone Preparation Workshop. Enrollment is allowed by permission number only. Engaging the Public in Policy and Planning (PA 5990 / PA 8081) is a two-semester course that will fulfill the professional paper or capstone requirements for the Humphrey Institute's MPP, MPA, or MURP degree programs. PA 5990 is the first course in the sequence (Fall 2010). Completion of PA 5990 generally will be considered a prerequisite for enrollment in PA 8081 in the Spring 2011 semester.

**PA 8081 Capstone Workshop: Non-motorized Transportation**

**A-F only, 3 credit(s), max credits 6; prereq [Grad major in [public affairs or public policy or [urban and regional planning] or [science, technology, and environment policy]], completion of core courses] or instr consent ;**

**Instructor:** Lindsey, Greg H

**Description:** Student may contact the instructor or department for information.

**PA 8082 Working Group: Social Policy**

**A-F only, 3 credit(s); prereq [Grad major in [public policy or [urban and regional planning] or [science, technology, and environment policy]], completion of core courses] or instr consent ;**

**Instructor:** Hoenack, Stephen A

**Description:** Student may contact the instructor or department for information.

**PA 8082 Working Group: Pol Anal/ECD/WPP/Soc Pol/GPP**

**A-F only, 3 credit(s); prereq [Grad major in [public policy or [urban and regional planning] or [science, technology, and environment policy]], completion of core courses] or instr consent ;**

**Instructor:** Levison, Deborah

**Description:** Course objective: to help 2nd+ year MPP students finish their individual Professional Papers by the end of Spring semester. To this end, the working group provides a supportive environment, regular deadlines, and feedback from peers and the instructor. Students working in Economic & Community Development, Social Policy, Women & Public Policy, and Policy Analysis concentrations are the target audience of this working group. Some Global Policy students may also find this working group appropriate for their topics.

**Style:** 90% Discussion, 10% Student Presentation.



**Grading:** See syllabus.

**Description:** Student may contact the instructor or department for information.

**PA 8082 Working Group: Global Policy**

**A-F only, 3 credit(s); prereq [Grad major in [public policy or [urban and regional planning] or [science, technology, and environment policy]], completion of core courses] or instr consent ;**

**Instructor:** Kudrle,Robert T

**Description:** This working group (as others) aims to help 2nd year (and beyond) MPP students complete their individual professional papers by the end of Spring semester. All members are expected to make some progress on their papers between meetings. Each meeting will include: 1) a brief report on your progress 2) participation in the discussion of others' work 3) delivery of promised specific reactions to assigned colleagues' work The group will begin by asking for volunteers to comment in writing on the work plans or the work product of one other person. Following our second meeting, most of your effort outside of class will be devoted to: 1) making progress on your own paper and 2) providing useful comments on draft sections of various lengths of someone else's paper. Both the interim product and the comments on it must be provided to the instructor prior to the class meeting.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Friedemann-Sanchez,Greta

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** DeCramer,Gary M

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Stone,Melissa M

**Description:** Student may contact the instructor or department for information.

**PA 8202 Networks and Places: Transportation, Land Use, and Design**

**A-F only, 4 credit(s); prereq =: 8212; [urban and regional planning] grad student or instr consent ;**

**Instructor:** Bolan,Richard Stuart

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Jacobs,Larry

**Description:** Student may contact the instructor or department for information.

**PA 8204 Creating Good Work: Economic and Workforce Development**

**A-F only, 4 credit(s);**

**Instructor:** Kane,Matthew G

**Description:** The course surveys job-oriented economic development in the United States and to some extent internationally. It explores how urban and regional economies grow, why industries and employers locate where they do, and how workers decide where to live and work. It reviews the practices that federal, state and local governments and economic developers use to create jobs, including tax incentives, job training, workforce development and infrastructure, evaluating which ones seem to work and how firms can be held accountable for the outcomes. Topics for job creation and regional revitalization include technology, innovation, the "green economy" and the arts.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Fennelly,Katherine

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Bryson,John M

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Swackhamer,Deborah L

**Description:** Student may contact the instructor or department for information.

**PA 8312 Analysis of Discrimination**

**3 credit(s);**

**Instructor:** Myers Jr,Samuel L

**Description:** Introduces students of policy analysis and other applied social sciences to tools for measuring and detecting discrimination in market and nonmarket contexts. Application of modern tools of labor econometrics and race relations research to specific problems of market and nonmarket discrimination.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Myers Jr,Samuel L

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Bloomberg PhD,Laura L

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Crosby,Barbara C

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Hoenack,Stephen A

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Levison,Deborah

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Kuzma,Jennifer

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq**

**instr consent;**

**Instructor:** Goetz,Edward Glenn

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Kleiner,Morris M

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Eustis,Nancy N

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Munnich Jr, Lee William

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Kudrle,Robert T

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Assaad,Ragui A

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Hanratty,Maria J

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Levinson,David M

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Ritter,Joe

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Cao,Jason

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Sandfort,Jodi R.

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Atwood,J. Brian

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Kiedrowski EdD,P. Jay

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Slotterback,Carissa Schively

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Wilson,Elizabeth Joan

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Temple,Judy

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Kelley,Steve

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Zhao,Zhirong Jerry

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Soss,Joe

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Allen,Ryan Patrick

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Fan,Yingling

**Description:** Student may contact the instructor or department for information.

**PA 8991 Independent Study**

**1-3 credit(s), max credits 6, 6 completions allowed; prereq instr consent;**

**Instructor:** Lindsey,Greg H

**Description:** Student may contact the instructor or department for information.

for information.

#### PA 8991 Independent Study

**1-3 credit(s), max credits 6, 6 completions allowed; prereq**

**instr consent;**

**Instructor:** Cohen,Dara Kay

**Description:** Student may contact the instructor or department for information.

#### PA 8991 Independent Study

**1-3 credit(s), max credits 6, 6 completions allowed; prereq**

**instr consent;**

**Instructor:** Quick,Kathryn S.

**Description:** Student may contact the instructor or department for information.

## Public Health

*A-302 Mayo (Box 197)*

#### PUBH 1003 Alcohol and College Life

**OPT No Aud, 1 credit(s); prereq Fr or soph or PSEO;**

**Instructor:** Gardner,Jolynn

**Description:** <html><body><p><strong>Alcohol and College Life</strong> provides college students with factual information about how alcohol and other drugs affect college life. The course highlights stories and information pertinent to all students, regardless of whether or not they choose to drink. It supports students who do not drink, reinforces safety skills among students who do drink, and counters dangerous myths and behaviors. It emphasizes personal prevention strategies and responsible decision-making. It presents students with tips about how to navigate college life and be successful, including time management, getting involved on campus, meeting new people, etc. Students are encouraged to think about how the course topics apply to their own lives. </p> <p>Alcohol and College Life is intended for first-year college students. Sophomores and PSEO students may also enroll. Registration is allowed through the first two weeks of the semester. Permission numbers are available from Jolynn Gardner (jgardner@umn.edu) for those who need them.</p> <p>Students must have access to a computer and the Internet and should have basic computing skills.</p> <p>Alcohol and College Life is entirely web-based, but it is not an independent study class. There are specific due dates for quizzes and assignments. Make sure you are aware of these dates so you do not miss them (see the course schedule section of the syllabus). Information about how to access the course web site and get started is also available in the course syllabus.</p> <p>All class communications will be sent to students' official U of M email accounts only. Students should check their U of M email accounts frequently throughout the semester. Students should contact the instructor, Jolynn Gardner (jgardner@umn.edu) with any questions or concerns. Emails should be sent from U of M email accounts.</p> <div align="center"> <object width="640" height="385"> <param name="movie" value="http://www.youtube.com/v/QoQ0E33Tkpl&hl=en\_US&fs=1&"> </param> <param name="allowFullScreen" value="true"> </param> <param name="allowsriptaccess" value="always"> </param> <embed src="http://www.youtube.com/v/QoQ0E33Tkpl&hl=en\_US&fs=1&" type="application/x-shockwave-flash" allowsriptaccess="always" allowfullscreen="true" width="640" height="385"></embed> </object> </div> </body> </html>

#### PUBH 1005 Sleep, Eat, and Exercise

**1 credit(s); prereq [Undergrad or PSEO] student;**

**Instructor:** Kjolhaug,Jerri Rae

**Description:** <html> <title>PubH 1005</title> <style> <!-- .video { text-align:center; } --> </style></head> <body><p>Inactivity, poor nutrition, and inadequate sleep are common problems among college students and are leading contributors to a variety of short- and long-term consequences. Research indicates that, in addition to improving health, healthy habits can reduce stress

and improve academic performance. Sleeps, Eats & Exercises is an introductory level course designed to provide students with the knowledge and skills they need to live a balanced life while in college. It covers basic concepts in nutrition, sleep, and physical activity and incorporates a variety of techniques to promote self-awareness and reflection, goal setting, and action toward wellness. <p class="video"><object width="640" height="385"><param name="movie"

value="http://www.youtube.com/v/gqYdVxjgkE&hl=en\_US&fs=1&"></param> name="allowFullScreen" value="true"></param><param name="allowsriptaccess" value="always"></param><embed src="http://www.youtube.com/v/gqYdVxjgkE&hl=en\_US&fs=1&" type="application/x-shockwave-flash" allowsriptaccess="always" allowfullscreen="true" width="640" height="385"></embed></object></p> <p>Sleeps, Eats, and Exercises is entirely web-based, but it is not an independent study class. There are specific due dates for quizzes and assignments.</p> <p>The assignments throughout the course include a behavior log, goal setting worksheet and a reflection for each of the modules.</p> <p>This course is intended for undergraduate students who are undecided in their major, intend to proceed in a major or minor concentration in one of the main topic areas, want a basic knowledge of one or more of the main topic areas, want help achieving/maintaining a healthy lifestyle, and/or want experience taking an online course.</p> <p>Students must have access to a computer and the Internet and should have basic computing skills. To self-assess your readiness for e-learning and learn tips for successful e-learning, go to: <a href="http://digitalcampus.umn.edu/resources/onlinelearningassessment.html" target=\_blank>http://digitalcampus.umn.edu/resources/onlinelearningassessment.html</a></p> <p>Students should contact the instructor, Jerri Kjolhaug (<a href="mailto:wach0041@umn.edu">wach0041@umn.edu/</a>), with any questions or concerns. Emails should be sent from U of M email accounts.</p> </body> </html>

**Style:** 100% Web Based. All lessons and readings are accessed via the WebVista course site. Lessons can be read and/or listened to via the computer, printed in text format, or downloaded in mp3 format. Coursework requires an average of 3 hours per week over 15 weeks.

**Grading:** 45% quizzes, 55% written homework.

#### PUBH 3001 Personal and Community Health

**2 credit(s);**

**Instructor:** Farley,Dana Mark

**Description:** Introduction to scientific, socio-cultural, and attitudinal aspects of communicable and degenerative diseases, environmental and occupational health hazards, alcohol and drug problems; emphasis on role of education in health conservation, disease control, and drug use. The full syllabus for the course, including lecture outlines, textbook and exam information, can be found at the course URL listed below.

**Style:** 100% Lecture.

**Grading:** 40% final exam, 10% reports/papers, 25% other evaluation. on each of two mid-term exams

**Exam Format:** Multiple choice, fill-in-the-blank, short answer

#### PUBH 3003 Fundamentals of Alcohol and Drug Abuse

**2 credit(s); Credit will not be granted if credit has been received for: PUBH 3004;**

**Instructor:** Farley,Dana Mark

**Description:** Lecture and special readings on the scientific, sociocultural and attitudinal aspects of alcohol and other drug problems, with special emphasis on incidence, prevalence, high risk populations, prevention, and interventions. The full syllabus for the course, including lecture outlines, textbook and exam information, can be found at <a href="http://www.epi.umn.edu/academic/syllabi.shtm">http://www.epi.umn.edu/academic/syllabi.shtm</a>

**Style:** 100% Lecture.

**Grading:** 40% final exam, 10% reports/papers, 50% other evaluation. two midterm exams (25% each)

**Exam Format:** multiple choice

#### PUBH 3004 Basic Concepts in Personal and Community Health

**4 credit(s); prereq credit will not be granted if credit received for: 3001; Credit will not be granted if credit has**

**been received for: PUBH 3003;**

**Instructor:** Farley, Dana Mark

**Description:** Introduction to scientific, socio cultural, and attitudinal aspects of communicable and degenerative diseases. This course includes environmental and occupational health hazards and alcohol and drug problems, with an emphasis on the roles of education and prevention.

**Style:** 100% Lecture.

**Grading:** 40% final exam, 10% reports/papers, 50% other evaluation. four midsemester exams (12.5% each)

**Exam Format:** Multiple choice, short answer

**PUBH 3005 Fundamentals of Alcohol and Drug Abuse for Teacher Education**

**1 credit(s); 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; Credit will not be granted if credit has been received for: PUBH 3003;**

**Instructor:** Farley, Dana Mark

**Description:** This web-based course consists of 17 lessons on the scientific, socio-cultural, and attitudinal aspects of alcohol and other drug abuse problems. Special emphasis is placed on the incidence and prevalence of drug and alcohol abuse, as well as on high-risk populations, prevention issues, and interventions. The course is intended primarily for teachers to meet licensure requirements. Prerequisites: Undergrad in agricultural education, business/marketing education, career/technical education, foundations of education, kinesiology/pre-PE, technology education or music education; Addiction Studies student. Credit will not be granted if credit has been received for: PubH 6003, PubH 5023, PubH 5003, PubH 3033, PubH 3032, PubH 3005, PubH 3004, PubH 3003, PubH 3002.

**Style:** 100% Web Based. This is NOT an independent study course; there are due dates.

**Grading:** 30% reports/papers, 32% quizzes, 38% written homework. This is a web-based course. All quizzes, assignments, and the final paper are submitted online.

**PUBH 3040 Dying and Death in Contemporary Society: Implications for Intervention**

**2 credit(s); prereq Jr or sr or instr consent ; Credit will not be granted if credit has been received for: PUBH 6040;**

**Instructor:** Gardner, Jolynn

**Description:** Basic background information will be presented on concepts, attitudes, ethics and lifestyle management in relation to dying, death, grief and bereavement. Emphasis will be placed on the intervention and educational aspects of the above topics for community health and helping professionals and educators. Students should contact the instructor, Jolynn Gardner, if a permission number is needed. (jgardner@umn.edu)

**Style:** 100% Lecture. Some of the lectures are given by guest speakers from various fields relevant to the course topics.

**Grading:** 50% mid exam, 20% final exam, 30% reports/papers.

**Exam Format:** The two Midterm Exams are taken during class time. The Final Exam is a take-home exam. All exams are in short answer format.

**PUBH 3052 Practicum in Peer Education II**

**A-F only, 2 credit(s); prereq [Upper div student, [demonstrated hth sci or hlth ed interests], [3001 or Concurrent registration is required (or allowed) in 3001 or 3004 or Concurrent registration is required (or allowed) in 3004]], instr consent ;**

**Instructor:** Ehlinger MD, Edward Peter

**Description:** Student may contact the instructor or department for information.

**PUBH 3100 Making Sense of Health Studies**

**2 credit(s);**

**Instructor:** Maldonado, George

**Description:** Every day we get reports about the latest health research on television news, in newspapers, in magazines, in books. We are bombarded by television commercials that keep us up to date on the latest drugs, their uses and their side effects. Infomercials extoll the virtues of

medical devices and medical treatments. We are always told to, "Ask your doctor". And, of course, there is the Internet--"Dr. Google" is where patients now routinely get their second (or even first) opinions. This course will teach you how to critically evaluate health news (and the research reports on which they are based) to make good, well-informed decisions about your health and well-being. In addition, this course will teach you how to conduct your own personal (N-of-1) studies to find out what health strategies work for you (for example, what weight-loss tips work for you personally). All of this will be done in the context of recent news reports that are of interest to college students. This is a self-contained class with no prerequisites. No previous background in math or statistics is needed.

Nonscientists often do not realize that there is no such thing as a perfect health study. To make sense of health study results, one must understand how imperfections can creep into a study, and one must understand how to interpret the results of a study in light of those imperfections. The purpose of this course is to do both of these: explain how imperfections can occur in a study, and explain how to interpret study results in light of those imperfections (especially when the study investigators, themselves, ignore the imperfections in their study -- which occurs with surprising frequency).

**Style:** 95% Lecture, 5% Film/Video.

**Grading:** 50% mid exam, 50% final exam.

**PUBH 3390 Topics: Epidemiology: Epidemiology: People, Places and Diseases**

**2 credit(s), max credits 20, 5 completions allowed; prereq Jr or sr or instr consent ;**

**Instructor:** Nguyen, Ruby H.N.

**Description:** This course focuses on how diseases are distributed among us. Through an introduction to epidemiologic terminology, methods, critical thinking, and analysis, students will be able to describe disease outbreaks and their effects on specific populations. Diseases to be discussed will range from acute infectious to chronic in nature; U.S. and global views of epidemiologic research will also be discussed. Interactive class exercises and lectures will be used to introduce students to epidemiology, which is at the core of public health. This course is intended for undergraduate students interested in any health science career, or those interested in a career that may need to evaluate epidemiologic evidence such as health journalism or public policy or litigation.   
 height="340"><param name="movie" value="http://www.youtube.com/v/J\_5r7o2j2qU?fs=1&hl=en\_US&rel=0" name="allowFullScreen" value="true"></param><param name="allowscriptaccess" value="always"></param><embed src="http://www.youtube.com/v/J\_5r7o2j2qU?fs=1&hl=en\_US&rel=0" type="application/x-shockwave-flash" allowscriptaccess="always" allowfullscreen="true" width="560" height="340"></embed></object>

**PUBH 3639 Prevention: Theory, Practice, and Application in Public Health Services**

**3 credit(s); prereq Jr or sr;**

**Instructor:** Bonilla, Zobeida E.

**Description:** Student may contact the instructor or department for information.

**PUBH 6000 Topics: Community Health Education: Obesity & Eat. Dis. Etiolog Treat., and Preven.**

**3 credit(s), max credits 80, 20 completions allowed;**

**Instructor:** French, Simone A

**Description:** Student may contact the instructor or department for information.

**PUBH 6003 Fundamentals of Alcohol and Drug Abuse for Teacher Education**

**1 credit(s); prereq Master of education student or instr consent ; Credit will not be granted if credit has been received for: PUBH 3003;**

**Instructor:** Farley, Dana Mark

**Description:** This web-based course consists of 17 lessons on the scientific, socio-cultural, and attitudinal aspects of alcohol

and other drug abuse problems. Special emphasis is placed on the incidence and prevalence of drug and alcohol abuse, as well as on high-risk populations, prevention issues, and interventions. The course is intended primarily for teachers to meet licensure requirements. Prerequisites: M.Ed. student or Addiction Studies student. Credit will not be granted if credit has been received for: PubH 6003, PubH 5023, PubH 5003, PubH 3033, PubH 3032, PubH 3005, PubH 3004, PubH 3003, PubH 3002.

**Style:** 100% Web Based. This is NOT an independent study course; there are due dates.

**Grading:** 30% reports/papers, 32% quizzes, 38% written homework. This is a web-based course. All quizzes, assignments, and the final paper are submitted online.

**PUBH 6020 Fundamentals of Social and Behavioral Science A-F only, 3 credit(s), max credits 6; prereq Public health [MPH or MHA or certificate] student or health journalism MA major or instr consent ;**

**Instructor:** Jones-Webb, Rhonda Jean

**Description:** Student may contact the instructor or department for information.

**PUBH 6034 Program Evaluation for Public Health Practice 3 credit(s); prereq [[Community Health Education or Maternal/Child Health or Public Health Nutrition]] MPH major] or instr consent ;**

**Instructor:** Harwood PhD, Eileen M.

**Description:** This course will survey several dimensions of practical health program evaluation with emphases on meeting the needs of community program administrators and planners. We will cover such things as: the purpose and uses of evaluation; differences between program evaluation and evaluation research; standards for good program evaluations (i.e., utility, feasibility, propriety, and accuracy); how logic models are used to describe program goals and objectives; the influence of a program's developmental stage on determining an appropriate evaluation plan; characteristics of good evaluation questions; standards for measuring program effectiveness; evaluation designs and approaches; the importance of engaging stakeholders in the evaluation process; the importance of high quality, reliable and valid evaluation data that are appropriate to the selected design and analysis methods; the context or environment in which a program operates (i.e., confounding variables such as politics, history, social norms, and competition); how to interpret and disseminate evaluation findings that will be used; and the role of evaluators in society. The course's structural emphasis is highly participatory as instruction is designed to stimulate critical thinking; therefore, lectures are minimized and student interactions are maximized with practical examples and application of the reading materials.

**Style:** 10% Lecture, 40% Discussion, 30% Small Group Activities, 10% Demonstration, 5% Guest Speakers, 5% Web Based. The course textbook readings are critical to class time discussions and activities; some class time may be used to re-read, discuss, apply, and evaluate that material.

**Grading:** 75% special projects, 25% other evaluation. 25% of the final grade is based on team performance throughout the semester; peer evaluation.

**Exam Format:** No exams are given for this course.

**PUBH 6040 Dying and Death in Contemporary Society:**

**Implications for Intervention**

**2 credit(s); prereq [Grad or professional school] student or instr consent ; Credit will not be granted if credit has been received for: PUBH 3040;**

**Instructor:** Gardner, Jolynn

**Description:** Basic background information will be presented on concepts, attitudes, ethics and lifestyle management in relation to dying, death, grief and bereavement. Emphasis will be placed on the intervention and educational aspects of the above topics for community health and helping professionals and educators. Credit will not be granted if credit has been received for: PubH 3040. Students should consult with Steve Thompson (thomp030@umn.edu) if a permission number is needed.

**Style:** 100% Lecture. Some of the lectures are given by guest speakers from various fields relevant to the course topics.

**Grading:** 50% mid exam, 20% final exam, 30% reports/papers.

**Exam Format:** The two Midterm Exams are taken during class time. The Final Exam is a take-home exam. All exams are in short answer format.

**PUBH 6045 Skills for Policy Development**

**1 credit(s); prereq Grad student in public health, previous policy related coursework;**

**Instructor:** Toomey, Traci Louise

**Description:** <p>Develop skills that will help you in any professional position! Learn how to give a media interview and oral testimony, write an editorial, prepare an effective fact sheet, and meet with an elected official. Practice these important skills in a supportive and fun environment. These skills can help set you apart from other job applicants!</p> <p>Class meetings will include a combination of lectures, guest speakers, and skill-development sessions. Students will be expected to actively participate. As a result of this course, students will understand how to: (1) Use strategies to effectively use media to influence policy change; (2) Give an effective media interview; (3) Structure and give effective testimony; (4) Develop fact sheets and other written materials for legislators and media; (5) Communicate with elected officials; (6) Understand different strategies for influencing policy changes. Course Prerequisites

The course is intended for graduate students who have an interest in public health policy and/or interest in developing skills important to all public health professionals. This course serves as the capstone course for the SPH policy concentration.<p><p><object width="300" height="193"><param name="movie" value="http://www.youtube.com/v/Dagx6gKgM0I?fs=1&amp;hl=en\_US"></param><param name="allowFullScreen" value="true"></param><param name="allowsriptaccess" value="always"></param><embed src="http://www.youtube.com/v/Dagx6gKgM0I?fs=1&amp;hl=en\_US" type="application/x-shockwave-flash" allowsriptaccess="always" allowfullscreen="true" width="300" height="193"></embed></object></p>

**Style:** 20% Lecture, 10% Film/Video, 30% Small Group Activities, 40% Guest Speakers. Students say that this class flies by and that they wish it was a longer course!

**Grading:** 70% written homework, 30% class participation.

**PUBH 6049 Legislative Advocacy Skills for Public Health**

**A-F only, 3 credit(s); prereq 6078, instr consent ;**

**Instructor:** Toomey, Traci Louise

**Description:** Have you wondered what happens down at the Capitol during a legislative session? Here is your chance to find out. You will be matched with a lobbyist for the entire semester, working with the lobbyist at the Capitol and behind the scenes. This is a skill-building course that is fast paced and fun. The course also offers great networking opportunities. Students often say it was the best course they have ever taken. The primary goal of this course is to match students with organizations that: (1) take positions on issues that are supportive of public health, and (2) have strong legislative advocacy experience. Pro public health issues will be defined based on current APHA policy positions, if they are available, or on instructor judgment, if APHA has not taken a position on the issue. Although we try to match students based on their interests, we believe matching students with organizations with experience working on state-level policy issues is more important than working on specific content issues. Students will be required to commit a minimum of 8 hours per week on average to the course, with the expectation that those hours will be used flexibly depending upon how their issue proceeds through the legislature.

**Style:** There will be 10 class periods. Two class periods will be scheduled after the course begins. One of these will be for a tour of the Capitol and the other will be the final two-hour class to review what happened during the legislative session.

**Grading:** 35% reports/papers, 30% written homework, 35% class participation.

**PUBH 6051 Community Health Theory and Practice II A-F only, 3 credit(s); prereq [6050, community health education MPH major] or instr consent ;**

**Instructor:** Toomey, Traci Louise

**Description:** This course was designed for Community Health

Education students to provide them with information and skills needed to conceptualize, design, and implement programs that influence health-related behaviors. Goals: For students to learn a process for the development of population-level programs. In addition to reviewing the literature in an area of concern, students will participate in the design of an intervention program based on theory, etiological data, behavioral models, intervention objectives, and state-of-the-art community health education and behavior change methods. Another goal of the course is to acquire practical skills in implementing programs. Students will develop an implementation plan for the program they develop during the beginning of the course. Students will learn about (a) the opportunities and constraints of implementing programs/policy initiatives in various organizational settings and (b) how to design program materials, activity plans, timelines, and budgets. Finally, students will learn the basic requirements of grant writing by preparing a proposal for funding for their newly designed programs. Objectives: 1. Learn about promising intervention approaches for selected health-related behaviors with an identified target group, including family, school, worksite, media or community-wide programs, as well as potential policy and environmental change initiatives. 2. Learn methods for developing programs and policies in different settings and for different populations. 3. Be able to write a plan for an intervention program for a given targeted group and behavior. 4. Be able to critically discuss some of the challenges of implementing programs in various organizational settings. 5. Be able to identify effective strategies for designing intervention materials for community-wide programs. 6. Will be able to develop work plans, timelines, and budgets. 7. Will understand the importance of evaluation in development and implementation of programs and policies. 8. Will be able to write a brief proposal summarizing the newly developed program Course Prerequisites: PubH 6050 and CHE major or instructor's permission.

**Style:** 50% Lecture, 25% Small Group Activities, 25% Guest Speakers.  
**Grading:** 40% reports/papers, 40% written homework, 20% class participation.

#### **PUBH 6055 Social Inequalities in Health**

**2 credit(s); prereq Hlth sci professional school student or hlth sci or soc work or pub affairs grad student or instr consent ;**

**Instructor:** Jones-Webb, Rhonda Jean

**Description:** This course examines strategies to reduce race, ethnic, and social class-based health disparities. The course specifically focuses on policy, community, institutional, and individual level strategies to reduce health inequities in the U.S. The course is designed for public health students. Students in other health professions (e.g., medicine, nursing) or human service professions (e.g. public affairs, social work) are also welcome. Consideration will be given to undergraduates on a case by case basis.

#### **PUBH 6080 Seminar: Policy, Politics, and Ethics of Public Health Decision Making**

**S-N only, 2 credit(s); prereq [2nd yr MPH or MS or PhD student in [CHE or EPI or MCH or PubH nutr or clin research] or public affairs or MS/JD or PhD/JD or 3rd yr law student], instr consent ;**

**Instructor:** Humphrey III, Hubert Horatio

**Description:** Student may contact the instructor or department for information.

#### **PUBH 6085 Designing Multilevel Interventions for Health Behavior Change: The Case of Alcohol and Tobacco**

**3 credit(s);**

**Instructor:** Lando, Harry A

**Description:** Strategies to prevent and control tobacco and alcohol problems. The course specifically focuses on community and individual level strategies to reduce the burden of tobacco and alcohol problems locally, nationally, and globally. Similarities and differences in public health approaches to tobacco and alcohol prevention and control are discussed. The course is designed for public health students. Students in other health or

human professions are also welcome (e.g, nursing, medicine, social work). Consideration will be given to undergraduates on a case by case basis.

#### **PUBH 6100 Topics: Environmental Health**

**1 credit(s), max credits 80, 20 completions allowed;**

**Instructor:** McGovern, Patricia Marie

**Description:** Student may contact the instructor or department for information.

#### **PUBH 6100 Topics: Environmental Health**

**2 credit(s), max credits 80, 20 completions allowed;**

**Instructor:** Toscano Jr, William A

**Description:** Student may contact the instructor or department for information.

#### **PUBH 6101 Environmental Health**

**A-F only, 2 credit(s); prereq Public health [MPH or MHA or certificate] student or instr consent ;**

**Instructor:** Toscano Jr, William A

**Description:** This course explores the interaction between the environment and humans. The envirome covers all aspects of the environment including physical, psychosocial, nutritional and chemical environment. How the environment affects human health is discussed. Principles of environmental health relating to macro and micro environments and products consumed or used by people. Global climate change and its effects on human health are discussed.

**Style:** 50% Lecture, 10% Small Group Activities, 30% Student Presentation, 10% Guest Speakers.

**Grading:** 50% reports/papers, 10% attendance, 25% in-class presentation, 15% class participation.

#### **PUBH 6102 Issues in Environmental and Occupational Health**

**A-F only, 2 credit(s); prereq Public health [MPH or MHA or certificate] student or health journalism MA major or nursing MS student or instr consent ; Credit will not be granted if credit has been received for: PUBH 3102;**

**Instructor:** Allwood, Paul Bancroft

**Description:** Student may contact the instructor or department for information.

#### **PUBH 6105 Environmental and Occupational Health Policy**

**A-F only, 2 credit(s); prereq Environmental health major or instr consent ;**

**Instructor:** McGovern, Patricia Marie

**Description:** Student may contact the instructor or department for information.

#### **PUBH 6112 Risk Analysis: Application to Risk-Based Decision Making**

**3 credit(s); prereq Public health student or grad student or instr consent ;**

**Instructor:** Wattenberg, Elizabeth Vaughn

**Description:** Student may contact the instructor or department for information.

#### **PUBH 6116 Environmental Law**

**1 credit(s); prereq credit will not be granted if credit received for: 5110;**

**Instructor:** Austin, Michael L

**Description:** I. Course Description What legal principles protect us from pollution? Several difficult legal questions arise when pollution protection law conflicts with policy encouraging use of natural resources. Conflict also arises when the government restricts the use of property without compensating its owner. We will also consider the increasing authority of government agencies to audit businesses to assure compliance with law. II. Learning Objectives At the end of this course, students will be able to: \*Discuss how the interests of stakeholders are balanced in legal decision making \*Describe contradictions in the law between protecting the environment, and protecting individual property rights \*Discuss the evolving authority of government to protect the environment \*Discuss legal issues underlying several environmental public policies \*Demonstrate techniques of persuasive legal research, writing and oral presentation III.

Methods of Instruction and Work Expectations Students are encouraged to introduce issues of current interest from the media or from their workplace for discussion. These issues will be incorporated into the curriculum when appropriate. Through lecture and discussion, we will focus on legal principles underlying law that protects our natural environment from pollution. Especially important will be a review of the increasing authority of government agencies to audit businesses to assure compliance with law. Underlying pollution protection law is sometimes contradictory law related to encouraging resource utilization, Constitutional protection against the uncompensated public taking of private property, and traditional tort rights. Each week students will write a short paragraph or one page outline that answers a question based on the reading assignment. Each student will conduct legal research and write five pages on the legal aspects of an environmental or public health problem. A rough draft must be submitted for review with the instructor before a final draft is submitted. The paper must advocate a public policy that might solve the problem, and include at least 10 primary references. Each student will prepare and present a 6-8 minute persuasive speech in class based on the legal research and writing project. Students will critique each other.  
**Style:** 75% Lecture, 20% Discussion, 5% Student Presentation.  
**Grading:** 70% reports/papers, 20% written homework, 10% in-class presentation.

**PUBH 6120 Injury Prevention in the Workplace, Community, and Home**  
**2 credit(s);**  
**Instructor:** Gerberich PhD,Susan G  
**Description:** Student may contact the instructor or department for information.

**PUBH 6130 Occupational Medicine: Principles and Practice**  
**2 credit(s);**  
**Instructor:** Mandel,Jeffrey H  
**Description:** Student may contact the instructor or department for information.

**PUBH 6133 Global Health Seminar**  
**S-N only, 1 credit(s); prereq Public health student or instr consent ;**  
**Instructor:** Alexander,Bruce H  
**Description:** Student may contact the instructor or department for information.

**PUBH 6140 Occupational and Environmental Epidemiology**  
**2 credit(s); prereq Coursework in epidemiology, biostatistics;**  
**Instructor:** Church,Timothy Robert  
**Description:** Student may contact the instructor or department for information.

**PUBH 6150 Interdisciplinary Evaluation of Occupational Health and Safety Field Problems**  
**3 credit(s); prereq 6170 or instr consent ;**  
**Instructor:** Nachreiner,Nancy Martha  
**Description:** Guided evaluation of potential health and safety problems at work sites, includes preparation of recommendations and design criteria for correction/evaluation of occupational health/safety programs. Prerequisite: Introduction to Occupational Health and Safety (PubH 6170).

**PUBH 6160 Metabolomics**  
**3 credit(s); prereq [Coursework in biochemistry, molecular biology, organic chemistry] or instr consent ;**  
**Instructor:** Peterson,Lisa Ann  
**Description:** Student may contact the instructor or department for information.

**PUBH 6161 Regulatory Toxicology**  
**2 credit(s); prereq Background in toxicology or pharmacology or related field is recommended;**  
**Instructor:** Wattenberg,Elizabeth Vaughn  
**Description:** Toxicological data are used for many legal and regulatory purposes, including the development, manufacture,

and registration of commercial products. This course provides an introduction to the concepts and practice of regulatory toxicology as applied to products classified as medical devices. Course topics include an overview of medical device regulatory guidance, the roles of various agencies and non-governmental organizations in device testing and approval, test methods used for the evaluation of material and product safety, the evaluation of new technologies, and current issues in medical device toxicology. Trends in technology and regulatory philosophy that will shape the future practice of medical device toxicology will be also discussed. Students will have the opportunity to develop test plans, critically evaluate test data, and prepare biocompatibility/risk assessments to confirm product safety.

**PUBH 6172 Industrial Hygiene Applications**  
**2 credit(s); prereq [6170, environmental health major] or instr consent ;**  
**Instructor:** Brosseau,Lisa M  
**Description:** Student may contact the instructor or department for information.

**PUBH 6174 Control of Workplace Exposure**  
**3 credit(s); prereq [Environmental health major, [industrial hygiene specialty or equiv]] or instr consent ;**  
**Instructor:** Raynor,Peter Cameron  
**Description:** Occupational and environmental health specialists spend much of their time recognizing and evaluating potential health or safety hazards. However, these activities, by themselves, do not alleviate problems. Control measures must be implemented to reduce the risk of disease or injury among exposed populations. This course investigates qualitatively and quantitatively the options for reducing human exposure to airborne hazards, particularly in the workplace. Among the options considered will be general and local exhaust ventilation, air pollution control equipment, and personal protective equipment. The course will include lectures, a tour, a laboratory session, and a design project. Many of the assignments undertaken during this course will have no single correct answer; the selection and design of a control method will vary depending on assumptions and approaches taken by the students.

**PUBH 6175 Environmental Measurements Laboratory**  
**A-F only, 2 credit(s); prereq EH or instr consent ;**  
**Instructor:** Simcik,Matt  
**Description:** Student may contact the instructor or department for information.

**PUBH 6181 Surveillance of Foodborne Diseases and Food Safety Hazards**  
**2 credit(s); prereq 6320 or 6330 or 6341 or instr consent ;**  
**Credit will not be granted if credit has been received for: VMED 5165;**  
**Instructor:** Hedberg,Craig W  
**Description:** Student may contact the instructor or department for information.

**PUBH 6182 Emerging Infectious Disease: Current Issues, Policies, and Controversies**  
**A-F only, 3 credit(s); prereq AHC student, instr consent ;**  
**Instructor:** Osterholm,Michael T  
**Description:** Student may contact the instructor or department for information.

**PUBH 6210 Public Health Medicine Seminar**  
**S-N only, 1 credit(s); prereq [Public health medicine program MPH major or [[MD degree or equiv], instr consent ];**  
**Instructor:** Lohman MD,William H  
**Description:** Student may contact the instructor or department for information.

**PUBH 6303 Clinical Research Project Seminar**  
**2 credit(s); prereq [6301, clinical research major, master's project/thesis paper [underway or near completion]] or instr consent ;**  
**Instructor:** Luepker MD,Russell V

**Description:** This seminar is required for clinical research MS students. It allows them to present their thesis work in a preliminary form. This constitutes 50% of the class. The other 50% of the class is spent reviewing study proposals for the General Clinical Research Center (GCRC). Students critique these proposals for scientific integrity and ethical considerations.  
**Style:** 15% Lecture, 50% Discussion, 35% Student Presentation.  
**Grading:** 30% in-class presentation, 70% class participation.

**PUBH 6305 Introduction to Clinical Research for Health Professionals**  
**2 credit(s); prereq [Bachelors degree or degree from health professional program or grad student in [dentistry or medicine or nursing or pharmacy or public health or veterinary medicine]], instr consent ; Credit will not be granted if credit has been received for: PUBH 6301 ;**  
**Instructor:** Lakshminarayan,Kamakshi  
**Description:** Student may contact the instructor or department for information.

**PUBH 6320 Fundamentals of Epidemiology**  
**A-F only, 3 credit(s); prereq AHC or health journalism student or instr consent ;**  
**Instructor:** Punyko,Judy  
**Description:** Student may contact the instructor or department for information.

**PUBH 6320 Fundamentals of Epidemiology**  
**A-F only, 3 credit(s); prereq AHC or health journalism student or instr consent ;**  
**Instructor:** Lazovich,DeAnn  
**Description:** Student may contact the instructor or department for information.

**PUBH 6320 Fundamentals of Epidemiology**  
**A-F only, 3 credit(s); prereq AHC or health journalism student or instr consent ;**  
**Instructor:** Lazovich,DeAnn  
**Description:** Student may contact the instructor or department for information.

**PUBH 6325 Data Processing with PC-SAS**  
**1 credit(s); prereq [Grad-level biostatistics course, [grad student or PubH student]] or instr consent ;**  
**Instructor:** Oakes,Michael  
**Description:** Student may contact the instructor or department for information.

**PUBH 6334 Human Behavior II**  
**A-F only, 2 credit(s); prereq [6333, Epidemiology grad student in behavioral track] or instr consent ;**  
**Instructor:** Lytle,Leslie Ann  
**Description:** Student may contact the instructor or department for information.

**PUBH 6342 Epidemiologic Methods II**  
**3 credit(s); prereq [[6341 w/grade of at least a B- or 6320 w/grade of at least an A-], [6414 or 6450 with a grade of at least a B-]] or instr consent ;**  
**Instructor:** Pankow,James Scott  
**Description:**  
**Grading:** 20% mid exam, 20% final exam, 5% reports/papers, 25% special projects, 20% written homework, 10% class participation.

**PUBH 6342 Epidemiologic Methods II**  
**3 credit(s); prereq [[6341 w/grade of at least a B- or 6320 w/grade of at least an A-], [6414 or 6450 with a grade of at least a B-]] or instr consent ;**  
**Instructor:** Munoz-Zanzi,Claudia Andrea  
**Description:**  
**Grading:** 20% mid exam, 20% final exam, 5% reports/papers, 25% special projects, 20% written homework, 10% class participation.

**PUBH 6344 Epidemiologic Methods IV**  
**2 credit(s); prereq [6342, 6343, 6451] with a grade of at least B- or or Concurrent registration is required (or allowed) in 6343 or instr consent ;**  
**Instructor:** Steffen PhD,Lyn M

**Description:** I. Course Description: This course will provide a practical, working knowledge of basic data cleaning techniques and provide an opportunity to develop basic skills in data analysis from cross-sectional, case-control, and cohort studies. The course will also provide to students the opportunity to describe the methods of the study, and present and interpret the results of analyzed data, and write sections of a manuscript in journal format. II. Course Prerequisites: Concurrent enrollment in Epidemiologic Methods III or successful completion of Epi Methods III (minimum grade B minus). Students are strongly encouraged to enroll concurrently in Epi Methods III and IV. III. Course Goals and Objectives At the end of this course, students will be able 1. To analyze data for basic epidemiological study designs, including cross-sectional, case-control, and cohort studies within the context of a research question: a. To understand basic SAS procedures b. To understand the data by plotting it, transforming data c. To create categorical variables from continuous variables d. To conduct descriptive statistics e. To conduct logistic regression analysis using SAS f. To conduct Cox proportional hazards regression using SAS g. To conduct linear regression analysis using SAS 2. To write the Methods section of a journal article 3. To write the Results section similar to a journal article, including the presentation of the results in table and figure format; 4. To write the Conclusion section, including the interpretation of study findings; IV. Methods of Instruction and Work Expectations Class sessions will combine lecture/discussion, problem-based learning (small-group discussion) exercises, and demonstration/hands-on computer applications in the classroom. Homework assignments will include analysis of 3 datasets and presentation and interpretation of the results within the context of a research question.  
**Style:** 35% Lecture, 15% Discussion, 50% Demonstration.  
**Grading:** 20% quizzes, 60% written homework, 10% attendance, 10% class participation.

**PUBH 6363 Design and Analysis of Group-Randomized Trials in Epidemiology**  
**3 credit(s); prereq [[6341 or equiv], [6451 or equiv]] or instr consent ;**  
**Instructor:** Hannan,Peter J  
**Description:** Student may contact the instructor or department for information.

**PUBH 6385 Epidemiology and Control of Infectious Diseases**  
**2 credit(s);**  
**Instructor:** Lifson,Alan Raymond  
**Description:** Principles and practice of infectious disease epidemiology, including how communicable diseases and their control affect public health locally, nationally and internationally. Course includes: general methods including outbreak Investigation and disease surveillance; major infectious diseases and modes of transmission; and different control strategies, including immunization and screening.  
**Style:** 90% Lecture, 10% Discussion.  
**Grading:** 25% mid exam, 60% reports/papers, 15% attendance.

**PUBH 6387 Cancer Epidemiology**  
**2 credit(s); prereq [[6320 or 6330 or 6341], [health sciences grad student or professional school student]] or instr consent ;**  
**Instructor:** Anderson PhD,Kristin Ellen  
**Description:** The course introduces students to epidemiologic aspects of cancer through a spectrum of cancer research topics. Epidemiologic concepts are emphasized throughout with attention to limitations and advantages of different study designs and methods. However, this is not an epidemiology methods course. We consider cancer both in and outside of the United States and a few noted historical achievements are covered. We touch on bench science (where disease paradigms, methods for exposure, disease detection and treatment often originate),



surveillance, etiologic studies in populations, early detection, treatment, survivorship, palliation and end-of-life care and policy. Because cancer is a complex entity, with over 150 diseases, we have the opportunity to talk about many different organ systems; we do not cover them all. Topics include the multistage model of cancer, differences between benign and metastatic tumors and different cancer etiologies: viral, genetic, hormonal and chemical, but this is not a cancer biology course and detailed knowledge of these areas is not expected. We discuss the issue of questionnaire versus biomarker data and the importance of quality control measures. We cover cancer surveillance and discuss influences on quality of the data as well as ethical concerns. A lecture on cancer screening and control includes discussion on screening guidelines, including areas of controversy such as PSA screening for prostate cancer and use of breast self exam for breast cancer; We discuss study designs that can be used to evaluate screening and their limitations. We include material on palliative and end-of-life care for cancer patients.

**Grading:** 30% final exam, 5% special projects, 30% quizzes, 5% written homework, 25% in-class presentation, 5% class participation. The in-class presentation is a fact sheet on a topic of the student's choice that is presented to a small group.

**Exam Format:** Both quizzes and the final exam are take home

#### **PUBH 6414 Biostatistical Methods I**

**A-F only, 3 credit(s); prereq Public Health [MPH or certificate] student or [environmental health [MS or PhD] or health journalism MA or health informatics [MS or PhD]] major or instr consent ; Credit will not be granted if credit has been received for: PUBH 6450;**

**Instructor:** Davey MS, Cynthia S

**Description:** Student may contact the instructor or department for information.

#### **PUBH 6414 Biostatistical Methods I**

**A-F only, 3 credit(s); prereq Public Health [MPH or certificate] student or [environmental health [MS or PhD] or health journalism MA or health informatics [MS or PhD]] major or instr consent ; Credit will not be granted if credit has been received for: PUBH 6450;**

**Instructor:** Brearley, Ann M.

**Description:** Student may contact the instructor or department for information.

#### **PUBH 6415 Biostatistical Methods II**

**3 credit(s); prereq [6414, [public health [MPH or certificate] student or environmental health [MS or PhD] or health journalism MA or health informatics [MS or PhD]] major] or instr consent ;**

**Instructor:** Telke, Susan Elizabe

**Description:** Student may contact the instructor or department for information.

#### **PUBH 6415 Biostatistical Methods II**

**3 credit(s); prereq [6414, [public health [MPH or certificate] student or environmental health [MS or PhD] or health journalism MA or health informatics [MS or PhD]] major] or instr consent ;**

**Instructor:** Gaillard, Philippe Robert

**Description:** Student may contact the instructor or department for information.

#### **PUBH 6450 Biostatistics I**

**A-F only, 4 credit(s); prereq [College-level algebra, health sciences grad student] or instr consent ; Credit will not be granted if credit has been received for: PUBH 6414;**

**Instructor:** Banerjee, Sudipto

**Description:** Student may contact the instructor or department for information.

#### **PUBH 6451 Biostatistics II**

**4 credit(s); prereq [[6420, 6450] or [6414, 6415]] with grade of at least B, health sciences grad student] or instr consent ;**

**Instructor:** Thomas, William

**Description:** PubH 6451 is the second semester of an

introduction to biostatistics, statistical methods applied in the health sciences. This course covers a broad range of methods, with a focus on their practical use and interpretation in clinical trials and observational studies. Themes of the course are understanding interactions and adjusting comparisons by regression or stratification. An assigned paper from a health journal is part of each homework: students will repeat the analysis in the paper and critique the methods and results. Computations will be illustrated in SAS, with discussion of basic programming elements and output for the homework. The course covers methods for working with measurements that are continuous (t-tests, linear regression, ANOVA), that occur in categories (risk, rates, odds, logistic and Poisson regression), and that record the time until an event occurs (survival data, proportional hazards regression).

**Style:** 100% Lecture.

**Grading:** 50% mid exam, 25% final exam, 25% written homework. "Mid Exam" = 2 exams during semester, 25% each

**Exam Format:** In-class closed-book exams. Students may use hand calculator and one page of notes.

#### **PUBH 6541 Statistics for Health Management Decision Making 3 credit(s); prereq Health care admin student or instr consent ;**

**Instructor:** Abraham, Jean Marie

**Description:** Student may contact the instructor or department for information.

#### **PUBH 6544 Principles of Problem Solving in Health Services Organizations**

**A-F only, 3 credit(s); prereq 6541, completed 30 hours of MHA coursework, health care administration student;**

**Instructor:** Potthoff, Sandra Jean

**Description:** Student may contact the instructor or department for information.

#### **PUBH 6547 Health Care Human Resources Management**

**A-F only, 2 credit(s); prereq Health care admin student or public health admin student or instr consent ;**

**Instructor:** Langan, Patrick J

**Description:** Student may contact the instructor or department for information.

#### **PUBH 6553 Health Care Management Ethics**

**A-F only, 1 credit(s), max credits 2; prereq Public health MPH or MHA or certificate student or instr consent ;**

**Instructor:** Grant, Leslie Alan

**Description:** Student may contact the instructor or department for information.

#### **PUBH 6554 Healthcare Strategy and Marketing**

**A-F only, 2 credit(s); prereq Health care admin student or public health admin student or instr consent ;**

**Instructor:** Hillestad, Steven G

**Description:** Student may contact the instructor or department for information.

#### **PUBH 6556 Health and Health Systems**

**A-F only, 2 credit(s);**

**Instructor:** Christianson, Jon B

**Description:** Student may contact the instructor or department for information.

#### **PUBH 6561 Quantitative Methods Applied to Health Administration Problems**

**A-F only, 2 credit(s); prereq Health care admin student or instr consent ;**

**Instructor:** Sainfort, Francois

**Description:** Student may contact the instructor or department for information.

#### **PUBH 6564 Private Purchasers of Health Care: Roles of Employers and Health Plans in U.S. Health Care System**

**A-F only, 2 credit(s); prereq MHA or MBA or HSRP or PHA student or instr consent ;**

**Instructor:** Christianson, Jon B

**Description:** Student may contact the instructor or department for information.

**PUBH 6565 Health Care Delivery Design and Innovation**  
A-F only, 2 credit(s), max credits 4; prereq Public health MPH or MHA certificate student or instr consent ;

**Instructor:** Zismer, Daniel Kevin

**Description:** Student may contact the instructor or department for information.

**PUBH 6570 Topics: Health Care Administration**

1-4 credit(s), max credits 20, 5 completions allowed; prereq instr consent ;

**Instructor:** Henry, William Floyd

**Description:** Student may contact the instructor or department for information.

**PUBH 6570 Topics: Health Care Administration: Managing HC Orgs: International Perspectives**

1-4 credit(s), max credits 20, 5 completions allowed; prereq instr consent ;

**Instructor:** Rice, James Arthur

**Description:** Student may contact the instructor or department for information.

**PUBH 6574 Managing Medical Practices as Components of Integrated Health Systems**

A-F only, 2 credit(s), max credits 4; prereq MHA student or instr consent ;

**Instructor:** Zismer, Daniel Kevin

**Description:** Student may contact the instructor or department for information.

**PUBH 6577 Advanced Problem Solving in Health Services Administration**

A-F only, 2 credit(s); prereq MHA student;

**Instructor:** Zismer, Daniel Kevin

**Description:** Student may contact the instructor or department for information.

**PUBH 6589 Medical Technology Evaluation and Market Research**

2 credit(s);

**Instructor:** Parente, Stephen T

**Description:** Student may contact the instructor or department for information.

**PUBH 6596 Legal Considerations in Health Services Organizations**

A-F only, 2 credit(s); prereq Health care admin student;

**Instructor:** Feinwachs, David

**Description:** Student may contact the instructor or department for information.

**PUBH 6605 Reproductive and Perinatal Health**

2 credit(s); prereq Public health student or grad student or instr consent ;

**Instructor:** Hellerstedt, Wendy L

**Description:** Student may contact the instructor or department for information.

**PUBH 6606 Children's Health: Issues, Programs, and Policies**

2 credit(s); prereq Public health student or grad student or instr consent ;

**Instructor:** Oberg MD, Charles N

**Description:** Student may contact the instructor or department for information.

**PUBH 6607 Adolescent Health: Issues, Programs, and Policies**

2 credit(s); prereq Public health student or grad student or instr consent ;

**Instructor:** Hellerstedt, Wendy L

**Description:** Student may contact the instructor or department for information.

**PUBH 6627 Sexuality Education: Criteria, Curricula, and Controversy**

1 credit(s); prereq Prefer public health student or grad student or professional in public health or education;

**Instructor:** Brett, Lynn Muenzenberger

**Description:** Student may contact the instructor or department for information.

**PUBH 6634 Advocacy and Children's Rights**

2 credit(s); prereq Public health student or grad student or instr consent ;

**Instructor:** Oberg MD, Charles N

**Description:** Student may contact the instructor or department for information.

**PUBH 6673 Grant Writing for Public Health**

1 credit(s); prereq MCH or CHE or PubH Nutr or EPI MPH or instr consent ;

**Instructor:** Hennrikus, Deborah Jane

**Description:** <p>This class is a hands-on program grant-writing workshop for public health graduate students. Its purpose is to provide students with an overview of the grant-writing process, expose them to different types of funding organizations and types of grant proposals, and give them an opportunity to build grant writing and grant review skills. Please note that the course is not intended to cover research grant proposals. </p><p><object width="300" height="193"><param name="movie" value="http://www.youtube.com/v/XGCJBaLe1ic?fs=1&amp;hl=en\_US"></param><param name="allowFullScreen" value="true"></param><param name="allowscriptaccess" value="always"></param><embed src="http://www.youtube.com/v/XGCJBaLe1ic?fs=1&amp;hl=en\_US" type="application/x-shockwave-flash" allowscriptaccess="always" allowfullscreen="true" width="300" height="193"></embed></object></p>

**PUBH 6700 Foundations of Public Health**

3 credit(s);

**Instructor:** Virnig, Beth A.

**Description:** In this course, we will examine the history, values, contexts, principles, frameworks, and organization of delivery systems that are a foundation for public health administration and practice. We will focus on the administrative processes and strategies that drive and support achieving results efficiently, effectively, and responsively. We will explore policy and programming challenges and opportunities in strategic public health issues. Grounded in theory and concepts, we will incorporate the core competencies and skills for public health professionals and focus on developing the problem solving and decision making skills through case studies and debates.

**Style:** 40% Lecture, 40% Discussion, 10% Small Group Activities, 10% Student Presentation.

**PUBH 6705 Community Health Assessment**

3 credit(s); prereq Public health admin/policy major or instr consent ;

**Instructor:** McBean, Alexander Marshall

**Description:** Student may contact the instructor or department for information.

**PUBH 6711 Public Health Law**

2 credit(s); prereq Grad student or professional school student or instr consent ;

**Instructor:** Barry JD, Anne M

**Description:** Student may contact the instructor or department for information.

**PUBH 6724 The Health Care System and Public Health**

3 credit(s); prereq Public health or grad student or instr consent ;

**Instructor:** Ward, Andrew Clay

**Description:** Student may contact the instructor or department for information.

**PUBH 6727 Health Leadership and Effecting Change**

2 credit(s); prereq Public hlth MPH or MHA or certificate student or [health services research, policy/admin] MS

**student or instr consent ;****Instructor:** White EdD,Katie Marie**Description:** Student may contact the instructor or department for information.**Instructor:** Riley,William J**Description:** Student may contact the instructor or department for information.**PUBH 6734 International Project Planning and Management  
OPT No Aud, 2 credit(s); prereq PHAP grad student or instr consent ;****Instructor:** LaFrance,Amy Becker**Description:** Student may contact the instructor or department for information.**PUBH 6772 Health Disparities Capstone Seminar****OPT No Aud, 1 credit(s), max credits 2; prereq [CSPH 5115, 2d yr MPH student completing SPH health disparities interdisciplinary concentration] or instr consent ;****Instructor:** Call PhD,Kathleen Thiede**Description:** Student may contact the instructor or department for information.**PUBH 6741 Ethics in Public Health: Professional Practice and Policy****A-F only, 1 credit(s); prereq Public health [MPH or MHA or certificate] student or environmental health [MS or PhD] major or instr consent ;****Instructor:** Mickelsen,Ruth Ann**Description:** Student may contact the instructor or department for information.**PUBH 6803 Conducting a Systematic Literature Review****OPT No Aud, 3 credit(s); prereq Basic knowledge of epidemiology;****Instructor:** Kane,Robert L**Description:** Student may contact the instructor or department for information.**PUBH 6742 Ethics in Public Health: Research and Policy****A-F only, 1 credit(s); prereq Public health [MPH or certificate] student or [clinical research MS or Environmental health [MS or PhD] or epidemiology PhD or [health services research, policy/admin [MS or PhD]] major or instr consent ;****Instructor:** DeBruin PhD,Debra Ann**Description:** Student may contact the instructor or department for information.**PUBH 6804 Community Mental Health****A-F only, 2 credit(s);****Instructor:** McAlpine,Donna D**Description:** Student may contact the instructor or department for information.**PUBH 6807 Global Health Relief, Development, and Religious and Non-Religious NGOs****3 credit(s), max credits 6; prereq Public Health or grad student or instr consent ;****Instructor:** Allison,Kirk Charles**Description:** Student may contact the instructor or department for information.**PUBH 6751 Principles of Management in Health Services Organizations****A-F only, 2 credit(s); prereq [Public hlth MPH or MHA or certificate] student or [environmental health MS or PhD] student or dentistry MS student or instr consent ;****Instructor:** Begun,James Warren**Description:** Equips students with analytical skills to understand organizations and organization behavior. Develops management and leadership competencies that enable students to make a positive difference in their work organizations and in the health of populations.**Style:** 50% Lecture, 5% Film/Video, 25% Discussion, 20% Small Group Activities. Online section is 100% web based**Grading:** 40% mid exam, 45% final exam, 15% attendance.**Exam Format:** take-home, open books**PUBH 6809 Advanced Methods in Health Decision Science****OPT No Aud, 3 credit(s); prereq [6717 or intro course in decision analysis], some facility with mathematical notation/reasoning;****Instructor:** Kuntz,Karen M**Description:** Student may contact the instructor or department for information.**PUBH 6810 Survey Research Methods****OPT No Aud, 3 credit(s);****Instructor:** Rockwood,Todd H**Description:** Student may contact the instructor or department for information.**PUBH 6758 Managing Public Health Systems****A-F only, 2 credit(s); prereq [6751 or Concurrent registration is required (or allowed) in 6751], [public health [MPH or certificate] student or environmental health [MS or PhD] major or HSRPA [MS or PhD] major];****Instructor:** Wholey,Douglas R**Description:** The goal of public health is managing the health of populations. In a mixed economy, such as the United States, the activities necessary to improve population health are delivered by a wide variety of organizations, including private for-profit organizations, non-profit organizations, and public organizations. In an economy more dependent on public provision, such as the National Health Service in England, many services, such as public health, primary care, specialty care, community services, and mental health services, have to be coordinated. So, not only does public health administration require the management of services and activities within a public health agencies, it requires managing public health systems, collaborations with other organizations that affect population health and providing oversight of activities that affect population health. PubH 6758 focuses on three skills essential to managing systems: Problem Solving, Process Management and Quality Improvement, and Collaboration Management. These skills are developed within the context of organizing public health core functions and essential services.**PUBH 6835 Principles of Health Policy****2 credit(s); prereq [Pub hlth [MPH or certificate] or pub affairs MPA or healthcare admin MHA or [health serv research, policy/admin [MS or PhD]]] student or instr consent ;****Instructor:** Kozhimannil,Katy Backes**Description:** The purpose of this course is to introduce students to the policy environment that influences and shapes public health and the provision of health care services, to enhance understanding of the historical and political context of health policy, to develop strategies for analysis of health policy issues, and to communicate effectively in the policy environment. Through lectures, readings, collaborative debate and discussion, oral presentation, and written work, students will acquire develop the background and analytic skills to approach a range of problems in the interdisciplinary field of health care, where the major policy issues are constantly evolving. As a result, this course aims to convey not just specific facts, but to help students develop the ability and confidence to critically assess current health policy issues in a thoughtful, comprehensive, and rigorous manner. While the course content focuses on the U.S. health care environment, policy analytic and communication skills are presented in a way that is transferable to other contexts.**PUBH 6765 Continuous Quality Improvement: Methods and Techniques  
3 credit(s);****PUBH 6845 Using Demographic Data for Policy Analysis****A-F only, 3 credit(s); prereq [Grad level research methods course, basic statistics course] or instr consent ;****Instructor:** Karaca Mandic,Pinar**Description:** Student may contact the instructor or department

for information.

**PUBH 6852 Program Evaluation in Health and Mental Health Settings**

**2 credit(s);**

**Instructor:** Garrard, Judith M

**Description:** Student may contact the instructor or department for information.

**PUBH 6855 Medical Sociology**

**3 credit(s); prereq [[Grad or professional school] student, previous experience with statistical software] or instr consent ;**

**Instructor:** McAlpine, Donna D

**Description:** Student may contact the instructor or department for information.

**PUBH 6862 Cost-Effectiveness Analysis in Health Care**

**3 credit(s); prereq instr consent ; introductory econ course recommended;**

**Instructor:** Nyman, John A.

**Description:** This course is intended to give students an overview of the theory and applications of cost-benefit analysis, cost-effectiveness analysis, and related forms of decision analysis in the health care sector. The topics covered are: the theoretical economic basis for this analysis, comparison of the various forms of decision analysis, measures of costs and related controversies, measures of outcomes including health status and health-related quality of life, assigning monetary values to outcomes, the value of a human life and of quality adjusted life years, discounting, uncertainty in cost-effectiveness analysis, Markov models, study design, and standardized reporting of results. Students also learn TreeAge Pro, a decision-analytic software package and review a number of classic applications from the literature. The course occasionally uses conventional microeconomic analytical and statistical tools. While it is not required, it is recommended that students have taken a microeconomics course. Because not all have taken such a course, one lecture is spent at the beginning of the course familiarizing students with basic microeconomic analytical tools.

**Style:** 90% Lecture, 10% Discussion.

**Grading:** 33% mid exam, 33% final exam, 17% quizzes, 17% written homework.

**PUBH 6864 Conducting Health Outcomes Research**

**3 credit(s); prereq Introductory course in epidemiology or health services research methods or instr consent ;**

**Instructor:** Radosevich, David M

**Description:** Student may contact the instructor or department for information.

**PUBH 6906 Global Nutrition**

**2 credit(s); prereq Grad student;**

**Instructor:** Himes, John H

**Description:** Student may contact the instructor or department for information.

**PUBH 6910 Critical Review of Research in Public Health Nutrition**

**1 credit(s); prereq [[Public health nutrition major or maternal/child health major], grad-level coursework in [research, biostats, epi]] or instr consent ;**

**Instructor:** Pereira PhD, Mark A

**Description:** Student may contact the instructor or department for information.

**PUBH 6914 Community Nutrition Intervention**

**3 credit(s); prereq Public health [MPH or certificate] student or instr consent ;**

**Instructor:** Neumark-Sztainer, Dianne Ruth

**Description:** This class provides students with the tools for developing community nutrition interventions. Students will learn about utilizing behavioral theory, conducting needs assessments, writing program objectives, developing intervention strategies, evaluating program implementation and

effectiveness, planning a budget, and writing grant proposals. Students pick their projects based on their personal interests and work in small groups. Previous examples include: obesity prevention for school-aged children, eating disorder prevention for adolescent girls; increasing whole-grain consumption in college students, and increasing fruit and vegetable intake in preschoolers.

**Style:** 40% Lecture, 10% Discussion, 20% Small Group

Activities, 10% Student Presentation, 20% Guest Speakers.

**Grading:** 25% reports/papers, 50% special projects, 25% class participation.

**PUBH 6915 Nutrition Assessment**

**2 credit(s); prereq Public health nutrition major or instr consent ;**

**Instructor:** Harnack, Lisa Joan

**Description:** Student may contact the instructor or department for information.

**PUBH 6933 Nutrition and Chronic Diseases**

**2 credit(s);**

**Instructor:** Robien, Kim

**Description:** <P> This course covers issues in nutrition and public health, with an emphasis on how nutrition research is translated into dietary recommendations for chronic disease prevention. The process of conducting systematic reviews of the nutrition literature will be covered extensively in the course. We will focus on the relation of nutrition to obesity, cardiovascular disease, diabetes, and cancer. </P> <P> This course is designed for graduate students in the Public Health Nutrition MPH program. Graduate students from other programs are welcome, however it is strongly recommended that all students have had previous (or concurrent) coursework in: </P> <P> <LI>Nutrition (such as PubH 6905 - Human Nutrition and Health, FScN 4612 - Advanced Human Nutrition, or NUTR 5626 - Nutritional Physiology)</LI> <LI>Epidemiology (such as PubH 6320 - Fundamentals of Epidemiology or PubH 6330 - Epidemiology I) </LI> <LI>Pathophysiology (such as PubH 6355 - Pathophysiology of Human Disease)</LI> </P>

**Style:** 50% Lecture, 45% Discussion, 5% Student Presentation. The course is structured as a weekly seminar with about an hour of lecture and an hour of discussion.

**Grading:** 50% reports/papers, 25% in-class presentation, 25% class participation.

**Exam Format:** No exams in this graduate level course

**PUBH 7094 Master's Project: Community Health Education S-N only, 1-6 credit(s), max credits 6; prereq CHE major, instr consent ;**

**Instructor:** Harwood PhD, Eileen M.

**Description:** Student may contact the instructor or department for information.

**PUBH 7096 Field Experience: Community Health Education S-N only, 1-6 credit(s), max credits 6; prereq CHE major, instr consent ;**

**Instructor:** Hennrikus, Deborah Jane

**Description:** Student may contact the instructor or department for information.

**PUBH 7193 Directed Study: Environmental Health**

**OPT No Aud, 1-4 credit(s), max credits 20, 20 completions allowed; prereq instr consent ;**

**Instructor:** McGovern, Patricia Marie

**Description:** Student may contact the instructor or department for information.

**PUBH 7193 Directed Study: Environmental Health**

**OPT No Aud, 1-4 credit(s), max credits 20, 20 completions allowed; prereq instr consent ;**

**Instructor:** Nachreiner, Nancy Martha

**Description:** Student may contact the instructor or department for information.

**PUBH 7193 Directed Study: Environmental Health**

**OPT No Aud, 1-4 credit(s), max credits 20, 20 completions**

allowed; prereq instr consent ;

**Instructor:** Ramachandran,Gurumurthy

**Description:** Student may contact the instructor or department for information.

**PUBH 7193 Directed Study: Environmental Health**

**OPT No Aud, 1-4 credit(s), max credits 20, 20 completions allowed; prereq instr consent ;**

**Instructor:** Maldonado,George

**Description:** Student may contact the instructor or department for information.

**PUBH 7193 Directed Study: Environmental Health**

**OPT No Aud, 1-4 credit(s), max credits 20, 20 completions allowed; prereq instr consent ;**

**Instructor:** Raynor,Peter Cameron

**Description:** Student may contact the instructor or department for information.

**PUBH 7194 Master's Project: Environmental Health**

**S-N only, 1-5 credit(s), max credits 25, 5 completions**

**allowed; prereq Environmental health major, instr consent ;**

**Instructor:** McGovern,Patricia Marie

**Description:** Student may contact the instructor or department for information.

**PUBH 7194 Master's Project: Environmental Health**

**S-N only, 1-5 credit(s), max credits 25, 5 completions**

**allowed; prereq Environmental health major, instr consent ;**

**Instructor:** Olson,Debra Kay

**Description:** Student may contact the instructor or department for information.

**PUBH 7194 Master's Project: Environmental Health**

**S-N only, 1-5 credit(s), max credits 25, 5 completions**

**allowed; prereq Environmental health major, instr consent ;**

**Instructor:** Osterholm,Michael T

**Description:** Student may contact the instructor or department for information.

**PUBH 7194 Master's Project: Environmental Health**

**S-N only, 1-5 credit(s), max credits 25, 5 completions**

**allowed; prereq Environmental health major, instr consent ;**

**Instructor:** Hedberg,Craig W

**Description:** Student may contact the instructor or department for information.

**PUBH 7194 Master's Project: Environmental Health**

**S-N only, 1-5 credit(s), max credits 25, 5 completions**

**allowed; prereq Environmental health major, instr consent ;**

**Instructor:** Mandel,Jeffrey H

**Description:** Student may contact the instructor or department for information.

**PUBH 7194 Master's Project: Environmental Health**

**S-N only, 1-5 credit(s), max credits 25, 5 completions**

**allowed; prereq Environmental health major, instr consent ;**

**Instructor:** Nachreiner,Nancy Martha

**Description:** Student may contact the instructor or department for information.

**PUBH 7194 Master's Project: Environmental Health**

**S-N only, 1-5 credit(s), max credits 25, 5 completions**

**allowed; prereq Environmental health major, instr consent ;**

**Instructor:** Wattenberg,Elizabeth Vaughn

**Description:** Student may contact the instructor or department for information.

**PUBH 7194 Master's Project: Environmental Health**

**S-N only, 1-5 credit(s), max credits 25, 5 completions**

**allowed; prereq Environmental health major, instr consent ;**

**Instructor:** Simcik,Matt

**Description:** Student may contact the instructor or department for information.

**PUBH 7194 Master's Project: Environmental Health**

**S-N only, 1-5 credit(s), max credits 25, 5 completions**

**allowed; prereq Environmental health major, instr consent ;**

**Instructor:** Peterson,Lisa Ann

**Description:** Student may contact the instructor or department for information.

**PUBH 7194 Master's Project: Environmental Health**

**S-N only, 1-5 credit(s), max credits 25, 5 completions**

**allowed; prereq Environmental health major, instr consent ;**

**Instructor:** Maldonado,George

**Description:** Student may contact the instructor or department for information.

**PUBH 7194 Master's Project: Environmental Health**

**S-N only, 1-5 credit(s), max credits 25, 5 completions**

**allowed; prereq Environmental health major, instr consent ;**

**Instructor:** Raynor,Peter Cameron

**Description:** Student may contact the instructor or department for information.

**PUBH 7194 Master's Project: Environmental Health**

**S-N only, 1-5 credit(s), max credits 25, 5 completions**

**allowed; prereq Environmental health major, instr consent ;**

**Instructor:** Alexander,Bruce H

**Description:** Student may contact the instructor or department for information.

**PUBH 7194 Master's Project: Environmental Health**

**S-N only, 1-5 credit(s), max credits 25, 5 completions**

**allowed; prereq Environmental health major, instr consent ;**

**Instructor:** Toscano Jr,William A

**Description:** Student may contact the instructor or department for information.

**PUBH 7196 Field Experience: Environmental Health**

**S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;**

**prereq Environmental health major, instr consent ;**

**Instructor:** McGovern,Patricia Marie

**Description:** Student may contact the instructor or department for information.

**PUBH 7196 Field Experience: Environmental Health**

**S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;**

**prereq Environmental health major, instr consent ;**

**Instructor:** Osterholm,Michael T

**Description:** Student may contact the instructor or department for information.

**PUBH 7196 Field Experience: Environmental Health**

**S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;**

**prereq Environmental health major, instr consent ;**

**Instructor:** Hedberg,Craig W

**Description:** Student may contact the instructor or department for information.

**PUBH 7196 Field Experience: Environmental Health**

**S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;**

**prereq Environmental health major, instr consent ;**

**Instructor:** Olson,Debra Kay

**Description:** Student may contact the instructor or department for information.

**PUBH 7196 Field Experience: Environmental Health**

**S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;**

**prereq Environmental health major, instr consent ;**

**Instructor:** Mandel,Jeffrey H

**Description:** Student may contact the instructor or department for information.

**PUBH 7196 Field Experience: Environmental Health**

**S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;**

**prereq Environmental health major, instr consent ;**

**Instructor:** Medus PhD,Carlota

**Description:** Student may contact the instructor or department for information.

for information.

**PUBH 7196 Field Experience: Environmental Health**  
**S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;**  
**prereq Environmental health major, instr consent ;**  
**Instructor:** Nachreiner,Nancy Martha  
**Description:** Student may contact the instructor or department for information.

**PUBH 7196 Field Experience: Environmental Health**  
**S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;**  
**prereq Environmental health major, instr consent ;**  
**Instructor:** Allwood,Paul Bancroft  
**Description:** Student may contact the instructor or department for information.

**PUBH 7196 Field Experience: Environmental Health**  
**S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;**  
**prereq Environmental health major, instr consent ;**  
**Instructor:** Simcik,Matt  
**Description:** Student may contact the instructor or department for information.

**PUBH 7196 Field Experience: Environmental Health**  
**S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;**  
**prereq Environmental health major, instr consent ;**  
**Instructor:** Ramachandran,Gurumurthy  
**Description:** Student may contact the instructor or department for information.

**PUBH 7196 Field Experience: Environmental Health**  
**S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;**  
**prereq Environmental health major, instr consent ;**  
**Instructor:** Peterson,Lisa Ann  
**Description:** Student may contact the instructor or department for information.

**PUBH 7196 Field Experience: Environmental Health**  
**S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;**  
**prereq Environmental health major, instr consent ;**  
**Instructor:** Maldonado,George  
**Description:** Student may contact the instructor or department for information.

**PUBH 7196 Field Experience: Environmental Health**  
**S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;**  
**prereq Environmental health major, instr consent ;**  
**Instructor:** Raynor,Peter Cameron  
**Description:** Student may contact the instructor or department for information.

**PUBH 7196 Field Experience: Environmental Health**  
**S-N only, 1-5 credit(s), max credits 5, 5 completions allowed;**  
**prereq Environmental health major, instr consent ;**  
**Instructor:** Toscano Jr,William A  
**Description:** Student may contact the instructor or department for information.

**PUBH 7250 Designing and Conducting Focus Group Interviews**  
**OPT No Aud, 1 credit(s);**  
**Instructor:** Krueger,Richard A  
**Description:** Student may contact the instructor or department for information.

**PUBH 7280 Public Health Advocacy Through Professional Organizations**  
**S-N only, 0.5-2 credit(s), max credits 2; prereq Public health practice MPH major or instr consent ;**  
**Instructor:** Hart MD,James F  
**Description:** Student may contact the instructor or department for information.

**PUBH 7280 Public Health Advocacy Through Professional Organizations**  
**S-N only, 0.5-2 credit(s), max credits 2; prereq Public health**

**practice MPH major or instr consent ;**

**Instructor:** Hueston DVM,William D.

**Description:** Student may contact the instructor or department for information.

**PUBH 7291 Independent Study: Public Health Practice**  
**S-N only, 0.5-4 credit(s), max credits 20, 20 completions allowed; prereq Public health practice MPH major, instr consent ;**

**Instructor:** Hart MD,James F

**Description:** Student may contact the instructor or department for information.

**PUBH 7294 Master's Project: Public Health Practice**  
**S-N only, 0.5-4 credit(s), max credits 12, 3 completions allowed; prereq Public health practice MPH major, instr consent ;**

**Instructor:** Hart MD,James F

**Description:** Student may contact the instructor or department for information.

**PUBH 7296 Field Experience: Public Health Practice**  
**S-N only, 0.5-4 credit(s), max credits 12, 4 completions allowed; prereq Public health practice MPH major, instr consent ; Credit will not be granted if credit has been received for: CVM 6516;**

**Instructor:** Hart MD,James F

**Description:** Student may contact the instructor or department for information.

**PUBH 7394 Master's Project: Epidemiology**  
**S-N only, 1-6 credit(s), max credits 6; prereq Epidemiology MPH student, instr consent ;**

**Instructor:** Yuan,Jian-Min

**Description:** Student may contact the instructor or department for information.

**PUBH 7396 Field Experience: Epidemiology**  
**S-N only, 1-5 credit(s), max credits 5; prereq Epidemiology major, instr consent ;**

**Instructor:** Punyko,Judy

**Description:** Student may contact the instructor or department for information.

**PUBH 7400 Topics: Biostatistics: Introduction to Clinical Trials (online)**

**3 credit(s), max credits 20, 20 completions allowed;**

**Instructor:** Telke,Susan Elizabe

**Description:** Participating either as a consumer, adviser, or contributor to evidence-based medical and public health decisions requires an understanding of the quality of that evidence. A strong foundation in clinical trials helps prepare scientists to evaluate published medical advances and to implement well-designed pioneering health research. The topics of this Introduction to Clinical Trials class follow the natural sequence in a protocol, and will include: hypotheses and endpoints, choice of intervention and control, ethical considerations, blinding and randomization, data collection and monitoring, sample size, analysis strategies, and writing of the protocol. Motivating examples from published research will be used throughout. All course interactions occur in an on-line environment. Weekly lessons on each topic have an audio lecture presentation, readings in texts and research literature, interactive discussion boards, video delivered by experts, and optional enrichment materials. Students will participate in group projects to develop and write a complete protocol. Homework and exams will be delivered on-line.

**Style:** 100% Web Based.

**PUBH 7402 Biostatistics Modeling and Methods**  
**4 credit(s); prereq 7401; intended for PhD students in health sciences;**

**Instructor:** Guan,Weihua

**Description:** Student may contact the instructor or department for information.

**PUBH 7406 Biostatistics: ANOVA and Design**  
**4 credit(s); prereq [7405, [Stat 5102 or Concurrent registration is required (or allowed) in Stat 5102], biostatistics major] or instr consent ;**  
**Instructor:** Bergemann, Tracy L  
**Description:** Student may contact the instructor or department for information.

**PUBH 7407 Analysis of Categorical Data**  
**3 credit(s); prereq 7405, [Stat 5102 or Concurrent registration is required (or allowed) in Stat 5102 or Stat 8102 or Concurrent registration is required (or allowed) in Stat 8102];**  
**Instructor:** Chu, Haitao  
**Description:** Student may contact the instructor or department for information.

**PUBH 7420 Clinical Trials: Design, Implementation, and Analysis**  
**3 credit(s); prereq 6451 or Concurrent registration is required (or allowed) in 6451 or 7406 or instr consent ;**  
**Instructor:** Neaton, Jim  
**Description:** Student may contact the instructor or department for information.

**PUBH 7440 Introduction to Bayesian Analysis**  
**3 credit(s); prereq [[7401 or STAT 5101 or equiv], [public health MPH or biostatistics or statistics] grad student] or instr consent ;**  
**Instructor:** Carlin PhD, Bradley Paige  
**Description:** Student may contact the instructor or department for information.

**PUBH 7465 Biostatistics Consulting**  
**3 credit(s);**  
**Instructor:** Rudser, Kyle  
**Description:** Student may contact the instructor or department for information.

**PUBH 7581 Gerontology and Services for Long Term Care Residents**  
**A-F only, 2-4 credit(s), max credits 8;**  
**Instructor:** Grant, Leslie Alan  
**Description:** Student may contact the instructor or department for information.

**PUBH 7582 Practicum in Long-Term Care Administration**  
**S-N only, 4 credit(s); prereq [7580, 7581, 7583] or [7587, 7588];**  
**Instructor:** Grant, Leslie Alan  
**Description:** Student may contact the instructor or department for information.

**PUBH 7591 Independent Study: Health Care Administration**  
**1-4 credit(s), max credits 20, 20 completions allowed; prereq instr consent ;**  
**Instructor:** Begun, James Warren  
**Description:** Student may contact the instructor or department for information.

**PUBH 7596 Clerkship in Health Care Administration**  
**A-F only, 2 credit(s); prereq 6544, health care admin student;**  
**Instructor:** Grant, Leslie Alan  
**Description:** Student may contact the instructor or department for information.

**PUBH 7691 Independent Study: Maternal and Child Health**  
**1-4 credit(s), max credits 20, 20 completions allowed; prereq Maternal/child health major, instr consent ;**  
**Instructor:** Bonilla, Zobeida E.  
**Description:** Student may contact the instructor or department for information.

**PUBH 7694 Master's Project: Maternal and Child Health**  
**S-N only, 2-4 credit(s), max credits 4; prereq Maternal/child**

**health major, instr consent ;**  
**Instructor:** Leland, Nancy Lee  
**Description:** Student may contact the instructor or department for information.

**PUBH 7696 Field Experience: Maternal and Child Health**  
**S-N only, 1-4 credit(s), max credits 4; prereq Maternal/child health major, instr consent ;**  
**Instructor:** Hellerstedt, Wendy L  
**Description:** Student may contact the instructor or department for information.

**PUBH 7784 Master's Project Seminar: Public Health Administration and Policy**  
**A-F only, 1 credit(s), max credits 2; prereq Public health administration/policy major;**  
**Instructor:** McAlpine, Donna D  
**Description:** Student may contact the instructor or department for information.

**PUBH 7791 Independent Study: HDIC Seminar**  
**1-4 credit(s), max credits 4, 4 completions allowed; prereq Public hlt admin/policy major, instr consent ;**  
**Instructor:** Call PhD, Kathleen Thiede  
**Description:** Student may contact the instructor or department for information.

**PUBH 7894 MS in Health Services Research, Policy, and Administration Plan B Project**  
**S-N only, 1-2 credit(s), max credits 4; prereq [Health Services Research, Policy/Administration] MS student;**  
**Instructor:** Potthoff, Sandra Jean  
**Description:** Student may contact the instructor or department for information.

**PUBH 7894 MS in Health Services Research, Policy, and Administration Plan B Project**  
**S-N only, 1-2 credit(s), max credits 4; prereq [Health Services Research, Policy/Administration] MS student;**  
**Instructor:** Blewett, Lynn Ann  
**Description:** Student may contact the instructor or department for information.

**PUBH 7894 MS in Health Services Research, Policy, and Administration Plan B Project**  
**S-N only, 1-2 credit(s), max credits 4; prereq [Health Services Research, Policy/Administration] MS student;**  
**Instructor:** Nyman, John A.  
**Description:** Student may contact the instructor or department for information.

**PUBH 7894 MS in Health Services Research, Policy, and Administration Plan B Project**  
**S-N only, 1-2 credit(s), max credits 4; prereq [Health Services Research, Policy/Administration] MS student;**  
**Instructor:** Wholey, Douglas R  
**Description:** Student may contact the instructor or department for information.

**PUBH 7894 MS in Health Services Research, Policy, and Administration Plan B Project**  
**S-N only, 1-2 credit(s), max credits 4; prereq [Health Services Research, Policy/Administration] MS student;**  
**Instructor:** McAlpine, Donna D  
**Description:** Student may contact the instructor or department for information.

**PUBH 7894 MS in Health Services Research, Policy, and Administration Plan B Project**  
**S-N only, 1-2 credit(s), max credits 4; prereq [Health Services Research, Policy/Administration] MS student;**  
**Instructor:** Kuntz, Karen M  
**Description:** Student may contact the instructor or department for information.

**PUBH 7894 MS in Health Services Research, Policy, and Administration Plan B Project****S-N only, 1-2 credit(s), max credits 4; prereq [Health Services Research, Policy/Administration] MS student;****Instructor:** Karaca Mandic,Pinar**Description:** Student may contact the instructor or department for information.**PUBH 7894 MS in Health Services Research, Policy, and Administration Plan B Project****S-N only, 1-2 credit(s), max credits 4; prereq [Health Services Research, Policy/Administration] MS student;****Instructor:** Sainfort,Francois**Description:** Student may contact the instructor or department for information.**PUBH 7894 MS in Health Services Research, Policy, and Administration Plan B Project****S-N only, 1-2 credit(s), max credits 4; prereq [Health Services Research, Policy/Administration] MS student;****Instructor:** Shippee,Tetyana Pylypiv**Description:** Student may contact the instructor or department for information.**PUBH 7994 Master's Project: Public Health Nutrition****S-N only, 1-6 credit(s), max credits 6; prereq PubH Nutr major, instr consent ;****Instructor:** Harnack,Lisa Joan**Description:** Student may contact the instructor or department for information.**PUBH 7996 Field Experience: Public Health Nutrition****S-N only, 1-6 credit(s), max credits 6, 6 completions allowed; prereq Public health nutrition major, dept consent ;****Instructor:** Story PhD,Mary T**Description:** Student may contact the instructor or department for information.**PUBH 8120 Occupational Health and Safety Research Seminar****S-N only, 1 credit(s), max credits 12, 12 completions allowed; prereq [6120, [6330 or 6341], 6450, environmental health major, [OIPRTP specialty or equiv]] or instr consent ;****Instructor:** Gerberich PhD,Susan G**Description:** Student may contact the instructor or department for information.**PUBH 8141 Doctoral Seminar in Observational Inference****S-N only, 2 credit(s), max credits 20, 10 completions allowed;****Instructor:** Maldonado,George**Description:** This seminar course in observational inference is designed for doctoral students in Public Health who are interested in practicing the fundamentals of epidemiologic inference, including methods for designing, analyzing and interpreting epidemiologic studies. This course is offered every semester. The topic for this semester has not yet been decided.**Style:** 100% Discussion.**Grading:** 100% class participation.**PUBH 8142 Epidemiologic Uncertainty Analysis****S-N only, 2 credit(s); prereq 8140;****Instructor:** Maldonado,George**Description:** An observed relative risk (RR<sub>obs</sub>) can be described mathematically as the product of the causal relative risk (RR<sub>causal</sub>)?a desired effect measure for etiologic epidemiologic studies?and error factors for the impact on study results of imperfections in the design, conduct and analysis of the study (uncontrolled confounding, losses-to-followup, nonrandom subject sampling, subject nonresponse, missing data, exposure and disease measurement error, unjustified statistical model assumptions, and random error). When viewed from this perspective, it becomes clear that RR<sub>causal</sub> is not identifiable (i.e., cannot be validly estimated) without making assumptions about the values of the error-factor and random-error terms. A standard quantitative analysis does not account for most study imperfections. It therefore implicitly

assumes that the product of the error factors equals 1.0. This standard-practice assumption, however, has neither theoretical nor empirical justification. We therefore advise epidemiologists to replace the standard assumption with more justifiable assumptions about the values of the error-factor terms. These more-justifiable assumptions can be incorporated into a quantitative analysis with uncertainty analysis (also known as bias modeling, probabilistic sensitivity analysis, Monte Carlo sensitivity analysis). We discuss this technique in this class.

**PUBH 8165 Current Topics in Toxicology****S-N only, 1 credit(s), max credits 2; prereq [Environmental health PhD, toxicology concentration] student or instr consent ;****Instructor:** Toscano Jr,William A**Description:** Student may contact the instructor or department for information.**PUBH 8166 Experiences in Toxicology Research****A-F only, 3 credit(s); prereq Environmental health PhD student in toxicology concentration;****Instructor:** Peterson,Lisa Ann**Description:** Student may contact the instructor or department for information.**PUBH 8194 Directed Research: Environmental Health****1-6 credit(s), max credits 6, 1 completion allowed; prereq instr consent ;****Instructor:** Gerberich PhD,Susan G**Description:** Student may contact the instructor or department for information.**PUBH 8194 Directed Research: Environmental Health****1-6 credit(s), max credits 6, 1 completion allowed; prereq instr consent ;****Instructor:** Osterholm,Michael T**Description:** Student may contact the instructor or department for information.**PUBH 8194 Directed Research: Environmental Health****1-6 credit(s), max credits 6, 1 completion allowed; prereq instr consent ;****Instructor:** Nachreiner,Nancy Martha**Description:** Student may contact the instructor or department for information.**PUBH 8194 Directed Research: Environmental Health****1-6 credit(s), max credits 6, 1 completion allowed; prereq instr consent ;****Instructor:** Wattenberg,Elizabeth Vaughn**Description:** Student may contact the instructor or department for information.**PUBH 8194 Directed Research: Environmental Health****1-6 credit(s), max credits 6, 1 completion allowed; prereq instr consent ;****Instructor:** Ramachandran,Gurumurthy**Description:** Student may contact the instructor or department for information.**PUBH 8194 Directed Research: Environmental Health****1-6 credit(s), max credits 6, 1 completion allowed; prereq instr consent ;****Instructor:** Toscano Jr,William A**Description:** Student may contact the instructor or department for information.**PUBH 8342 Advanced Epidemiologic Methods: Applications****3 credit(s); prereq 8341 or equiv or instr consent ;****Instructor:** Schreiner,Pamela Jean**Description:** Student may contact the instructor or department for information.**PUBH 8400 Topics: Biostatistics****0.5-4 credit(s), max credits 20, 20 completions allowed;**



**Instructor:** Wu,Baolin

**Description:** Student may contact the instructor or department for information.

**PUBH 8442 Bayesian Decision Theory and Data Analysis**  
3 credit(s); prereq [[7460 or experience with FORTRAN or with [C, S+]], Stat 5101, Stat 5102, Stat 8311, grad student in [biostatistics or statistics]] or instr consent ;

**Instructor:** Reilly,Cavan Sheerin

**Description:** Student may contact the instructor or department for information.

**PUBH 8446 Advanced Statistical Genetics and Genomics**  
3 credit(s); prereq [7445, statistical theory at level of STAT 5101-2; college-level molecular genetics course is recommended] or instr consent ;

**Instructor:** Wu,Baolin

**Description:** Student may contact the instructor or department for information.

**PUBH 8452 Advanced Longitudinal Data Analysis**  
3 credit(s); prereq [Stat 5102, Stat 8311, experience with [SAS or S+], advanced [biostats or stat] student] or instr consent ;

**Instructor:** Guo,Hongfei

**Description:** Student may contact the instructor or department for information.

**PUBH 8462 Advanced Survival Analysis**  
3 credit(s); prereq [7450, 8432, Stat 5102, advanced [biostatistics or statistics] major] or instr consent ;

**Instructor:** Grambsch,Patricia L

**Description:** Student may contact the instructor or department for information.

**PUBH 8472 Spatial Biostatistics**  
3 credit(s); prereq [[STAT 5101, STAT 5102] or [STAT 8101, STAT 8102]], some experience with S-plus; STAT 8311 recommended;

**Instructor:** Banerjee,Sudipto

**Description:** Student may contact the instructor or department for information.

**PUBH 8494 Directed Research: Biostatistics**  
S-N only, 1-4 credit(s), max credits 4, 4 completions allowed; prereq instr consent ;

**Instructor:** Rudser,Kyle

**Description:** Student may contact the instructor or department for information.

**PUBH 8802 Health Services Policy Analysis: Applications**  
A-F only, 2 credit(s); prereq Hsrp&a grad major or instr consent;

**Instructor:** Blewett,Lynn Ann

**Description:** Student may contact the instructor or department for information.

**PUBH 8830 Writing for Research**  
OPT No Aud, 2 credit(s); prereq HSRPA PhD student or instr consent ;

**Instructor:** Dowd,Bryan E

**Description:** Student may contact the instructor or department for information.

**PUBH 8893 Directed Study: Health Services Research, Policy, and Administration**  
1-3 credit(s), max credits 3, 3 completions allowed; prereq HSRPA grad student, instr consent;

**Instructor:** Blewett,Lynn Ann

**Description:** Student may contact the instructor or department for information.

**PUBH 8893 Directed Study: Health Services Research, Policy, and Administration**  
1-3 credit(s), max credits 3, 3 completions allowed; prereq

**HSRPA grad student, instr consent;**

**Instructor:** Nyman,John A.

**Description:** Student may contact the instructor or department for information.

**PUBH 8894 Directed Research: Health Services Research, Policy, and Administration**  
1-8 credit(s), max credits 8, 8 completions allowed; prereq HSRPA grad student, instr consent;

**Instructor:** Wholey,Douglas R

**Description:** Student may contact the instructor or department for information.

**PUBH 8894 Directed Research: Health Services Research, Policy, and Administration**  
1-8 credit(s), max credits 8, 8 completions allowed; prereq HSRPA grad student, instr consent;

**Instructor:** McAlpine,Donna D

**Description:** Student may contact the instructor or department for information.

**PUBH 8894 Directed Research: Health Services Research, Policy, and Administration**  
1-8 credit(s), max credits 8, 8 completions allowed; prereq HSRPA grad student, instr consent;

**Instructor:** Karaca Mandic,Pinar

**Description:** Student may contact the instructor or department for information.

## Recreation Resource Management 115 Green Hall

**RRM 3201 Introduction to Travel and Tourism**

A-F only, 3 credit(s); Credit will not be granted if credit has been received for: RRM 5201;

**Instructor:** Messer,Cynthia Cosdon

**Description:** Travel and tourism is called one of the largest industries in the world today. In this course, students are introduced to the nature, structure and complexity of the travel and tourism industry as they explore its evolution and magnitude. Course looks at the types and functions of various tourism sectors including lodging, transportation, and marketing; the tourism distribution system; and the roles of stakeholders in creating and delivering the tourist experience. The course also looks at tourist motivation as a way of understanding demand.

**Style:** 50% Lecture, 20% Discussion, 15% Small Group Activities, 5% Student Presentation, 10% Guest Speakers.

**Grading:** 32% mid exam, 28% final exam, 16% reports/papers, 20% special projects, 4% class participation. 2 exams plus final, individual case study, group paper with presentation

**Exam Format:** exams use a combination of formats including essay, short answer and true/false

**RRM 4232W Managing Recreational Lands**

A-F only, 4 credit(s); Credit will not be granted if credit has been received for: RRM 5232; Meets CLE req of Writing Intensive;

**Instructor:** Schneider,Ingrid Eleanore

**Description:**

**RRM 4293 Directed Study**

1-5 credit(s), max credits 12, 12 completions allowed; prereq instr consent;

**Instructor:** Schneider,Ingrid Eleanore

**Description:** Students select/conduct a study of or project on a topic of personal interest in consultation with faculty member. Documented by initial proposal and reports of accomplishment.

**RRM 4293 Directed Study**

1-5 credit(s), max credits 12, 12 completions allowed; prereq instr consent;

**Instructor:** Messer,Cynthia Cosdon

**Description:** Students select/conduct a study of or project on a topic of personal interest in consultation with faculty member. Documented by initial proposal and reports of accomplishment.

**RRM 4293 Directed Study**

**1-5 credit(s), max credits 12, 12 completions allowed; prereq instr consent;**

**Instructor:** Davenport, Mae Allen

**Description:** Students select/conduct a study of or project on a topic of personal interest in consultation with faculty member. Documented by initial proposal and reports of accomplishment.

**RRM 5201 Introduction to Travel and Tourism**

**A-F only, 3 credit(s); prereq Grad student or instr consent; Credit will not be granted if credit has been received for: RRM 3201;**

**Instructor:** Messer, Cynthia Cosdon

**Description:** Travel and tourism is called one of the largest industries in the world today. In this course, students are introduced to the nature, structure and complexity of the travel and tourism industry as they explore its evolution and magnitude. Course looks at the types and functions of various tourism sectors including lodging, transportation, and marketing; the tourism distribution system; and the roles of stakeholders in creating and delivering the tourist experience. The course also looks at tourist motivation as a way of understanding demand.

**Style:** 50% Lecture, 20% Discussion, 15% Small Group Activities, 5% Student Presentation, 10% Guest Speakers. guests, in-class activities, videos

**Grading:** 32% mid exam, 28% final exam, 16% reports/papers, 20% special projects, 4% class participation. 2 exams plus final, individual case study, group paper with presentation

**Exam Format:** exams use a combination of formats including essay, short answer and true/false

**RRM 5232 Managing Recreational Lands**

**A-F only, 4 credit(s); prereq Grad student or instr consent ; Credit will not be granted if credit has been received for: RRM 4232W;**

**Instructor:** Schneider, Ingrid Eleanore

**Description:**

## Recreation, Park, and Leisure Studies

*220 Cooke Hall*

**REC 1501 Orientation to Leisure and Recreation**

**3 credit(s);**

**Instructor:** Magnuson, Connie

**Description:** Introduction to the field of recreation and leisure studies through several field trips and service learning opportunities that highlight a variety of recreation programs, facilities, services and delivery systems. This interactive, experiential approach allows students to see first hand the opportunities and careers in the recreation industry. Most classes will be spent out of the class and in the field meeting professionals in the industry and exploring various agencies (recreation centers, athletic facilities, camps, outdoor based programs, nature centers, campus recreation, national parks, regional parks...). Discover the many career paths available and the relevancy of this field in the quality of life of our society!

**REC 2151 Outdoor and Camp Leadership**

**A-F only, 3 credit(s);**

**Instructor:** Lais, Gregory J

**Description:** Practical and theoretical study of leading groups in outdoor and camp settings. Outdoor leadership skills, expedition planning, emergency procedures and risk management, minimum impact approaches, and working with youth in a camp environment.

**REC 3551 Administration and Finance of Leisure Services**

**A-F only, 4 credit(s); prereq [3541W or instr consent ], rec major;**

**Instructor:** Brown, Tony Kevin

**Description:** Concepts, principles, and practices of financing and managing leisure service organizations. Course content will include organizational behavior and leadership, personnel management, project management, operations and maintenance management, financial management, and risk management.

**REC 3601W Leisure and Human Development**

**3 credit(s); Meets CLE req of Writing Intensive;**

**Instructor:** Magnuson, Connie

**Description:** Course Description This course examines the role of recreation, play and leisure in the lives of individuals across the life span. An interdisciplinary approach draws from psychology, sociology, anthropology, physiology and other disciplines to better understand the motivations of individuals in order to provide recreation programs, services, and facilities that will meet their needs. We take a holistic approach looking at the four domains of physical, social, cognitive and emotional development as an individual moves through the phases of the life span. This course is delivered completely on-line. Readings Various articles. There is no assigned textbook. Method of Instruction The class is entirely on-line.

**REC 3796 Senior Internship in Recreation, Park, and Leisure Studies**

**S-N only, 9 credit(s); prereq Rec major, completion of most core courses, sr, instr consent ;**

**Instructor:** Magnuson, Connie

**Description:** Supervised field experience for pre-professional students in selected agencies.

**REC 3993 Directed Study in Recreation, Park, and Leisure Studies**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq Rec major, instr consent ;**

**Instructor:** Magnuson, Connie

**Description:** Explore areas of personal interest and delve into a degree-related topic that may not be covered in depth in the coursework that will be applicable to your chosen career path. During this independent study, you will work with faculty or recreational professionals on creative activities, scholarly research, or other project developments that allow for learning opportunities and contribute to the student's academic program. A great opportunity for getting involved in the field and working with mentors and experts in the field that will provide tremendous learning and networking opportunities.

**REC 3993 Directed Study in Recreation, Park, and Leisure Studies**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq Rec major, instr consent ;**

**Instructor:** Allison JD, Rayla

**Description:** Scholarly projects (e.g., library or field research) or demonstration projects.

**REC 3993 Directed Study in Recreation, Park, and Leisure Studies**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq Rec major, instr consent ;**

**Instructor:** Kane, Mary Jo

**Description:** Scholarly projects (e.g., library or field research) or demonstration projects.

**REC 3993 Directed Study in Recreation, Park, and Leisure Studies**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq Rec major, instr consent ;**

**Instructor:** Ross, Stephen D

**Description:** Scholarly projects (e.g., library or field research) or demonstration projects.

**REC 3993 Directed Study in Recreation, Park, and Leisure Studies**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;**

**prereq Rec major, instr consent ;**

**Instructor:** Kihl,Lisa A

**Description:** Scholarly projects (e.g., library or field research) or demonstration projects.

**A-F only, 4 credit(s); prereq 3551 or 5461 or instr consent ;**

**Instructor:** Loher JD,Vickie Lynn

**Description:** Legal issues related to recreation, park, and sport programs/facilities with public/private sectors.

#### **REC 5111 Sports Facilities**

**A-F only, 3 credit(s); prereq Kin or Rec major or instr consent ;**

**Instructor:** Turman PhD,James C

**Description:** An overview of sports facilities including the planning, development, design, funding, financing, and construction of such facilities with emphasis on major indoor multipurpose facilities for recreational sports, physical education, and intercollegiate athletics on the college campus and an introduction to public/private arenas and stadiums. The class will tour selected on-campus kinesiology, athletic, and recreational facilities. Students will be assigned a group sports facilities project and present their concepts and plans to the class. Other topic areas may include, operations management, marketing, advertising, public relations, and risk management.

**Style:** 35% Lecture, 20% Discussion, 15% Small Group Activities, 10% Student Presentation, 15% Field Trips, 5% Guest Speakers.

**Grading:** 17% final exam, 35% reports/papers, 25% special projects, 5% quizzes, 13% written homework, 5% attendance.

Note: attendance also includes in-class presentation and participation.

**Exam Format:** multiple choice, fill-in, matching, and essay

#### **REC 5900 Special Topics: Contemporary Issues in Leisure Services**

**1-12 credit(s), max credits 12, 12 completions allowed;**

**Instructor:** Magnuson,Connie

**Description:** Contemporary issues emphasizing administrative and supervisory functions for recreation and allied professionals; individual offerings, to be determined by faculty, focus on special issues and professional groups.

#### **REC 5900 Special Topics: Contemporary Issues in Leisure Services**

**1-12 credit(s), max credits 12, 12 completions allowed;**

**Instructor:** Kihl,Lisa A

**Description:** Current issues in the broad field and subfields in kinesiology, or related coursework in areas not normally available through regular offerings.

#### **REC 5981 Research Methodology in Kinesiology, Recreation, and Sport**

**A-F only, 3 credit(s); prereq MEd or grad student or instr consent; Credit will not be granted if credit has been received for: KIN 5981;**

**Instructor:** Kihl,Lisa A

**Description:** Defines/reviews various types of research in exercise and sport science, physical education, and recreation studies. Qualitative research, field studies, and introspective research strategies as alternatives to traditional scientific paradigm.

#### **REC 5992 Readings: Recreation**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq REC major, instr consent REC major, instr consent ;**

**Instructor:** Buysse,Jo Ann

**Description:** Readings on Globalization theory, Italian language and culture. This course is offered as a preparation for the May Session Global Sport course in Italy. Only students who are taking the May Session Learning Abroad course may sign up for this readings course.

**Style:** 20% Lecture, 60% Discussion, 20% Small Group Activities. Class meetings once a week for 75 minutes

#### **REC 5992 Readings: Recreation**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq REC major, instr consent REC major, instr consent ;**

**Instructor:** Magnuson,Connie

**Description:** Independent study under tutorial guidance by faculty member on particular topic(s) not covered in regular coursework.

#### **REC 5992 Readings: Recreation**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq REC major, instr consent REC major, instr consent ;**

**Instructor:** Allison JD,Rayla

**Description:** Independent study under tutorial guidance by faculty member on particular topic(s) not covered in regular coursework.

#### **REC 5992 Readings: Recreation**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq REC major, instr consent REC major, instr consent ;**

**Instructor:** Kane,Mary Jo

**Description:** Independent study under tutorial guidance by faculty member on particular topic(s) not covered in regular coursework.

#### **REC 5992 Readings: Recreation**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed; prereq REC major, instr consent REC major, instr consent ;**

**Instructor:** Ross,Stephen D

**Description:** Independent study under tutorial guidance by faculty member on particular topic(s) not covered in regular

#### **REC 5115 Event Management in Sport**

**A-F only, 3 credit(s); prereq credit will not be granted if credit received for: Kin 5115; Grad student, instr consent;**

**Instructor:** Ross,Stephen D

**Description:** This seminar style course is designed to introduce and discuss practices and principles of planning, funding, and managing sport events and how this impacts and influences its success. In addition to preparation for the event, legal and safety issues are very important considerations as well. Through discussion seminar discussion, this course will delve into the science of event management and all of its components.

#### **REC 5371 Sport and Society**

**A-F only, 3 credit(s); prereq [3126W, grad student] or instr consent ;**

**Instructor:** Kane,Mary Jo

**Description:** Sport, sporting processes, social influences, systems, and structures that have effected and exist within/among societies, nations, and cultures. Issues concerning social differentiation. Social concerns such as violence and honesty.

#### **REC 5461 Foundations of Sport Management**

**A-F only, 3 credit(s); prereq Kin or rec or postbac or grad student or instr consent ;**

**Instructor:** Esten,Phil L

**Description:** Theories/techniques in administration/management of sport enterprises. Organizational theory/policy, practical examples of sport management skills/strategies.

#### **REC 5631 Programming and Promotion in Sport**

**A-F only, 3 credit(s); prereq Kin or Rec grad student or instr consent ;**

**Instructor:** Ross,Stephen D

**Description:** While sport promoters can be traced as far back as early 20th century boxing matches, sport marketing as a concept has just recently been credited with the sudden rise in industrial interest. Although the sport industry is still in it's early growth period, it has experienced extreme financial prosperity. Largely responsible for the increased popularity and revenue gain of the field is sport marketing. This course is designed to introduce marketing concepts as they apply to the sport industry. Topics such as consumer behavior, market research, the marketing mix and licensing will be covered through the use of interactive discussion and practical application.

#### **REC 5801 Legal Aspects of Sport and Recreation**

coursework.

**REC 5992 Readings: Recreation**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;**  
**prereq REC major, instr consent REC major, instr consent ;**  
**Instructor:** Kihl,Lisa A  
**Description:** Independent study under tutorial guidance by faculty member on particular topic(s) not covered in regular coursework.

**REC 5995 Problems in Recreation, Park, and Leisure Studies**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;**  
**prereq [REC MEd or grad student], instr consent ;**  
**Instructor:** Magnuson,Connie  
**Description:** Independent study of leisure service programs, systems, facilities, or policies. Focuses on conduct of recreation programs. Scholarly projects (e.g., library or field research) or demonstration projects.

**REC 5995 Problems in Recreation, Park, and Leisure Studies**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;**  
**prereq [REC MEd or grad student], instr consent ;**  
**Instructor:** Allison JD,Rayla  
**Description:** Independent study of leisure service programs, systems, facilities, or policies. Focuses on conduct of recreation programs. Scholarly projects (e.g., library or field research) or demonstration projects.

**REC 5995 Problems in Recreation, Park, and Leisure Studies**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;**  
**prereq [REC MEd or grad student], instr consent ;**  
**Instructor:** Kane,Mary Jo  
**Description:** Independent study of leisure service programs, systems, facilities, or policies. Focuses on conduct of recreation programs. Scholarly projects (e.g., library or field research) or demonstration projects.

**REC 5995 Problems in Recreation, Park, and Leisure Studies**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;**  
**prereq [REC MEd or grad student], instr consent ;**  
**Instructor:** Ross,Stephen D  
**Description:** Independent study of leisure service programs, systems, facilities, or policies. Focuses on conduct of recreation programs. Scholarly projects (e.g., library or field research) or demonstration projects.

**REC 5995 Problems in Recreation, Park, and Leisure Studies**

**A-F only, 1-9 credit(s), max credits 9, 9 completions allowed;**  
**prereq [REC MEd or grad student], instr consent ;**  
**Instructor:** Kihl,Lisa A  
**Description:** Independent study of leisure service programs, systems, facilities, or policies. Focuses on conduct of recreation programs. Scholarly projects (e.g., library or field research) or demonstration projects.

**REC 6796 Practicum in Recreation, Park, and Leisure Studies**

**S-N only, 3-9 credit(s), max credits 9, 3 completions allowed;**  
**prereq [Rec MEd or grad student], instr consent ;**  
**Instructor:** Magnuson,Connie  
**Description:** Supervised experiences in program operation, management, administration, and supervisory duties in therapeutic recreation, leisure services, or sport management.

**REC 6796 Practicum in Recreation, Park, and Leisure Studies**

**S-N only, 3-9 credit(s), max credits 9, 3 completions allowed;**  
**prereq [Rec MEd or grad student], instr consent ;**  
**Instructor:** Allison JD,Rayla  
**Description:** Supervised experiences in program operation, management, administration, and supervisory duties in therapeutic recreation, leisure services, or sport management.

**REC 6796 Practicum in Recreation, Park, and Leisure Studies**

**S-N only, 3-9 credit(s), max credits 9, 3 completions allowed;**  
**prereq [Rec MEd or grad student], instr consent ;**  
**Instructor:** Kane,Mary Jo

**Description:** Supervised experiences in program operation, management, administration, and supervisory duties in therapeutic recreation, leisure services, or sport management.

**REC 6796 Practicum in Recreation, Park, and Leisure Studies**

**S-N only, 3-9 credit(s), max credits 9, 3 completions allowed;**  
**prereq [Rec MEd or grad student], instr consent ;**  
**Instructor:** Ross,Stephen D  
**Description:** Supervised experiences in program operation, management, administration, and supervisory duties in therapeutic recreation, leisure services, or sport management.

**REC 6796 Practicum in Recreation, Park, and Leisure Studies**

**S-N only, 3-9 credit(s), max credits 9, 3 completions allowed;**  
**prereq [Rec MEd or grad student], instr consent ;**  
**Instructor:** Kihl,Lisa A  
**Description:** Supervised experiences in program operation, management, administration, and supervisory duties in therapeutic recreation, leisure services, or sport management.

**REC 8995 Research Problems in Recreation, Park, and Leisure Studies**

**S-N only, 1-4 credit(s), max credits 9, 9 completions allowed;**  
**prereq instr consent REC PhD student, instr consent ;**  
**Instructor:** Kane,Mary Jo  
**Description:** Individual scholarly research.

**REC 8995 Research Problems in Recreation, Park, and Leisure Studies**

**S-N only, 1-4 credit(s), max credits 9, 9 completions allowed;**  
**prereq instr consent REC PhD student, instr consent ;**  
**Instructor:** Ross,Stephen D  
**Description:** Individual scholarly research.

**REC 8995 Research Problems in Recreation, Park, and Leisure Studies**

**S-N only, 1-4 credit(s), max credits 9, 9 completions allowed;**  
**prereq instr consent REC PhD student, instr consent ;**  
**Instructor:** Kihl,Lisa A  
**Description:** Individual scholarly research.

## Rehabilitation Science

*382 Children's Rehabilitation Center(Box 388 UMHC)*

**RSC 5294 Independent Study in Rehabilitation Science**

**1-3 credit(s), max credits 3, 3 completions allowed; prereq Rehabilitation science student or program approval;**  
**Instructor:** Patterson,Robert Patrick  
**Description:** Student may contact the instructor or department for information.

**RSC 5294 Independent Study in Rehabilitation Science**

**1-3 credit(s), max credits 3, 3 completions allowed; prereq Rehabilitation science student or program approval;**  
**Instructor:** Carey,James Robert  
**Description:** Student may contact the instructor or department for information.

**RSC 5294 Independent Study in Rehabilitation Science**

**1-3 credit(s), max credits 3, 3 completions allowed; prereq Rehabilitation science student or program approval;**  
**Instructor:** Mathiowetz PhD,Virgil G  
**Description:** Student may contact the instructor or department for information.

**RSC 5294 Independent Study in Rehabilitation Science**

**1-3 credit(s), max credits 3, 3 completions allowed; prereq Rehabilitation science student or program approval;**  
**Instructor:** Kimberley,PT, PhD,Teresa Jacobson  
**Description:** Student may contact the instructor or department for information.

- RSC 5294 Independent Study in Rehabilitation Science**  
1-3 credit(s), max credits 3, 3 completions allowed; prereq Rehabilitation science student or program approval;  
**Instructor:** Di Fabio,Richard P  
**Description:** Student may contact the instructor or department for information.
- RSC 5294 Independent Study in Rehabilitation Science**  
1-3 credit(s), max credits 3, 3 completions allowed; prereq Rehabilitation science student or program approval;  
**Instructor:** Stern PhD,Erica Beth  
**Description:** Student may contact the instructor or department for information.
- RSC 5294 Independent Study in Rehabilitation Science**  
1-3 credit(s), max credits 3, 3 completions allowed; prereq Rehabilitation science student or program approval;  
**Instructor:** Thompson PhD,LaDora V  
**Description:** Student may contact the instructor or department for information.
- RSC 5294 Independent Study in Rehabilitation Science**  
1-3 credit(s), max credits 3, 3 completions allowed; prereq Rehabilitation science student or program approval;  
**Instructor:** Ludewig,Paula M  
**Description:** Student may contact the instructor or department for information.
- RSC 5294 Independent Study in Rehabilitation Science**  
1-3 credit(s), max credits 3, 3 completions allowed; prereq Rehabilitation science student or program approval;  
**Instructor:** Lowe,Dawn Annette  
**Description:** Student may contact the instructor or department for information.
- RSC 5294 Independent Study in Rehabilitation Science**  
1-3 credit(s), max credits 3, 3 completions allowed; prereq Rehabilitation science student or program approval;  
**Instructor:** Kukulka,Carl G  
**Description:** Student may contact the instructor or department for information.
- RSC 5294 Independent Study in Rehabilitation Science**  
1-3 credit(s), max credits 3, 3 completions allowed; prereq Rehabilitation science student or program approval;  
**Instructor:** Nuckley PhD,David J  
**Description:** Student may contact the instructor or department for information.
- RSC 8100 Rehabilitation Science Seminar**  
A-F only, 1 credit(s), max credits 6, 6 completions allowed; prereq Rehabilitation science student or program permission;  
**Instructor:** Adamczak,Rich  
**Description:** Student may contact the instructor or department for information.
- RSC 8170 Special Topics in Rehabilitation Science**  
A-F only, 1 credit(s), max credits 3, 3 completions allowed; prereq [Rehabilitation science student or program permission], instr consent;  
**Instructor:** Patterson,Robert Patrick  
**Description:** Student may contact the instructor or department for information.
- RSC 8170 Special Topics in Rehabilitation Science**  
A-F only, 1 credit(s), max credits 3, 3 completions allowed; prereq [Rehabilitation science student or program permission], instr consent;  
**Instructor:** Carey,James Robert  
**Description:** Student may contact the instructor or department for information.
- RSC 8170 Special Topics in Rehabilitation Science**  
A-F only, 1 credit(s), max credits 3, 3 completions allowed;  
**Description:** Student may contact the instructor or department for information.
- RSC 8170 Special Topics in Rehabilitation Science**  
A-F only, 1 credit(s), max credits 3, 3 completions allowed; prereq [Rehabilitation science student or program permission], instr consent;  
**Instructor:** Mathiowetz PhD,Virgil G  
**Description:** Student may contact the instructor or department for information.
- RSC 8170 Special Topics in Rehabilitation Science**  
A-F only, 1 credit(s), max credits 3, 3 completions allowed; prereq [Rehabilitation science student or program permission], instr consent;  
**Instructor:** Kimberley,PT, PhD,Teresa Jacobson  
**Description:** Student may contact the instructor or department for information.
- RSC 8170 Special Topics in Rehabilitation Science**  
A-F only, 1 credit(s), max credits 3, 3 completions allowed; prereq [Rehabilitation science student or program permission], instr consent;  
**Instructor:** Di Fabio,Richard P  
**Description:** Student may contact the instructor or department for information.
- RSC 8170 Special Topics in Rehabilitation Science**  
A-F only, 1 credit(s), max credits 3, 3 completions allowed; prereq [Rehabilitation science student or program permission], instr consent;  
**Instructor:** Stern PhD,Erica Beth  
**Description:** Student may contact the instructor or department for information.
- RSC 8170 Special Topics in Rehabilitation Science**  
A-F only, 1 credit(s), max credits 3, 3 completions allowed; prereq [Rehabilitation science student or program permission], instr consent;  
**Instructor:** Thompson PhD,LaDora V  
**Description:** Student may contact the instructor or department for information.
- RSC 8170 Special Topics in Rehabilitation Science**  
A-F only, 1 credit(s), max credits 3, 3 completions allowed; prereq [Rehabilitation science student or program permission], instr consent;  
**Instructor:** Ludewig,Paula M  
**Description:** Student may contact the instructor or department for information.
- RSC 8170 Special Topics in Rehabilitation Science**  
A-F only, 1 credit(s), max credits 3, 3 completions allowed; prereq [Rehabilitation science student or program permission], instr consent;  
**Instructor:** Lowe,Dawn Annette  
**Description:** Student may contact the instructor or department for information.
- RSC 8170 Special Topics in Rehabilitation Science**  
A-F only, 1 credit(s), max credits 3, 3 completions allowed; prereq [Rehabilitation science student or program permission], instr consent;  
**Instructor:** Kukulka,Carl G  
**Description:** Student may contact the instructor or department for information.
- RSC 8170 Special Topics in Rehabilitation Science**  
A-F only, 1 credit(s), max credits 3, 3 completions allowed; prereq [Rehabilitation science student or program permission], instr consent;  
**Instructor:** Nuckley PhD,David J  
**Description:** Student may contact the instructor or department for information.
- RSC 8170 Special Topics in Rehabilitation Science**  
A-F only, 1 credit(s), max credits 3, 3 completions allowed; prereq [Rehabilitation science student or program permission], instr consent;  
**Instructor:** Patterson,Robert Patrick

**Description:** Student may contact the instructor or department for information.

**RSC 8185 Problems in Rehabilitation Science**

**1-3 credit(s), max credits 3, 3 completions allowed; prereq [Rehabilitation science student or program permission], instr consent;**

**Instructor:** Carey,James Robert

**Description:** Student may contact the instructor or department for information.

**RSC 8185 Problems in Rehabilitation Science**

**1-3 credit(s), max credits 3, 3 completions allowed; prereq [Rehabilitation science student or program permission], instr consent;**

**Instructor:** Mathiowetz PhD,Virgil G

**Description:** Student may contact the instructor or department for information.

**RSC 8185 Problems in Rehabilitation Science**

**1-3 credit(s), max credits 3, 3 completions allowed; prereq [Rehabilitation science student or program permission], instr consent;**

**Instructor:** Kimberley,PT, PhD,Teresa Jacobson

**Description:** Student may contact the instructor or department for information.

**RSC 8185 Problems in Rehabilitation Science**

**1-3 credit(s), max credits 3, 3 completions allowed; prereq [Rehabilitation science student or program permission], instr consent;**

**Instructor:** Di Fabio,Richard P

**Description:** Student may contact the instructor or department for information.

**RSC 8185 Problems in Rehabilitation Science**

**1-3 credit(s), max credits 3, 3 completions allowed; prereq [Rehabilitation science student or program permission], instr consent;**

**Instructor:** Stern PhD,Erica Beth

**Description:** Student may contact the instructor or department for information.

**RSC 8185 Problems in Rehabilitation Science**

**1-3 credit(s), max credits 3, 3 completions allowed; prereq [Rehabilitation science student or program permission], instr consent;**

**Instructor:** Thompson PhD,LaDora V

**Description:** Student may contact the instructor or department for information.

**RSC 8185 Problems in Rehabilitation Science**

**1-3 credit(s), max credits 3, 3 completions allowed; prereq [Rehabilitation science student or program permission], instr consent;**

**Instructor:** Ludewig,Paula M

**Description:** Student may contact the instructor or department for information.

**RSC 8185 Problems in Rehabilitation Science**

**1-3 credit(s), max credits 3, 3 completions allowed; prereq [Rehabilitation science student or program permission], instr consent;**

**Instructor:** Lowe,Dawn Annette

**Description:** Student may contact the instructor or department for information.

**RSC 8185 Problems in Rehabilitation Science**

**1-3 credit(s), max credits 3, 3 completions allowed; prereq [Rehabilitation science student or program permission], instr consent;**

**Instructor:** Kukulka,Carl G

**Description:** Student may contact the instructor or department for information.

**RSC 8185 Problems in Rehabilitation Science**

**1-3 credit(s), max credits 3, 3 completions allowed; prereq [Rehabilitation science student or program permission], instr consent;**

**Instructor:** Nuckley PhD,David J

**Description:** Student may contact the instructor or department for information.

**RSC 8188 Teaching Practicum**

**A-F only, 1-5 credit(s), max credits 5, 1 completion allowed; prereq [Rehabilitation science student or program permission], instr consent ;**

**Instructor:** Patterson,Robert Patrick

**Description:** Student may contact the instructor or department for information.

**RSC 8188 Teaching Practicum**

**A-F only, 1-5 credit(s), max credits 5, 1 completion allowed; prereq [Rehabilitation science student or program permission], instr consent ;**

**Instructor:** Carey,James Robert

**Description:** Student may contact the instructor or department for information.

**RSC 8188 Teaching Practicum**

**A-F only, 1-5 credit(s), max credits 5, 1 completion allowed; prereq [Rehabilitation science student or program permission], instr consent ;**

**Instructor:** Mathiowetz PhD,Virgil G

**Description:** Student may contact the instructor or department for information.

**RSC 8188 Teaching Practicum**

**A-F only, 1-5 credit(s), max credits 5, 1 completion allowed; prereq [Rehabilitation science student or program permission], instr consent ;**

**Instructor:** Kimberley,PT, PhD,Teresa Jacobson

**Description:** Student may contact the instructor or department for information.

**RSC 8188 Teaching Practicum**

**A-F only, 1-5 credit(s), max credits 5, 1 completion allowed; prereq [Rehabilitation science student or program permission], instr consent ;**

**Instructor:** Di Fabio,Richard P

**Description:** Student may contact the instructor or department for information.

**RSC 8188 Teaching Practicum**

**A-F only, 1-5 credit(s), max credits 5, 1 completion allowed; prereq [Rehabilitation science student or program permission], instr consent ;**

**Instructor:** Stern PhD,Erica Beth

**Description:** Student may contact the instructor or department for information.

**RSC 8188 Teaching Practicum**

**A-F only, 1-5 credit(s), max credits 5, 1 completion allowed; prereq [Rehabilitation science student or program permission], instr consent ;**

**Instructor:** Thompson PhD,LaDora V

**Description:** Student may contact the instructor or department for information.

**RSC 8188 Teaching Practicum**

**A-F only, 1-5 credit(s), max credits 5, 1 completion allowed; prereq [Rehabilitation science student or program permission], instr consent ;**

**Instructor:** Ludewig,Paula M

**Description:** Student may contact the instructor or department for information.

**RSC 8188 Teaching Practicum**

**A-F only, 1-5 credit(s), max credits 5, 1 completion allowed; prereq [Rehabilitation science student or program permission], instr consent ;**

permission], instr consent ;  
**Instructor:** Lowe,Dawn Annette

**Description:** Student may contact the instructor or department for information.

#### RSC 8188 Teaching Practicum

**A-F only, 1-5 credit(s), max credits 5, 1 completion allowed; prereq [Rehabilitation science student or program**

**permission], instr consent ;**

**Instructor:** Kukulka,Carl G

**Description:** Student may contact the instructor or department for information.

#### RSC 8282 Problems in Human Movement

**A-F only, 4 credit(s); prereq [Rehabilitation science student or program permission], instr consent;**

**Instructor:** Kimberley,PT, PhD,Teresa Jacobson

**Description:** Student may contact the instructor or department for information.

## Religious Studies

245 Nicholson Hall

#### RELS 1001 Introduction to the Religions of the World

**3 credit(s); prereq credit will not be granted if credit already received for: ReIA 1001; Meets CLE req of Global**

**Perspectives;**

**Instructor:** Laine,James

**Description:** Since the nineteenth century, scholars have studied the major religions of the world in a comparative way. It is not always clear just what the definition of ?religion? is , but it is clear that most people in most times and places have been religious: they think about divine beings, the ultimate purpose of human life and the mystery of being and death. Religious commitments can be a set of taken-for-granted assumptions, or clearly articulated ideological stances about what human beings should do and believe. We will look at both aspects of religion. We cannot hope to cover all religious traditions nor even cover a few in any great depth. The course intended as a reflection on aspects of religion as found in religious traditions of South Asia (India), East Asia (China, Japan), and the West (Judaism, Christianity and Islam), While not neglecting the classical texts, we will use films and a field report as ways of confronting the contemporary practices of religious people today.

#### RELS 1003 World of the Bible: Religions, Empires, and Discourses of Power

**3 credit(s); prereq credit will not be granted if credit already received for: ReIA 1001; Credit will not be granted if credit**

**has been received for: CNES 1001; Meets CLE req of Arts/Humanities;**

**Instructor:** Ipsen,Avaren Elizabeth

**Description:** Student may contact the instructor or department for information.

#### RELS 3001W Theory and Method in Religion: Critical Approaches to the Study of Religion

**3 credit(s); Credit will not be granted if credit has been received for: RELS 5001; Meets CLE req of Writing Intensive;**

**Instructor:** Kilde,Jeanne Halgren

**Description:** While even a quick glance at any newspaper these days impresses upon us the importance of religion, just how we are to understand and/or learn about religion, given the vast array of ideas, practices, institutions, and communities that lay claim to the category, is anything but straightforward. Scholars from many disciplines study religion, adding another layer of diversity?not to say confusion?to the question of how one might go about learning about religion. This course attempts to sort through the many theories about religion and methods for studying it that have developed over the past century. We will first examine several theories of religion (what ?religion? is and entails and how it works) from such writers as Sigmund Freud,

Max Weber, Rudolph Otto, Thomas Berger, Jonathan Z. Smith, Talal Asad, Tomoko Masuzawa, and others. Then, we will examine a number of different approaches to or methods for studying it, examining some recent monographs using specific methods to explore topics such as Catholic devotional practices (ethnographic), the Gnostic gospels (historical-textual), American spirituality (sociological), and Hindu nationalism (historical, literary deconstruction).

**Style:** 30% Lecture, 5% Film/Video, 60% Discussion, 5% Guest Speakers.

#### RELS 3115 Midrash: Jewish Biblical Interpretation

**3 credit(s); prereq credit will not be granted if credit already received for: ReIA 3115, ReIA 5115, ReIS 5115, JwSt 3115, JwSt 5115; Credit will not be granted if credit has been received for: JWST 3115;**

**Instructor:** Jassen,Alex P

**Description:** This course introduces students to the history of biblical interpretation in ancient Judaism. The Hebrew Bible (Old Testament) is the central document in Judaism. As with all scripture-based religions, Jews throughout time have been faced with the task of making sense of their sacred scriptures and renewing it for their own time. The aim of this course is to explore the variety of ancient Jewish readings of the Hebrew Bible in their diverse literary, cultural, and historical settings. Emphasis is placed on the different genres employed in Jewish biblical interpretation and their historical development. The course begins with interpretation within the Hebrew Bible itself and then explores the diverse forms of biblical interpretation found in Judaism of the late Second Temple period (3rd cen BCE-1st cen CE) ? translation, rewritten biblical texts, and the commentary form. Students read selections in translation drawn from the Dead Sea Scrolls, the Apocrypha and Pseudepigrapha, the Septuagint, the writings of Philo of Alexandria, and related texts. The course then focuses on the diverse collection of biblical interpretation stemming from rabbinic Judaism, ranging in date from the 3rd century CE through the 10th century CE. Analysis of rabbinic biblical interpretation (Midrash) focuses on unique elements in the rabbinic tradition as well as locates these approaches as part of the broader history of Jewish biblical interpretation. The remainder of the course will engage in comparative analysis of particular aspects of the biblical narrative as they are interpreted across the various text encountered. Topics that will be addressed in this comparative framework include the flood story, the binding of Isaac, the exodus, and the golden calf incident. Course meetings will emphasize in-depth reading of the material in the context of active student participation.

**Style:** 15% Lecture, 75% Discussion, 10% Student Presentation.

**Grading:** 50% reports/papers, 15% quizzes, 10% in-class presentation, 25% class participation.

#### RELS 3373 Religion and Society in Imperial China

**3 credit(s); Credit will not be granted if credit has been received for: ALL 3373;**

**Instructor:** Waltner,Ann Beth

**Description:** This course will examine the varieties of religious experience in imperial China. It will examine religion as lived practices as well as textual traditions. We will look at Buddhism, Daoism, and Confucianism, as well as the relations among them. We will also look briefly at the western missionary enterprise in China, particularly at ways in which the western presence throws certain aspects of Chinese religion into sharp relief. We will pay particular attention to the material culture of Chinese religion, through videos, through visits to the Minneapolis Institute of Arts, and through visits to local temples. We will be attentive to the historical development of Chinese religions. The class will be a mixture of lecture and discussion. As much as possible, class activities will focus on a close reading of primary texts.

**Grading:** 25% mid exam, 35% final exam, 20% reports/papers, 20% other evaluation.

#### RELS 3415W Art of India

**4 credit(s); Credit will not be granted if credit has been received for: ARTH 3014W; Meets CLE req of Writing Intensive;**

**Instructor:** Asher, Frederick M

**Description:** When one thinks of the countries comprising South Asia - India, Pakistan, Afghanistan and Bangladesh - Westerners often think of massive social, political and economic problems. Not adequately recognized, however, is the power of art in the region: the power to induce the Taliban to destroy the massive and world renown Bamiyan Buddhas, the power to stimulate mobs intent on ransacking an exhibition of art or to destroy a mosque of great historical importance. By looking at the power of art in this part of the world, we can better reflect on the power of the visual world around us every day. Simply stated, the art of South Asia is extraordinary. The course will examine both secular art and the works produced for the region's several religions, reflecting a diversity not unlike that of the United States. In the process, students will be given an opportunity to examine critically art and its production as well as the ways in which the art has been used and understood both at the time of its creation and subsequently. There will be two exams and one paper. Discussion sections will offer the opportunity to probe the material in greater depth and review as necessary. All material discussed in class will be available on the Web. The course assumes neither prior knowledge of India nor of art history.

**Style:** 80% Lecture, 20% Discussion.

**Grading:** 25% mid exam, 25% final exam, 40% reports/papers, 10% class participation.

**Exam Format:** Brief essay

did the Holocaust unfold in the middle of twentieth century? How did the National Socialist dictatorship turn economic crisis and social upheaval into one of the largest mass murders in history? What was the relationship between perpetrators, victims, and bystanders in these horrific events and how do we understand the concepts of guilt and responsibility? How did the victims of the Holocaust understand and respond to the crimes of the Holocaust? How do we approach the Holocaust in terms of the multiple victim groups targeted by the Nazi regime? How is the Holocaust remembered and what is the meaning of the Holocaust today? We will approach these questions with appeals to the historical evidence through various analytical frameworks. In other words, this class will encourage you to think about the Holocaust like a historian.

**Style:** This course will be taught as a blend of lecture and discussion. Attendance at lecture and timely completion of reading assignments will be essential for active participation in class and for a command of the material on which exams will be based.

### **RELS 3611 Eastern Orthodoxy: History and Culture**

**3 credit(s);**

**Instructor:** Stavrou, Theofanis G

**Description:** Student may contact the instructor or department for information.

### **RELS 3712 Islam: Religion and Culture Islam**

**3 credit(s); prereq credit will not be granted if credit already received for: RELA 3036; Credit will not be granted if credit has been received for: ARAB 3036;**

**Instructor:** Matar, Nabil I

**Description:** The purpose of this course is to introduce the theology and civilization of Islam in its Arabic legacy. In the centuries of its growth and development, Islam incorporated numerous cultures, languages, and ethnicities, at the same time that it inspired different literatures, artistic expressions, and religious views. In focusing on the Arabic legacy, the course will address the formative beginnings of the Islamic Empires in their Umayyad (both Eastern and Western/Andalusian) as well as Abbasid histories. There is no serious understanding of Islam without a serious understanding of its formative text and traditions. And so a good amount of time will be spent reading the Qur'an and selections from the Hadith (sayings and actions of the prophet) and the Sira (biography). We then shall shift gear from theology to culture and history, examining other primary sources that represent the vast compendium of literature, art, and imagination of the Arabic tradition. I will ask you to view two films on your own and in all our study of the material, we shall see if there are links to modern times, and how millennium-old events and texts may help us understand the complexity of today's changes

### **RELS 3714 Islam and the West**

**3 credit(s); Credit will not be granted if credit has been received for: CAS 3533;**

**Instructor:** Bashiri, Iraj

**Description:** Intellectual trends defining fundamental differences between Islam and the West arise from their respective historical, philosophical, and intellectual mindsets. The course examines contributing factors to tension, anxiety, and hatred between Muslims and the West, as well as aspects of Islamic and European cultures that inspire respect and emulation. Objectives: - Acquaint the students with the fundamental differences between Islam and Western culture. - Equip students with the means for a better understanding of international events. - Teach students to distinguish different trends and accept them for what they are. - Discuss factors that create tension, anxiety and hatred among peoples and nations. - Examine aspects of Islamic and European cultures that inspire respect and emulation

**Style:** 50% Lecture, 20% Film/Video, 10% Discussion, 20% Student Presentation.

**Grading:** 10% final exam, 30% reports/papers, 20% quizzes, 3% attendance, 20% in-class presentation, 7% class participation, 10% other evaluation. Book Report

**Exam Format:** Essay

### **RELS 3502 Ancient Israel: From Conquest to Exile**

**3 credit(s); prereq Hebrew not required; 3501 recommended credit will not be granted if credit already received for:**

**CNES 3502, CNES 5502, RELA 3502, HIST 3502; Credit will not be granted if credit has been received for: CNES 3502;**

**Instructor:** von Dassow, Eva

**Description:** Israel and Judah were not states of great importance in the ancient Near East. Their population, territory, and economy were small, and they could not resist conquest by larger, more powerful states like Assyria and Rome. So why is their history significant still? The historical experiences of the people of ancient Israel and Judah were transmogrified in literary form into the Hebrew Bible (Old Testament), which became the foundation and wellspring for much of Western and Islamic civilization. Innumerable aspects of modern history and culture are predicated on some element of Israel's ancient past, as mediated to us through the Bible; so it behoves us to understand that past. But the Bible is a religious work, not a transcript of events, and it is not the only source of information about ancient Israel. Archaeological excavations have revealed the physical remains of the cultures of Israel and neighboring lands, as well as bringing to light documents, inscriptions, and literary works produced by these cultures. This course treats the history of ancient Israel and Judah from the Late Bronze Age through the period of Roman rule, on the basis of archaeological, epigraphic, and literary sources. Historical study entails inquiring into the ideology of the sources, including the Bible. Implicit in the methods of inquiry are issues of the nature of historical knowledge is created. Students taking the course for graduate credit will do additional reading and a research paper.

**Style:** 60% Lecture, 40% Discussion.

**Grading:** 20% final exam, 45% reports/papers, 20% quizzes, 15% class participation.

**Exam Format:** Essays, short IDs, maps

### **RELS 3520 History of the Holocaust**

**3 credit(s); Credit will not be granted if credit has been received for: RELS 3521W;**

**Instructor:** Konieczny, Matthew James

**Description:** In 1933, approximately 9.5 million Jews lived in Europe. Little more than a decade later, two out of every three European Jews would be dead through a series of policies and actions known most commonly today as the Holocaust. This course seeks to present the historiographical details and explore the historical context of the Holocaust using both primary and secondary sources. This course is also designed to encourage you to address many of the questions surrounding the Holocaust that still linger today. Among the persistent questions with which we will grapple: Why, after centuries of anti-Semitism in Europe,



**RELS 3993 Directed Studies**

**1-4 credit(s), max credits 10, 5 completions allowed; prereq credit will not be granted if credit already received for: RelA 3993;**

**Instructor:** Kilde, Jeanne Halgren

**Description:** Student may contact the instructor or department for information.

**RELS 4049 Religion and Culture**

**3 credit(s); prereq 1005 or ANTH 1003 or instr consent ;**

**Instructor:** Song, Hoon

**Description:** This semester, the class' subtitle is 'sacredness.' The operational presupposition of the class is that sacredness is more than a mental phenomenon: it often involves objects and bodies. Modern perspectives on religion have long downplayed this 'material' aspect as they privileged iconoclastic spirituality. The anthropology of religion aims to go beyond the material/spiritual opposition; and asks how rituals employ objects and bodies in order to capture the effect we might call spiritual or mystical. Arguably, this may include political gestures such as protest suicides. Through select examples, this class explores how religious practices around the world and across time variously deployed this material/spiritual division as a resource rather than as a hierarchical opposition.

**RELS 4309 Prophets, Pundits, and Priests: Public Religion in the United States Today**

**3 credit(s); prereq Soc majors/minors must register A-F;**

**Credit will not be granted if credit has been received for:**

**SOC 4309; Meets CLE req of Civic Life and Ethics;**

**Instructor:** Edgell, Penny A

**Description:** This course will focus on the "public face" of religion in the U.S. How do religious movements and leaders in shape public discourse and public policy, and affect the political landscape? How do religious communities foster particular understandings of democracy and styles of civic participation, influence volunteering, and form individuals' views on issues such as race, poverty, the family, science, and sexuality? The U.S. is characterized by religious pluralism and high levels of religious involvement, has a history of strong religious movements, and experiences periodic episodes of publicly-oriented religious discourse. We will talk about how the public face of religion today is similar to and different from public religious expression in our nation's history. This upper-level undergraduate course is open to majors and non-majors.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 30% mid exam, 30% final exam, 25% reports/papers, 15% class participation.

**Exam Format:** short answer and essay

**RELS 5001 Theory and Method in the Study of Religion:**

**Critical Approaches to the Study of Religion**

**3 credit(s); prereq Sr or grad student or instr consent credit**

**will not be granted if credit already received for: RelA 5521;**

**Credit will not be granted if credit has been received for:**

**RELS 3001W;**

**Instructor:** Kilde, Jeanne Halgren

**Description:** Student may contact the instructor or department for information.

**RELS 5070 Topics in Religious Studies: History, Religion, and the Culture Wars**

**3 credit(s), max credits 18, 6 completions allowed;**

**Instructor:** Fischer, Kirsten

**Description:** History has long served as ammunition in the public contests--some call them "culture wars"--over the appropriate relationship of church and state in the United States. Since the 1940s, but especially after 1980, narratives of the founding era and of the "original intent" of the Constitution's framers has had special heft in the heated arguments over whether the First Amendment mandates a clear separation of church and state or something quite different. This 3-credit seminar explores the uses of history in these charged contests. We will read a range of material: academic scholarship that interprets key founding documents, polemics (by both scholars and pundits) clearly invested in a particular and politicized

reading of the past, and scholarship about the culture wars and the deployment of history as a rhetorical weapon. Participants in this course will deepen their understanding of religion and church-state relations in the early Republic, but we will spend more time on the "spin" of history that, since the 1980s, has shaped laws, policies, Supreme Court decisions, presidential election campaigns, popular culture, and the production of textbooks for public schools. What is the changing relationship between histories of the nation's founding and modern-day political projects regarding religion in America? Writing assignments: Three written essays (6-8 pages and each worth 25% of the final grade) OR a short essay and a longer research paper on a topic of your choice that is related to the course, to be determined in consultation with the instructor. Books (subject to change, but it gives a good idea of the books we may read for the class): Jill Lepore, *The Whites of Their Eyes: The Tea Party's Revolution and the Battle over American History* (2010) Pauline Meier, *American Scripture: Making the Declaration of Independence* (1997) Jack N. Rakove, *Original Meanings: Politics and Ideas in the Making of the Constitution* (1996) John Clifford Green, *Religion and the Culture Wars: Dispatches from the Front* (1996) David S. Gutterman, *Prophetic Politics: Christian Social Movements and American Democracy* (2006) David Domke and Kevin Coe, *The God Strategy: How Religion Became a Political Weapon in America* (2008) Leonard W. Levy, *The Establishment Clause: Religion and the First Amendment* (1994) Daniel L. Dreisbach, *Thomas Jefferson and the Wall of Separation Between Church and State* (2002) Isaac Kramnick and R. Laurence Moore, *The Godless Constitution: A Moral Defense of the Secular State* (updated ed., 2005) Susan Harding, *The Book of Jerry Falwell: Fundamentalist Language and Politics* (2000) David Barton, *The Separation of the Church and State: What the Founders Meant* (2007) Chris Rodda, *Liars for Jesus* (2006, on-line at [LiarsforJesus.com](http://LiarsforJesus.com))

**RELS 5070 Topics in Religious Studies: Religion and Society**

**3 credit(s), max credits 18, 6 completions allowed;**

**Instructor:** Edgell, Penny A

**Description:** This class gives an overview of 'classical' and contemporary sociological understandings of the nature of religion and religion's role in modern societies. Classical approaches assumed the primacy of secularizing processes; contemporary approaches suggest that religion and modernity 'fit together' quite well, and push toward a theoretical framework that accounts for multiple forms of religion-in-society. This seminar is designed to equip students with tools to pose and discuss the kinds of questions that have been central to the social scientific study of religion in both classical and contemporary accounts: What is religion? Why are people religious? How is religion lived and experienced in different social contexts? How does religion shape social movements, political action, national identity, and social policies? What is the relationship between religion(s), gender, and family? How do religious discourses and symbols influence public culture? Civic life? Private life? (And our ideas about the nature of the public, the civic, the private?) What is the sacred, and how is it related to 'organized religion'? How does religion shape social identity and foster or reduce social inequality? Is secularization occurring in our society? In other societies? How would we know? What explains periodic episodes of religious revival/expansion and contraction/withdrawal?

**Style:** 20% Lecture, 80% Discussion.

**Grading:** 45% reports/papers, 35% in-class presentation, 20% class participation.

**RELS 5115 Midrash: Jewish Biblical Interpretation**

**3 credit(s); prereq credit will not be granted if credit already**

**received for: RelA 3115, RelA 5115, RelS 5115, JwSt 3115,**

**JwSt 5115; Credit will not be granted if credit has been**

**received for: JWST 3115;**

**Instructor:** STAFF

**Description:** Mishnah and Midrash represent the earliest forms of Rabbinic literature. Mishnah refers to the early 3rd century C.E. compendium of Rabbinic legal traditions, while Midrash indicates the various collections of Rabbinic interpretation of the Bible that were compiled in the following centuries. These texts

reflect early Rabbinic models of biblical interpretation, law, and theology. At the same time, Mishnah and Midrash, like Rabbinic Judaism in general, are heavily indebted to earlier expressions of Judaism that existed in the Second Temple period (539 B.C.E. - 70 C.E.). This course explores Mishnah, Midrash, and early Rabbinic Judaism in dialogue with Second Temple period Judaism and its literature (such as the Dead Sea Scrolls, the Apocrypha and Pseudepigrapha, and Philo). Each week, we examine a particular theme and track its development from Second Temple literature into Rabbinic Judaism. These topics are structured around the two central elements of Mishnah and Midrash: (1) Biblical Interpretation and (2) Law and Theology. For the former, we treat issues such as closing the canon of the Bible, text and interpretation, religious and interpretative authority, rewriting the Bible, and allegorical interpretation of the Bible. For the latter, we discuss models of the divine, sectarianism and Judaism, sacrifice and liturgy, prophecy and revelation, and messianism and eschatology. All texts will be read in translation.

**Style:** 15% Lecture, 75% Discussion. Student Presentation

**Grading:** 20% mid exam, 25% final exam, 25% reports/papers, 20% in-class presentation, 10% class participation.

**Exam Format:** Identifications, Short and Long Essay

## Respiratory Care

*20 Classroom Office Building*

### RC 3102 Respiratory Care Modalities and Equipment II

**A-F only, 4 credit(s); prereq 3101;**

**Instructor:** King, Vanessa Lea

**Description:** Students will become competent in the implementation and operation of a range of invasive monitoring devices and life-support technology used in care of the critically ill patient. This will include airway management, hemodynamic & respiratory monitoring, and mechanical ventilation for perinatal, pediatric and adult patients. The course will conclude with completion of the American Heart Association's course in advanced cardiac life support (ACLS). Laboratory exercises will allow simulated patient care for a range of scenarios representing cases seen in the emergency room or intensive care units. In cooperation with Mayo School of Health Sciences, Rochester.

### RC 3302 Clinical Practice II

**S-N only, 4 credit(s); prereq 3301, BAS respiratory care major;**

**Instructor:** Wattier, Bryan Allan

**Description:** Students continue a series of rotations including 18 different clinical areas at the Mayo Medical Center. Those areas include 9 intensive care units, the operating room, emergency room, general floor care areas, pulmonary function labs, sleep disorders center, smoking cessation clinic, pulmonary rehabilitation program, home care, and an outpatient clinic. Students will expand their competencies in adult as well as perinatal & pediatric critical respiratory care. In cooperation with Mayo School of Health Sciences, Rochester.

### RC 3402 Seminar in Respiratory Care II: Case reports and Fundamentals of Research

**A-F only, 1 credit(s); prereq 3401, BAS RC student;**

**Instructor:** Findlay, James Y

**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. In cooperation with Mayo School of Health Sciences, Rochester.

### RC 3501 Advanced Cardiopulmonary Respiratory Physiology and Pathophysiology

**A-F only, 3 credit(s); prereq 3201, BAS RC student;**

**Instructor:** Ward, Jeffrey J

**Description:** The first half of the course will provide students with a detailed review of the physiology cardiovascular and pulmonary systems. Once the normal function has been mastered, a review of adult, pediatric and perinatal pulmonary and cardiac disorders will be undertaken. Emphasis will be placed on: presenting assessment, laboratory evaluation, major pathology, pathophysiological manifestations and treatment options. Lab will allow observation and measurement of normal and simulated abnormal cardiopulmonary physiology. In cooperation with Mayo School of Health Sciences, Rochester.

### RC 4301 Seminar: Research Project and Publication

**A-F only, 2 credit(s); prereq 3102, BAS respiratory care major;**

**Instructor:** STAFF

**Description:** Students will be responsible for preparing a research project for submission. This includes assembling a poster, abstract, or manuscript of original research. Research mentors will be assigned to allow guided independent study. In cooperation with Mayo School of Health Sciences, Rochester.

### RC 4596 Subspecialty Clinical Practicum in Advanced Respiratory Care II

**S-N only, 3 credit(s); prereq 3302, BAS RC student;**

**Instructor:** STAFF

**Description:** Students will complete competencies focused in the areas of advanced-level respiratory care including clinical subspecialties and related areas important to the respiratory care practitioner desiring greater scope of practice. Rotations are 8 weeks in length and include 120 hours of directed clinical experience. Rotations are conducted at facilities within the Mayo Health System and institutions affiliated with the University of Minnesota. Two rotations can be completed in one semester. In cooperation with Mayo School of Health Sciences, Rochester.

### RC 4611 Grand Rounds

**A-F only, 2 credit(s); prereq Respiratory care major;**

**Instructor:** Plevak, David Joseph

**Description:** This capstone course reviews respiratory clinical and professional issues from a broad spectrum and also allows reflection on caregiver roles in human caring. Presentations cover a wide range of topics that impact allied health practitioners and include global views of national health policy, economics, ethical and legal problems, and challenging clinical cases. Group discussion sessions provide a forum for multidisciplinary review of cases in order to bring larger issues down to individual patient and family experiences.

## Retail Merchandising

*240 McNeal Hall*

### RM 1201 Clothing Design, Merchandising, and the Consumer

**A-F only, 3 credit(s); prereq credit will not be granted if credit already received for: DHA 1201; Meets CLE req of Civic Life and Ethics;**

**Instructor:** Mun, Jung Mee

**Description:** This course has been designed specifically for students to reflect on the ethical perspectives that shape decision making about an everyday product: apparel. The apparel industry is the context used to examine our own ethical viewpoints and the meaning of citizenship. We document how public engagement has impacted the moral issues that historically evolved within this industry and how public engagement can be used to shape and change contemporary industry practices. Specifically students address the following: what is the concept of ethics and how does it differ from other related terms (e.g., morality, legality, self-interest, codes of conduct)? What are common ethical viewpoints and how have they developed? What ethical view(s) most closely aligns with their own? How did they develop their view(s)? What does it mean to behave ethically? How does a shared ethic develop

within a community or organization? How do problems evolve within the apparel industry and what role does ethics and engagement in everyday life in perpetuating or solving these problems?

**RM 2196 Work Experience in Retail Merchandising**  
**S-N only, 1-4 credit(s), max credits 8; prereq Plan submitted/approved by [adviser, internship supervisor], written approval of supervisor, instr consent ;**  
**Instructor:** Johnson PhD, Kim KP  
**Description:** Student may contact the instructor or department for information.

**RM 2196 Work Experience in Retail Merchandising**  
**S-N only, 1-4 credit(s), max credits 8; prereq Plan submitted/approved by [adviser, internship supervisor], written approval of supervisor, instr consent ;**  
**Instructor:** Wu, Juanjuan  
**Description:** Student may contact the instructor or department for information.

**RM 2196 Work Experience in Retail Merchandising**  
**S-N only, 1-4 credit(s), max credits 8; prereq Plan submitted/approved by [adviser, internship supervisor], written approval of supervisor, instr consent ;**  
**Instructor:** Kim, Hye-Young  
**Description:** Student may contact the instructor or department for information.

**RM 2215 Multichannel Retailing**  
**A-F only, 3 credit(s); prereq 1201 credit will not be granted if credit already received for: DHA 2215 or DHA 3245;**  
**Instructor:** Marshall, Kerianne Maura  
**Description:** Student may contact the instructor or department for information.

**RM 3196 Field Study: National or International**  
**A-F only, 1-4 credit(s), max credits 10, 3 completions allowed; prereq instr consent ;**  
**Instructor:** Bye, Elizabeth Kersch  
**Description:** Student may contact the instructor or department for information.

**RM 3201 Strategic Career Planning**  
**A-F only, 1 credit(s); prereq [Jr or sr or at least 60 cr], retail merchandising major credit will not be granted if credit already received for: DHA 3201;**  
**Instructor:** Conlin Peterson, Mary Elizabeth  
**Description:** Student may contact the instructor or department for information.

**RM 3243 Visual Merchandising**  
**A-F only, 3 credit(s); prereq 2215, [DHA major or minor or instr consent] credit will not be granted if credit already received for: DHA 3243;**  
**Instructor:** Wu, Juanjuan  
**Description:** Students will use Mockshop, a virtual 3D store modeling software package, to conceptualize and design store interior, layout, fixtures, lighting, signs, merchandising planograms based on an understanding of visual merchandising concepts, theories, planning, strategies, techniques, store image, and target market. Upon completion of this course, students should be able to: -- Understand visual merchandising concepts, theories, processes, and techniques in various retail environments. -- Create successful window displays for various businesses with an understanding of the store/business image and target market. -- Fluently integrate visual merchandising thinking and practice with a 3D software application and effectively communicate across disciplines using both verbal and computerized 3D visual vocabulary. -- Develop virtual retail stores that project store image, merchandise, target market, and promotional theme, using relevant software applications.

**RM 4160H Honors Capstone Project**  
**A-F only, 2 credit(s); prereq Retail merchandising honors;**  
**Instructor:** Johnson PhD, Kim KP

**Description:** Student may contact the instructor or department for information.

**RM 4160H Honors Capstone Project**  
**A-F only, 2 credit(s); prereq Retail merchandising honors;**  
**Instructor:** Wu, Juanjuan  
**Description:** Student may contact the instructor or department for information.

**RM 4160H Honors Capstone Project**  
**A-F only, 2 credit(s); prereq Retail merchandising honors;**  
**Instructor:** Kim, Hye-Young  
**Description:** Student may contact the instructor or department for information.

**RM 4193 Directed Study in Retail Merchandising**  
**A-F only, 1-4 credit(s), max credits 8; prereq Undergrad, instr consent ;**  
**Instructor:** Johnson PhD, Kim KP  
**Description:** Student may contact the instructor or department for information.

**RM 4193 Directed Study in Retail Merchandising**  
**A-F only, 1-4 credit(s), max credits 8; prereq Undergrad, instr consent ;**  
**Instructor:** Wu, Juanjuan  
**Description:** Student may contact the instructor or department for information.

**RM 4193 Directed Study in Retail Merchandising**  
**A-F only, 1-4 credit(s), max credits 8; prereq Undergrad, instr consent ;**  
**Instructor:** Kim, Hye-Young  
**Description:** Student may contact the instructor or department for information.

**RM 4196 Internship in Retail Merchandising**  
**S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; prereq Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent ; Credit will not be granted if credit has been received for: ADES 4196;**  
**Instructor:** Johnson PhD, Kim KP  
**Description:** Student may contact the instructor or department for information.

**RM 4196 Internship in Retail Merchandising**  
**S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; prereq Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent ; Credit will not be granted if credit has been received for: ADES 4196;**  
**Instructor:** Wu, Juanjuan  
**Description:** Student may contact the instructor or department for information.

**RM 4196 Internship in Retail Merchandising**  
**S-N only, 1-4 credit(s), max credits 4, 1 completion allowed; prereq Completion of at least one-half of professional sequence, plan submitted/approved in advance by [adviser, internship supervisor], written consent of faculty supervisor, instr consent ; Credit will not be granted if credit has been received for: ADES 4196;**  
**Instructor:** Kim, Hye-Young  
**Description:** Student may contact the instructor or department for information.

**RM 4212W Dress, Society, and Culture**  
**A-F only, 3 credit(s); prereq [Jr or sr or grad student], [DHA major or minor or instr consent ] credit will not be granted if credit already received for: DHA 4212W; Meets CLE req of Writing Intensive;**  
**Instructor:** Johnson PhD, Kim KP

**Description:** Dressing the body is an everyday experience that is often taken for granted yet has a tremendous impact on the US economy. We dress our bodies to communicate consciously or unconsciously who we are and to receive personal satisfaction. Thus, dress is a nonverbal communication system of body modifications and supplements that have meaning dependent on time and socio-cultural space. Apparel retailers and designers are very interested in what motivates consumers to modify their bodies and subsequently purchase or acquire items to "dress" the body. This course examines contemporary dress from cultures outside and within the United States. Dress is analyzed as a communication system that indicates individuality as well as position within specific social systems of kinship, economy, religion, and polity. Technology of a particular society and types of dress are analyzed and understood as they link to patterns of behavior such as beliefs about morality, hygiene, ritual, and beauty.

**Style:** 50% Lecture, 30% Film/Video, 20% Discussion.

**Grading:** 100% reports/papers.

#### RM 4217 International Retail Markets

**A-F only, 3 credit(s); prereq 2215 or DHA 2215, [jr or sr or grad student], [DHA major or minor or instr consent ] credit will not be granted if credit already received for: DHA 4217; Meets CLE req of Global Perspectives;**

**Instructor:** Kim,Hye-Young

**Description:** This course is designed to provide exposure to a number of selected topics in the context of globalization. Students will also have the opportunity to extend their thinking regarding globalization to retail business. The basic content of this course will include: (a) an overview of the means of operating a retail business in foreign countries, with an emphasis on what makes international markets different from the U.S. market; (b) the effects of the socio-cultural systems within foreign countries on the conduct of retailing; (c) the major theories explaining international trade; (d) the dynamic interface between countries and firms attempting to conduct retailing on an international scale; and (e) strategic alternatives for global retail operations.

**Style:** 60% Lecture, 10% Film/Video, 10% Discussion, 10% Small Group Activities, 5% Student Presentation, 5% Web Based.

**Grading:** 20% mid exam, 20% final exam, 15% special projects, 15% quizzes, 20% written homework, 10% class participation.

**Exam Format:** multiple choice

#### RM 4247 Advanced Buying and Sourcing

**A-F only, 3 credit(s); prereq 2215, 3242 or DHA 2215, [DHA major or minor or instr consent] credit will not be granted if credit already received for: DHA 4247;**

**Instructor:** Kim,Hye-Young

**Description:** Student may contact the instructor or department for information.

## Russian

192 Klæber Court

#### RUSS 1101 Beginning Russian I

**5 credit(s); Credit will not be granted if credit has been received for: RUSS 4101;**

**Instructor:** STAFF

**Description:** The beginning Russian course develops the four basic language skills--speaking, understanding, reading, and writing--in a balanced, highly integrated manner. Students do regularly assigned grammar exercises, listen to CD's, and are required to participate in each class section. Active control of Russian structure is the principal criterion of evaluation.

**Style:** 30% Lecture. instructor guided oral exercises

**Grading:** 25% final exam, 70% quizzes, 5% other evaluation. oral exam

**Exam Format:** fill in, translation to Russian, open-ended response

#### RUSS 1101 Beginning Russian I

**5 credit(s); Credit will not be granted if credit has been received for: RUSS 4101;**

**Instructor:** Williams,Denise Elizabeth

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course is the first in a two-course sequence on Beginning Russian. Upon completion of the two courses, a student can expect to be able to pronounce Russian words with reasonable correctness; compose grammatically correct, simple, sentences; understand Russian as spoken conversationally; respond appropriately to common requests; and read everyday Russian with the aid of a dictionary. In order to speak Russian effectively, you would need to get practice speaking Russian with others.

**Style:** This is a printed correspondence section.

**Grading:** 20% mid exam, 30% final exam, 50% written homework.

**Exam Format:** Supervised, in-person exams

#### RUSS 1102 Beginning Russian II

**5 credit(s); prereq 1101 or equiv; Credit will not be granted if credit has been received for: RUSS 4102;**

**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 tapes, and are required to participate in each class session. Active control of Russian structure is the principal criterion of evaluation.

**Style:** 30% Lecture. Instructor guided oral exercises.

**Grading:** 40% final exam, 40% quizzes, 10% class participation, 10% other evaluation. Homework.

**Exam Format:** Fill in blanks, translation, writing short paragraphs, answering questions, listening comprehension.

#### RUSS 1102 Beginning Russian II

**5 credit(s); prereq 1101 or equiv; Credit will not be granted if credit has been received for: RUSS 4102;**

**Instructor:** Williams,Denise Elizabeth

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. This course is the second in a two-course sequence on Beginning Russian. Upon completion of the two courses, a diligent student can expect to be able to pronounce Russian words with reasonable correctness; compose grammatically correct sentences; understand Russian as spoken conversationally; respond appropriately, if briefly, to common requests; and read everyday Russian with the aid of a dictionary. In order to speak Russian effectively, you would need to get practice speaking Russian with others.

**Style:** This is a printed correspondence section.

**Grading:** 20% mid exam, 30% final exam, 50% written homework.

**Exam Format:** Supervised, in-person exams

#### RUSS 3002 Intermediate Russian II

**5 credit(s); prereq 3001 or instr consent ; Credit will not be granted if credit has been received for: RUSS 4104;**

**Instructor:** STAFF

**Description:** Textbook: "Nachalo" We are continuing the simultaneous development of speaking, listening, reading and writing skills. The course is designed to prepare students for the language proficiency exam (LPE) in Russian. We will carry on conversation based on the material in text, have translation exercises, group activities, guided exercises to reinforce the grammar and vocabulary. There will be a quiz after each chapter, and a short quiz after the first 2 parts of the chapter (this will help you to better solidify the learned material). We will also be reading some short stories, will answer questions, and will discuss them in class. You will write a short essay on each story

read.

**Style:** 20% Lecture, 50% Discussion. guided exercises, interaction, conversation

**Grading:** 40% final exam, 40% quizzes, 10% class participation, 10% other evaluation. homework

**Exam Format:** Answering questions, fill-in-the-blanks, short essays, translation, listening comprehension.

#### **RUSS 3102 Advanced Russian II**

**4 credit(s); prereq 3101 or instr consent ;**

**Instructor:** STAFF

**Description:** Text: "V Puti - Russian Grammar in Context". Attention will be given to developing reading comprehension, conversational competence, grammatical accuracy, and cultural sophistication. We'll discuss grammar and word study. We will read stories and other texts, and will paraphrase them, answer the questions and carry on discussions in class. You will write essays on the material we have read. Regular attendance is very important for your progress. Class participation and homework constitutes 20% of your grade. If you miss a class, it is your responsibility to find out what was covered, whether any changes were announced, etc. You can make up for a test, if you missed it due to illness or emergency. You are encouraged to take advantage of the instructor's office hours to discuss the material or any problems. During this semester each student will give a 10 minute informal oral presentation on an important or interesting event which happened around the world during the last week. The purpose is to give you an opportunity to do some individual research, be creative and to practice your oral speech. There will be 3 compositions, 3 double-spaced pages each. Correct grammar, spelling, sentence structure, content (clear, logical thought). There will be a quiz after each chapter and a final written exam.

**Style:** 20% Lecture, 20% Discussion. Russian language interaction

**Grading:** 20% mid exam, 30% final exam, 10% reports/papers, 20% quizzes, 10% in-class presentation, 10% class participation. 1 oral report

**Exam Format:** fill in the blank, short essay, translation, answering questions.

#### **RUSS 3311 Russian Major Project**

**A-F only, 3 credit(s); prereq Advanced Russian major; Credit will not be granted if credit has been received for: RUSS 3311H;**

**Instructor:** STAFF

**Description:** This 3-credit course is designed for and required of all students majoring in Russian, except for Honors students (see Russ 3312). It consists of writing a research paper of no less than 20 typed double-spaced pages, under the guidance of two faculty members in the Russian program. Topics are chosen by students in consultation with their faculty advisors. Students have scheduled individual meetings with the advisors. The Director of Undergraduate Studies coordinates all projects, and students should consult her/him before signing up for the course. Projects should show evidence of original thinking, the ability to use secondary sources (critical and scholarly literature) appropriately, and the ability to analyze and present arguments effectively. Unacceptable projects include book reports, plot summaries, or translations. The project should be linked to the student's course work within the Russian major, i.e. the student should have some academic background in a particular area before undertaking to write a paper in that area. The language of the paper should be English. The paper should, however, present evidence of appropriate use of Russian-language sources.

#### **RUSS 3311H Honors Major Project in Russian**

**A-F only, 3-4 credit(s), max credits 4, 1 completion allowed; prereq Advanced Russian major; Credit will not be granted if credit has been received for: RUSS 3311;**

**Instructor:** STAFF

**Description:** This course is designed for and required of all Honors students majoring in Russian. It consists of writing a research paper of no less than 35 typed double-spaced pages, under the guidance of two faculty members in the Russian

program. Candidates for summa cum laude need three faculty readers, one of who should be outside the Russian department. Topics are chosen by students in consultation with their faculty advisors. Students have scheduled individual meetings with the advisors. The Director of Undergraduate Studies coordinates all projects, and students should consult her/him before signing up for the course. Projects should show evidence of original thinking, the ability to analyze, and to present arguments effectively. Unacceptable projects include book reports, plot summaries, or translations. The project should, in some way, be linked to the student's course work within the Russian major, i.e., the student should have some academic background in a particular area of study before undertaking to write a paper in that area. The language of the paper should be English. The paper should present evidence of appropriate use of Russian-language sources.

**Style:** 25% Discussion. guided research

**Grading:** 100% other evaluation. finished research paper

#### **RUSS 3407 Stories and Plays of Anton Chekhov in Translation**

**3 credit(s); Credit will not be granted if credit has been received for: RUSS 5407;**

**Instructor:** Polakiewicz, Leonard Anthony

**Description:** This course is devoted to the study of literary devices, ideas and themes in 23 stories and 4 major plays by Anton Chekhov--one of the world's greatest modern writers. Although the intrinsic approach is used in analyzing Chekhov's works which focuses mainly on their aesthetic merits, the role of extrinsic factors such as biography, psychology, history, etc., is also studied. This course should be an enriching experience for all students and especially those interested in world literature and drama, Russian and East-Central European Studies, English and Theatre Arts.

**Style:** 60% Lecture, 40% Discussion.

**Grading:** 20% mid exam, 30% final exam, 30% reports/papers, 20% class participation.

**Exam Format:** Essay

#### **RUSS 3411 Dostoevsky in Translation**

**3 credit(s); Credit will not be granted if credit has been received for: RUSS 5411;**

**Instructor:** Jahn, Gary R

**Description:** This course provides a survey of the literary career of Fyodor Mikhailovich Dostoevsky (1821-1881), one of the greatest of the nineteenth-century Russian writers. A portion of the course will be devoted to lectures concerning Dostoevsky's biography and literary career. Most of the course, however, will be devoted to the detailed discussion of the required readings. These will include Poor Folk, Notes from Underground, Crime and Punishment, The Possessed, and The Brothers Karamazov. There will be two examinations (mid-term and final) of the essay type. Students enrolled for Russ 5411 must write a 12-15 page research paper on a subject mutually agreed to by themselves and the instructor; students enrolled in Russ 3411 are not obliged to write such a paper.

**Style:** 20% Lecture, 80% Discussion.

**Grading:** 25% mid exam, 50% final exam, 25% class participation.

**Exam Format:** essay

#### **RUSS 3422 Literature: Tolstoy to the Present in Translation**

**3 credit(s); Credit will not be granted if credit has been received for: RUSS 5422;**

**Instructor:** Walter, Ronald F.

**Description:** The course is divided into two halves: during the first half (before spring break) we will read selected short works, mostly stories, of Tolstoy and Chekhov. After spring break and till the end of the semester we will read three novels: Solzhenitsyn's Cancer Ward, Bulgakov's Master and Margarita, and Pasternak's Doctor Zhivago. The course as a whole may be seen as an exploration of the organic literary worldviews, the "gospels," so to speak, of each author, to wit, Tolstoy: the immediate awareness of death releases consciousness; Chekhov: humankind is made of one substance; Solzhenitsyn: male liberation is found in transcending the feminine principle; Bulgakov: putative evil unwittingly performs good; and Pasternak: Truth is found in the

individuation conferred by Christian freedom. There will be take-home essays to write for both the mid-term and the final exams. The workload consists mostly of about six hours of reading for each Tuesday evening session. A course paper is optional.

and Theatre Arts.

**Style:** 60% Lecture, 40% Discussion.

**Grading:** 20% mid exam, 30% final exam, 30% reports/papers, 20% class participation.

**Exam Format:** Essay

#### **RUSS 3993 Directed Studies**

**1-4 credit(s), max credits 4, 1 completion allowed; prereq instr consent , dept consent , college consent ; Instructor:** STAFF

**Description:** The purpose of this course, offered at the discretion of the faculty, is to provide individualized instruction to undergraduate students wishing to explore specialized topics not covered in regular course offerings. The number of faculty in the Russian program being small, no more than 3-5 students per year can be thus accommodated; preference is given to students in the final year of completing their Russian major. The content and procedures of this course vary widely, depending upon agreement between student and instructor, and the number of credits for which the course is taken. Students must consult the Director of Undergraduate Studies in the Russian unit before registering for this course.

#### **RUSS 4102 Beginning Russian II**

**3 credit(s); prereq 4101, [fourth sem course in another language or grad student]; Credit will not be granted if credit has been received for: RUSS 1102;**

**Instructor:** Schweikert, Maria S

**Description:** Student may contact the instructor or department for information.

#### **RUSS 4102 Beginning Russian II**

**3 credit(s); prereq 4101, [fourth sem course in another language or grad student]; Credit will not be granted if credit has been received for: RUSS 1102;**

**Instructor:** Walter, Ronald F.

**Description:** Student may contact the instructor or department for information.

#### **RUSS 4102 Beginning Russian II**

**3 credit(s); prereq 4101, [fourth sem course in another language or grad student]; Credit will not be granted if credit has been received for: RUSS 1102;**

**Instructor:** Jahn, Gary R

**Description:** Student may contact the instructor or department for information.

#### **RUSS 4104 Intermediate Russian II**

**3 credit(s); prereq 4103, [fourth sem course in another language or grad student]; Credit will not be granted if credit has been received for: RUSS 3002;**

**Instructor:** Schweikert, Maria S

**Description:** Student may contact the instructor or department for information.

#### **RUSS 4104 Intermediate Russian II**

**3 credit(s); prereq 4103, [fourth sem course in another language or grad student]; Credit will not be granted if credit has been received for: RUSS 3002;**

**Instructor:** Walter, Ronald F.

**Description:** Student may contact the instructor or department for information.

#### **RUSS 5407 Stories and Plays of Anton Chekhov in Translation**

**3 credit(s); Credit will not be granted if credit has been received for: RUSS 3407;**

**Instructor:** Polakiewicz, Leonard Anthony

**Description:** This course is devoted to the study of literary devices, ideas and themes in 23 stories and 4 major plays by Anton Chekhov--one of the world's greatest modern writers. Although the intrinsic approach is used in analyzing Chekhov's works which focuses mainly on their aesthetic merits, the role of extrinsic factors such as biography, psychology, history, etc., is also studied. This course should be an enriching experience for all students and especially those interested in world literature and drama, Russian and East-Central European Studies, English

#### **RUSS 5411 Dostoevsky in Translation**

**3 credit(s); Credit will not be granted if credit has been received for: RUSS 3411;**

**Instructor:** Jahn, Gary R

**Description:** This course provides a survey of the literary career of Fyodor Mikhailovich Dostoevsky (1821-1881), one of the greatest of the nineteenth-century Russian writers. A portion of the course will be devoted to lectures concerning Dostoevsky's biography and literary career. Most of the course, however, will be devoted to the detailed discussion of the required readings. These will include Poor Folk, Notes from Underground, Crime and Punishment, The Possessed, and The Brothers Karamazov. There will be two examinations (mid-term and final) of the essay type. Students enrolled for Russ 5411 must write a 12-15 page research paper on a subject mutually agreed to by themselves and the instructor; students enrolled in Russ 3411 are not obliged to write such a paper.

**Style:** 20% Lecture, 80% Discussion.

**Grading:** 25% mid exam, 50% final exam, 25% class participation.

**Exam Format:** essay

#### **RUSS 5422 Literature: Tolstoy to the Present in Translation**

**3 credit(s); Credit will not be granted if credit has been received for: RUSS 3422;**

**Instructor:** Walter, Ronald F.

**Description:** The course is divided into two halves: during the first half (before spring break) we will read selected short works, mostly stories, of Tolstoy and Chekhov. After spring break and till the end of the semester we will read three novels: Solzhenitsyn's Cancer Ward, Bulgakov's Master and Margarita, and Pasternak's Doctor Zhivago. The course as a whole may be seen as an exploration of the organic literary worldviews, the "gospels," so to speak, of each author, to wit, Tolstoy: the immediate awareness of death releases consciousness; Chekhov: humankind is made of one substance; Solzhenitsyn: male liberation is found in transcending the feminine principle; Bulgakov: putative evil unwittingly performs good; and Pasternak: Truth is found in the individuation conferred by Christian freedom. There will be take-home essays to write for both the mid-term and the final exams. The workload consists mostly of about six hours of reading for each Tuesday evening session. A course paper is required.

#### **RUSS 5993 Directed Studies**

**1-4 credit(s), max credits 16, 4 completions allowed; prereq instr consent , dept consent , college consent ; Instructor:** STAFF

**Description:** The purpose of this course, offered at the discretion of the faculty, is to provide individualized instruction to advanced undergraduate and graduate students wishing to explore specialized topics not covered in regular course offerings. The number of faculty in the Russian program being small, no more than 3-5 students per year can be thus accommodated, preference is given to students in their final year of the Russian major and to graduate students in Russian Area Studies. The content and procedures of this course vary widely, depending upon agreement between student and instructor, and the number of credits for which the course is taken. Students must consult the Director of Undergraduate Studies in the Russian unit before registering for this course.

**Style:** guided research and discussion

**Grading:** 100% other evaluation. student's work evaluated on the basis of variable course criteria

**Scandinavian**  
**192 Klæber Court**

**SCAN 3503 Scandinavian Folklore**

**3 credit(s); Meets CLE req of Global Perspectives; meets CLE req of Literature;**

**Instructor:** Norrman, Lena Elisabeth

**Description:** Student may contact the instructor or department for information.

**SCAN 3605 The Scandinavian Short Story**

**3 credit(s); Meets CLE req of Literature;**

**Instructor:** Houe, Poul

**Description:** This course will examine thirty-five of the best short stories written in Denmark, Finland, Iceland, Norway, and Sweden within the last 200 years. Although it represents a large variety of literary expressions and human attitudes - ranging from early 19th century Romantic tales to late 20th century absurdist pieces - the Scandinavian short story is typically written in the realistic - psychological mode. Quite esteemed as a literary genre, its classical form has in recent years been subject to a remarkable expansion and explosion. The principal concern of the Scandinavian short story, however, remains with characters who desparately try to plan their lives and control their future, but whose efforts are usually in vain. Discussions will focus on the individual stories (incl. two short story based films), but attention will also be given to social and historical background, relations to other narrative genres, and to the cultural contexts informing today's short story writers and readers.

**Style:** 40% Lecture, 60% Discussion.

**Grading:** 25% final exam, 50% reports/papers, 25% class participation.

**SCAN 3993 Directed Studies**

**1-4 credit(s), max credits 12, 12 completions allowed; prereq instr consent, dept consent, college consent;**

**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 4614 Introduction to Kierkegaard**

**3 credit(s);**

**Instructor:** Houe, Poul

**Description:** The Danish philosopher Søren Kierkegaard (1813-55) was one of the most original thinkers and writers of the 19th century. Deeply indebted to Christian Scriptures but also to philosophical writings from Plato to Hegel, he assaulted traditional Western philosophy and the social and religious smugness of his time. Probing the question: What does it mean to be (come) a fully human being, Kierkegaard made a compelling case for the personal and subjective and paved the way for the literary and philosophical movement of Existentialism. He became one of the dominant cultural forces of the 20th century, and in the 21st century his influence seems unabated. This course is an introduction to Kierkegaard as a literary, philosophical, psychological, social, and Christian writer. It relates his work to the Golden Age of early to mid-19th century Denmark and outlines his later influence upon 19th-21st century thinkers and writers worldwide. His controversy with systemic reason and institutionalized religion will be explored in eloquent texts that are of particular interest to today's readers. Attention to the dialectical and poetic dimensions of Kierkegaard's oeuvre is key to an understanding of his concerns. When he communicated his uncompromising ideas indirectly?under the guise of pseudonymity, irony, and other artistic devices?it was to entice each of his readers to undertake a personal search for existential and religious truth. Far from advocating an anti-social stance, Kierkegaard wished to counter what has been called "the self-interested individualism of modern civil society." Class format will be lectures and discussions, and students will write two term papers and a final essay/take-home exam.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 30% final exam, 50% reports/papers, 20% class participation.

**Exam Format:** Essay/take-home exam

**SCAN 5501 Scandinavian Mythology**

**3 credit(s);**

**Instructor:** Grimstad, Kaaren E

**Description:** The aim of this course is twofold: to introduce and set in their historical context the major primary sources for the tales we think of as constituting Scandinavian---or more properly Norse---mythology; and to examine the narrative structure of the mythological tales themselves. In order to facilitate the integration of the two parts of this goal the course has been structured in the following manner: during the first six weeks we will read and discuss the primary material and a selection of articles dealing with medieval historiography and interpretation of the texts; the remaining nine weeks will be devoted to reading and discussion of specific groups of tales. Lectures and discussions in the first part of the course will focus on the historical background of the primary sources (Snorri Sturluson's Edda and Ynglinga saga, the Poetic Edda, Saxo Grammaticus' History of the Danes) and introduction to the theoretical material. Discussions in the second part of the course will be focused on questions about the individual tales which could be answered by applying the theoretical material. All readings are in English. The target audience is advanced undergraduates and graduates, both majors and non-majors.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 75% reports/papers, 25% class participation.

**SCAN 5993 Directed Studies**

**1-4 credit(s), max credits 12, 12 completions allowed; prereq instr consent, dept consent, college consent;**

**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 8500 Seminar in Medieval Scandinavian Languages and Literature: Saga, Legend & Epic**

**3 credit(s), max credits 9, 3 completions allowed;**

**Instructor:** Wakefield, Ray M

**Description:** Two monumental thirteenth-century epic texts---the Middle High German Nibelungenlied and the Old Norse Saga of the Volsungs---represent the southern and northern literary reflexes of a widespread and enormously popular cycle of traditional oral legends surrounding figures from the Germanic migration period. The aim of this seminar is to introduce students to these epics as well as other medieval versions of the legends in order to examine the development of medieval European narrative tradition. Our material is ideal for such an enterprise because we have extensive documentation of the legend cycle both in the form of literary texts in prose and poetry from three medieval Germanic cultures (Old English, Old Norse, and Middle High German) and in stone and wood carvings of scenes from the story in medieval England and Scandinavia. We will look at such diverse topics as text editing and translating, style and prosody, narrative structure, cultural themes, character portrayal, and audiences. We will also take the master narrative into its 19th- and 20th- century retellings with a look at Wagner's Ring and Fritz Lang's epic movie.

## Second Language Studies

214 Nolte Center

**SLS 3001W Basics in Teaching English as a Second Language**

**4 credit(s); prereq Have studied another language, [native speaker or Internet-based TOEFL score of at least 79 or equiv]; Meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** This practical course is designed to prepare you to

tutor ESL to adults in community programs by providing you with a basic orientation to current theories, methods and techniques of English as a second language (ESL) instruction. Through lecture/demonstrations, discussions and practice teaching, the course emphasizes the methodologies and techniques for teaching and assessing the skills of listening, speaking, pronunciation, reading, and writing. Your reading and classroom lectures will provide you with an introduction to the phonological and syntactic systems of English. In addition, you will study the language learning processes of adults, considering the linguistic, psychological and socio-cultural factors which influence the process. You will learn something about the language and culture of immigrant groups currently residing in the Twin Cities, including Hmong, Somali, and Hispanic languages and cultures. You will become aware of the interrelationship of language and culture and how that influences learning. The various contexts of teaching English to literate and non-literate adults in the U.S. and abroad will be addressed. As you read and discuss these issues in class, you will observe ESL classes taught at the University and in the Twin Cities. An internship at a school or agency teaching ESL is required. The class will support the internship experience as you and your fellow students analyze the instructional settings and your teaching practices during the week.

**Style:** 30% Lecture, 40% Discussion, 30% Laboratory.

**Grading:** 30% reports/papers, 15% quizzes, 15% in-class presentation, 15% class participation, 25% other evaluation. internship teaching

**Exam Format:** short answer essay

#### **SLS 3401 Introduction to Pronunciation and Grammar for ESL Teachers**

**A-F only, 4 credit(s);**

**Instructor:** Holt, Sheryl Lynn

**Description:** Description: As an introductory course, SLS 3401 covers the field of language analysis and its key concepts and theories in three areas: (a) the English phonological system, (b) vocabulary knowledge, and (c) English grammar. Rather than exhaustive treatment of these three areas, students will work with these structures and explore how ESL teachers and teaching materials advance ESL learners' language proficiency in these areas. The course assumes no prior background in linguistics; for those who do have this background, SLS 5401 is a more appropriate choice. At the end of the course, students should possess the knowledge to answer typical ESL learner questions and address a number of typical learner errors. Students should also gain a better understanding of best practices in regards to addressing grammar, vocabulary and pronunciation issues in ESL contexts.

**Style:** 30% Lecture, 25% Discussion, 25% Small Group Activities, 20% Student Presentation.

**Grading:** 50% quizzes, 20% in-class presentation, 20% class participation, 10% other evaluation.

#### **SLS 3401 Introduction to Pronunciation and Grammar for ESL Teachers**

**A-F only, 4 credit(s);**

**Instructor:** Lazaraton, Anne

**Description:** Description: As an introductory course, SLS 3401 covers the field of language analysis and its key concepts and theories in three areas: (a) the English phonological system, (b) vocabulary knowledge, and (c) English grammar. Rather than exhaustive treatment of these three areas, students will work with these structures and explore how ESL teachers and teaching materials advance ESL learners' language proficiency in these areas. The course assumes no prior background in linguistics; for those who do have this background, SLS 5401 is a more appropriate choice. At the end of the course, students should possess the knowledge to answer typical ESL learner questions and address a number of typical learner errors. Students should also gain a better understanding of best practices in regards to addressing grammar, vocabulary and pronunciation issues in ESL contexts.

**Style:** 30% Lecture, 25% Discussion, 25% Small Group Activities, 20% Student Presentation.

**Grading:** 50% quizzes, 20% in-class presentation, 20% class

participation, 10% other evaluation.

#### **SLS 5402 Language Analysis for Teachers of English as a Second Language**

**4 credit(s); prereq 5401, Ling 5001;**

**Instructor:** Lazaraton, Anne

**Description:** This course provides an overview of the more complex aspects of English grammar (articles, passives, indirect objects, prepositions, conditionals, relative clauses, complementation, reported speech), and of basic elements of pragmatics and discourse analysis as applied to English usage. Pedagogical implications of these considerations will be investigated. TESL 5402 is the second of a two-semester sequence. The sequence is required in the first year for M.A. in ESL students, and may also be taken by other graduate students interested in teaching ESL to adults. Prerequisites: TESL 5401.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 40% reports/papers, 35% quizzes, 15% in-class presentation, 10% class participation.

**Exam Format:** problem solving

#### **SLS 5722 Practicum in Teaching English as a Second Language**

**S-N only, 6 credit(s), max credits 12; prereq [[5401 or concurrent registration is required (or allowed) in 5401], [5402 or concurrent registration is required (or allowed) in 5402], 5721, ESL major or ESL minor] or instr consent ;**

**Instructor:** Lazaraton, Anne

**Description:** This course provides practical, hands-on experience in teaching English as a second language to adults. The teaching experience involves applying, in a practical context, the theoretical and descriptive material studied in the ESL M.A. program. Prerequisites: SLS 5721, SLS 5401, concurrent enrollment in or completion of SLS 5402, and permission of instructor. Class is limited to M.A. ESL majors; enrollment is usually capped at 8.

**Style:** 10% Discussion. Participation in apprenticeship placement

**Grading:** 10% class participation, 90% other evaluation. improvement in ESL teaching performance, completion of all assignments including observations, lesson planning, etc.

#### **SLS 5993 Directed Studies**

**1-4 credit(s), max credits 9, 9 completions allowed; prereq instr consent , dept consent , college consent ;**

**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.

## **Security Technologies** *West Bank Office Building*

#### **ST 8220 Vulnerability, Risk and Threat Assessment and Management**

**A-F only, 3 credit(s); prereq Admitted to MSST grad program;**

**Instructor:** Marcus, Alfred A

**Description:** Student may contact the instructor or department for information.

#### **ST 8620 Capstone**

**A-F only, 0.5-2 credit(s), max credits 2, 1 completion allowed; prereq MSST grad program student;**

**Instructor:** Amin, Massoud

**Description:** Student may contact the instructor or department for information.



## Social Work

### 105 Peters Hall

#### SW 1001 Introduction to the World of Social Work: A Global Perspective

**3 credit(s);**

**Instructor:** Knust MSW,LICSW,Diane M

**Description:** Social Work has a rich history that provides a foundation for its development as a profession concerned about people and their social environment. Early social work was and continues to be driven by a passion to create a just society through insuring that individuals have rights to equal access to the basic human needs of food, shelter, clothing, medical care, meaningful work, and the expression and acceptance of individual differences. Initially social workers advocated for changes in the Poor Laws that prescribed incarceration for those without employment. Social Workers created settlement houses for those who were homeless and living in poverty and were instrumental in changing policies and attitudes toward this population. The amelioration of problems associated with alcohol abuse was addressed through social work's involvement in abolitionist movements such as the Women's Temperance Union. Social casework developed as means of monitoring and providing services to the homeless and inebriates in lieu of incarceration while psychiatric social work provided a unique perspective for treatment and discharge planning for patients in mental hospitals. Today social work is still involved in all these areas, and we have much to learn from other countries and the ways they organize for social welfare. Social Workers recognize the strengths individuals bring to cope with whatever circumstances confront them across the life cycle, as well as those systems created to provide support. The focus is bringing into alignment the individual and the system working together to ameliorate distress and improve the client's self-efficacy and sense of well-being. Sometimes the effort is centered on empowering the individual, at other times on changing the system, and often on both. While systems initially included close family, friends, community, occupation, policies, culture, etc., the definition has expanded. Today, the boundaries of system extend far beyond the borders of the United States. This global system impacts both peripherally and directly things that happen throughout the world. The course includes an intentional focus on international policies, immigrant populations, human rights, the physical environment, world hunger, restorative justice, and trauma intervention, because they all impact the human experience in the U.S. more than ever before. The Code of Ethics of the National Association of Social Work states: "The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective." These core values are: service, social justice, dignity and worth of the person, importance of human relationships, integrity and competence.

#### SW 1501 Introduction to Peace Studies

**A-F only, 3 credit(s);**

**Instructor:** Menanteau,Dario

**Description:** This course provides an introduction to peace studies ? an interdisciplinary field that considers questions such as: how can human conflicts be resolved in ways that promote justice and peace? We will explore definitions, conditions, and causes of violence, nonviolence, war, and peace ? be it between nations, groups, or individuals. In this work, we will study distinctions between the concepts of negative peace, or the absence of war, and positive peace, understood as the presence of values and practices which promote justice and well-being within a society (such as economic and social justice and environmental stewardship). The class will also distinguish between overt forms of violence (be it collective or individual) and what Johan Galtung has termed structural violence: those practices which disadvantage people due through unjust political or economic systems, and/or cultural traditions. Participants in the class will explore a broad range of historical examples of

ways that people have responded creatively to situations of violence and injustice, and from this study, construct their own understandings of creative response to conflict.

#### SW 1905 Freshman Seminar: High School: Moments, Memories & Meanings

**2 credit(s), max credits 6; prereq Fr;**

**Instructor:** Baizerman,Michael Leon

**Description:** A course on "images of youth" can be about the many actual and possible representations of young people. As such, a course would examine a variety of notions about youth, the actual persons and "youth" the representation. Examination could be about the personal, social, and cultural spaces between actual (young) persons and their images and other representations, and how these vary (or not) by historical period, social arena, "true self", ethnicity/race, geography, social class, sex/gender, language, and the like. Attention could be given to how these representations are (are not) embedded in larger reticula of scientific and lay theories of these people, their "stage of life", what is "natural" about their being as they are and doing as they so and what is "essential" (and/or the essence) of their person(hood) and of the images which portray them in the popular media, in scientific theories, in novels, films and plays, and in music, poetry, and art, for instance. This seminar will explore some of these and some other related themes in pursuit of responses to the focal questions of this course: How are youth portrayed in a variety of media; how are they represented, and what are some images of youth which seem to guide our collective and individual responses to real world, everyday-life youth, and how are these images used by young people and adults to fashion their multiple identities in everyday life and in the reflective, personal self. In the University, "youth" is a subject (and object) "owned" by many academic disciplines and professions, and there can be (and is) disagreement between and among these about "the true nature" of these persons, the best ways to "enhance their healthy development" and to facilitate their "growing up" and "coming of age", and their place(s) within family, neighborhood, community, and nation. That is, "youth" is "contested terrain" and the vocabulary and rhetorics of this ongoing, but always changing (somewhat) "youth discourse" will also be a focus of this course. Framed thus, it is clear that there are a vast array of traditional disciplines and professions contributing theories, concepts and images to our subject. Any one of these can invite life-long inquiry and many will be new to you. That's inevitable and fine, because while you are experts in how you did (are doing) your youth, you are not expected to be so on the many ways you are represented in our culture and society. Indeed, that's why we are together in this Seminar - to explore and try to understand how (and why) youth are portrayed as they are. By the end of our work together, we both will have a better grasp of the issues, questions, responses, and answers.

**Style:** 30% Lecture, 10% Film/Video, 40% Discussion. 20% Field Visits.

**Grading:** Grading is finalized after negotiated assignments/papers.

#### SW 3301 GLBT Social Movements

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: GLBT 3301;**

**Instructor:** Petocz,Jessica Marie

**Description:** Who and what gets to count as a GLBT social movement? How have these movements changed over time? Who determines the priorities? What have been the achievements and failures of GLBT social movements? This interdisciplinary course uses classroom and service learning to examine the development of gay, lesbian, bisexual, and transgender (GLBT) social movements in the US. We will expand on popular images of the GLBT social movements by linking the context, goals, and outcomes of movements to the dynamics of race, class, gender, sexuality, age, ability, immigration status, and geography. Our goal will be to understand the ways that GLBT social movements have influenced and been influenced by identities and how these differences have determined the framing, participation, and legibility of movements. As a service learning course, we will use

students' experiences in local GLBT organizations to connect social movement theory and historical analysis to the everyday work of community organizing, advocacy, and public education. We will also incorporate a class blog, films, guest speakers, and community events into our learning environment. \*\*\*SERVICE LEARNING IS REQUIRED IN THIS COURSE\*\*\* The University's Community Service Learning Center will facilitate matching each student to a local organization for at least 30 hours of service. A portion of the final grade for the course will be determined by how each student reflects upon and integrates this experience into the overall framework of the course through reading, writing, and discussion. For more information about service learning, please visit <http://www.servicelearning.umn.edu/info/>  
**Style:** 10% Lecture, 5% Film/Video, 25% Discussion, 25% Small Group Activities, 5% Guest Speakers, 10% Web Based, 20% Service Learning.

### **SW 3701 Introduction to Child Maltreatment: Intervention and Prevention**

**3 credit(s);**

**Instructor:** STAFF

**Description:** This course is designed as an introduction to the study of family violence across the lifespan. It will introduce students to history, current theories, research, and policies in the areas of child maltreatment and the larger domain of family violence. The content of the course focuses on current theories, research and policies on violence against women (battering, sexual assault, stalking), child maltreatment (physical and sexual abuse, emotional abuse, neglect) and abuse of vulnerable adults (elderly, non-elderly vulnerable populations). This course is an introduction to the topic. It will give students a basic overview of the issues across types of family violence intervention and prevention and how societies have responded through public policy. The course will also integrate issues of gender, race, culture, age, physical ability, and sexual orientation throughout our examination of these topics. This course is designed to meet the social science diversified core requirement of the University's Liberal Education Requirement. There are no prerequisites for this course, it is open to all undergraduates and serves as the first required course in the Family Violence Prevention Minor. Other required courses in the Minor cover prevention, intervention and gender violence in global perspectives. As such, this course will emphasize theories, research and policies with a focus on family violence against child and adults in North America.

**Style:** 25% Lecture, 10% Film/Video, 25% Discussion, 10% Demonstration, 10% Field Trips, 20% Guest Speakers.

**Grading:** 15% mid exam, 20% final exam, 10% special projects, 20% written homework, 15% reflection paper, 20% class participation. Written Homework=online assignments.

### **SW 3702 Introduction to Adult Intimate Partner Violence: Intervention and Prevention**

**3 credit(s);**

**Instructor:** STAFF

**Description:** This course is designed as an introduction to the study of Intimate Partner Violence (IPV) in the adult population. It will introduce students to current theories, research, and prevention practice in the area of family violence. The content of the course focuses on the intervention and prevention of intimate partner violence, including preventing violence against women (battering, sexual assault, stalking) and abuse of vulnerable adults (elderly, non-elderly vulnerable populations) within the United States. A major emphasis in this course will be on prevention of adult IPV and social interventions aimed at ending violence in families once it occurs. This includes direct work with victims of abuse, assailants, and their families as well as community-level and policy interventions. The course will also integrate issues of gender, race, culture, age, physical ability, socio-economic status, and sexual orientation throughout our examination of these topics. This course is open to all undergraduates and serves as a required course in the Family Violence Prevention Minor. Because other required courses in the Minor cover child maltreatment and gender violence in global perspectives, this course will emphasize prevention and intervention practices with a focus on family violence against

adults in North America.

**Style:** 15% Lecture, 15% Film/Video, 20% Discussion, 20% Small Group Activities, 5% Student Presentation, 10% Guest Speakers, 15% Service Learning.

**Grading:** 25% reports/papers, 10% special projects, 30% reflection paper, 10% in-class presentation, 5% class participation. 20% is Service Learning

### **SW 3703 Gender Violence in Global Perspective**

**3 credit(s);**

**Instructor:** STAFF

**Description:** This course examines gender violence in its multiple forms from a global perspective. An introduction to the history of violence against women, current theories and research on the causes of violence in intimate relationships, past and current responses, and interventions and prevention models to address this worldwide problem will be discussed.

Understanding the multiple approaches for addressing gender violence will provide students the knowledge to describe culturally competent intervention and prevention strategies.

**Style:** 20% Film/Video, 25% Discussion, 15% Small Group Activities, 15% Field Trips, 25% Guest Speakers.

**Grading:** 50% reports/papers, 25% attendance, 25% reflection paper.

### **SW 5313 Social Work with Older Adults**

**2 credit(s); prereq Grad or non-degree seeking student or instr consent;**

**Instructor:** Lee,Hee Yun

**Description:** Student may contact the instructor or department for information.

### **SW 5316 Brief Treatment and the Task-Centered Approach**

**2 credit(s); prereq Grad student or non-degree seeking student or instr consent ;**

**Instructor:** Rooney,Ronald H

**Description:** Student may contact the instructor or department for information.

### **SW 5317 Social Work With Involuntary Clients**

**2 credit(s); prereq Grad or non-degree seeking student or instr consent;**

**Instructor:** Rooney,Ronald H

**Description:** Student may contact the instructor or department for information.

### **SW 5512 Developing and Managing an Agency Budget**

**1 credit(s); prereq MSW student or instr consent ;**

**Instructor:** Cain,Therese Marie

**Description:** Student may contact the instructor or department for information.

### **SW 5514 Strategic Risk Management in Agencies**

**1 credit(s); prereq MSW student or instr consent ;**

**Instructor:** Cain,Therese Marie

**Description:** Student may contact the instructor or department for information.

### **SW 5519 Mediation and Conflict Resolution**

**3 credit(s); prereq =8519;**

**Instructor:** Umbreit,Mark S

**Description:** Student may contact the instructor or department for information.

### **SW 5708 Substance Abuse and Social Work**

**3 credit(s); prereq Grad or non-degree seeking student or instr consent;**

**Instructor:** Dimock,Peter Trier

**Description:** This course is a broad survey of practice areas where knowledge of substance abuse and dependence are critical. Topics covered: \*The role of SA in domestic violence \*Adolescent brain development and SA \*Families and SA \*FAS, FAE, and other developmental effects of substance use \*Screening, assessment and diagnosis \*Older adults and SA \*Co-occurring disorders \*Neurobiology \*Gambling and other compulsive disorders A number of guest lecturers who work in

these areas as well as the instructor provide knowledge and practice information. These guest sessions are delivered online during the designated course time, and students may participate from any location where they have access to a computer and a high speed internet connection. Other sessions are attended in the classroom.

**Style:** 20% Lecture, 20% Film/Video, 10% Discussion, 10% Student Presentation, 10% Demonstration, 30% Web Based.

**Grading:** 50% reports/papers, 20% special projects, 15% quizzes, 5% attendance, 10% in-class presentation.

**SW 5810 Seminar: Special Topics**

**2 credit(s), max credits 10, 3 completions allowed;**

**Instructor:** Hollister,C David

**Description:** Student may contact the instructor or department for information.

**SW 5813 Child Welfare and the Law**

**2 credit(s); prereq 2nd yr MSW or advanced standing or instr consent;**

**Instructor:** Opsahl,Irene M

**Description:** Student may contact the instructor or department for information.

**SW 8010 Seminar: Field Practicum I**

**S-N only, 1-8 credit(s), max credits 8; prereq 8201;**

**Instructor:** Morcomb,Denise Charlot

**Description:** Student may contact the instructor or department for information.

**SW 8010 Seminar: Field Practicum I**

**S-N only, 1-8 credit(s), max credits 8; prereq 8201;**

**Instructor:** Maxwell,Steve

**Description:** Student may contact the instructor or department for information.

**SW 8010 Seminar: Field Practicum I**

**S-N only, 1-8 credit(s), max credits 8; prereq 8201;**

**Instructor:** Gilbert,MJ

**Description:** Student may contact the instructor or department for information.

**SW 8010 Seminar: Field Practicum I**

**S-N only, 1-8 credit(s), max credits 8; prereq 8201;**

**Instructor:** Presslein MSW,LICSW,Heidi M.

**Description:** Student may contact the instructor or department for information.

**SW 8020 Field Practicum II**

**S-N only, 1-6 credit(s), max credits 6; prereq 8010;**

**Instructor:** Dimock,Peter Trier

**Description:** Student may contact the instructor or department for information.

**SW 8020 Field Practicum II**

**S-N only, 1-6 credit(s), max credits 6; prereq 8010;**

**Instructor:** Morcomb,Denise Charlot

**Description:** Student may contact the instructor or department for information.

**SW 8020 Field Practicum II**

**S-N only, 1-6 credit(s), max credits 6; prereq 8010;**

**Instructor:** Maxwell,Steve

**Description:** Student may contact the instructor or department for information.

**SW 8020 Field Practicum II**

**S-N only, 1-6 credit(s), max credits 6; prereq 8010;**

**Instructor:** Gilbert,MJ

**Description:** Student may contact the instructor or department for information.

**SW 8020 Field Practicum II**

**S-N only, 1-6 credit(s), max credits 6; prereq 8010;**

**Instructor:** Presslein MSW,LICSW,Heidi M.

**Description:** Student may contact the instructor or department for information.

**SW 8020 Field Practicum II**

**S-N only, 1-6 credit(s), max credits 6; prereq 8010;**

**Instructor:** Vande Berg,Anne Wellington

**Description:** Student may contact the instructor or department for information.

**SW 8020 Field Practicum II**

**S-N only, 1-6 credit(s), max credits 6; prereq 8010;**

**Instructor:** Miedema,Janelle Rae

**Description:** Student may contact the instructor or department for information.

**SW 8020 Field Practicum II**

**S-N only, 1-6 credit(s), max credits 6; prereq 8010;**

**Instructor:** Walthour,Kate Ann

**Description:** Student may contact the instructor or department for information.

**SW 8030 Advanced Standing Social Work Practicum**

**S-N only, 1-8 credit(s), max credits 8; prereq Adv standing;**

**Instructor:** Morcomb,Denise Charlot

**Description:** Student may contact the instructor or department for information.

**SW 8030 Advanced Standing Social Work Practicum**

**S-N only, 1-8 credit(s), max credits 8; prereq Adv standing;**

**Instructor:** Maxwell,Steve

**Description:** Student may contact the instructor or department for information.

**SW 8030 Advanced Standing Social Work Practicum**

**S-N only, 1-8 credit(s), max credits 8; prereq Adv standing;**

**Instructor:** Gilbert,MJ

**Description:** Student may contact the instructor or department for information.

**SW 8030 Advanced Standing Social Work Practicum**

**S-N only, 1-8 credit(s), max credits 8; prereq Adv standing;**

**Instructor:** Presslein MSW,LICSW,Heidi M.

**Description:** Student may contact the instructor or department for information.

**SW 8101 Social Policy and Delivery Systems for Child Welfare and Family Services**

**A-F only, 3 credit(s); prereq [8211, advanced standing] or instr consent ;**

**Instructor:** Kincaid,Tamara

**Description:** Student may contact the instructor or department for information.

**SW 8101 Social Policy and Delivery Systems for Child Welfare and Family Services**

**A-F only, 3 credit(s); prereq [8211, advanced standing] or instr consent ;**

**Instructor:** Semanchin Jones,Annette Marie

**Description:** Student may contact the instructor or department for information.

**SW 8103 Health and Mental Health Policy**

**A-F only, 3 credit(s); prereq [8211, advanced standing] or instr consent ;**

**Instructor:** Jones,Linda E

**Description:** Student may contact the instructor or department for information.

**SW 8202 Social Work Methods: Practice With Families and Groups**

**A-F only, 3 credit(s); prereq 8201 or instr consent;**

**Instructor:** Van Slyke,Victoria D

**Description:** Student may contact the instructor or department for information.

**SW 8202 Social Work Methods: Practice With Families and Groups****A-F only, 3 credit(s); prereq 8201 or instr consent;****Instructor:** Gibson, Priscilla A**Description:** Student may contact the instructor or department for information.**SW 8211 Macro Social Work Practice and Policy Advocacy****A-F only, 3 credit(s); prereq 5101 or instr consent;****Instructor:** Reinardy, James Robert**Description:** Student may contact the instructor or department for information.**SW 8211 Macro Social Work Practice and Policy Advocacy****A-F only, 3 credit(s); prereq 5101 or instr consent;****Instructor:** Simmelink, Jennifer**Description:** Student may contact the instructor or department for information.**SW 8211 Macro Social Work Practice and Policy Advocacy****A-F only, 3 credit(s); prereq 5101 or instr consent;****Instructor:** Sugrue, Erin Patricia**Description:** Student may contact the instructor or department for information.**SW 8314 Social Work Interventions With Families****3 credit(s); prereq =5318; adv standing or 8202 or instr consent; Credit will not be granted if credit has been received for: SW 5318;****Instructor:** Hendrickson, Trude D**Description:** Student may contact the instructor or department for information.**SW 8314 Social Work Interventions With Families****3 credit(s); prereq =5318; adv standing or 8202 or instr consent; Credit will not be granted if credit has been received for: SW 5318;****Instructor:** Hoy, Judith M**Description:** Student may contact the instructor or department for information.**SW 8314 Social Work Interventions With Families****3 credit(s); prereq =5318; adv standing or 8202 or instr consent; Credit will not be granted if credit has been received for: SW 5318;****Instructor:** Lee, Hee Yun**Description:** Student may contact the instructor or department for information.**SW 8315 Mood Disorders: New Directions in Clinical Care****2 credit(s); prereq [Foundation coursework, advanced standing] or instr consent ;****Instructor:** Meier, Mark Alan**Description:** Student may contact the instructor or department for information.**SW 8316 Treatment of Trauma****2 credit(s); prereq [Foundation coursework, adv standing] or instr consent ;****Instructor:** Shannon, Patricia Jean**Description:** Student may contact the instructor or department for information.**SW 8503 Personnel Leadership and Management****3 credit(s); prereq [Foundation curriculum, advanced standing] or instr consent;****Instructor:** Lightfoot, Elizabeth Bradford**Description:** Student may contact the instructor or department for information.**SW 8525 Global Perspectives on Social Welfare, Peace, and Justice****A-F only, 3 credit(s); prereq [8211, advanced standing] or instr consent ;****Instructor:** Menanteau, Dario**Description:** Student may contact the instructor or department for information.**SW 8601 Social Work Research Methods****A-F only, 3 credit(s); prereq MSW student or instr consent;****Instructor:** Whitebird PhD, Robin R.**Description:** Student may contact the instructor or department for information.**SW 8601 Social Work Research Methods****A-F only, 3 credit(s); prereq MSW student or instr consent;****Instructor:** Lum, Terry**Description:** Student may contact the instructor or department for information.**SW 8601 Social Work Research Methods****A-F only, 3 credit(s); prereq MSW student or instr consent;****Instructor:** Fisher, Colleen**Description:** Student may contact the instructor or department for information.**SW 8803 Social Work Supervision, Consultation, and Leadership****2 credit(s); prereq Foundation courses or advanced standing or instr consent ;****Instructor:** Van Slyke, Victoria D**Description:** Student may contact the instructor or department for information.**SW 8855 Social Policy Formulation and Analysis****A-F only, 3 credit(s); prereq Soc wk PhD student or instr consent ;****Instructor:** Lightfoot, Elizabeth Bradford**Description:** Student may contact the instructor or department for information.**SW 8872 Social Work Research Seminar II****A-F only, 3 credit(s); prereq 8871 or instr consent ;****Instructor:** Kivnick, Helen Quintessa**Description:** Student may contact the instructor or department for information.**SW 8875 Research Practicum****S-N only, 2 credit(s), max credits 6, 3 completions allowed; prereq Soc wk PhD student or instr consent;****Instructor:** Lightfoot, Elizabeth Bradford**Description:** Student may contact the instructor or department for information.**Social and Administrative Pharmacy****7-155 Weaver-Densford Hall****SAPH 8100 Seminar****A-F only, 1 credit(s), max credits 8, 8 completions allowed; prereq Grad SAPH major or instr consent ;****Instructor:** Schommer, Jon C**Description:** Student may contact the instructor or department for information.**SAPH 8173 Principles and Methods of Implementing Research****3 credit(s); prereq Two grad stat courses; Credit will not be granted if credit has been received for: NURS 8173;****Instructor:** Gross, Cynthia R**Description:** Student may contact the instructor or department for information.**SAPH 8420 Social and Behavioral Aspects of Pharmacy Practice****A-F only, 3 credit(s); prereq Grad SAPH major or instr consent;****Instructor:** Worley, Marcia Marie

**Description:** Student may contact the instructor or department for information.

#### SAPH 8702 Hospital Pharmacy Survey

**1 credit(s), max credits 3, 3 completions allowed; prereq Grad SAPH major or instr consent;**

**Instructor:** Knoer PharmD, Scott J

**Description:** Student may contact the instructor or department for information.

#### SAPH 8810 Social Psychology of Health Care

**2 credit(s); prereq Grad SAPH major or instr consent;**

**Instructor:** Ranelli PhD, Paul L

**Description:** Student may contact the instructor or department for information.

#### SAPH 8840 Social Measurement

**A-F only, 3 credit(s); prereq Intro stat course, understanding of simple correlations or instr consent;**

**Instructor:** Cline, Richard R

**Description:** Student may contact the instructor or department for information.

## Sociology

909 Social Sciences Tower

#### SOC 1001 Introduction to Sociology

**4 credit(s); prereq Soc majors/minors must register A-F; Credit will not be granted if credit has been received for:**

**SOC 1011V; Meets CLE req of Social Sciences;**

**Instructor:** Macmillan, Ian Ross

**Description:** This course introduces students to the major theories, methods, topics, and research findings in contemporary sociology.

**Style:** 60% Lecture, 10% Film/Video, 10% Discussion.

**Grading:** 30% mid exam, 20% final exam, 10% reports/papers, 10% quizzes, 10% attendance, 20% in-class presentation.

#### SOC 1001 Introduction to Sociology

**4 credit(s); prereq Soc majors/minors must register A-F; Credit will not be granted if credit has been received for:**

**SOC 1011V; Meets CLE req of Social Sciences;**

**Instructor:** Liebler, Carolyn

**Description:** In this course, the student is encouraged to develop his or her sociological imagination and to apply it to the world around us. In the first section of the semester, we focus on ways in which culture, socialization, social interactions, and social control affect our day-to-day lives. Then we investigate the impacts of four key master statuses: social class, gender, race, and living as an American. These master statuses have fundamental but sometimes subtle effects on the opportunities and constraints that each of us face. In the final section of the course, we focus on a variety of other aspects of the social world (family, education, and globalization, for example) to further understand how personal troubles can be seen and analyzed as public issues using core theories and the student's sociological imagination.

**Style:** 50% Lecture, 10% Film/Video, 30% Discussion, 10% Small Group Activities.

**Grading:** 16% mid exam, 16% final exam, 24% reports/papers, 16% additional semester exams, 14% class participation, 14% laboratory evaluation.

**Exam Format:** Multiple choice questions, short answer, and short essay

#### SOC 1001 Introduction to Sociology

**4 credit(s); prereq Soc majors/minors must register A-F; Credit will not be granted if credit has been received for:**

**SOC 1011V; Meets CLE req of Social Sciences;**

**Instructor:** Abdi, Cawo

**Description:** This course introduces the pivotal questions that underpin classical and contemporary sociological perspectives. Analysis of how society is possible and how social order is

maintained are core to an understanding of individuals as both agents and objects that shape and are shaped by their membership in society. Examining this close relationship between the individual, society, and social structures permits us to understand the dynamics of social and power relations in everyday living. The course explores diverse sociological theories purporting to explain the social, political and economic structures prevailing in our society. It also centralizes the importance of social change and the forces that drive or/and hinder change. A key objective of this course is to foster students' critical thinking abilities in their analysis of societal issues, and in their articulations of these issues. Students are expected to be able to apply sociological theories and debates into their everyday practices.

**Style:** 50% Lecture, 20% Film/Video, 30% Discussion. videos

**Grading:** 20% final exam, 30% quizzes, 30% reflection paper, 10% class participation, 10% laboratory evaluation. reaction papers

**Exam Format:** Short answer format

#### SOC 1011V Honors: Introduction to Sociology

**A-F only, 4 credit(s); prereq honors; Credit will not be granted if credit has been received for: SOC 1001; Meets CLE req of Social Sciences; meets CLE req of Writing Intensive;**

**Instructor:** Macmillan, Ian Ross

**Description:** Student may contact the instructor or department for information.

#### SOC 1571 Sociology

**A-F only, 3 credit(s); prereq Only Rochester-admitted students will be able to enroll in this course.; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences;**

**Instructor:** Dingel, Molly J.

**Description:** Introduction to foundational ideas and research techniques in sociology. Includes a critical engagement with core concepts, including the sociological imagination, socialization, culture, the interplay between individuals and institutions, and social stratification.

#### SOC 1641 Social Justice and Ethical Decision Making

**A-F only, 3 credit(s); Meets CLE req of Civic Life and Ethics;**

**Instructor:** Dingel, Molly J.

**Description:** Utilizes foundational sociological concepts to systematically explore the role of policies, regulations, values, norms, and social structures in reinforcing or undermining inequality. Students will exercise decision-making in the context of ethical dilemmas regarding inequality, stratification, research ethics, and biomedical ethics.

#### SOC 1905 Freshman Seminar: High Anxieties: Drug Consumption & Social Control

**A-F only, 3 credit(s); prereq Freshman or less than 30 credits;**

**Instructor:** Gowan, Teresa

**Description:** This course will get you thinking hard about the immense popularity of mood-enhancing drugs, legal and illegal, around the world today. Why do we want to modify our moods, and how do we set about it? Why do some people throw themselves into drug use while others fearfully avoid it? And why do many more of us feel worried about "addiction" to shopping, sex, or gambling? Looking at academic studies, memoirs, and film we'll build a comparative analysis of drug cultures, conceptions of addiction, and changing forms of intervention, from twelve-step to harm reduction, from educational campaigns to the drug court movement.

#### SOC 3003 Social Problems

**A-F only, 3 credit(s); prereq 1001 recommended; soc majors/minors must register A-F;**

**Instructor:** Logan, Enid Lynette

**Description:** How do we decide that something is a social problem, and what do we do about it? How do race, class and gender impact our understandings of social problems in the contemporary United States? Who is primarily responsible for

addressing social problems-- individuals, the government, churches, schools, or other institutions? In this class, we will examine some of the major social problems facing the United States today. Specially, we focus on controversies surrounding the 1) American family, 2) crime and punishment, 3) the distribution of wealth & income, 4) the degradation of the environment, and 5) Science, Medicine, and Health. In order to illustrate the issues to be discussed, we will watch segments from a number of recent documentary films such as Everything's Cool, Daddy & Papa, The Boys of Baraka and A Hard Straight.

**Style:** 30% Lecture, 25% Film/Video, 45% Discussion.

**Grading:** 20% mid exam, 20% final exam, 40% reports/papers, 20% class participation.

**Exam Format:** essay, as well as multiple choice and true/false

### **SOC 3101 Introduction to the American Criminal Justice System**

**A-F only, 3 credit(s); prereq Soc majors/minors must register A-F credit will not be granted if credit has been received for Soc 3111; Meets CLE req of Civic Life and Ethics; meets CLE req of Social Sciences;**

**Instructor:** Samaha,Joel B

**Description:** Overview and analysis of the U.S. criminal justice system. The course stresses three themes: 1. the balance between the government's power to control crime and the rights of individuals; 2. the appropriate decision making criteria (seriousness of offense, criminal history of offenders, and strength of evidence) and the illegal criteria (race, ethnicity) that can infect decision-making in the major crime control agencies (police, courts, and corrections); 3. the evaluation of criminal justice policies and practices (Do they work? Are they legal? Are they fair? Are they smart?). The course describes, analyzes, and provides information and arguments to stimulate you to think critically about crime control in a constitutional democracy. Topics include crime, trends in crime, criminals and their families; victims and their families; crime control in a constitutional democracy; criminal law; police 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.

**Style:** 55% Lecture, 5% Film/Video, 20% Discussion, 10% Small Group Activities, 5% Guest Speakers. 1. documentary videos of police, courts, corrections; 2. Guest lecturers are Minnesota criminal justice professionals, including police officers, prosecutors, defense attorneys, judges, and corrections officials

**Grading:** 10% class participation, 90% other evaluation. 3 NONCUMULATIVE exams + a NONCUMULATIVE final%

**Exam Format:** multiple choice, True/False, and short essays

### **SOC 3101 Introduction to the American Criminal Justice System**

**A-F only, 3 credit(s); prereq Soc majors/minors must register A-F credit will not be granted if credit has been received for Soc 3111; Meets CLE req of Civic Life and Ethics; meets CLE req of Social Sciences;**

**Instructor:** Page,Joshua A

**Description:** The goal of this course is to help students develop an introductory understanding of the criminal punishment system in the United States. We study law enforcement, courts, prisons, jails, parole, and capital punishment. Additionally, we analyze the relationships between criminal punishment and social processes, including: ethnic, racial and class inequality; political and economic change; and popular representations of crime and criminals.

**Style:** 45% Lecture, 5% Film/Video, 40% Discussion, 5% Small Group Activities, 5% Guest Speakers.

**Grading:** 30% mid exam, 30% final exam, 30% quizzes, 10% class participation.

**Exam Format:** Essay and short answer (3 quizzes, 1 mid-term, 1 final)

### **SOC 3102 Introduction to Criminal Behavior and Social Control 3 credit(s); prereq Soc majors/minors must register A-F credit will not be granted if credit has been received for Soc**

**3111;**

**Instructor:** Ferrales,Gabrielle

**Description:** This course will address the social and legal origins of crime and crime control. We will focus on general theories of deviance/crime and present an overview of forms of social control. We will critically examine criminological, sociological and legal theories that explain the causes of crime. This course covers diverse types of crime, including: street crime, violent crime, white-collar crime, occupational crime, war crimes and torture. In addition, we will examine the punishment of crime, including policing, prosecution, sentencing and mass incarceration. There will be a particular focus on how crime and forms of social control impact social inequality and divisions around race, class, and gender.

**Style:** 45% Lecture, 5% Film/Video, 45% Discussion, 5% Small Group Activities.

**Grading:** 35% mid exam, 35% final exam, 30% reports/papers.

**Exam Format:** Essay and short answer (1 mid-term, 1 final)

### **SOC 3201 Inequality: Introduction to Stratification 3 credit(s); prereq 1001 recommended; soc majors/minors must register A-F;**

**Instructor:** Bian,Yanjie

**Description:** This course examines the basic concepts and theories sociologists use to describe and explain social stratification and inequality. Our empirical attention will be given to the causes, dimensions, and consequences of inequality in America, as well as on cross-national patterns around the globe. The textbook for the class is "Social Stratification and Inequality: Class Conflict in Historical, Comparative, and Global Perspective" by Harold Kerbo. Lectures and quizzes will cover the contents of selected chapters of the text. In addition, each student will carry out a study project in which to conduct interviews with or observations on two families, and the student's term paper is to report and analyze the findings from this study about the relative stratification positions of these two families. Course grade is based on the quizzes (50%) and the term paper (50%). No final exam.

**Style:** 85% Lecture, 10% Discussion, 5% Student Presentation.

**Grading:** 40% reports/papers, 10% special projects, 50% quizzes. 10% "Special Projects" is for a study outline of 1-2 pages.

**Exam Format:** No exam. But each quiz is one page of 5 T/F or multiple-choice questions.

### **SOC 3211W American Race Relations**

**A-F only, 3 credit(s); prereq Soc majors/minors must register A-F; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences; meets CLE req of Writing Intensive;**

**Instructor:** Pellow,David

**Description:** This course introduces students to the theoretical and historical foundations of race relations in the United States. In particular, we focus on the formation of racial and ethnic identities, on how these are produced through political struggle at the local, national, global scales, and how they are maintained and transformed over time. We pay close attention to the ways in which race and ethnicity intersect with gender, sexuality, class, citizenship, and nation in order to better understand how systems of power, privilege, and inequality are constructed, reinforced, and challenged. The role and impact of social movements in shaping these social categories will be at the center of the course focus. Students are expected to apply social scientific concepts and theories to the subject matter, drawing on frameworks from Sociology, History, American Studies, Ethnic Studies, and Law.

**Style:** 65% Lecture, 10% Film/Video, 15% Discussion, 5% Small Group Activities, 5% Guest Speakers. service learning component is optional

**Grading:** 30% mid exam, 30% final exam, 10% quizzes, 20% written homework, 10% class participation.

**Exam Format:** Both the midterm and final exams will be take home tests requiring the use of course readings, lectures, discussions, and films to answer questions.

### **SOC 3251W Sociological Perspectives on Race, Class, and**

**Gender**

**A-F only, 3 credit(s); prereq Soc majors/minors must register A-F; Credit will not be granted if credit has been received for: AFRO 3251W; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences; meets CLE req of Writing Intensive;**

**Instructor:** Park,Lisa Sun-Hee

**Description:** Student may contact the instructor or department for information.

**SOC 3301W Politics and Society**

**A-F only, 3 credit(s); prereq 1001 recommended; soc majors/minors must register A-F; Meets CLE req of Writing Intensive;**

**Instructor:** Broadbent,Jeffrey Praed

**Description:** Politics is part of society, but society includes much more than just formally political institutions such as voting, legislatures, and presidents. Society includes different forms of social organization and culture that exist in their own right, but also affect the behavior of politics. For instance, society is divided by categories of race, class, gender, age, education, religion, and associational life. These categories provide motivations such as preferences for nationalism, freedom or security. We can clearly see the effect of these categories and their specific contents in the current US presidential contest. But other societies, as well as international or global society, also have their own social and cultural characteristics. To explain the political behavior of individuals, communities, nations and the world, we have to understand their social and cultural contexts. Sociology, the science of society, is the field of study that most directly focuses on the creation, maintenance and effect of these categories in modern, industrialized societies. Political sociology consists of the study of the interaction between social and cultural qualities and politics. This class will cover the core concepts, theories and findings of the field through lectures and discussions. One consistent theme will be discussion of the presidential election in these terms. Requirements include pop-quizzes, exercises, mid-term and final exam and term paper. For the term paper, the student can follow their interests and choose almost any topic, as long as it concerns how a given social and/or cultural category affects some political process at local, national, foreign or international levels. Topic must be approved by the instructor. This term the course will not include participant observation research

**Style:** 60% Lecture, 40% Discussion.

**Grading:** 20% mid exam, 20% final exam, 30% reports/papers, 15% special projects, 10% quizzes, 5% class participation.

**Exam Format:** essay

**SOC 3452 Education and Society**

**3 credit(s); prereq Soc majors/minors must register A-F;**

**Instructor:** Grodsky,Eric S

**Description:** This course is an introduction to the sociology of education. Education occupies a central role in our society as the site of both social reproduction and social mobility and as such has been of great interest to sociologists since the turn of the 20th century. Scholars who work in this area include theorists, ethnographers, stratification researchers, policy makers and educational practitioners. More applied than some areas of sociology, sociology of education gives students the opportunity to engage at both a theoretical and an empirical level with processes that have affected their daily lives for over a decade and will continue to influence their life chances for years to come. Among the topics I will cover are: the history of education in the United States, the role of education in social stratification, the organization and structure of schooling, cognitive and noncognitive skills, and how resources shape patterns of educational persistence and achievement.

**Style:** 80% Lecture, 10% Film/Video, 10% Discussion.

**SOC 3701 Social Theory**

**A-F only, 4 credit(s); prereq 1001 recommended; soc majors/minors must register A-F;**

**Instructor:** Broadbent,Jeffrey Praed

**Description:** Theories describe general principles about how the world works. This is true for theories in physics and biology as

well as in sociology or economics. Theories are not always right, but at least they encourage us to think about the bigger picture, beyond the narrow circle of our personal lives. And sometimes theories are right, and give us reliable instruction about the world. One job of science is to find out which theories are right by testing them against evidence. Because social life is complicated, sociological theories can never be as exact as those of physicists. But good social theories can help us understand our social world in new and helpful ways. In this class, we cover the development of social theory from the classical and founding works of Marx, Durkheim and Weber, through more contemporary ideas such as feminism, rational choice, racism, and post-modernity. Throughout this class, we have three goals: to learn to read and understand key theoretical work in sociology; to use this work to better understand the social world around us; and to better develop our own capacity to talk and write about the world using ideas from theory.

**Style:** 80% Lecture, 10% Film/Video, 10% Discussion.

**Grading:** 15% mid exam, 20% final exam, 20% reports/papers, 30% additional semester exams, 2% attendance, 10% reflection paper, 3% class participation.

**Exam Format:** The tests are designed to evaluate your mastery of the concepts and ideas covered by the readings, lectures and discussions. The questions will be mostly short-answer and essay. The first three tests are worth 150 points each. The fourth is 200.

**SOC 3701 Social Theory**

**A-F only, 4 credit(s); prereq 1001 recommended; soc majors/minors must register A-F;**

**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.

**Style:** 40% Lecture, 60% Discussion.

**Grading:** 40% exams, quizzes. 40% Official Blog Entries. 20% class citizenship and blog citizenship. Each absence after three will decrease your grade by .2. E.g. 3.3 > 3.1 (B+ > B)

**Exam Format:** Quotation identification and analysis.

Comparison of theories and/or application to historical & contemporary phenomena.

**SOC 3701 Social Theory**

**A-F only, 4 credit(s); prereq 1001 recommended; soc majors/minors must register A-F;**

**Instructor:** Park,Lisa Sun-Hee

**Description:** Student may contact the instructor or department for information.

**SOC 3801 Sociological Research Methods**

**4 credit(s); prereq 1001 recommended; soc majors must register A-F;**

**Instructor:** Grodsky,Eric S

**Description:** This course is designed to familiarize students with the logic and tools of empirical research and analysis used in Sociology. This course will help students acquire the specific skills essential to understanding reports of social science research in the popular media, to reading scholarly articles and books, and for planning and conducting their own research for course work or in your roles as employee or engaged citizen. Students will learn how to ask good research questions; to

formulate social scientific theories and hypotheses; to understand principles of conceptualization, measurement, sampling, and causal inference; to implement a variety of social science research designs; and to appreciate the ethical concerns that often accompany social science research. 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.

#### **SOC 3811 Basic Social Statistics**

**4 credit(s); prereq intermediate algebra recommended; Meets CLE req of Mathematical Thinking;**

**Instructor:** Bian, Yanjie

**Description:** This course will introduce sociology majors to basic statistical measures and procedures that are used to describe and analyze quantitative data in sociological research. The topics include (1) displays of frequency and percentage distributions, (2) measures of central tendency and dispersion, (3) measures of association and correlation, (4) bivariate regression, and (5) basics about probability and statistical inference. Lectures on these topics will be given in class meetings, and lab exercises are designed to help students learn statistical skills needed to analyze quantitative data provided in the class. In addition to attendance to lectures and labs, students are expected to read 15-20 pages of the text per week. There will be a midterm exam and a final exam. Students will need a calculator for assignments and exams.

**Style:** 65% Lecture, 35% Laboratory.

**Grading:** 70% mid exam, 30% problem solving.

**Exam Format:** multiple choice, computational problems

#### **SOC 3811 Basic Social Statistics**

**4 credit(s); prereq intermediate algebra recommended; Meets CLE req of Mathematical Thinking;**

**Instructor:** Knoke, David H

**Description:** This is a social statistics course for undergraduate sociology majors. It emphasizes describing data and testing hypotheses. Lectures expose students to the theoretical bases of statistical methods and how to use them in social research. Laboratory sessions teach computing skills and data manipulation techniques. Test problems and lab assignments help students to gain knowledge of basic descriptive and inferential statistics, including frequency distributions, means tests, correlation and regression. Many examples are drawn from diverse sociological topics and illustrated with national survey data.

**Style:** 67% Lecture, 33% Laboratory.

**Grading:** 25% laboratory evaluation, 75% other evaluation.

Three exams during semester

**Exam Format:** Computation of statistics problems

#### **SOC 4101W Sociology of Law**

**A-F only, 3 credit(s); prereq [1001, 3101, 3102] or [3111, 3701] recommended; soc majors/minors must register A-F; Meets CLE req of Writing Intensive;**

**Instructor:** Ferrales, Gabrielle

**Description:** This course will consider the relationship between law and society, analyzing law as an expression of cultural values, a reflection of social and political structure, and an instrument of social control and social change. Emphasizing a comparative perspective, we begin by discussing theories about law and legal institutions. We then turn our attention to the legal process and legal actors, focusing on the impact of law, courts, and lawyers on the rights of individuals. Throughout the course, we will consider the role of law in reinforcing and changing class, gender, and race inequalities. Although this course focuses on the U.S. legal system, we will explore issues of the relationship between U.S. law and global law and concepts of justice. This course uses an array of reading materials including: theoretical works, empirical studies, and U.S. Supreme Court cases.

**Style:** 45% Lecture, 5% Film/Video, 45% Discussion, 5% Small Group Activities.

**Grading:** 20% mid exam, 20% final exam, 50% reports/papers, 10% class participation.

#### **SOC 4105 Sociology of Punishment and Corrections**

**A-F only, 3 credit(s); prereq 3101 or 3102 or 3111 or instr consent ; soc majors/minors must register A-F;**

**Instructor:** Page, Joshua A

**Description:** This course is an in-depth analysis of prisons in the United States. We examine the origins, functions, and effects of incarceration from the 19th century to the present. Topics include the culture and social relations in male and female prisons, the rise and fall of the rehabilitative ideal, the prisoner rights movement of the 1960s and 1970s, prison gangs, and the causes and consequences of America's extraordinary prison boom. We will study incarceration in several other countries to understand if and how imprisonment in the United States is unique. Although we focus on prisons, we will examine the relationship between incarceration and "community corrections" (e.g., parole and probation). This class combines readings, lectures/discussions, films, guest speakers, and at least one tour of a prison in Minnesota.

**Style:** 35% Lecture, 10% Film/Video, 35% Discussion, 10% Small Group Activities, 5% Field Trips, 5% Guest Speakers.

#### **SOC 4108 Current Issues in Crime Control**

**3 credit(s); prereq Soc majors/minors must register A-F;**

**Instructor:** Hussemann, Jeanette Marie

**Description:** Over the past century American courts have changed dramatically. Research suggests that in the early 19th century approximately five percent of defendants were convicted by plea, whereas approximately 95 percent of defendants are convicted by plea in 2010. Over this period societal and legislative changes have affected court work groups, sentencing, and defendants experiences as they move through the criminal justice system. Many scholars argue that recent court and sentencing reforms provide defendants a greater opportunity at receiving a 'fair' and efficient outcome. Others, however, argue that many defendants are coerced by court actors and plea bargaining to admit guilt to crimes to which there may be no evidence of or to which they may not be guilty. Accordingly, the purpose of this course is to consider how American courts have changed over the past century. To do this, we will consider how the roles of prosecutors, judges, and defense attorneys have changed over time, and the influence each has over the distribution of justice. We will consider the influence that sentencing reform has had on court actors and defendants. We will also consider the perspective of the defendant and their experiences and decisions as they move through the court system.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 40% mid exam, 40% reports/papers, 15% written homework, 5% class participation. There will only be one mid-term examination for this course. The exam will consist of multiple choice, short answer, and essay questions. In place of a final exam, students will have the opportunity to write a final paper on a topic of their choice.

#### **SOC 4109 Domestic Criminal Violence**

**3 credit(s); prereq 3101 or 3102 or 3111 or instr consent ; soc majors/minors must register A-F;**

**Instructor:** Selmini, Rossella

**Description:** This course provides an overview of the key issues concerning domestic violence as a crime and as a social problem. In the first part of the course students will examine various concepts of domestic criminal violence and become familiar with the debates surrounding it. We will focus on different forms of criminal domestic violence ? especially intimate partner violence and child abuse ? and on the theories that have been offered to explain its occurrence. Features of victims and offenders and the nature and extent of domestic criminal violence will also be examined, with reference to the major victimization surveys ? and other kinds of research ? carried out in the US, Canada, and selected European countries. In the final part of the course we will focus on social and criminal justice system responses to domestic criminal violence, paying particular attention to understanding what works in preventing and controlling it. Some parts of the course will offer a comparative perspective, paying attention to international debates and research.

**Style:** 60% Lecture, 10% Film/Video, 25% Discussion, 5% Guest



Speakers.

**Grading:** 30% mid exam, 40% final exam, 20% reports/papers, 10% in-class presentation.

**Exam Format:** short essay questions

#### **SOC 4149 Killing**

**3 credit(s); prereq Sr or grad student; soc majors/minors must register A-F;**

**Instructor:** Malmquist, Carl P

**Description:** Sociological, legal, and psychological aspects of diverse types of killing. The topic of "normal" killings is contrasted with various pathological types. Subtopics include: mentally disturbed killings, sexual killings, killings within families, gang killings, and terrorist killings.

#### **SOC 4162 Criminal Procedure in American Society**

**3 credit(s); prereq 3101 or 3102 or 3111 or instr consent ; soc majors/minors must register A-F;**

**Instructor:** Samaha, Joel B

**Description:** Course Content: Balance between government power to enforce criminal laws and individuals' right to be let alone by the government in a constitutional democracy. Topics include: police power to stop and frisk, arrest, search, interrogate, and identify suspects; right to a lawyer; remedies for constitutional violations; social science, the courts, and the law of criminal procedure. Teaching methods: Read and discuss U.S. Supreme Court and other cases. Textbooks and other reading: Samaha, Criminal Procedure 8th edition (earlier editions won't do). Audience: Upper division undergraduates in all departments and colleges; some graduate and professional students.

**Style:** 15% Lecture, 85% Discussion.

**Grading:** 90% other evaluation. 90%, 13 non cumulative short answer and essay exams; 10%, participation in course surveys

**Exam Format:** 60% identification, definition; description and explanation of legal concepts and social science findings (no multiple choice); 10% case briefs; 30% discussion reaction essays

#### **SOC 4309 Prophets, Pundits, and Priests: Public Religion in the United States Today**

**3 credit(s); prereq Soc majors/minors must register A-F; Credit will not be granted if credit has been received for RELS 4309; Meets CLE req of Civic Life and Ethics;**

**Instructor:** Edgell, Penny A

**Description:** This course will focus on the "public face" of religion in the U.S. How do religious movements and leaders in shape public discourse and public policy, and affect the political landscape? How do religious communities foster particular understandings of democracy and styles of civic participation, influence volunteering, and form individuals' views on issues such as race, poverty, the family, science, and sexuality? The U.S. is characterized by religious pluralism and high levels of religious involvement, has a history of strong religious movements, and experiences periodic episodes of publicly-oriented religious discourse. We will talk about how the public face of religion today is similar to and different from public religious expression in our nation's history. This upper-level undergraduate course is open to majors and non-majors.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 30% mid exam, 30% final exam, 25% reports/papers, 15% class participation.

**Exam Format:** short answer and essay

#### **SOC 4703 Contemporary American Culture**

**3 credit(s); prereq 1001 or instr consent ; soc majors/minors must register A-F; Meets CLE req of Civic Life and Ethics;**

**Instructor:** Hull, Kathleen E

**Description:** Is American culture becoming too individualistic? Are the values of community, family and social connection in decline? How have newer technologies, such as television and computers, affected cultural life? Has the pace of American culture accelerated, and if so has the speed-up gone too far? Is our culture obsessed with fame and celebrity, causing us to perceive all of life through the lens of entertainment? What happens when cultures come into conflict? Is globalization leading to a 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.

**Style:** 30% Lecture, 40% Discussion, interactive learning (small-group work, etc.)

**Grading:** 30% mid exam, 35% final exam, 30% reports/papers, 5% class participation.

**Exam Format:** multiple choice, short answer and essay

#### **SOC 4966W Major-Project Seminar**

**A-F only, 4 credit(s); prereq 1001, 3701, 3801, 3811, 12 cr upper div sociology, dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Hartmann PhD, Douglas

**Description:** This section is a new, 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.

**Style:** 33% Lecture, 33% Discussion, paper development and one on one meetings with instructors

**Grading:** 60% reports/papers, 20% class participation, 20% other evaluation, paper proposals, outlines and drafts

**Exam Format:** no exams

#### **SOC 4966W Major-Project Seminar**

**A-F only, 4 credit(s); prereq 1001, 3701, 3801, 3811, 12 cr upper div sociology, dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Mortimer, Jeylan T

**Description:** The purpose of this course is to assist and encourage students in fulfilling CLA's senior project requirement, the 'capstone' of the undergraduate career. Enrollment is limited to student majors in Sociology. The class provides a structure and guided format for completing the senior project. Through a series of assignments, students work through the choice of their topics, the formulation of a researchable question, selection of methods and data, written and oral presentation of findings, and drawing conclusions. In addition to the final senior paper, there are five written assignments: (1) topic; (2) questions and methods; (3) first draft of literature review and methods section; (4) first draft of entire paper, including findings and conclusions; and written comments on one other student's draft paper and oral presentation. Class discussions focus on the stages of a research/writing project, the ethics of research on human subjects, challenges of writing, and the various issues and problems that the students in the class encounter as their work progresses. Readings provide guidelines about how to ask sociological questions, collect and interpret data, and clearly communicate research findings. Since the course centers on students' projects, there is very little lecture.

**Style:** 20% Lecture, 70% Discussion, 10% Small Group Activities. Students present their papers in class.

**Grading:** 70% reports/papers, 5% in-class presentation, 25% class participation.

**Exam Format:** no exam

#### **SOC 4966W Major-Project Seminar**

**A-F only, 4 credit(s); prereq 1001, 3701, 3801, 3811, 12 cr upper div sociology, dept consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Aminzade,Ron R

**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 explore the role of sociological knowledge, research, and thought in contemporary American public life. The focus will be on how those outside the academy (e.g. journalists, judges, lawmakers, probation officers, etc.) have used, ignored, or misused sociological knowledge. Instead of traditional research projects, students will be encouraged to conduct projects that are more engaged and applied in nature. Specifically, students will be required to do community service learning and to write either a field research paper or an action project paper based on their work with participating community organizations. The final project will build on the values of critical thinking, effective communication, diversity, and social responsibility that are cultivated in sociology.

**Style:** 33% Lecture, 33% Discussion. paper development and one on one meetings with instructors

**Grading:** 60% reports/papers, 20% class participation, 20% other evaluation. paper proposals, outlines and drafts

#### **SOC 4978V Senior Honors Proseminar II**

**A-F only, 3 credit(s); prereq [4977V or instr consent], 3701, 3801, 3811, at least 9 additional upper div soc cr, sr soc honors major, dept consent; Meets CLE req of Writing Intensive;**

**Instructor:** Hull,Kathleen E

**Description:** Student may contact the instructor or department for information.

#### **SOC 8001 Sociology as a Profession**

**S-N only, 1 credit(s), max credits 2; prereq Grad soc major;**

**Instructor:** Warren,John R

**Description:** Student may contact the instructor or department for information.

#### **SOC 8011 Sociology of Higher Education: Theory and Practice**

**3 credit(s); prereq Grad soc major or instr consent;**

**Instructor:** Aminzade,Ron R

**Description:** The first part of this course situates teaching and learning activities by exploring the social and political context of higher education in the United States. Topics include the changing character of academic professions, the implications of organizational changes for teaching and learning, tenure and academic freedom, affirmative action and multicultural education, ethics and professional responsibilities, and alternative possible futures for higher education. During the second part of the course, we will explore the art and craft of teaching. The emphasis is on developing the skills necessary to exercise authority without inhibiting learning, encourage active and cooperative learning, teach critical reasoning, deliver effective lectures, facilitate lively discussions, and evaluate student learning outcomes and teacher performance. The course should encourage those who have had prior teaching experience to reflect more systematically on their classroom behavior and ways to improve it. It should help those who have not had any teaching experience by sensitizing them to various dimensions of effective teaching. Each session will include a case study, cooperative learning exercise, film, writing exercise, visitor, or role-play game.

#### **SOC 8090 Topics in Sociology: Contexts Workshop:Graduate Student Editorial Board**

**1-4 credit(s), max credits 12, 4 completions allowed; prereq instr consent ;**

**Instructor:** Hartmann PhD,Douglas

**Description:** Students in the course will serve as the graduate student board and substantive contributors to Contexts, the American Sociological Association journal currently housed in Minnesota. Instructor permission, based on a detailed application, is required to register for the course. In addition to experience and qualifications, the board will be selected so as to involve students from different stages in the program, substantive interest areas, and methodological specialties.

Though there will be some overlap from year to year, participants in the course will rotate on an annual basis. The seminar is designed as a year-long 3-credit course (with 1.5 academic credits awarded for fall and 1.5 credits in spring) with the possibility of honorary stipends for the summer months.

**Style:** 10% Lecture, 40% Discussion, 10% Small Group Activities, 25% Student Presentation, 5% Field Trips, 10% Web Based. Outreach activities, social events, and release parties are sometimes held outside class time.

#### **SOC 8111 Criminology**

**3 credit(s);**

**Instructor:** Uggen,Christopher

**Description:** This seminar offers an overview of theoretical developments and empirical research in criminology. Our focus will be definitive statements from important theoretical traditions and critical empirical tests of these theories. In addition, we will also consider critiques of the theories or the research generated by them and attempts to translate theories into policy.

**OBJECTIVES** 1. The course will help you develop a more nuanced understanding of the dominant theoretical traditions in criminology. This knowledge is absolutely fundamental to teaching criminology at the college level and to conducting original research in the area. 2. I will help you work through selected empirical pieces by some of the very best criminological researchers. As you develop your own research style, it is beneficial to see how others have translated propositions into testable hypotheses, devised appropriate methodologies to test them, and presented the results to diverse audiences. 3. The course will stimulate your thinking about questions at the intersection of social science and public policy. These include how we produce our knowledge, its relevance to lives outside the academy (and penitentiary), and the utility of crime theories and criminologists themselves. Such big-picture considerations may help you to choose the level of abstraction at which you wish to work and the contribution that you can make as teachers and researchers studying the sociology of crime. 4. Finally, a graduate seminar should encourage your professional socialization as you make the transition from student to independent social scientist. I will share anonymous reviews, letters from funding agencies and journal editors, and other materials that may show you another side of the research and publication process.

**Style:** 25% Lecture, 50% Discussion, 25% Student Presentation. these are approximations

**Grading:** 50% reports/papers, 10% special projects, 10% in-class presentation, 20% class participation, 10% other evaluation. "other" involves preparing a precis of particular supplementary articles

#### **SOC 8390 Topics in Political Sociology: An Interdisciplinary Approach to Global Migrations**

**3 credit(s), max credits 12, 4 completions allowed; prereq Soc grad student or instr consent ;**

**Instructor:** Gabaccia,Donna R

**Description:** No longer limited to the creation of nation-building narratives or to discussions of race and ethnicity in a few ?nations of immigrants,? such as the U.S. or Canada, the study of human migrations is today more global, more interdisciplinary, and more focused on the varied causes and consequences of movement itself. Students in this course will be asked to tackle issues related to migration from a variety of disciplinary perspectives, to compare and to connect diverse disciplinary literatures on migration and to discuss concepts and paradigms that encourage analysis of migration at spatial scales above and below the individual national state over a variety of temporal scales. An important goal of the seminar is to allow students to develop expertise on a single migration (usually meaning two

connected areas of the world), while interpreting that migration from global perspectives.

### **SOC 8390 Topics in Political Sociology: Race & Politics in 21st Century America**

**3 credit(s), max credits 12, 4 completions allowed; prereq Soc grad student or instr consent ;**

**Instructor:** Logan,Enid Lynette

**Description:** This class examines the changing social and political dimensions of race in the contemporary United States. We will read either a book or a collection of articles a week, pertaining to the major issues in the study of U.S. race relations today. Relevant topics include: race, globalization and Asian Americans, multiracial identity and the color line, black immigrants and black identity, race, immigration and Latinos, the politics of whiteness, where non-black non-whites will fit in the country's future racial divide, the identity and welfare of the black middle class, racial inequality and the wealth gap, class versus race in urban inequality, intersections of race and gender, and the impact of Barack Obama's candidacy and presidency on the politics of race today. Students will do weekly response papers on the readings (~ 2 pages) give in-class presentations on the books, and complete a major research paper by the end of the term. This class differs from other grad-level race courses in sociology in that it does not include a review of older, classical writing on race, nor focus on works that are primarily historical in orientation.

**Style:** 10% Lecture, 70% Discussion, 20% Student Presentation.

**Grading:** 40% reports/papers, 20% written homework, 20% in-class presentation, 20% class participation.

### **SOC 8721 Theories of Social Psychology**

**3 credit(s);**

**Instructor:** Mortimer,Jeylan T

**Description:** Social psychology is basic to an understanding of social life, including social phenomena at both macro- and micro-levels, and the linkages between them. Social psychology is central to the link between structure and agency, as it considers how individual-level perceptions, cognitions, goals and behavioral strategies operate in social contexts. This seminar starts with an examination of "personal structure," emphasizing the cultural variability of self-conceptions and identities, cognitive processes, emotion and motivation, as well as biosocial bases of action. We review individual-level "building blocks" of social psychological theories, including attitudes and values, identities, and emotions. We then apply prominent theories of social psychology, symbolic interactionism and exchange theory, to the study of interpersonal relations, networks, and group dynamics. Structural social psychology ("social structure and personality"), of special relevance to the study of the self, attitude formation, stress, coping, and mental health, is then considered. Finally, we discuss how the social psychological theories and conceptual frameworks considered in the seminar illuminate key substantive topics of interest to sociologists, with emphasis on inequality e.g., the effects of class, minority status, and gender on disparities in self-concept, identity and health; the development of status hierarchies in face to face and small group interaction; and intergroup relations, prejudice, and discrimination. Social psychological perspectives on work and social mobility, the life course, deviance, and social movements are also addressed. The required readings feature the contemporary theoretical and substantive literature. Students are expected to write a term paper or two shorter papers that relate the subject matter of the seminar to their own areas of interest. For further information, contact Jeylan Mortimer at mort002@umn.edu or 612 624 4064.

**Style:** 25% Lecture, 55% Discussion, 20% Student Presentation.

**Grading:** 60% reports/papers, 20% in-class presentation, 20% class participation.

### **SOC 8790 Advanced Topics in Sociological Theory: Religion & Society**

**3 credit(s), max credits 12, 4 completions allowed;**

**Instructor:** Edgell,Penny A

**Description:** This class gives an overview of ?classical? and contemporary sociological understandings of the nature of religion and religion?s role in modern societies. Classical

approaches assumed the primacy of secularizing processes; contemporary approaches suggest that religion and modernity ?fit together? quite well, and push toward a theoretical framework that accounts for multiple forms of religion-in-society. This seminar is designed to equip students with tools to pose and discuss the kinds of questions that have been central to the social scientific study of religion in both classical and contemporary accounts: What is religion? Why are people religious? How is religion lived and experienced in different social contexts? How does religion shape social movements, political action, national identity, and social policies? What is the relationship between religion(s), gender, and family? How do religious discourses and symbols influence public culture? Civic life? Private life? (And our ideas about the nature of the public, the civic, the private?) What is the sacred, and how is it related to ?organized religion?? How does religion shape social identity and foster or reduce social inequality? Is secularization occurring in our society? In other societies? How would we know? What explains periodic episodes of religious revival/expansion and contraction/withdrawal?

**Style:** 20% Lecture, 80% Discussion.

**Grading:** 45% reports/papers, 35% in-class presentation, 20% class participation.

### **SOC 8790 Advanced Topics in Sociological Theory:**

**Contemporary Theory**

**3 credit(s), max credits 12, 4 completions allowed;**

**Instructor:** Pellow,David

**Description:** The purpose of this course is to examine the work of leading scholars who have made major contributions to Race and Ethnic Studies, Feminist and Queer Theory, Postmodernism, and Postcolonial Theory. We critically engage foundational scholarship concerning how various social categories (e.g., class, gender, sexuality, race, citizenship, nation, empire, the West, nature, and human) are constructed and used as fundamental organizing principles of society.

**Style:** 100% Discussion. Students will be expected to share in the process of leading 1 class discussion

**Grading:** 80% reports/papers, 5% in-class presentation, 15% class participation.

**Exam Format:** No exams, just a final paper

### **SOC 8801 Sociological Research Methods**

**A-F only, 4 credit(s); prereq Grad soc major or instr consent;**

**Instructor:** Kelly,Erin L

**Description:** The Soc 8801 course provides an overview of the methods used in sociology, with attention to the kinds of questions that are asked, the types of evidence and arguments that are utilized, and the standards of excellence that are held in different sub-fields and methodological traditions. We will discuss qualitative and quantitative methods, inductive and deductive strategies, descriptive and explanatory goals, causal analysis and process analysis, but we will also try to question these dichotomies. In this course, you will: 1) learn the basics of how research is conducted using different sociological methods, 2) develop some sophistication about the knowledge claims and the standards of evidence in different scholarly communities, 3) increase your familiarity and comfort with scholarly literature that utilizes different methods, 4) consider how your substantive interests could turn into fruitful empirical projects, by preparing a proposal for future research.

### **SOC 8811 Advanced Social Statistics**

**A-F only, 4 credit(s); prereq 5811 or equiv, grad soc major or instr consent;**

**Instructor:** Knoke,David H

**Description:** Student may contact the instructor or department for information.

## **Software Engineering**

**6-202 EE/CSci**

### **SENG 5115 Graphical User Interface Design, Evaluation, and**

- Implementation**  
**A-F only, 3 credit(s); prereq Grad SEng major;**  
**Instructor:** Konstan,Joseph Andrew  
**Description:** Student may contact the instructor or department for information.
- SENG 5131 Distributed Application Design and Development**  
**A-F only, 3 credit(s); prereq Grad SEng major;**  
**Instructor:** Calvo,Michael Joseph  
**Description:** Student may contact the instructor or department for information.
- SENG 5199 Topics in Software Engineering**  
**A-F only, 2 credit(s), max credits 6; prereq SEng grad student;**  
**Instructor:** Calvo,Michael Joseph  
**Description:** Student may contact the instructor or department for information.
- SENG 5199 Topics in Software Engineering**  
**A-F only, 2 credit(s), max credits 6; prereq SEng grad student;**  
**Instructor:** Schutta,Nathaniel T  
**Description:** Student may contact the instructor or department for information.
- SENG 5199 Topics in Software Engineering**  
**A-F only, 3 credit(s), max credits 6; prereq SEng grad student;**  
**Instructor:** Kim,Yongdae  
**Description:** Student may contact the instructor or department for information.
- SENG 5708 Data Analytics**  
**A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;**  
**prereq Grad SEng major;**  
**Instructor:** Srivastava,Jaideep  
**Description:** Student may contact the instructor or department for information.
- SENG 5802 Software Engineering II: Software Design**  
**A-F only, 3 credit(s); prereq Grad SEng major;**  
**Instructor:** Collins,John  
**Description:** Student may contact the instructor or department for information.
- SENG 5811 Software Testing and Verification**  
**A-F only, 2 credit(s); prereq 5801, grad SEng major;**  
**Instructor:** Bitzenhofer,Neil A  
**Description:** Student may contact the instructor or department for information.
- SENG 5831 Software Development for Real-Time Systems**  
**A-F only, 2-3 credit(s), max credits 3, 1 completion allowed;**  
**prereq Grad SEng major;**  
**Instructor:** Vestal,Steve  
**Description:** Student may contact the instructor or department for information.
- SENG 5841 Model-based Development**  
**A-F only, 3 credit(s); prereq Grad SEng major;**  
**Instructor:** Heimdahl,Mats  
**Description:** Student may contact the instructor or department for information.
- SENG 5852 Quality Assurance and Process Improvement**  
**A-F only, 3 credit(s); prereq Grad SEng major;**  
**Instructor:** Hedger,Dick  
**Description:** Student may contact the instructor or department for information.
- SENG 5900 Directed Study**  
**1-3 credit(s), max credits 3, 1 completion allowed;**  
**Instructor:** Collins,John  
**Description:** Student may contact the instructor or department for information.
- SENG 8494 Capstone Project (Plan B Project)**  
**S-N only, 3 credit(s); prereq SEng major;**  
**Instructor:** Collins,John  
**Description:** Student may contact the instructor or department for information.
- SENG 8891 Independent Project**  
**2-6 credit(s), max credits 12;**  
**Instructor:** Hedger,Dick  
**Description:** Student may contact the instructor or department for information.
- SENG 8891 Independent Project**  
**2-6 credit(s), max credits 12;**  
**Instructor:** Carlis,John Vincent  
**Description:** Student may contact the instructor or department for information.
- SENG 8891 Independent Project**  
**2-6 credit(s), max credits 12;**  
**Instructor:** Kruse,John Michael  
**Description:** Student may contact the instructor or department for information.
- SENG 8891 Independent Project**  
**2-6 credit(s), max credits 12;**  
**Instructor:** Collins,John  
**Description:** Student may contact the instructor or department for information.
- SENG 8891 Independent Project**  
**2-6 credit(s), max credits 12;**  
**Instructor:** Vayghan,Jamshid A.  
**Description:** Student may contact the instructor or department for information.
- SENG 8891 Independent Project**  
**2-6 credit(s), max credits 12;**  
**Instructor:** Kan,Stephen Hauwah  
**Description:** Student may contact the instructor or department for information.
- SENG 8891 Independent Project**  
**2-6 credit(s), max credits 12;**  
**Instructor:** Calvo,Michael Joseph  
**Description:** Student may contact the instructor or department for information.
- SENG 8891 Independent Project**  
**2-6 credit(s), max credits 12;**  
**Instructor:** Schutta,Nathaniel T  
**Description:** Student may contact the instructor or department for information.
- SENG 8891 Independent Project**  
**2-6 credit(s), max credits 12;**  
**Instructor:** Freese,Jesse David  
**Description:** Student may contact the instructor or department for information.
- SENG 8891 Independent Project**  
**2-6 credit(s), max credits 12;**  
**Instructor:** Heimdahl,Mats  
**Description:** Student may contact the instructor or department for information.
- SENG 8891 Independent Project**  
**2-6 credit(s), max credits 12;**  
**Instructor:** Srivastava,Jaideep  
**Description:** Student may contact the instructor or department for information.
- SENG 8891 Independent Project**

**2-6 credit(s), max credits 12;**

**Instructor:** Bitzenhofer, Neil A

**Description:** Student may contact the instructor or department for information.

**SENG 8891 Independent Project**

**2-6 credit(s), max credits 12;**

**Instructor:** Skovbrotten, John Emil

**Description:** Student may contact the instructor or department for information.

## Soil, Water, and Climate

439 Borlaug Hall

**SOIL 2125 Basic Soil Science**

**A-F only, 4 credit(s); prereq [CHEM 1015, CHEM 1017] or CHEM 1021 or equiv; Credit will not be granted if credit has been received for: SOIL 1125; Meets CLE req of Environment; meets CLE req of Physical Sciences;**

**Instructor:** Lamb, John A

**Description:** This is the introductory course for Soil Science. The material covered includes information on physical, chemical, and biological soil properties. These properties are related to agricultural and environmental examples where knowledge of soils is important. This course has 2 lectures a week (Monday and Wednesday), a self-paced laboratory, and a recitation session on Thursday. The overall goal of this course is to provide a foundation of Soil Science principles that can be applied to future study and every day life.

**Style:** 40% Lecture, 20% Discussion, 40% Laboratory.

**Grading:** 29% mid exam, 20% final exam, 10% class participation, 19% laboratory evaluation, 22% problem solving.

**Exam Format:** Multiple choice and short answer.

**SOIL 3416 Plant Nutrients in the Environment**

**3 credit(s); prereq 2125;**

**Instructor:** Lamb, John A

**Description:** Student may contact the instructor or department for information.

**SOIL 4093 Directed Study**

**1-7 credit(s), max credits 20, 20 completions allowed; prereq instr consent ;**

**Instructor:** STAFF

**Description:** Students who want to explore a special topic of their interest should visit with a faculty member who will direct their exploration. Report length dependent on the credits.

**Style:** Independent research

**SOIL 4094 Directed Research**

**1-7 credit(s), max credits 7, 1 completion allowed; prereq instr consent ;**

**Instructor:** STAFF

**Description:** Students who want to do research in a special area should determine a faculty member who will guide their research activities. Research depth depends on the credits.

**Style:** Independent study

**SOIL 4505 Soil Geography: Soil Variability on Planet Earth**

**2 credit(s); prereq 1125 or 2125 or equiv;**

**Instructor:** Cooper, Terence H

**Description:** Welcome to Soil Geography. This course is designed to investigate the soil variability of planet earth. We will use soil Taxonomy and FAO World Soil Map - Soil Map = <http://www.fao.org/ag/agl/agll/wrb/wrbmaps/htm/domsol.htm> to investigate the soils and their properties that inhabit this planet. We will not look at every country, but we will look at every continent's soils. The web page for this course will provide most of the course information. The textbook is out of print and I will provide copies of the important chapters for you at cost of reproduction. Prerequisite Information: It is important that you have an understanding of Soil Taxonomy. Therefore either Basic Soils or the Soil Resources is the prerequisite, or approval of the

instructor. Please review Soil Taxonomy at

<http://www.swac.umn.edu/classes/soil2125/>

<http://www.swac.umn.edu/classes/soil2125/doc/slab4stx.htm>

**Goals and Objectives:** 1) Students will be able to demonstrate knowledge about the soil resources of the various continents on planet earth. 2) Students will be able to indicate how the soil resources have been used and the current state of productivity 3) Students will relate to the human culture of the continent and how that has played a role in the protection or lack of protection of the soil resources. World Reference Base Information = [http://www.fao.org/documents/show\\_cdr.asp?url\\_file=/docrep/W8594E/W8594E01.pdf](http://www.fao.org/documents/show_cdr.asp?url_file=/docrep/W8594E/W8594E01.pdf)  
The course format will be to review and discuss the readings from the Text and the Web. I will not usually lecture. I trust you all will have completed the readings for the week so we can discuss what we have found out about the region. We will use the Web to bring up maps, soil profiles and other information about the region during lecture. Frequently we will have guest speakers from the region to discuss with us their perspective.

**SOIL 5111 Practicum Internship in Precision Agriculture**

**S-N only, 2-5 credit(s), max credits 5, 1 completion allowed;**

**Instructor:** Mulla, D J

**Description:** Student may contact the instructor or department for information.

**SOIL 5480 Special Topics in Land and Atmospheric Science**

**1-4 credit(s), max credits 6, 6 completions allowed; prereq Sr or grad student;**

**Instructor:** Allan, Deborah L

**Description:** Student may contact the instructor or department for information.

**SOIL 5480 Special Topics in Land and Atmospheric Science**

**1-4 credit(s), max credits 6, 6 completions allowed; prereq Sr or grad student;**

**Instructor:** Millet, Dylan Baird

**Description:** Atmospheric Processes II. This 3-credit course provides an introduction to atmospheric radiation, atmospheric composition and chemistry, and climate dynamics and change. In this course we will gain an understanding of radiative transfer in Earth's atmosphere, and of the factors governing the changing chemical makeup of the troposphere and stratosphere. We will explore the interplay between natural processes and human activities in terms of air pollution, stratospheric ozone depletion, and chemical forcing of climate. We will also examine aspects of climate dynamics with an emphasis on the mean state of the atmosphere and climate variability. Emphasis will be placed on the anthropogenic contribution to climate change and the role of land-atmosphere feedbacks. These topics will be covered both descriptively and mathematically with emphasis on application of theory to real-world examples and use of numerical modeling where applicable.

**SOIL 5515 Soil Genesis and Landscape Relations**

**A-F only, 3 credit(s); prereq 2125 or instr consent ;**

**Instructor:** Yoo, Kyungsoo

**Description:** The course follows physical, biological, and chemical processes (1) that disintegrate rocks, form soils, and generate sediments and solutes and (2) that make soils an integral part of local to global biogeochemical cycles. The course focuses on the following INTERFACES: -Lands & Atmosphere; Lands & Rivers; Rocks & Soils -Molecules to Minerals; Minerals and Organic Matter to Soils; Soils to Hillslopes; Hillslopes to Catchments -Biogeochemistry vs. Physical Geomorphology -Organic vs. Inorganic -Descriptive vs. Process-Based Quantitative Approaches -Traditional vs. Modern Geophysical and Geochemical Tools -Human vs. Geological Time Scales -Anthropogenic vs. Geological Forcing

**SOIL 8110 Colloquium in Soil Science**

**S-N only, 1-3 credit(s), max credits 6, 6 completions allowed;**

**Instructor:** Toner, Brandy Marie

**Description:** Student may contact the instructor or department for information.

**SOIL 8123 Research Ethics in the Plant and Environmental**

**Sciences**

**S-N only, 0.5 credit(s); prereq Enrolled in a plant/environmental sci grad research prog; Credit will not be granted if credit has been received for: APSC 8123;**

**Instructor:** Allan, Deborah L

**Description:** Student may contact the instructor or department for information.

**SOIL 8128 Seminar in Soils**

**S-N only, 1 credit(s), max credits 2;**

**Instructor:** Toner, Brandy Marie

**Description:** Student may contact the instructor or department for information.

**SOIL 8195 Research Problems in Soils**

**1-5 credit(s), max credits 10, 10 completions allowed; prereq [Grad major in soil sci or related field], instr consent ;**

**Instructor:** Nater, Ed

**Description:** Student may contact the instructor or department for information.

**SOIL 8252 Advanced Soil Physics**

**2 credit(s); prereq [5232, differential equations] or instr consent ;**

**Instructor:** Gupta, Satish C

**Description:** Student may contact the instructor or department for information.

**SOIL 8550 Teaching Experience**

**S-N only, 1 credit(s), max credits 6, 6 completions allowed; prereq Grad major in soil sci or related field, instr consent ;**

**Instructor:** Allan, Deborah L

**Description:** Student may contact the instructor or department for information.

**Somali**

*808 Social Sciences Tower*

**SOMALI 1222 Beginning Somali II**

**A-F only, 5 credit(s); prereq Somali I;**

**Instructor:** Ahmed, Said S

**Description:** Student may contact the instructor or department for information.

**SOMALI 1226 Accelerated Beginning Somali II**

**A-F only, 5 credit(s); prereq 1225 or instr consent ;**

**Instructor:** Ahmed, Said S

**Description:** Student may contact the instructor or department for information.

**Spanish**

*206 Eddy Hall*

**SPAN 144 Intermediate Medical Spanish**

**S-N only, 0 credit(s); prereq [1st yr college-level Spanish or equiv], dept consent ;**

**Instructor:** Lopez, Maria Emilce

**Description:** This course is designed to help health care professionals communicate with patients who speak Spanish. Following the course, the student will be able to: use basic medical vocabulary in Spanish; ask questions and provide answers in common medical situations in Spanish; conduct patient interviews, medical histories, and physical exams in Spanish; and understand cultural factors impacting health and health care for Chicano/Latino patients.

**SPAN 344 Advanced Medical Spanish**

**S-N only, 0 credit(s); prereq Span 0144, 2 yrs. Spanish College Level or equiv, dept consent ;**

**Instructor:** Lopez, Maria Emilce

**Description:** This is an advanced course designed to help health care professionals communicate with patients who speak Spanish. This course will further develop and strengthen language skills and cultural awareness. Individual work is done on WebCT and CD-ROM. Activities focus on vocabulary, listening, reading, writing, and exploring cultural issues. This course is partially internet delivered.

**Style:** In class: Active participation; and Individual work: Variety of assignments and group discussion on WebCT.

**SPAN 1001 Beginning Spanish**

**5 credit(s); prereq Less than 2 yrs of high school Spanish, dept consent , no college-level Spanish;**

**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.

**Style:** 5% Lecture, 10% Discussion, 1% Laboratory. Group work, reading and related activities

**Grading:** 20% final exam, 15% quizzes, 10% class participation, 55% other evaluation. 10% listening and workbook exercises, 15% oral interview type evaluations, 10% written compositions and writing activities, 20% unit exams

**Exam Format:** All quizzes and tests evaluate listening, reading, vocabulary, grammar & writing. A minimum of multiple choice & true-false items; encourage the use of natural language by using short answers and essays; Two oral interviews.

**SPAN 1001 Beginning Spanish**

**5 credit(s); prereq Less than 2 yrs of high school Spanish, dept consent , no college-level Spanish;**

**Instructor:** Morales, Flavio Antonio

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. After completing Spanish 1001, you will be able to: --understand Spanish if spoken at a beginning pace and apply skills and strategies to fill in gaps in order to comprehend the idea of what is said; --describe orally people and places, narrate present events, and, to some extent, narrate past events; --read several simple, culturally relevant Spanish texts and profit from some reading materials written for native speakers; and --write short, controlled narrations in the present tense. Finally, you will gain a wealth of nearly first-hand knowledge about some of the cultures of the Spanish-speaking world.

**Style:** This is a printed correspondence section.

**Grading:** 35% mid exam, 40% final exam, 20% quizzes.

Worksheets & Shuttle tapes.....5 percent

**Exam Format:** Supervised, in-person exams.

**SPAN 1002 Beginning Spanish**

**5 credit(s); prereq 1001 completed at UMNTC, dept consent ; Credit will not be granted if credit has been received for:**

**SPAN 4022;**

**Instructor:** STAFF

**Description:** This course is for the student who has completed Spanish 1001 at the University of Minnesota. Upon entering this course, the student should know basic vocabulary and present and past tense forms, that is to say, be familiar with the material

between the "Leccion Preliminar" to "Leccion 9" of the text, "?Sabias que...?", 3rd ed. Spanish is spoken almost exclusively in class. Spanish 1002 continues to focus on the development of communicative skills: listening, speaking, reading and writing. One day a week students watch "Destinos", an educational television program in Spanish. The text "?Sabias que...?", 3rd ed., is accompanied by a workbook and audio tapes that are designed to be studied outside class. The readings in the text have been taken from Spanish language newspapers and magazines. Grammar is covered in the homework assignments and reinforced in class with a variety of paired and small group activities. Since the majority of class time is devoted to speaking and listening, class attendance is critical.

**Style:** 5% Lecture, 10% Discussion, 1% Laboratory. Group work, reading and related activities

**Grading:** 20% mid exam, 20% final exam, 15% quizzes, 10% class participation, 35% other evaluation. 15% oral interview type evaluations, 10% written compositions and writing activities, 10% listening and workbook exercises

**Exam Format:** All quizzes and tests evaluate listening, reading, vocabulary, grammar and writing. A minimum of multiple choice & true-false items; an effort is made to encourage the use of natural language by using short answers and essays. Two oral interviews.

#### SPAN 1002 Beginning Spanish

**5 credit(s); prereq 1001 completed at UMNTC, dept consent ; Credit will not be granted if credit has been received for: SPAN 4022;**

**Instructor:** Morales, Flavio Antonio

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. After completing Spanish 1002, you will be able to understand Spanish if spoken at a beginning pace and apply skills and strategies to fill in gaps in order to comprehend the idea of what is said; describe orally people and places, narrate present events, and, to some extent, narrate past events; read several simple, culturally relevant Spanish texts and profit from some reading materials written for native speakers; and write short, controlled narrations in the present tense. Finally, you will gain a wealth of nearly first-hand knowledge about some of the cultures of the Spanish-speaking world.

**Style:** This is a printed correspondence section.

**Grading:** 35% mid exam, 35% final exam, 20% quizzes. Worksheets (5 percent) Two compositions (5 percent)

**Exam Format:** Supervised, in-person exams

#### SPAN 1003 Intermediate Spanish

**5 credit(s); prereq [1002 or 1022] or EPT placement;**

**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.

**Style:** 40% Discussion. communicative activities with language

**Grading:** 30% mid exam, 20% final exam, 15% reports/papers, 10% in-class presentation, 10% class participation, 5% laboratory evaluation, 10% other evaluation. Oral interview

**Exam Format:** Diverse - essay - fill in blank - short answer

#### SPAN 1003 Intermediate Spanish

**5 credit(s); prereq [1002 or 1022] or EPT placement;**

**Instructor:** Morales, Flavio Antonio

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Speaking/comprehension. Developing reading/writing skills based on materials from Spain/Spanish America. Grammar review. Compositions, oral presentations.

**Style:** Online with handwritten exams

**Grading:** 20% mid exam, 20% final exam, 6% quizzes, 20% additional semester exams, 4% class participation. -My Spanish Lab activities (5%) -3 Mesa Redonda exercises (15%) -Final oral interview (10%)

**Exam Format:** Supervised, in-person exams

#### SPAN 1003 Intermediate Spanish

**5 credit(s); prereq [1002 or 1022] or EPT placement;**

**Instructor:** Conrad, Craig

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. This course would ideally suit students with 2 years or more of successful Spanish-language study who are seeking a course that incorporates both a review of that material as well as an introduction to new vocabulary and content.

**Style:** Online with handwritten exams

**Grading:** 20% mid exam, 20% final exam, 6% quizzes, 20% additional semester exams, 4% class participation. -My Spanish Lab activities (5%) -3 Mesa Redonda (15%) -Final oral interview (10%)

**Exam Format:** Supervised, in-person exams

#### SPAN 1003 Intermediate Spanish

**5 credit(s); prereq [1002 or 1022] or EPT placement;**

**Instructor:** Eiffler, Edward E

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Speaking/comprehension. Developing reading/writing skills based on materials from Spain/Spanish America. Grammar review. Compositions, oral presentations.

**Style:** Online with handwritten exams

**Grading:** 6% quizzes. -discussions and chats (4%) -My Spanish Lab activities (5%) -3 Mesa Redonda (online written and spoken exercises) (15%) -3 exams (60%) -Final oral interview (10%)

**Exam Format:** Supervised, in-person, (not online) exams.

#### SPAN 1004 Intermediate Spanish

**5 credit(s); prereq 1003 or EPT placement; Credit will not be granted if credit has been received for: SPAN 1014;**

**Instructor:** STAFF

**Description:** This course is for those who have successfully passed Spanish 1003 with a C- or have passed the Entrance Proficiency Test (EPT) for this level. This course is a requirement for Spanish 3015. In this course, you will build on the communicative speaking, writing, listening and reading skills that you acquired during the first three semesters of Spanish. The "Conexiones" series, text, lab manual and workbook, are used in class. Class activities are carried out almost entirely in Spanish. For the most part, grammar should be studied at home; a small percentage of class time is intended for grammar instruction and practice. Reading skills are developed through "Conexiones", and writing skills are developed through process writing, a multi-step writing process which entails composition writing, rewrites, journals, pop-quizzes, etc. You will also prepare and present a debate with other classmates. Because Spanish class is about the only place where you can practice listening and speaking, class attendance is critical. All students in a BA, BFA of BIS degree program in the CLA must take the Graduation Proficiency Test (GPT) as a requirement of the course, unless they have already passed the GPT in this or another language.

**Style:** 10% Lecture. 60 - 70% discussion; 20 - 30% listening, writing, testing for comprehension and vocabulary, and peer

editing

**Grading:** 50% quizzes, 10% class participation, 5% laboratory evaluation, 15% written composition; 10% round-table discussion; 10% debate

**Exam Format:** Exams evaluate listening, reading, vocabulary & grammar, writing & culture. A minimum of multiple choice and true/false items; Encourage the use of natural language by using short answers, short/long essays. 1 debate

#### SPAN 1004 Intermediate Spanish

**5 credit(s); prereq 1003 or EPT placement; Credit will not be granted if credit has been received for: SPAN 1014;**

**Instructor:** Pogatshnik, Mary Elizabeth

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Speaking/comprehension. Developing reading/writing skills based on materials from Spain/Spanish America. Grammar review. Compositions, oral presentations.

**Style:** Online with handwritten exams and Language Proficiency Exams

**Grading:** 20% mid exam, 20% final exam, 6% quizzes, 20% additional semester exams, 4% class participation. -My Spanish Lab activities (5%) -2 Mesas Redondas (15%) -Final oral interview (10%) -Language Proficiency Exam (LPE; on-campus, by appointment) (15%)

**Exam Format:** Supervised, in-person exams.

#### SPAN 1004 Intermediate Spanish

**5 credit(s); prereq 1003 or EPT placement; Credit will not be granted if credit has been received for: SPAN 1014;**

**Instructor:** Bradford, Adriana X

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policies, including fee and financial aid information. Speaking/comprehension. Developing reading/writing skills based on materials from Spain/Spanish America. Grammar review. Compositions, oral presentations.

**Style:** Online with handwritten exams and Language Proficiency Exams

**Grading:** 6% quizzes. -discussions and letters (4%) -My Spanish Lab activities (5%) -2 Mesas Redondas (written and spoken exercises) (15%) -3 exams (60%) -Final oral interview (online, by appointment; 10 minutes) (10%) -Language Proficiency Exam (15%)

**Exam Format:** Supervised, in-person exams.

#### SPAN 1022 Alternate Second-Semester Spanish

**5 credit(s); prereq Placement above 1001; Credit will not be granted if credit has been received for: SPAN 4002;**

**Instructor:** STAFF

**Description:** This class is a first year Spanish course developed for students with previous language experience. The instruction and context are delivered by a combination of in class meetings and a wide range of online activities. The different online components were designed to help you become a more successful language learner by giving you the opportunity to explore different learning modes independently and to provide more exposure to the Spanish language. You will have the opportunity to experience different accents and regional variations, not just your instructor's, as well as a wealth of other authentic materials that would not be readily accessible in a regular classroom. For that reason the course requires a considerable amount of independent work to be completed online outside of the classroom contact hours. The regular class typically meets four days a week and the Technology-enhanced sections typically meet three days a week.. All sections meet every day the first week of instruction NOTE: Students are not to schedule other classes or work on the days that the classes do not meet because some weeks classes will meet all five days and the instructors expect those 50-minute sections to be available for Spanish on short notice. The web activities are to be done outside of the classroom.

**Style:** 5% Lecture, 10% Discussion, 10% Laboratory. group work, reading and related activities

**Grading:** 20% final exam, 10% class participation, 10% laboratory evaluation, 25% other evaluation. unit exams, 15% oral interview type evaluations, 10% written compositions and journals, 10% listening and workbook exercises

**Exam Format:** All quizzes and tests evaluate listening, reading, vocabulary, grammar & writing. A minimum of multiple choice & true/false items; encourage the use of natural language by using short answers and essays. Two oral interviews.

#### SPAN 1044 Intermediate Medical Spanish

**5 credit(s); prereq 1003 or equiv; Credit will not be granted if credit has been received for: SPAN 1004;**

**Instructor:** STAFF

**Description:** Course designed to help health care professionals and/or students pursuing health care field communicate with patients who speak Spanish. Basic Medical vocabulary, questions and answers in common medical situations, vocabulary and phrases to conduct patient interviews and medical history, vocabulary and conversation to conduct physical exams; understanding the Latin American view of health and health care. In terms of the grammatical aspects, the course covers same areas as Spanish 1004; therefore, students planning on taking Spanish 3015 will be prepared to do so. Besides in class activities, and for a better understanding of cultural aspects, students will perform individual work on WebCT and CD-ROM which concentrate on watching and listening, reading and writing about interviews of health care providers who work with Spanish speaking community, and interactions in the target language between doctors and patients. \* Evaluation standards: Students will be evaluated on class participation, discussion of course content, exploration of cultural component, therefore class attendance is critical. Evaluation of communicative speaking, writing, listening and reading is done through exams, composition writing and presentation. Application of Learning Technologies: each week online discussion of questions based on readings. The discussion requires thought about how a theme is related to aspects of interaction with the Chicano/Latino population.

**Style:** 10% Lecture, 60% Discussion. language lab, listening, writing testing for comprehension and vocabulary and peer editing

**Grading:** 15% reports/papers, 50% quizzes, 10% in-class presentation, 15% class participation, 10% other evaluation. round table discussion

**Exam Format:** Exams evaluate listening, reading, vocabulary & grammar, writing & culture. A minimum of multiple choice and true/false items; encourage use of natural language by using short answers, short /long reports

#### SPAN 1054 Spanish for Heritage Students

**5 credit(s); prereq EPT for diagnostic purposes;**

**Instructor:** Castro, Cristina Isabel

**Description:** Student may contact the instructor or department for information.

#### SPAN 1522 Spanish II

**A-F only, 3 credit(s); prereq 1521 or equiv or placement exam;**

**Instructor:** Furness, Ryan C

**Description:** Student may contact the instructor or department for information.

#### SPAN 3015 Spanish Composition and Communication

**4 credit(s); prereq [1004 or 1014 or 1044], LPE pass;**

**Instructor:** STAFF

**Description:** Spanish 3015 is the first of the upper division sequence for Spanish majors and minors. To enroll in this class, a student must have successfully completed Spanish 1004 or Spanish 1014 or Spanish 1044 and a "High Pass" on the LPE is highly recommended. Students who have not taken Span 1004 (or equiv.) at the University of Minnesota must achieve a "high pass" on the LPE to enroll in Spanish 3015. This class is designed to further develop and strengthen the language skills acquired in the foundation courses. Rather than separating the internal disciplines inherent in second language study, this course seeks to integrate in a meaningful and "real world"



fashion the student's ability to write, speak, read and understand modern Spanish at a level that is expected of majors and minors. Students will generate a series of creative and original compositions and will read a variety of texts from both Spain and Latin America. The class will employ diverse learning techniques -- grammar review, audio tape exercises, paired work, small group work, all class discussions, oral presentations, peer editing, process writing -- to provide students with the appropriate opportunities to enhance their language skills as they learn academic content through the active use of the Spanish language. This course requires a major time commitment on the part of each student registered.

**Style:** 25% Lecture, 50% Discussion, 15% peer editing, 10% preparing and presenting projects

**Grading:** 15% class participation, 5% participation in peer editing groups, 30% compositions and portfolio, 20% examinations, 10% reader's journal, 10% round-table discussion, 10% final research paper

**Exam Format:** Essays and short answers written in Spanish, together with grammar sections.

#### **SPAN 3021 Advanced Communication Skills**

**4 credit(s); prereq 3015 credit will not be granted if credit received for: Tldo 3021;**

**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.

**Style:** 25% Lecture, 50% Discussion, 15% peer editing, 10% preparing and presenting projects

**Grading:** 20% mid exam, 20% quizzes, 10% in-class presentation, 10% class participation, 15% compositions and portfolio, 10% paper, 10% reader's journal, 25% final paper

**Exam Format:** Essays and short answers written in Spanish, together with grammar sections.

#### **SPAN 3022 Advanced Business Spanish**

**4 credit(s); prereq [[1014 or 1004 or 1044 or equiv], LPE in Spanish] or instr consent credit will not be granted if credit received for: Tldo 3022, 3023;**

**Instructor:** Morales, Flavio Antonio

**Description:** SPAN 3022: ADVANCED BUSINESS SPANISH Understand the critical cultural considerations of doing business in Latin America. Advanced Business Spanish aims to explore the cultural history, ethnicity, women's participation, government involvement, and political philosophies consistent with business practices in the Hispanic worlds. The influences of globalization and the role that neo liberalism and social democracy play in business decisions will be the main topic to be discussed. Other areas: NGOs, advertisements, etc. Consideration will be given to students' interests. Active participation is encouraged. The course packet readings will focus on actual business articles found on major e-newspapers and websites. A resume and an ideal cover letter will be designed by each student towards applying for a job placement in the Hispanic world. Students will do brief formal writing assignments with the goal of practicing language and grammar use, in addition to two compositions. There will be two exams based on the required readings. We will also watch two films that pertain with the social and business society representing life in Cuba. There will be a midterm power

point sales pitch? project and a final presentation based on class work ideas. Span 3022 is equivalent to Span 3015 and Span 3021

#### **SPAN 3044 Advanced Medical Spanish**

**4 credit(s); prereq [[1004 or 1014 or 1044 or equiv], LPE in Span] or instr consent ;**

**Instructor:** Lopez, Maria Emilce

**Description:** This course is designed to further develop and strengthen the linguistic skills and cultural awareness students have been exposed to and acquired in Intermediate Medical Spanish 1044 (Span1044). This higher language and culture level course, is designed to train health care professionals and/or Spanish Studies majors/ minors to communicate more effectively in linguistic and cultural terms with Spanish speaking patients. Students will explore more advanced and specific medical vocabulary, communication strategies and related cultural aspects. The goal is targeted to: improve conducting patient interviews and medical history, using vocabulary and conversation to conduct physical exams; and to better understand Latin American views on health and health care. The course applies a variety of communicative tasks to address learning skills, uses technology, and promotes discussion. Students are to read course related articles and perform assignments on Web-CT about CD-ROM segments outside of class. Web-CT activities focus on vocabulary, listening, reading, writing, and discussion. CD-ROM features videotaped interviews of a significant number of health care providers who work with the Spanish speaking immigrant community and the unique opportunity to get perspectives on health related issues from Chicano/Latino immigrants in the Twin Cities. These exercises are intended to expose different captured views on health and health care, promote cultural awareness and cultural sensitivity.

**Grading:** 20% class participation, 15% other evaluation, compositions and portfolio, 5% participation in peer editing groups; 20% examinations; 10% web-CT activities and homework; 10% final research paper

**Exam Format:** Essays and short answers written in Spanish, together with grammar sections. Exams evaluate listening, reading, vocabulary & grammar, writing & culture. A minimum of multiple choice and true/false items.

#### **SPAN 3104W Introduction to the Study of Hispanic Literatures A-F only, 3 credit(s); prereq [3015 with grade of at least B-] or successful completion of 3021; Credit will not be granted if credit has been received for: TLDO 3104; Meets CLE req of Literature; meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** This course aims to introduce students to basic concepts of literary criticism and analysis through reading, discussing and writing about a variety of texts in Spanish. These will broadly represent a range of genres, periods, and styles. As this a writing-intensive course, it will include regular practice of composition and revision of written Spanish as a means of interpreting and responding to literary texts.

#### **SPAN 3105W Introduction to the Study of Hispanic Cultures 3 credit(s); prereq [3015 with grade of at least B-] or 3021; Meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

#### **SPAN 3107W Introduction to the Study of Hispanic Linguistics 3 credit(s); prereq [3015 with grade of at least B-] or 3021; Credit will not be granted if credit has been received for: TLDO 3107; Meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

#### **SPAN 3212 Discourses of Modern and Contemporary Spain, 1800-Present**

**3 credit(s); prereq 3104;**

**Instructor:** STAFF

**Description:** Al margen de su calidad intrínseca probada, la

poesia española posee una cohesión, una sujeción y engramamiento 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 perviven 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.

**Grading:** 20% final exam, 15% in-class presentation, 15% class participation. Ensayo # 1/# 2, 15% @; Examen I, 20%

#### **SPAN 3222 Discourses of Modern and Contemporary Latin America**

**3 credit(s); prereq 3104 or 3105; Credit will not be granted if credit has been received for: TLDO 3222;**

**Instructor:** Forcinito, Ana

**Description:** Student may contact the instructor or department for information.

#### **SPAN 3401 Latino Immigration and Community Service**

**A-F only, 3 credit(s); prereq [3015 with grade of at least B-], LPE high pass; Meets CLE req of Civic Life and Ethics;**

**Instructor:** Ganley, Kathleen Marie

**Description:** In this service-learning course, students reflect on personal and societal ethics as they analyze U.S. power structures associated with emigration from Latin America and issues confronting societies with a rapid demographic change such as has been the case with Latino immigration in the U.S. Students have many opportunities to engage in dialogue with Latino immigrants. Topics include: the relationship between the global economic system and emigration from Latin America, human rights along the U.S./Mexican border, federal immigration reform, language issues, and Latino economic and cultural contributions to the U.S. Students reflect on the societal and individual responsibility to create more inclusive and just political, economic, and educational systems for all who live in this country. They are challenged to define and defend their opinions by analyzing systems of social power and privilege in each topic covered. Students will be expected to connect what they are learning to their lives and to the world around them. Students do many community visits and other civic engagement. Students do 39 hours of community service with Latino immigrants. There is a great variety of service sites available.

#### **SPAN 3404 Medical Spanish and Community Health Service**

**3 credit(s); prereq 3015 with grade of at least B- or [1044, high pass on at least three sections of LPE];**

**Instructor:** Lopez, Maria Emilce

**Description:** Description: Medical Spanish and Community Health Service, an advanced language and culture course, is designed to train Spanish Studies majors/ minors to create materials for effective communication with and education of Spanish-speaking patients. In addition, Span 3404 has a service-learning component in which students apply academic knowledge to work done with community health care partners that serve the Chicano/Latino population. It should be noted, however, that students in Span 3404 will but not be involved in direct patient health care.

**Style:** 40% Discussion. student centered culture and special purpose language activities.

**Grading:** 50% other evaluation. Written reports and journals, online writing activities based on CD-ROM interviews, and development of brochure; 20% class participation and other class assignments such as discussion of readings and unit

vocabulary quizzes, 30%

#### **SPAN 3502 Modern Spain**

**3 credit(s); prereq 3105;**

**Instructor:** Villar, Susan McMillen

**Description:** This course presents many of the idiosyncrasies of Spanish culture and civilization with a particular focus on the second half of the twentieth century until the present. The students will explore themes that tend to repeat themselves in Spanish history and society: religion, political discourse, languages, national identity, regionalisms, the family, changing gender roles, immigration, etc. The instructor will present each topic that will be further examined in Spanish feature films, assigned readings and individual research. Students will participate in 8-9 on-line forums with other students in the class, write 3 take-home essays and give one 15-minute presentation.

#### **SPAN 3510 Issues in Hispanic Cultures**

**A-F only, 3 credit(s), max credits 9, 3 completions allowed; prereq 3105W credit will not be granted if credit received for: TLDO 3301, 3302, 3311, 3312, 3313, 3314, 3514, 3321, 3516, 3513, 3515, 3517;**

**Instructor:** STAFF

**Description:** In this class we will explore aspects of medieval Iberian history and culture through the lens of several texts that may include, among others, El Cantar de Mio Cid, el romancero, el Libro de buen amor and Don Quijote. We will explore how aspects of medieval Iberia such as the Muslim presence, the coexistence of Jews, Muslims and Christians, as well as the relative strength of non-Castilian cultures on the Peninsula became factors in the emergence of what we think of as early modern Spain.

#### **SPAN 3510 Issues in Hispanic Cultures**

**A-F only, 3 credit(s), max credits 9, 3 completions allowed; prereq 3105W credit will not be granted if credit received for: TLDO 3301, 3302, 3311, 3312, 3313, 3314, 3514, 3321, 3516, 3513, 3515, 3517;**

**Instructor:** Calvo, Maria Antonia

**Description:** Art and Politics of Twentieth Century Spain This course addresses the interconnection between politics and cultural life in Twentieth Century Spain. The course focuses on four historical periods: the monarchy and the instability that governed the first third of the century; the unexpected Second Republic that dissolved into civil war; Franco's forty-year dictatorship; and the establishment of stable democracy through the transition that became a model for other nations around the world. The course identifies key cultural manifestations within each period as well as the impact that the political environment has on creative work and the effect that creative work has on politics. Emphasis is on painting and sculpture including the works of Picasso, Miro, Alberto, Saura, Equipo Cronica, and Chillida. The objective of the course is to stimulate critical thinking and provide students with an understanding of the relationship between culture and politics.

**Style:** 50% Lecture, 50% Discussion.

**Grading:** 50% reports/papers, 25% quizzes, 25% class participation.

**Exam Format:** Essay and short answer

#### **SPAN 3512 Modern Latin America**

**A-F only, 3 credit(s); prereq 3105W;**

**Instructor:** Ramos-Garcia, Luis A

**Description:** Student may contact the instructor or department for information.

#### **SPAN 3612 Don Quijote and the Novel**

**3 credit(s); Meets CLE req of Literature;**

**Instructor:** Spadaccini, Nicholas

**Description:** Cervantes's Don Quijote (1605; 1615) will be analyzed and discussed in light of literary, historical, philosophical, and social-cultural issues. Specific areas of discussion include Don Quijote and the poetics of the novel; its transgression of the limits of traditional prose-fiction genres (chivalric, pastoral, picaresque, etc.); its dialogue with the conservative culture of Counterreformation Spain; and

present-day debates between critics who adhere to traditional humanist and/or historicist readings and those whose work is informed by avant-garde, post-structuralist theory. Our general approach should also facilitate a discussion of the function of other types of discourses within the novel's frame. For example, one might argue that the purging of Don Quijote's library (I, 6) recalls the ritual discourse of the Inquisition; that Sancho's use of proverbs captures the weight of oral culture at a time when the majority of the population could neither read nor write; that the reactions of various characters to the oral reading of romances of chivalry allow us to speculate on matters of authority and authorial intentions as each listener brings to the reception his/her own preoccupations and tastes. We shall also examine the strategy behind the novel's inclusion of elements of both official and unofficial culture, and consider how Don Quijote manages to engage in popular practices.

**Style:** 60% Lecture, 30% Discussion. (Oral presentation? personal reflection on DON QUIJOTE)

**Grading:** 30% mid exam, 40% final exam, 10% reports/papers, 10% in-class presentation, 10% class participation.

**Exam Format:** Essays (analysis/discussion of key issues introduced in the course); Note: final exam is a take-home exam consisting of three questions to be distributed three weeks prior to the end of the semester.

**SPAN 3702 Structure of Spanish: Morphology and Syntax**  
3 credit(s); prereq 3107; Credit will not be granted if credit has been received for: SPAN 3702H;

**Instructor:** Ocampo, Francisco Antonio

**Description:** This course is an introduction to the morphology and syntax of Spanish. The goal of the course is to improve written Spanish by developing the ability to analyze words and sentences. Consequently, much of the course work will be devoted to practice syntactic analysis of Spanish sentences taken from literary texts. Students will develop the ability to identify the different morphological and syntactic components of Spanish. They will also be able to manipulate morphosyntactic notions such as morpheme, noun, adjective, subject, direct object, adverbial clause. Text: Excerpts from various authors

**SPAN 3704 Sociolinguistics of the Spanish-Speaking World**  
3 credit(s); prereq 3107; Credit will not be granted if credit has been received for: SPAN 3704H;

**Instructor:** Klee, Carol Anne

**Description:** SPAN 3704: Sociolinguistics of the Spanish-Speaking World El objetivo principal del curso es introducir al estudiante a los conceptos fundamentales en el campo de la sociolingüística a través del estudio de la lengua hispana en sus diversos contextos geográficos y sociales. Después de una revisión general de algunos conceptos básicos de la sociolingüística y la sociología del lenguaje, se analizarán en detalle los dialectos del español de América, incluyendo las influencias que han recibido de otras lenguas en contacto. Después, se discutirá la metodología sociolingüística y se examinarán estudios que demuestran la influencia de varios factores sociales en las comunidades hispanas, tales como sexo, edad y clase social. En la última parte del curso se examinarán los pronombres de tratamiento, las actitudes lingüísticas y el bilingüismo social en el mundo hispano.

**Style:** 60% Lecture, 40% Discussion.

**Grading:** 20% final exam, 20% reports/papers, 20% quizzes, 5% class participation. Research Papers 20%

**Exam Format:** essay

**SPAN 3800 Film Studies in Spanish**

A-F only, 3 credit(s), max credits 9, 3 completions allowed; prereq 3104W or 3105W;

**Instructor:** Ferran, Ofelia

**Description:** Student may contact the instructor or department for information.

**SPAN 3910 Topics in Spanish Peninsular Literature: Medieval Technology**

A-F only, 3 credit(s), max credits 9, 3 completions allowed; prereq 3104;

**Instructor:** Hamilton, Michelle Marie

**Description:** Medieval Technology Las ideas innovadoras en su mayoría no tienen sus orígenes en las ciencias sino en los campos creativos (la literatura imaginativa y los artes por ejemplo). En esta clase examinaremos como autores antiguos han imaginado nuevas tecnologías y a que usos han puesto la ciencia en su ficción. En clase exploraremos que se consideraba una ciencia en la Edad Media y que esperaban los hombres de estas ciencias--como, por ejemplo, un conocimiento de Dios y del mundo creado. Pero también examinaremos como en su ficción varios autores incluyeron tecnologías inventadas (como los robots, las computadoras y maquinas voladoras) como extensiones de los poderes humanos. Leeremos una selección de obras ibéricas como las de Ramon Llull y El caballero Cifar y Don Quijote y obras anteriores que las influyeron.

**SPAN 3920 Topics in Spanish-American Literature**

A-F only, 3 credit(s), max credits 9, 3 completions allowed; prereq 3104; Credit will not be granted if credit has been received for: SPAN 3920H;

**Instructor:** STAFF

**Description:** SPANISH 3920: Detective Narrative and the genero negro/Novel noir in the USA, Latin America and Spain This course critically examines a genre that has both resided on and represented the margins of Spanish and Latin American societies, and its transformation in recent years into a mainstream and highly exportable transatlantic cultural phenomenon. Although the so-called noir narrative has a long tradition in Spain and Latin American literatures, the influences of Francisco Franco's regime as well as those of his across the Atlantic counterparts, and their concurrent air of corruption, censorship, and oppression spurred a new period in the genre's formation. Through the second half of the 20th century, as those transatlantic communities transitioned from dictatorships to nominal democracies, the crime and detective narrative became a manifestation of Spanish society's struggles with social and political chaos. This course will begin with comments on early noir short narrative from United States (Raymond Chandler), Spain (Mendoza), and Latin American sources (Roncagliolo, Subcomandante Marcos) and move on to contemporary narrative examples from both continents (Martinez, Lopez Coll) in order to convey the growth and unique nature of the Spanish genero negro during and after the above mentioned dictatorships, as well as in present-day popular novels and short story. The basis of the course is the reading, interpretation, and analysis in Spanish of a variety of texts in the context of notions of genre, history, cultural context, and literary conventions. Class time will be highly participatory, in the form of full-class and small-group discussions as well as individual presentations, although the professor will occasionally lecture on historical and cultural context as a means to orient the class. In this way, the participation grade will be based on the students' expected involvement and engagement in these classroom discussions, including not only class discussions (Q's and A's), but also challenging oral presentations, both scheduled across the semester. Texts Chandler, Raymond. El largo adiós. Novela. Edición Catedra, 2005. Mendoza, Eduardo. El misterio de la cripta embrujada. Novela. Edición 1989. Martinez, Fernando. Crímenes contados: Antología del relato negro español. Edición 2006. Subcomandante Marcos / Taibo. Muertos incómodos. Novela. Edición 2005. Roncagliolo, Santiago. Abril rojo. Novela. Edición 2007. Lopez Coll, Lucia. Variaciones en negro: relatos policíacos iberoamericanos. Edición 2003. **Grading:** 30% mid exam, 40% reports/papers, 15% in-class presentation, 15% class participation.

**SPAN 3970 Directed Studies**

1-4 credit(s), max credits 9, 3 completions 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;

**Instructor:** STAFF

**Description:** Guided individual reading or study. Consult with the Undergraduate Advisor: Margaret Demmessie.

**SPAN 3972W Graduation Seminar**

A-F only, 3 credit(s); prereq 31 cr of 3xxx, instr consent ;

**Credit will not be granted if credit has been received for: SPAN 3972V; Meets CLE req of Writing Intensive;**

**Instructor:** O'Connell,Joanna

**Description:** This is your capstone Senior Seminar! 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.

**Style:** This is a workshop. Therefore expect some discussion and a lot of small group work when we meet in class.

**Grading:** 70% reports/papers, 30% special projects. Participation includes drafting thesis statement, bibliography, outline, etc for in-class workshops.

**Exam Format:** no exam

#### **SPAN 3972W Graduation Seminar**

**A-F only, 3 credit(s); prereq 31 cr of 3xxx, instr consent ;**

**Credit will not be granted if credit has been received for:**

**SPAN 3972V; Meets CLE req of Writing Intensive;**

**Instructor:** Spadaccini,Nicholas

**Description:** Student may contact the instructor or department for information.

#### **SPAN 3972W Graduation Seminar**

**A-F only, 3 credit(s); prereq 31 cr of 3xxx, instr consent ;**

**Credit will not be granted if credit has been received for:**

**SPAN 3972V; Meets CLE req of Writing Intensive;**

**Instructor:** Forcinito,Ana

**Description:** Student may contact the instructor or department for information.

#### **SPAN 4002 Beginning Spanish**

**2 credit(s); prereq Grad student; Credit will not be granted if credit has been received for: SPAN 1022;**

**Instructor:** Leonard,Molly A

**Description:** Student may contact the instructor or department for information.

#### **SPAN 4004 Intermediate Spanish**

**2 credit(s); prereq Grad student;**

**Instructor:** Manzoni,Carla

**Description:** Student may contact the instructor or department for information.

#### **SPAN 4022 Alternate Second-Semester Spanish**

**2 credit(s); prereq Grad student; Credit will not be granted if credit has been received for: SPAN 1002;**

**Instructor:** Matos-Schultz,F.

**Description:** Student may contact the instructor or department for information.

#### **SPAN 4022 Alternate Second-Semester Spanish**

**2 credit(s); prereq Grad student; Credit will not be granted if credit has been received for: SPAN 1002;**

**Instructor:** Iraheta,Ana C

**Description:** Student may contact the instructor or department for information.

#### **SPAN 5109 The Crisis of the Old Regime: Spanish Literature of the Enlightenment and Romanticism**

**3 credit(s); prereq three 3xxx or 5xxx literature courses in Spanish or instr consent;**

**Instructor:** STAFF

**Description:** This class is an overview of 18th- and 19th-century Spanish culture from 1775 to 1900. It focuses on the evolution of literature and the arts during the periods of the Enlightenment, Romanticism, and Realism/Naturalism. We will examine a variety of texts from different genres (theatre, poetry, short story, novel) and place them in their literary and historical contexts, in an attempt to describe Spain's uneven transition from the Old Regime to modernity. The list of authors includes Ramon de la Cruz, Moratin, Mesonero Romanos, Larra, Duque de Rivas, Espronceda, Becquer, Galdos, Pardo Bazan, and Clarin.

#### **SPAN 5701 History of Ibero-Romance**

**3 credit(s); prereq 3703, two other 3xxx or 5xxx Spanish linguistics courses or instr consent;**

**Instructor:** Ocampo,Francisco Antonio

**Description:** A study of the origins and development of the Ibero-Romance languages with emphasis on the evolution of Spanish, compared and contrasted with the other languages of the Iberian Peninsula. The general problem of linguistic change will be examined. Phonetic/phonological, and morphological issues will be studied in four stages: (1) Latin, (2) late Latin, (3) medieval Spanish, and (4) modern Spanish. Students taking this course must be familiar with articulatory phonetics terminology. For those students that do not meet this condition, the following reading is strongly recommended prior to taking the course: Antonio Quilis & Joseph Fernandez, "Curso de fonetica y fonologia espa?olas"Madrid: Consejo Superior de Investigaciones Cientificas, 1990, (ch 1-3,5-12). Elementary knowledge of classical Latin, although not required, will be highly beneficial. The target audience is graduate students. Required text: Paul M. Lloyd, "Del Latin al Espa?ol, Fonologia y morfologia historicas de la lengua espa?ola", Madrid: Gredos; as well as excerpts from various authors.

**Style:** 70% Lecture, 30% Discussion.

**Grading:** 30% mid exam, 30% final exam, 40% problem solving.

**Exam Format:** essay

#### **SPAN 5920 Topics in Spanish-American Studies:**

**Modernismo/vanguardias de Hispanoamerica1880-1936**

**3 credit(s), max credits 9, 3 completions allowed; prereq 3104 or dept consent ;**

**Instructor:** Hanneken,Jaime Elizabeth

**Description:** Modernismo y vanguardias de Hispanoamerica, 1880-1936 Concentration will be on both the literary and the political problematics surrounding the development of Spanish American modernismo and vanguardias as cultural phenomena of global modernity. We will analyze different texts of the late nineteenth and early twentieth century (poetry and narrative, as well as cronica and literary and cultural magazines) with special focus on their appropriation or subversion of "universal" tropes and aesthetics; their exploration of the modern cityscape, consumerism, new print technologies, and performances of fashion and gender; and their establishment of a cosmopolitan regional expression imbricated with the discourses of old and new imperialisms, European avant-gardes, and international socialism. Primary texts will include writing by Charles Baudelaire, Walter Benjamin, Ruben Dario, Julian del Casal, Jose Asuncion Silva, Jose Marti, Jose Enrique Rodo, Alfonso Reyes, Leopoldo Lugones, Macedonio Fernandez, Vicente Huidobro, Cesar Vallejo and Pablo Neruda.

#### **SPAN 5970 Directed Readings**

**1-4 credit(s), max credits 9, 9 completions allowed; prereq MA or PhD candidate, instr consent, dept consent, college consent;**

**Instructor:** STAFF

**Description:**

#### **SPAN 5990 Directed Research**

**1-4 credit(s), max credits 9, 9 completions allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** O'Connell,Joanna

**Description:** Student may contact the instructor or department for information.

**SPAN 5990 Directed Research**

**1-4 credit(s), max credits 9, 9 completions allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** Ferran,Ofelia

**Description:** Student may contact the instructor or department for information.

**SPAN 5990 Directed Research**

**1-4 credit(s), max credits 9, 9 completions allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** Ocampo,Francisco Antonio

**Description:** Student may contact the instructor or department for information.

**SPAN 5990 Directed Research**

**1-4 credit(s), max credits 9, 9 completions allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** Spadaccini,Nicholas

**Description:** Student may contact the instructor or department for information.

**SPAN 5990 Directed Research**

**1-4 credit(s), max credits 9, 9 completions allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** Klee,Carol Anne

**Description:** Student may contact the instructor or department for information.

**SPAN 5990 Directed Research**

**1-4 credit(s), max credits 9, 9 completions allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** Ramos-Garcia,Luis A

**Description:** Student may contact the instructor or department for information.

**SPAN 5990 Directed Research**

**1-4 credit(s), max credits 9, 9 completions allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** Face,Timothy L

**Description:** Student may contact the instructor or department for information.

**SPAN 5990 Directed Research**

**1-4 credit(s), max credits 9, 9 completions allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** Forcinito,Ana

**Description:** Student may contact the instructor or department for information.

**SPAN 5990 Directed Research**

**1-4 credit(s), max credits 9, 9 completions allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** Hanneken,Jaime Elizabeth

**Description:** Student may contact the instructor or department for information.

**SPAN 5990 Directed Research**

**1-4 credit(s), max credits 9, 9 completions allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** Marrero-Fente,Raul A

**Description:** Student may contact the instructor or department for information.

**SPAN 5990 Directed Research**

**1-4 credit(s), max credits 9, 9 completions allowed; prereq instr consent, dept consent, college consent;**

**Instructor:** Hamilton,Michelle Marie

**Description:** Student may contact the instructor or department for information.

**SPAN 8710 Seminar in Spanish and Portuguese Phonology**

**3 credit(s), max credits 9, 3 completions allowed; prereq 5711, Ling 5302 or instr consent ;**

**Instructor:** Face,Timothy L

**Description:** Student may contact the instructor or department for information.

## Spanish and Portuguese

### 206 Eddy Hall

**SPPT 8930 Dissertation Workshop**

**A-F only, 3 credit(s), max credits 6; prereq Grad student, instr consent ;**

**Instructor:** Hamilton,Michelle Marie

**Description:** This class is designed to introduce graduate students of all levels to what making a career as a scholar of Spanish/Latin-American/Hispanic/Latino Studies entails. We will explore the institutional context (what types of departments house such scholars, where in the larger university or college system such scholars can expect to work, etc.), as well as what such scholars should be doing at different stages of their graduate career to prepare for their future jobs and scholarship. Students will be required (according to their level of advancement) to investigate possible funding opportunities, calls for conferences in their area (or area in which they are interested), and the MLA job list, and, in addition prepare a c.v. and cover letter for a job application. Course textbook: Gregory M. Colon Semenza. Graduate Study for the Twenty-First Century: How to Build an Academic Career in the Humanities. Palgrave, 2005. ISBN: 1403969361

**Grading:** Required Work: 1. Grant proposal. Research will include finding 3 appropriate grants in field to apply for. (30%) 2. Conference proposal. Research will involve finding calls for conferences in the field. (all) PhD level students will

## Speech-Language-Hearing Sciences

### 115 Shevlin Hall

**SLHS 1301W The Physics and Biology of Spoken Language**

**4 credit(s); Meets CLE req of Physical Sciences; meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** Introduction to the physics and biology of spoken language; the talker's production of sounds and words; transmission of sound; the listener's perception of what was heard; and computer analysis and synthesis of speech. Lectures will be supported by computer animations that show, in slow motion, rapidly changing dynamic events in acoustics, by on-line computer analysis of speech, and by laboratory sessions. Objectives: 1) Provide students who have a limited physics and biology background with an introduction to the physics and biology of spoken language, a field that is not only interesting, but of considerable social importance because of the dominant role that speech, language, and hearing play in society; and 2) Introduce students to recent technological advances associated with spoken language such as digital signal processing systems and speech recognition techniques. The trek through history will begin with Kratzenstein, who designed the first speech synthesizer in 1179, and end with an examination of the ways in which current research from disciplines such as physics, biology, psychology, linguistics, speech and hearing science, and so forth contributes to our understanding of the physics and biology of spoken language.

**Style:** 60% Lecture, 40% Discussion.

**Grading:** 50% mid exam, 25% final exam, 25% laboratory evaluation.

**Exam Format:** multiple choice

**SLHS 1302 Rate Your World: Quantifying Judgments of Human**

**Behavior****3 credit(s);****Instructor:** STAFF

**Description:** This course will allow students with little mathematics background to learn basic quantitative methods as they apply to measuring human behavior. Introductory mathematical principles will be applied to measuring behaviors such as: rating personality and attention, evaluating infant speech perception, studying opinion polls, measuring voice and sound, and quantifying speech recognition through cochlear implants. Material will be presented using a mixture of lecture and hands-on activities in class. Mid-term and final examinations will focus on lecture material. In-class activities will be analyzed and written into short reports.

**Style:** 40% Lecture, 30% Discussion, 30% Laboratory.**Grading:** 25% mid exam, 25% final exam, 50% reports/papers.**SLHS 1401 Communication Differences and Disorders****3 credit(s); Credit will not be granted if credit has been****received for: SLHS 3401; Meets CLE req of Social Sciences;****Instructor:** STAFF

**Description:** Human communication is a complex interpersonal process that involves speech, language, and hearing. These three aspects of communication are made up of neurological, cognitive, sensory, anatomical, and physiological components, which come together and develop within social contexts. Functional communication skills are necessary to successfully participate in all aspects of society and any breakdown in speech, language or hearing will have an impact on one's daily life-at home, school, work, and/or community settings. In order to determine if a communication disorder exists, we need to have a clear understanding of what constitutes "normal" communication. The definition of what is normal or acceptable speech, language, and hearing behavior may vary according to age, gender, language or dialectal background, and culture. Thus, these factors must be considered when identifying and treating communication disorders. This course will survey a range of communication disorders affecting children and adults, and will explore the origin, assessment, and treatment of these disorders within the context of normal human variation. Reference to the professional fields of speech-language pathology and audiology will be given throughout the semester.

**SLHS 1402 The Talking Brain****3 credit(s); Meets CLE req of Social Sciences;****Instructor:** Zhang, Yang

**Description:** his ENTRY-LEVEL course deals with a quintessential aspect of human nature - how the brain supports language. Topics include (a) basic knowledge on anatomy and physiology of neural network involved in producing and understanding speech and language, (b) basic knowledge on the acoustic features of spoken language and sound patterns of language, (c) basic knowledge on the structure of language and language acquisition, (d) modern brain research techniques and the hot topics in cognitive neuroscience of language and music, (e) Research findings from normal populations ( the developing brain, mature brain, aging brain, bilingual brain) and clinical populations (aphasia, amusia, dyslexia, central auditory processing disorder, autism spectrum disorder, language-specific impairment). Theoretical importance, empirical limitation, and societal impacts of the research findings will be discussed. Sample syllabus is available at:

<http://zhanglab.wikidot.com/teaching>**Style:** 60% Lecture, 5% Film/Video, 10% Discussion, 10% Laboratory, 5% Small Group Activities, 10% Demonstration.**Grading:** 25% mid exam, 25% final exam, 30% reports/papers, 10% quizzes, 10% class participation.**SLHS 1905 Freshman Seminar****A-F only, 3 credit(s); prereq Fr;****Instructor:** Kohnert, Kathryn**Description:** Student may contact the instructor or department for information.**SLHS 3303 Language Acquisition and Science****3 credit(s);****Instructor:** Finestack, Lizbeth Haller**Description:** Student may contact the instructor or department for information.**SLHS 3304 Phonetics****3 credit(s); Credit will not be granted if credit has been received for: SLHS 5304;****Instructor:** Munson, Benjamin

**Description:** (Please note that the catalog description of this course is incorrect. It was written 10 years ago and I am not able to edit it.) Broadly speaking, phonetics is the science of speech production. The primary objective of this course is to teach students how to phonetically transcribe the languages of the world. Before acquiring this skill we must understand (a) the articulatory, acoustic and aerodynamic characteristics of speech sounds, (b) the function of speech sounds in linguistic grammars and (c) phonetic diversity among the world's languages. Phonetic transcription will be taught using examples from many different languages, including various dialects of English. Practice will be given transcribing individuals with and without speech, language and hearing disorders. Course participants who meet the learning objectives of this course will be able to: Phonetically transcribe a variety of the world's languages, including English. Discriminate, describe, and transcribe phonetic differences among social and regional dialects of English, and among different speaking styles and speaking registers. Describe phonetic diversity among the languages of the world. Explain the prevailing theories of phonetics. Discriminate and transcribe the phonetic characteristics of the speech of individuals with speech, language and hearing disorders. This course meets concurrently with SLHS 3304, Phonetics. Please see the description of that course for a discussion of the topics that are covered. Students who register for SLHS 5304 will have the opportunity to conduct an in-depth phonetic field-work exercise on a language other than those studied in the class. In past years, students have written phonetic sketches of Basque, Somali, and Icelandic, among others. Students' phonetic fieldwork projects are individually tailored to individuals' area of interest.

**Style:** 70% Lecture, 30% Small Group Activities. Attendance is absolutely critical for success in this course**Grading:** 50% mid exam, 30% final exam, 10% quizzes, 10% written homework.**SLHS 3306 Hearing Science****3 credit(s); prereq [3302, 3305W] or instr consent ;****Instructor:** Schlauch, Robert S**Description:** Student may contact the instructor or department for information.**SLHS 3401 Communication Differences and Disorders****3 credit(s); Credit will not be granted if credit has been received for: SLHS 1401; Meets CLE req of Social Sciences;****Instructor:** STAFF

**Description:** Human communication is a complex interpersonal process that involves speech, language, and hearing. These three aspects of communication are made up of neurological, cognitive, sensory, anatomical, and physiological components, which come together and develop within social contexts. Functional communication skills are necessary to successfully participate in all aspects of society and any breakdown in speech, language or hearing will have an impact on one's daily life-at home, school, work, and/or community settings. In order to determine if a communication disorder exists, we need to have a clear understanding of what constitutes "normal" communication. The definition of what is normal or acceptable speech, language, and hearing behavior may vary according to age, gender, language or dialectal background, and culture. Thus, these factors must be considered when identifying and treating communication disorders. This course will survey a range of communication disorders affecting children and adults, and will explore the origin, assessment, and treatment of these disorders within the context of normal human variation. Reference to the professional fields of speech-language pathology and audiology will be given throughout the semester.

**SLHS 3402W Major Project in Speech and Hearing Science  
S-N only, 3 credit(s); prereq Jr or sr CDis or SLHS major;  
Meets CLE req of Writing Intensive;**

**Instructor:** Kennedy, Mary R T

**Description:** This course is a workshop wherein you will write your Senior Paper, as required by the College of Liberal Arts at the University of Minnesota. The primary goals of this course are to guide you through the process of writing in SLHS, while experiencing the relevance and importance of the topic you have chosen. This is a writing intensive course and as such, you will complete your ?senior? project paper. Our philosophy is that all writers, no matter how experienced, benefit from the content covered in this course. We have broken down the task of writing into manageable steps that should prove helpful to your senior project and all future writing endeavors. What you write about will be reflective of your work for this course. There are two very different kinds of activities over the course of the semester: 1) Select a relevant topic for scientific inquiry, and review and critique the research literature in a paper. 2) Partner with a community organization in a service learning (SL) experience during the semester. Therefore, you will engage in two types of writing: technical, scientific writing and reflective writing.

**Style:** 20% Lecture, 30% Discussion, 30% Small Group Activities, 20% Service Learning.

**Grading:** 60% reports/papers, 10% journal, 10% class participation. 20% based on meeting the service learning requirements

**SLHS 3555H Honors Thesis**

**A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;  
prereq See dir of undergrad studies for [thesis adviser,  
forms];**

**Instructor:** Carney, Arlene Earley

**Description:** Student may contact the instructor or department for information.

**SLHS 3555H Honors Thesis**

**A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;  
prereq See dir of undergrad studies for [thesis adviser,  
forms];**

**Instructor:** Schlauch, Robert S

**Description:** Student may contact the instructor or department for information.

**SLHS 3555H Honors Thesis**

**A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;  
prereq See dir of undergrad studies for [thesis adviser,  
forms];**

**Instructor:** Windsor, Jennifer

**Description:** Student may contact the instructor or department for information.

**SLHS 3555H Honors Thesis**

**A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;  
prereq See dir of undergrad studies for [thesis adviser,  
forms];**

**Instructor:** Reichle, Joe E

**Description:** Student may contact the instructor or department for information.

**SLHS 3555H Honors Thesis**

**A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;  
prereq See dir of undergrad studies for [thesis adviser,  
forms];**

**Instructor:** Kennedy, Mary R T

**Description:** Student may contact the instructor or department for information.

**SLHS 3555H Honors Thesis**

**A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;  
prereq See dir of undergrad studies for [thesis adviser,  
forms];**

**Instructor:** Nelson, Peggy B

**Description:** Student may contact the instructor or department for information.

**SLHS 3555H Honors Thesis**

**A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;  
prereq See dir of undergrad studies for [thesis adviser,  
forms];**

**Instructor:** Kohnert, Kathryn

**Description:** Student may contact the instructor or department for information.

**SLHS 3555H Honors Thesis**

**A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;  
prereq See dir of undergrad studies for [thesis adviser,  
forms];**

**Instructor:** Munson, Benjamin

**Description:** Student may contact the instructor or department for information.

**SLHS 3555H Honors Thesis**

**A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;  
prereq See dir of undergrad studies for [thesis adviser,  
forms];**

**Instructor:** Watson, Peter J

**Description:** Student may contact the instructor or department for information.

**SLHS 3555H Honors Thesis**

**A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;  
prereq See dir of undergrad studies for [thesis adviser,  
forms];**

**Instructor:** Zhang, Yang

**Description:** Student may contact the instructor or department for information.

**SLHS 3555H Honors Thesis**

**A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;  
prereq See dir of undergrad studies for [thesis adviser,  
forms];**

**Instructor:** Rao, Aparna

**Description:** Student may contact the instructor or department for information.

**SLHS 3994 Directed Research**

**1-12 credit(s), max credits 24; prereq Undergrad doing  
research;**

**Instructor:** Carney, Arlene Earley

**Description:** Student may contact the instructor or department for information.

**SLHS 3994 Directed Research**

**1-12 credit(s), max credits 24; prereq Undergrad doing  
research;**

**Instructor:** Angerman, Sarah Kay

**Description:** Student may contact the instructor or department for information.

**SLHS 3994 Directed Research**

**1-12 credit(s), max credits 24; prereq Undergrad doing  
research;**

**Instructor:** Deruiter, Mark

**Description:** Student may contact the instructor or department for information.

**SLHS 3994 Directed Research**

**1-12 credit(s), max credits 24; prereq Undergrad doing  
research;**

**Instructor:** Finestack, Lizbeth Haller

**Description:** Student may contact the instructor or department for information.

**SLHS 3994 Directed Research**

**1-12 credit(s), max credits 24; prereq Undergrad doing  
research;**

**Instructor:** Schlauch, Robert S

**Description:** Student may contact the instructor or department for information.

**SLHS 3994 Directed Research**

**1-12 credit(s), max credits 24; prereq Undergrad doing research;**

**Instructor:** Windsor, Jennifer

**Description:** Student may contact the instructor or department for information.

**SLHS 3994 Directed Research**

**1-12 credit(s), max credits 24; prereq Undergrad doing research;**

**Instructor:** Reichle, Joe E

**Description:** Student may contact the instructor or department for information.

**SLHS 3994 Directed Research**

**1-12 credit(s), max credits 24; prereq Undergrad doing research;**

**Instructor:** Kennedy, Mary R T

**Description:** Student may contact the instructor or department for information.

**SLHS 3994 Directed Research**

**1-12 credit(s), max credits 24; prereq Undergrad doing research;**

**Instructor:** Nelson, Peggy B

**Description:** Student may contact the instructor or department for information.

**SLHS 3994 Directed Research**

**1-12 credit(s), max credits 24; prereq Undergrad doing research;**

**Instructor:** Kohnert, Kathryn

**Description:** Student may contact the instructor or department for information.

**SLHS 3994 Directed Research**

**1-12 credit(s), max credits 24; prereq Undergrad doing research;**

**Instructor:** Munson, Benjamin

**Description:** Student may contact the instructor or department for information.

**SLHS 3994 Directed Research**

**1-12 credit(s), max credits 24; prereq Undergrad doing research;**

**Instructor:** Watson, Peter J

**Description:** Student may contact the instructor or department for information.

**SLHS 3994 Directed Research**

**1-12 credit(s), max credits 24; prereq Undergrad doing research;**

**Instructor:** Zhang, Yang

**Description:** Student may contact the instructor or department for information.

**SLHS 3994 Directed Research**

**1-12 credit(s), max credits 24; prereq Undergrad doing research;**

**Instructor:** Rao, Aparna

**Description:** Student may contact the instructor or department for information.

**SLHS 3994 Directed Research**

**1-12 credit(s), max credits 24; prereq Undergrad doing research;**

**Instructor:** Sasisekaran, Jayanthi

**Description:** Student may contact the instructor or department for information.

**SLHS 4802 Rehabilitative Audiology**

**3 credit(s); prereq [3305, 4801] or [CDIs 3305, CDIs 4801] or instr consent ;**

**Instructor:** Rao, Aparna

**Description:** This course will provide a basic orientation to

audiologic (re)habilitation for children, adults and elderly adults who are hard of hearing or deaf. Topics will include impact of hearing loss on the individual and family, assessment procedures used to plan effective interventions and case studies. (Re)habilitation strategies covered will include amplification, assistive listening devices, cochlear implants, counseling, communication training, and educational/ vocational programs.

**Style:** 50% Lecture, 15% Film/Video, 15% Discussion, 10% Small Group Activities, 10% Demonstration.

**Grading:** 20% mid exam, 20% final exam, 20% special projects, 20% quizzes, 20% laboratory evaluation.

**SLHS 5502 Voice and Cleft Palate**

**3 credit(s); prereq [3305, 4301] or [CDIs 3305, CDIs 4301] or instr consent;**

**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 cranio-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.

**Style:** 80% Lecture, 20% Discussion.

**Grading:** 40% mid exam, 40% final exam, 20% other evaluation. Inservice Project

**Exam Format:** multiple choice and essay

**SLHS 5503 Dysphagia and Motor Speech Disorders**

**3 credit(s); prereq [3305, 4301] or [CDIs 3305, CDIs 4301] or instr consent;**

**Instructor:** Poluha, Patricia Catherine

**Description:** This course focuses on the evaluation and management of swallowing disorders and motor speech disorders across the life span. You will learn about the physiology and neural control of normal swallowing, the theories of swallowing, and the causes of swallowing disorders. You will obtain hands-on experience performing a clinical swallow evaluation and you will become familiar with other diagnostic procedures. You will learn how to establish appropriate interventions for individuals with swallowing disorders. In the second part of the course you will learn how to differentially diagnose the dysarthrias and apraxia of speech. You will learn how to evaluate and plan intervention for individuals with motor speech disorders.

**Style:** 45% Lecture, 20% Film/Video, 5% Small Group Activities, 15% Demonstration, 5% Field Trips, 10% Guest Speakers.

**SLHS 5503 Dysphagia and Motor Speech Disorders**

**3 credit(s); prereq [3305, 4301] or [CDIs 3305, CDIs 4301] or instr consent;**

**Instructor:** Watson, Peter J

**Description:** This course focuses on the evaluation and management of swallowing disorders and motor speech disorders across the life span. You will learn about the physiology and neural control of normal swallowing, the theories of swallowing, and the causes of swallowing disorders. You will obtain hands-on experience performing a clinical swallow evaluation and you will become familiar with other diagnostic procedures. You will learn how to establish appropriate interventions for individuals with swallowing disorders. In the second part of the course you will learn how to differentially diagnose the dysarthrias and apraxia of speech. You will learn how to evaluate and plan intervention for individuals with motor speech disorders.

**Style:** 45% Lecture, 20% Film/Video, 5% Small Group Activities, 15% Demonstration, 5% Field Trips, 10% Guest Speakers.



**SLHS 5605 Language and Cognitive Disorders in Adults**  
**3 credit(s); prereq [3302, 4301] or [CDis 3302, CDIs 4301] or instr consent;**  
**Instructor:** Kennedy,Mary R T  
**Description:** Student may contact the instructor or department for information.

**SLHS 5608 Clinical Issues in Bilingualism and Cultural Diversity**  
**A-F only, 3 credit(s); prereq 3303 or equiv or instr consent ;**  
**Instructor:** Kohnert,Kathryn  
**Description:** COURSE TITLE IS: CLINICAL ISSUES IN BILINGUALISM AND CULTURAL DIVERSITY This course surveys topics in cultural diversity and bilingualism relevant to clinical research and practice in the profession of speech-language pathology. It is designed to provide advanced graduate students in speech-language pathology with a solid foundation for clinical practice with children or adults who speak languages other than, or in addition to, English. Culture and its fundamental role in communicative interactions are emphasized throughout the semester. General course objectives are: (1) to provide students with a theoretically, empirically and socially valid context in which to make clinical decisions about language, (2) to increase student understanding of clinical cultural competency and evidence-based practice as they relate to professional activities, (3) to assist students in developing specific clinical skills needed to serve a richly diverse population with suspected language impairment, and (4) to improve critical and creative clinical thinking to best serve all individuals affected by language impairments. Pre-requisites are SLHS 5603 and SLHS 5605.

**SLHS 5804 Cochlear Implants**  
**A-F only, 3 credit(s); prereq [4802, 5801, 5802] or [CDIs 4802, CDIs 5801, CDIs 5802] or instr consent ;**  
**Instructor:** Rao,Aparna  
**Description:** Student may contact the instructor or department for information.

**SLHS 5820 Clinical Research and Practice: Grand Rounds**  
**S-N only, 1-6 credit(s), max credits 6, 6 completions allowed;**  
**prereq 4801 or CDIs 4801 or equiv or instr consent;**  
**Instructor:** Schlauch,Robert S  
**Description:** Student may contact the instructor or department for information.

**SLHS 5830 Clinical Foundations in Audiology**  
**S-N only, 1-8 credit(s), max credits 24, 24 completions allowed; prereq Grad SLHS major;**  
**Instructor:** Deruiter,Mark  
**Description:** Student may contact the instructor or department for information.

**SLHS 5993 Directed Study**  
**1-12 credit(s), max credits 18, 18 completions allowed;**  
**prereq instr consent;**  
**Instructor:** STAFF  
**Description:** Student may contact the instructor or department for information.

**SLHS 8410 Seminar: Research**  
**3 credit(s);**  
**Instructor:** Finestack,Lizbeth Haller  
**Description:** Student may contact the instructor or department for information.

**SLHS 8430 Proseminar in Speech-Language-Hearing Sciences**  
**S-N only, 1 credit(s), max credits 10, 10 completions allowed; prereq Intended for students in Department of Speech-Language-Hearing Sciences;**  
**Instructor:** Nelson,Peggy B  
**Description:** Student may contact the instructor or department for information.

**SLHS 8720 Clinical Education in Speech-Language Pathology**  
**S-N only, 1-8 credit(s), max credits 24, 24 completions**

**allowed; prereq Grad CDIs major, adviser, DGS consent;**  
**Instructor:** Deruiter,Mark  
**Description:** Student may contact the instructor or department for information.

**SLHS 8801 Audiologic Assessment II**  
**3 credit(s); prereq 5801 or CDIs 5801 or instr consent;**  
**Instructor:** Schlauch,Robert S  
**Description:** Student may contact the instructor or department for information.

**SLHS 8802 Hearing Aids II**  
**3 credit(s); prereq 5802 or Cdis 5802 or instr consent;**  
**Instructor:** Gregan,Melanie J  
**Description:** Student may contact the instructor or department for information.

**SLHS 8820 Clinical Education in Audiology**  
**S-N only, 1-8 credit(s), max credits 24, 24 completions allowed; prereq Grad CDIs major;**  
**Instructor:** Deruiter,Mark  
**Description:** Student may contact the instructor or department for information.

**SLHS 8840 Audiology Externship**  
**S-N only, 1-7 credit(s), max credits 7, 3 completions allowed;**  
**prereq [8802, 8807] or [CDIs 8802, CDIs 8807];**  
**Instructor:** Deruiter,Mark  
**Description:** Student may contact the instructor or department for information.

**SLHS 8994 Directed Research**  
**1-12 credit(s), max credits 18, 18 completions allowed;**  
**prereq instr consent;**  
**Instructor:** Carney,Arlene Earley  
**Description:** Student may contact the instructor or department for information.

**SLHS 8994 Directed Research**  
**1-12 credit(s), max credits 18, 18 completions allowed;**  
**prereq instr consent;**  
**Instructor:** Angerman,Sarah Kay  
**Description:** Student may contact the instructor or department for information.

**SLHS 8994 Directed Research**  
**1-12 credit(s), max credits 18, 18 completions allowed;**  
**prereq instr consent;**  
**Instructor:** Deruiter,Mark  
**Description:** Student may contact the instructor or department for information.

**SLHS 8994 Directed Research**  
**1-12 credit(s), max credits 18, 18 completions allowed;**  
**prereq instr consent;**  
**Instructor:** Finestack,Lizbeth Haller  
**Description:** Student may contact the instructor or department for information.

**SLHS 8994 Directed Research**  
**1-12 credit(s), max credits 18, 18 completions allowed;**  
**prereq instr consent;**  
**Instructor:** Schlauch,Robert S  
**Description:** Student may contact the instructor or department for information.

**SLHS 8994 Directed Research**  
**1-12 credit(s), max credits 18, 18 completions allowed;**  
**prereq instr consent;**  
**Instructor:** Windsor,Jennifer  
**Description:** Student may contact the instructor or department for information.

**SLHS 8994 Directed Research**  
**1-12 credit(s), max credits 18, 18 completions allowed;**

prereq instr consent;

**Instructor:** Reichle, Joe E

**Description:** Student may contact the instructor or department for information.

**SLHS 8994 Directed Research**

1-12 credit(s), max credits 18, 18 completions allowed;

prereq instr consent;

**Instructor:** Kennedy, Mary R T

**Description:** Student may contact the instructor or department for information.

**SLHS 8994 Directed Research**

1-12 credit(s), max credits 18, 18 completions allowed;

prereq instr consent;

**Instructor:** Nelson, Peggy B

**Description:** Student may contact the instructor or department for information.

**SLHS 8994 Directed Research**

1-12 credit(s), max credits 18, 18 completions allowed;

prereq instr consent;

**Instructor:** Kohnert, Kathryn

**Description:** Student may contact the instructor or department for information.

**SLHS 8994 Directed Research**

1-12 credit(s), max credits 18, 18 completions allowed;

prereq instr consent;

**Instructor:** Munson, Benjamin

**Description:** Student may contact the instructor or department for information.

**SLHS 8994 Directed Research**

1-12 credit(s), max credits 18, 18 completions allowed;

prereq instr consent;

**Instructor:** Watson, Peter J

**Description:** Student may contact the instructor or department for information.

**SLHS 8994 Directed Research**

1-12 credit(s), max credits 18, 18 completions allowed;

prereq instr consent;

**Instructor:** Zhang, Yang

**Description:** Student may contact the instructor or department for information.

**SLHS 8994 Directed Research**

1-12 credit(s), max credits 18, 18 completions allowed;

prereq instr consent;

**Instructor:** Sasisekaran, Jayanthi

**Description:** Student may contact the instructor or department for information.

## Sport Management

220 Cooke Hall

**SMGT 1701 Introduction to Sport Management**

A-F only, 2 credit(s);

**Instructor:** Richardson, Tiffany

**Description:** Scope/motive of the study of sport from sociological, psychological, historical, economic, and scientific perspective. Issues in sport.

**SMGT 3111 Sports Facility and Event Management**

A-F only, 3 credit(s); prereq SMGT major or instr consent ;

**Instructor:** Huberty, Lana L

**Description:** Aspects of managing sport facilities/events. Conceptualization of sports events. Event management planning process, budgeting, site selection, booking, ticketing, sponsorship

**SMGT 3143 Organization and Management of Sport**

A-F only, 3 credit(s); prereq SMGT major;

**Instructor:** Houghton, Emily Jane

**Description:** Designed to focus on the principles, policies, and procedures involved in the administration and management of sports programs at the interscholastic and intercollegiate levels.

**SMGT 3421 Business of Sport**

A-F only, 3 credit(s); prereq SMGT or kin or rec major or instr consent ;

**Instructor:** Gaddey Jr, Roy Arthur

**Description:** Financial aspects of sport. Revenue producing strategies, budget preparation/analysis, controlling expenses. Tax support, municipal bonds, ticket sales, concessions, merchandising. Media, fund raising.

**SMGT 3501 Sport in a Diverse Society**

A-F only, 3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences;

**Instructor:** Buysse, Jo Ann

**Description:** There can be no question that sport is currently a prevalent social institution in North America. Clearly, sport and patterns of physical activity are symbolic of the larger socio-cultural order. This course is designed to examine the pervasive and significant relationships between the social constructions of sport and physical activity to contemporary social institutions such as politics, religion, economics, education and mass media. It will introduce students to a broad perspective of social issues related to sport. In addition it will afford students the opportunity to critically explore and increase their understanding of how specific social categories such as age, gender, race, sex, social class, religion, sexual orientation and physical disabilities, intersect to influence participation and experiences of individuals within sport and physical activity contexts. In short, students will explore the 'deeper game' through which sports and physical activities become an integral part of the social and cultural worlds in which we live. Sport sociology is located within the discipline of social science and this course is designed to meet the criteria for the liberal education social science core (SSci). In this course students will be introduced to the ways of knowing within the social science discipline. Students will learn about social science including theories, the methods by which social scientists collect, analyze and interpret data, and how social scientists interpret and explain human behavior within sport and physical activity contexts. Students will develop critical thinking and reflection skills, broaden their ways of knowing and thinking about what they know, and have ample opportunity to hone discussion and writing skills.

**Style:** 30% Lecture, 40% Discussion, 5% Student Presentation, 10% Guest Speakers, 15% Service Learning.

**Grading:** 25% mid exam, 25% final exam, 35% reports/papers, 15% attendance.

**SMGT 3501 Sport in a Diverse Society**

A-F only, 3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences;

**Instructor:** LaVoi, Nicole Marie

**Description:** Relationship between sport and contemporary social institutions. Groups/individuals who have historically been marginalized or excluded from sport participation. Race, sex, social class, sexual orientation, physical (dis)abilities. There can be no question that sport is currently a prevalent social institution in North America. Clearly, sport and patterns of physical activity are symbolic of the larger socio-cultural order. This course is designed to examine the pervasive and significant relationships between the social constructions of sport and physical activity to contemporary social institutions such as politics, religion, economics, education and mass media. It will introduce students to a broad perspective of social issues related to sport. In addition it will afford students the opportunity to critically explore and increase their understanding of how specific social categories such as age, gender, race, sex, social class, religion, sexual orientation and physical disabilities, intersect to influence participation and experiences of individuals within sport and physical activity contexts. In short, students will explore the

deeper game? through which sports and physical activities become an integral part of the social and cultural worlds in which we live. Students will develop critical thinking, reflection, reading, discussion and writing skills and learn the meaning and value of a liberal education.

**Style:** 70% Lecture, 5% Film/Video, 15% Discussion, 5% Small Group Activities, 5% Student Presentation.

**Grading:** 25% mid exam, 25% final exam, 40% reports/papers, 10% attendance.

#### **SMGT 3501 Sport in a Diverse Society**

**A-F only, 3 credit(s); Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences;**

**Instructor:** Bhalla PhD, Jennifer Anita

**Description:** There can be no question that sport is currently a prevalent social institution in North America. Clearly, sport and patterns of physical activity are symbolic of the larger socio-cultural order. This course is designed to examine the pervasive and significant relationships between the social constructions of sport and physical activity to contemporary social institutions such as politics, religion, economics, education and mass media. It will introduce students to a broad perspective of social issues related to sport. In addition it will afford students the opportunity to critically explore and increase their understanding of how specific social categories such as age, gender, race, sex, social class, religion, sexual orientation and physical disabilities, intersect to influence participation and experiences of individuals within sport and physical activity contexts. In short, students will explore the "deeper game" through which sports and physical activities become an integral part of the social and cultural worlds in which we live. Sport sociology is located within the discipline of social science and this course is designed to meet the criteria for the liberal education social science core (SSci). In this course students will be introduced to the ways of knowing within the social science discipline. Students will learn about social science including theories, the methods by which social scientists collect, analyze and interpret data, and how social scientists interpret and explain human behavior within sport and physical activity contexts. Students will develop critical thinking and reflection skills, broaden their ways of knowing and thinking about what they know, and have ample opportunity to hone discussion and writing skills.

#### **SMGT 3501H Sport in a Diverse Society: Honors**

**A-F only, 3 credit(s); prereq Honors student; Meets CLE req of Diversity and Soc Justice US; meets CLE req of Social Sciences;**

**Instructor:** Buysse, Jo Ann

**Description:** This course is designed to examine the pervasive and significant relationships between the social constructions of sport and physical activity to contemporary social institutions such as politics, religion, economics, education and mass media. It will introduce students to a broad perspective of social issues and social theory related to sport. In addition it will afford students the opportunity to critically explore and increase their understanding of how specific social categories such as age, gender, race, sex, social class, religion, sexual orientation and physical disabilities, intersect to influence participation and experiences of individuals within sport and physical activity contexts. In short, students will explore the "deeper game" through which sports and physical activities become an integral part of the social and cultural worlds in which we live. Students will develop critical thinking, reflection, reading, discussion and writing skills. A Service Learning component that connects theory to practice is a requirement in this course.

**Style:** 25% Lecture, 10% Film/Video, 20% Discussion, 10% Small Group Activities, 10% Student Presentation, 25% Service Learning.

#### **SMGT 3601 Ethics and Values in Sport**

**A-F only, 2 credit(s); prereq SMGT major;**

**Instructor:** STAFF

**Description:** Violence, demonstrative behavior, sportsmanship. Ethical issues in playing of sport and in management/governance of sport industry.

#### **SMGT 3631 Sport Marketing**

**A-F only, 3 credit(s); prereq SMGT major or instr consent ;**

**Instructor:** Brownlee, Eric A

**Description:** Fundamental theories/issues in sport marketing, grounded in traditional marketing principles. Unique applications to sport business industry.

#### **SMGT 3632 Sport Sales and Fund-raising**

**A-F only, 3 credit(s); prereq Sport Management major or instr consent ;**

**Instructor:** Shreffler, Megan Beth

**Description:** Foundation of revenue production in sport management. Necessary skills related to revenue production and sales processes as they apply to the business of sport.

#### **SMGT 3861 Legal Aspects of Sport**

**A-F only, 3 credit(s); prereq SMGT major or instr consent ;**

**Instructor:** Allison JD, Rayla

**Description:** U.S. legal system, its structure/terminology. Sport legal aspects of contract law, statutory law, constitutional law, intellectual property, negligence, risk management. Managerial analysis, decision making.

#### **SMGT 3881W Senior Seminar in Sport Management**

**A-F only, 3 credit(s); prereq SMGT major, completion of major coursework, instr consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Brownlee, Eric A

**Description:** Course Objectives ? To develop and expand knowledge and understanding of sport through concentrated study and research ? To provide students with an opportunity to discuss and present informed viewpoints and research on issues in sport management and marketing ? To provide students with information about obtaining and completing successful practicum experiences ? To assist students in the process of professional research writing and job specific cover letters and Resumes ? To help students clarify practicum and career goals

#### **SMGT 3993 Directed Study in Sport Management**

**A-F only, 1-3 credit(s), max credits 3, 3 completions allowed; prereq Undergrad, instr consent ;**

**Instructor:** Buysse, Jo Ann

**Description:** Students work with faculty and grad students on research, scholarly, or creative activities. Students assist with faculty scholarship or carry out projects under faculty supervision

#### **SMGT 3993 Directed Study in Sport Management**

**A-F only, 1-3 credit(s), max credits 3, 3 completions allowed; prereq Undergrad, instr consent ;**

**Instructor:** Allison JD, Rayla

**Description:** Students work with faculty and grad students on research, scholarly, or creative activities. Students assist with faculty scholarship or carry out projects under faculty supervision

#### **SMGT 3993 Directed Study in Sport Management**

**A-F only, 1-3 credit(s), max credits 3, 3 completions allowed; prereq Undergrad, instr consent ;**

**Instructor:** Ross, Stephen D

**Description:** Students work with faculty and grad students on research, scholarly, or creative activities. Students assist with faculty scholarship or carry out projects under faculty supervision

#### **SMGT 3993 Directed Study in Sport Management**

**A-F only, 1-3 credit(s), max credits 3, 3 completions allowed; prereq Undergrad, instr consent ;**

**Instructor:** Kihl, Lisa A

**Description:** Students work with faculty and grad students on research, scholarly, or creative activities. Students assist with faculty scholarship or carry out projects under faculty supervision

#### **SMGT 3993 Directed Study in Sport Management**

**A-F only, 1-3 credit(s), max credits 3, 3 completions allowed; prereq Undergrad, instr consent ;**

**Instructor:** Brownlee, Eric A

**Description:** Students work with faculty and grad students on research, scholarly, or creative activities. Students assist with

faculty scholarship or carry out projects under faculty supervision

#### SMGT 3993 Directed Study in Sport Management

**A-F only, 1-3 credit(s), max credits 3, 3 completions allowed;**

**prereq Undergrad, instr consent ;**

**Instructor:** Gaddey Jr,Roy Arthur

**Description:** Students work with faculty and grad students on research, scholarly, or creative activities. Students assist with faculty scholarship or carry out projects under faculty supervision

#### SMGT 3993 Directed Study in Sport Management

**A-F only, 1-3 credit(s), max credits 3, 3 completions allowed;**

**prereq Undergrad, instr consent ;**

**Instructor:** Richardson,Tiffany

**Description:** Students work with faculty and grad students on research, scholarly, or creative activities. Students assist with faculty scholarship or carry out projects under faculty supervision.

#### SMGT 3996 Practicum: The Sport Experience

**S-N only, 2-8 credit(s), max credits 8, 4 completions allowed;**

**prereq 3881, SMGT major, instr consent ;**

**Instructor:** Allison JD,Rayla

**Description:** Practical experience in one or more sport settings.

#### SMGT 3996 Practicum: The Sport Experience

**S-N only, 2-8 credit(s), max credits 8, 4 completions allowed;**

**prereq 3881, SMGT major, instr consent ;**

**Instructor:** Richardson,Tiffany

**Description:** Practical experience in one or more sport settings.

## Statistics

313 Ford Hall

#### STAT 1001 Introduction to the Ideas of Statistics

**4 credit(s); prereq Mathematics requirement for admission to University; Meets CLE req of Mathematical Thinking;**

**Instructor:** STAFF

**Description:** Introduction to the Ideas of Statistics is a course that teaches the basic ideas of statistics without getting bogged down in equations, Greek letters, and complicated calculations. Conceptual issues, which make the difference between valid and bogus uses of statistics, are faced squarely and not "dumbed down" but the mathematics is kept simple and explained in plain English, graphs, and diagrams. Topics covered are design of experiments (what makes a valid scientific experiment), descriptive statistics (histograms, the bell-shaped curve, and all that), regression and correlation, probability and the law of averages, chance variability of statistical estimates, the accuracy of polls and sample surveys, and the use of data as evidence in testing and plausibility of claims made about populations.

**Style:** 75% Lecture, 25% Laboratory.

**Grading:** 40% mid exam, 40% final exam, 20% problem solving.

**Exam Format:** essay, problem solving and multiple choice

#### STAT 3011 Introduction to Statistical Analysis

**4 credit(s); Credit will not be granted if credit has been received for: STAT 5021; Meets CLE req of Mathematical Thinking;**

**Instructor:** STAFF

**Description:** This course provides an introduction to basic methods of statistics, including descriptive statistics, elementary probability ideas and random variables, distributions of sample averages. One and two sample t-procedures, simple linear regression, basic ANOVA. The target audience is undergraduates from all majors. Stat 3011 and Stat 3021 are both entry courses into the statistics curriculum for undergraduates.

**Exam Format:** problem solving

#### STAT 3021 Introduction to Probability and Statistics

**3 credit(s); prereq Math 1272;**

**Instructor:** STAFF

**Description:** This course will start with an introduction of probability, including interpretations of probability, axioms of probability, and the use of counting methods for solving probability problems, conditional probability, Bayes theorem, independence, random variables and distributions, expected values, the binomial, Poisson, normal and other distributions, the law of large numbers, and the central limit theorem. Then we will cover applications of the above to the theory of statistical inference, including estimation, confidence intervals, and hypothesis tests.

**Style:** 100% Lecture.

**Grading:** 45% mid exam, 45% final exam, 10% problem solving.

**Exam Format:** Problem solving

#### STAT 3022 Data Analysis

**4 credit(s); prereq 3011 or 3021;**

**Instructor:** STAFF

**Description:** Further topics in regression and ANOVA; non-parametric methods; model selection and verification; writing statistical reports; use of statistical software; additional selected topics.

#### STAT 4102 Theory of Statistics II

**4 credit(s); prereq 4101; Credit will not be granted if credit has been received for: STAT 5102;**

**Instructor:** Okabayashi,Sai

**Description:** Student may contact the instructor or department for information.

#### STAT 4102 Theory of Statistics II

**4 credit(s); prereq 4101; Credit will not be granted if credit has been received for: STAT 5102;**

**Instructor:** Yuan,Sen

**Description:** Student may contact the instructor or department for information.

#### STAT 4893W Senior Paper

**1 credit(s); prereq Stat major; Meets CLE req of Writing Intensive;**

**Instructor:** STAFF

**Description:** STAT 4893W is a requirement for a BA in Statistics in CLA. It also fulfills the University requirement of a Writing Intensive course in the major. It can be satisfied in several ways including but not limited to directed study culminating in a paper on a specialized area of Statistics (most common choice), carrying out a "case study" involving data collection and analysis and a report, and writing and documenting a computer program to implement a nontrivial statistical technique. Students should enroll in any semester of their Senior year. If work is unfinished at semester end (as frequently happens), an incomplete (I) is usually granted. The topic of the paper should be chosen in consultation with a Statistics faculty supervisor. Frequently this faculty member will be the student's instructor in STAT 5xxx, and the paper will build from the course. See <http://www.stat.umn.edu/ugrad/stat4893.html> for more information.

**Grading:** 100% reports/papers.

#### STAT 5021 Statistical Analysis

**4 credit(s); prereq credit will not be granted if credit received for: 3011; College algebra or instr consent; Stat course recommended; Credit will not be granted if credit has been received for: STAT 3011;**

**Instructor:** STAFF

**Description:** The primary audience for this course is graduate students in non-statistics- major programs who need statistical competence. Typical needs would be the analysis of data using common statistical methods, the design of single-factor experiments and the ability to read journal articles and assess their statistical content critically. After completion of the course, students are able to carry out one-and-two sample tests, set up confidence intervals for means, proportions and differences in means and proportions. They can fit single-predictor regressions and one-way analysis of variance, along with checks of the model assumptions underlying these methods. The course includes a brief non-calculus introduction to probability theory

and statistical distributions.

**Style:** 50% Lecture, 25% Discussion, 25% Laboratory.

**STAT 5031 Statistical Methods for Quality Improvement**  
**4 credit(s); prereq [3021 or 3022 or 4102 or 5021 or 5102 or 8102], Math 1272;**

**Instructor:** Qiu, Peihua

**Description:** Student may contact the instructor or department for information.

**STAT 5102 Theory of Statistics II**

**4 credit(s); prereq 5101 or Math 5651; Credit will not be granted if credit has been received for: STAT 4102;**

**Instructor:** Shea, Brian

**Description:** Student may contact the instructor or department for information.

**STAT 5102 Theory of Statistics II**

**4 credit(s); prereq 5101 or Math 5651; Credit will not be granted if credit has been received for: STAT 4102;**

**Instructor:** Yang, Yuhong

**Description:** Student may contact the instructor or department for information.

**STAT 5102 Theory of Statistics II**

**4 credit(s); prereq 5101 or Math 5651; Credit will not be granted if credit has been received for: STAT 4102;**

**Instructor:** Yang, Yuhong

**Description:** Student may contact the instructor or department for information.

**STAT 5201 Sampling Methodology in Finite Populations**

**3 credit(s); prereq 3011 or 3021 or 5021 or instr consent;**

**Instructor:** Meeden, Glen Dale

**Description:** An introduction to finite population sampling covering simple random sampling, stratified sampling, cluster sampling, unequal probability sampling and systematic sampling. Ratio estimators, regression estimators and model based estimation will be discussed.

**Style:** 100% Lecture.

**Grading:** 40% mid exam, 40% final exam, 20% written homework.

**STAT 5302 Applied Regression Analysis**

**4 credit(s); prereq 3022 or 4102 or 5021 or 5102 or instr consent;**

**Instructor:** Cook, R. Dennis

**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](http://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.

**Style:** 75% Lecture, 25% Laboratory.

**Grading:** 35% mid exam, 25% final exam, 30% problem solving.

**Exam Format:** Multiple choice and essay

**STAT 5302 Applied Regression Analysis**

**4 credit(s); prereq 3022 or 4102 or 5021 or 5102 or instr consent;**

**Instructor:** Zhou, Tianyang

**Description:** Student may contact the instructor or department for information.

**STAT 5303 Designing Experiments**

**4 credit(s); prereq 3022 or 4102 or 5021 or 5102 or instr consent;**

**Instructor:** Corbett, John

**Description:** Student may contact the instructor or department for information.

**STAT 5401 Applied Multivariate Methods**

**3 credit(s); prereq 5302 or 8102 or instr consent;**

**Instructor:** Chatterjee, Singdhansu Bhusan

**Description:** Student may contact the instructor or department for information.

**STAT 5511 Time Series Analysis**

**3 credit(s); prereq Theoretical understanding;**

**Instructor:** Yang, Yuhong

**Description:** Student may contact the instructor or department for information.

**STAT 5993 Tutorial**

**1-6 credit(s), max credits 12, 12 completions allowed; prereq instr consent;**

**Instructor:** STAFF

**Description:** Students may contact the department for information.

**STAT 8052 Applied Statistical Methods 2: Design of Experiments and Mixed -Effects Modeling**

**A-F only, 4 credit(s); prereq 8051 or instr consent ;**

**Instructor:** Grund, Birgit

**Description:** Classical experimental designs, and mixed effect models. How to recognize designs. How to design/analyze experiments. ANOVA for factorial designs, contrasts, multiple comparisons, complete/incomplete block designs, unbalanced data, confounding, fractional factorials, response surfaces, nested designs, split-plots, random effects, mixed effects, repeated measures, longitudinal data, generalized estimating equations. R software is used.

**Style:** 85% Lecture, 15% Laboratory.

**Grading:** 40% mid exam, 40% final exam, 20% written homework.

**Exam Format:** in-class

**STAT 8052 Applied Statistical Methods 2: Design of Experiments and Mixed -Effects Modeling**

**A-F only, 4 credit(s); prereq 8051 or instr consent ;**

**Instructor:** Bezener, Martin A

**Description:** Student may contact the instructor or department for information.

**STAT 8054 Statistical Methods 4: Advanced Statistical Computing**

**A-F only, 3 credit(s); prereq 8053 or instr consent ;**

**Instructor:** Geyer, Charles J

**Description:** Student may contact the instructor or department for information.

**STAT 8102 Theory of Statistics 2**

**4 credit(s); prereq 8101, Statistics graduate major or instr consent ;**

**Instructor:** Jiang, Tiefeng

**Description:** Student may contact the instructor or department for information.

**STAT 8112 Mathematical Statistics II**

**3 credit(s); prereq 8111;**

**Instructor:** Geyer, Charles J

**Description:** Student may contact the instructor or department for information.

**STAT 8511 Time Series Analysis**

**3 credit(s); prereq 5102 or 8111 or instr consent ;**

**Instructor:** Yang, Yuhong

**Description:** Student may contact the instructor or department for information.

**STAT 8801 Statistical Consulting**

**S-N only, 2-3 credit(s), max credits 3, 1 completion allowed; prereq Grad stat major or instr consent ;**

**Instructor:** Rendahl, Aaron K

**Description:** Student may contact the instructor or department for information.

**STAT 8913 Literature Seminar**

**S-N only, 1 credit(s), max credits 4, 4 completions allowed;**  
**prereq Statistics grad major or instr consent ;**  
**Instructor:** Meeden, Glen Dale  
**Description:** Student may contact the instructor or department for information.

## Stem Cell Biology

### Stem Cell Institute

**STEM Cell 5054 Stem Cell Institute Research Seminar and Journal Club**

**S-N only, 2 credit(s), max credits 6, 3 completions allowed;**  
**prereq Acceptance into stem cell biology [master's prog or PhD minor prog] or instr consent ;**  
**Instructor:** Keirstead, Susan Alice  
**Description:** The objectives of this course are to expose students to current research in Stem Cell Biology through attendance at weekly seminars and participation in a weekly journal club. Seminars are presented by members of the University of Minnesota research community as well as researchers from elsewhere in the United States and beyond. The journal club provides an opportunity for students to read current primary research papers and to gain insights into the research through discussions of the results and implications of the papers among members of the Stem Cell Institute.  
**Style:** 45% Discussion, 5% Student Presentation, 50% Guest Speakers.  
**Grading:** 50% written homework, 40% in-class presentation, 10% class participation.

## Studies in Cinema and Media Culture

235 Nicholson Hall

**SCMC 1201 Introduction to Cinema and Media Culture**

**4 credit(s); prereq =: CSCL 1201; Credit will not be granted if credit has been received for: CSCL 1201; Meets CLE req of Arts/Humanities;**  
**Instructor:** STAFF  
**Description:** The emergence of what is variously referred to as the "Information Age" and "Society of the Spectacle" has made it necessary for us to think critically about the media. Since visual media have the most pervasive influence on our everyday lives, this course will focus on how forms such as advertising, film, and television work, affect perception, and structure meaning. We will read some of the most important theoretical and historical texts that provide insight into our "ways of seeing." No prior exposure to media theory is expected, but although this is an introductory class, students will be expected to read and work through challenging material. We will read a variety of critics who have attempted to analyze cinema and media culture and we will also begin to develop a vocabulary for formal visual analysis.

**SCMC 3001W History of Cinema and Media Culture**

**4 credit(s); Meets CLE req of Writing Intensive;**  
**Instructor:** Johnson, Kjel Wayne  
**Description:** SCMC 3001W examines the evolution of "media culture" and its artifacts by way of the histories and theories of images, visual technologies, and what vision itself "means" and "does" in different historical and cultural contexts. Together, these frame our "window on the world," informing our (post?)modern understanding of aesthetics, politics, experience, perception, and identity -- in short, the ways we "make meaning" of our culture and our place (indeed, placement) within it. Rather than attempting to frame the development of this amorphous force called "media culture" in a purely linear way, from "beginning to now" (or, worse, to proceed with the idea that such a history is something comprehensible in the limited time we will

share in this course), we will instead begin at "the end", with the purported "death of the cinema." From this situation, we will step back, in both scope and time, to explore key concepts and questions regarding the power of the visual as it has taken new forms and functions in Western culture from "the modern" to "the postmodern," the ways in which technological, social, and industrial developments in the media have given rise to new theoretical and philosophical perspectives in the academy, and the power, limits, and possibilities of systems of representation as they impact daily life ... all considered in terms of "how we got here," (a complicated path!) and if "here" is really all we think, see, and know it to be. Our journey will be a selective travelogue, composed in snapshots torn from the fabric of a larger whole, giving an incomplete but hopefully meaningful image of the complex intersections between media, culture, experience, and scholarship over time.

**Style:** 50% Lecture, 40% Film/Video, 10% Discussion.

**SCMC 3202 Intermediate Digital Filmmaking**

**A-F only, 4 credit(s); prereq 3201 or instr consent ;**  
**Instructor:** Bizri, Hisham M.  
**Description:** This is the second part of the digital filmmaking sequence where students deepen their understanding of filmmaking by completing a single film of any length, 24 frames or feature-length. Throughout the semester we will pay special attention to the formal analysis of narrative and non-narrative cinema by looking at the function of frames, shots, and sequences, and the relation of parts to the whole. Open to students who have completed a film or a script in the past.

**SCMC 5002 Advanced Film Analysis**

**A-F only, 4 credit(s); prereq [1201 or ARTH 1921W or CSCL 1201 or CSCL 1921 or equiv coursework], SCMC major;**  
**Instructor:** Lovejoy, Alice Osborne  
**Description:** This course, one of the requirements for the MIMS graduate minor, will explore the practice, history, and critical/theoretical stakes of the technique of close analysis, and apply this technique to a single film. Over the course of the semester, students will unpack and interpret the various formal and institutional dimensions of the chosen film--its narrative, camerawork, editing, sound design, dialogue, distribution/exhibition/reception, production history, graphics, etc.--as well as its component scenes, with the goal of collectively producing a comprehensive close reading. The course will also ask how, and why, close analysis has been used in various critical/scholarly discourses, and study analyses of films of various genres, modes, times and places. As this is an advanced course, prior experience in cinema and media studies, particularly with cinema's formal vocabulary, is expected. Because we will be working together to analyze the chosen film, students will be expected to participate actively in class discussion, online forums, and group work.

## Studies of Science and Technology

### 746 Heller Hall

**SST 8000 Colloquium**

**S-N only, 1.5 credit(s), max credits 3; prereq Grad SST minor;**  
**Instructor:** STAFF  
**Description:** This colloquium is a series of weekly lectures by nationally and internationally known scholars with diverse disciplinary and methodological backgrounds speaking on a variety of issues on the philosophy and history of science and technology.

**SST 8100 Seminar: Models, Theories, and Reality**

**3 credit(s); prereq HSci 8111 or [Phil 8601 or Phil 8602 or Phil 8605] or instr consent;**  
**Instructor:** STAFF  
**Description:** Student may contact the instructor or department for information.

**SST 8200 Seminar: Philosophy of the Physical Sciences**  
**3 credit(s), max credits 6; prereq instr consent;**  
**Instructor:** STAFF  
**Description:** Student may contact the instructor or department for information.

**SST 8400 Seminar: Science, Technology, and Society**  
**3 credit(s); prereq HSci 8111 or [Phil 8601 or Phil 8602 or Phil 8605] or instr consent;**  
**Instructor:** STAFF  
**Description:** Student may contact the instructor or department for information.

## Surgery

*11-100 Phillips Wangensteen Bldg (Box 195)*

**SURG 8293 Applied Statistics**  
**S-N only, 1 credit(s); prereq Grad student in [surgery or experimental surgery or health sciences] or;**  
**Instructor:** Gruessner,Angelika C  
**Description:** Student may contact the instructor or department for information.

## Sustainability Studies

*190 Coffey Hall*

**SUST 3003 Sustainable People, Sustainable Planet**  
**3 credit(s); prereq Soph or jr or sr; Credit will not be granted if credit has been received for: GLOS 3304; Meets CLE req of Environment;**  
**Instructor:** Philippon,Daniel J  
**Description:** Sustainability recognizes that social equity, environmental integrity, and economic prosperity are all worthy goals, but that these goals compete, so it is difficult if not impossible to maximize all three of them concurrently. Some objectives of sustainability are therefore often realized at the cost of other equally valid objectives. How do we collectively move towards an ideal balance of these different aspects of sustainability? In "Sustainable People, Sustainable Planet" we will approach sustainability from multiple viewpoints and explore various models for understanding sustainability. Through a variety of real-world case studies, we will explore the conflicts and trade-offs that occur from trying to put sustainability into practice. We will also examine different approaches to sustainable living, so you can consider whether and how to integrate sustainability into your own life. "Sustainable People, Sustainable Planet" is intended for sophomores and above. There are no other prerequisites, but you should have previous exposure to critical reading, writing, and thinking. The course currently satisfies the University's liberal education requirement for "Environment Theme." It is also the gateway course into the Sustainability Studies Minor: <http://sustainabilitystudies.umn.edu/>  
**Style:** 50% Lecture, 50% Discussion.  
**Grading:** 15% mid exam, 25% final exam, 35% reports/papers, 20% reflection paper, 5% class participation.

**SUST 4004 Sustainable Communities**  
**A-F only, 3 credit(s); prereq [3003 or GLOS 3304, [jr or sr] in sustainability studies minor] or instr consent ;**  
**Instructor:** Nerbonne,Julia Frost  
**Description:** Student may contact the instructor or department for information.

**SUST 4096 Sustainability Internship**  
**A-F only, 1-4 credit(s), max credits 8; prereq Familiarity with sustainability concepts through acad work or other experiences;**  
**Instructor:** Wanberg,David  
**Description:** Four to ten hour per week internship experience related to a sustainability theme or approach, such as

sustainable foods, green building, renewable energy or environmental justice. Intern in a nonprofit, governmental, educational or business organization, from choices provided or approved by instructor.

## Sustainable Agricultural Systems

*411 Borlaug Hall*

**SAGR 8020 Field Experience in Sustainable Agriculture**  
**S-N only, 1-4 credit(s), max credits 3, 1 completion allowed; prereq Coursework in biological or social sciences that provides intro to ag practices or issues;**  
**Instructor:** Jordan,Nicholas Royal  
**Description:** Student may contact the instructor or department for information.

## Swahili

*808 Social Sciences Tower*

**SWAH 1222 Beginning Swahili II**  
**5 credit(s); prereq 1221 or equiv;**  
**Instructor:** Muaka,Angaluki  
**Description:** Student may contact the instructor or department for information.

**SWAH 3226 Intermediate Swahili II**  
**5 credit(s); prereq 3225 or equiv; Credit will not be granted if credit has been received for: SWAH 4226;**  
**Instructor:** Muaka,Angaluki  
**Description:** Student may contact the instructor or department for information.

**SWAH 4222 Beginning Swahili II**  
**2 credit(s); prereq Grad student;**  
**Instructor:** Muaka,Angaluki  
**Description:** Student may contact the instructor or department for information.

**SWAH 4226 Intermediate Swahili II**  
**2 credit(s); prereq [4225 or equiv], grad student; Credit will not be granted if credit has been received for: SWAH 3226;**  
**Instructor:** Muaka,Angaluki  
**Description:** Student may contact the instructor or department for information.

## Swedish

*192 Klaeber Court*

**SWED 1001 Beginning Swedish**  
**5 credit(s); Credit will not be granted if credit has been received for: SWED 4001;**  
**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.  
**Style:** 10% Lecture, 70% Discussion, 20% Laboratory.  
**Grading:** 100% other evaluation. 50% reading/writing, 50%

oral/aural

**Exam Format:** structured exercises in all 4 modalities and grammar, pronunciation, vocabulary and culture

**Grading:** Average for the written assignments--70 percent Your self-recordings--30 percent

### SWED 1001 Beginning Swedish

**5 credit(s); Credit will not be granted if credit has been received for: SWED 4001;**

**Instructor:** Herrlin, Susanne Marie

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Swedish belongs to the northern group of the Germanic languages and as such is closely related to Icelandic, Danish, and Norwegian. If you master Swedish it is very easy to comprehend Danish and Norwegian, and vice versa. Because English belongs to the western group of the Germanic languages, there are many points of intersection in syntax and vocabulary between Swedish and English. As you study Swedish you will learn a good deal about English and become conscious of its family resemblance to Swedish. Both the oral and written Swedish used in the course materials are standard Swedish. This is the generally accepted form of Swedish, and has little difference between spoken and written forms.

**Style:** This is a printed correspondence section.

**Grading:** Average for the written assignments = 70% Required recordings = 30%

### SWED 1002 Beginning Swedish

**5 credit(s); prereq 1001; Credit will not be granted if credit has been received for: SWED 4002;**

**Instructor:** STAFF

**Description:** This course continues the beginning sequence in Swedish, which covers four language skills: listening, speaking, reading and writing. Students will also gain knowledge of Swedish culture through various means, including audio-visual aids available in the language laboratory. Lecture, class discussions and classroom exercises will be conducted in Swedish. 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. You may register for this course under the number Swed 4002 for a reduced number of credits (and lower tuition) if you have already passed the Language Proficiency Exam (LPE) in another language or are a graduate student or a non-degree-seeking student. Contact the Department Office at (612) 625-2080 for a permission number.

**Style:** 10% Lecture, 70% Discussion, 20% Laboratory. 50% reading/writing; 50% oral/aural

### SWED 1002 Beginning Swedish

**5 credit(s); prereq 1001; Credit will not be granted if credit has been received for: SWED 4002;**

**Instructor:** Herrlin, Susanne Marie

**Description:** This course is a printed distance learning section (known as a correspondence course) offered through Online and Distance Learning, College of Continuing Education. You work independently, not as part of a student group. Visit "Class URL" for ODL policies, including fee and financial aid restrictions. Swedish belongs to the northern group of the Germanic languages and as such is closely related to Icelandic, Danish, and Norwegian. There are differences in pronunciation, spelling, and vocabulary among the Germanic languages, but these are minor. If you master Swedish it is very easy to comprehend Danish and Norwegian, and vice versa. Because English belongs to the western group of the Germanic languages, there are many points of intersection in syntax and vocabulary between Swedish and English. As you study Swedish you will learn a good deal about English and become conscious of its family resemblance to Swedish. Both the oral and written Swedish used in the course materials are standard Swedish.

**Style:** This is a printed correspondence section.

### SWED 1004 Intermediate Swedish

**5 credit(s); prereq 1003; Credit will not be granted if credit has been received for: SWED 4004;**

**Instructor:** STAFF

**Description:** This course continues the presentation of language skills--speaking, writing, listening and reading begun in Swedish 1001/1002. Students will review, examine and develop these skills through a content-based curriculum. Students will be introduced to a variety of Swedish texts--stories, songs, newspaper articles, video and Internet resources. The review of basic points of Swedish grammar with an emphasis on sentence structure and word order will enable students to improve their writing skills in connection with process-oriented writing assignments. Vocabulary building will be supported by a rich array of texts that the students will be reading during their second year. Speaking and listening will be practiced in role play activities involving representative social situations. The interaction will familiarize students with the different levels of formality and intimacy used in conversational settings, and the codes and mythologies unique to Swedish culture. You may register for this course under the number Swed 4004 for a reduced number of credits (and lower tuition) if you have already passed the Language Proficiency Exam (LPE) in another language or are a graduate student or a non-degree-seeking student. Contact the Department Office at (612) 625-2080 for a permission number.

**Style:** 10% Lecture, 70% Discussion, 20% Laboratory.

### SWED 4002 Beginning Swedish

**2 credit(s); prereq 1004 in another language or passing score on LPE or grad student; Credit will not be granted if credit has been received for: SWED 1002;**

**Instructor:** STAFF

**Description:** This course continues the beginning sequence in Swedish, which covers four language skills: listening, speaking, reading and writing. Students will also gain knowledge of Swedish culture through various means, including audio-visual aids available in the language laboratory. Lecture, class discussions and classroom exercises will be conducted in Swedish. 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. You may register for this course under the number Swed 4002 for a reduced number of credits (and lower tuition) if you have already passed the Language Proficiency Exam (LPE) in another language or are a graduate student or a non-degree-seeking student. Contact the Department Office at (612) 625-2080 for a permission number.

**Style:** 10% Lecture, 70% Discussion, 20% Laboratory.

### SWED 4004 Intermediate Swedish

**2 credit(s); prereq 1004 in another language or passing score on LPE or grad student; Credit will not be granted if credit has been received for: SWED 1004;**

**Instructor:** STAFF

**Description:** This course continues the presentation of language skills--speaking, writing, listening and reading begun in Swedish 1001/1002. Students will review, examine and develop these skills through a content-based curriculum. Students will be introduced to a variety of Swedish texts--stories, songs, newspaper articles, video and Internet resources. The review of basic points of Swedish grammar with an emphasis on sentence structure and word order will enable students to improve their writing skills in connection with process-oriented writing assignments. Vocabulary building will be supported by a rich array of texts that the students will be reading during their second year. Speaking and listening will be practiced in role play activities involving representative social situations. The interaction will familiarize students with the different levels of formality and intimacy used in conversational settings, and the



codes and mythologies unique to Swedish culture. You may register for this course under the number Swed 4004 for a reduced number of credits (and lower tuition) if you have already passed the Language Proficiency Exam (LPE) in another language or are a graduate student or a non-degree-seeking student. Contact the Department Office at (612) 625-2080 for a permission number.

**Style:** 10% Lecture, 70% Discussion, 20% Laboratory.

## TMJ/Craniofacial Pain

15-209 Malcolm Moos Health Sciences Tower

### TMJP 8441 Seminar in TMJ and Craniofacial Pain

**A-F only, 1 credit(s);**

**Instructor:** Mulet Pradera DDS,MS,Mariona

**Description:** Student may contact the instructor or department for information.

### TMJP 8442 Advanced Clinical TMJ and Craniofacial Pain

**A-F only, 1-4 credit(s), max credits 4, 1 completion allowed; prereq Participation in TMJ and orofacial pain advanced education program;**

**Instructor:** Mulet Pradera DDS,MS,Mariona

**Description:** This course provides the student with clinical experience in the diagnosis and management of TMD, complex chronic orofacial pain and oral medicine conditions under the supervision of the course director and/or other faculty. A multidisciplinary treatment approach of patients with TMD and orofacial pain is used.

## Theatre Arts

580 Rarig Center

### TH 1101V Honors Section: Introduction to the Theater

**A-F only, 4 credit(s); prereq Honors; Meets CLE req of Arts/Humanities; meets CLE req of Writing Intensive;**

**Instructor:** Lewis,Megan

**Description:** TH1101 is an entertaining, informative exploration of the art and profession of theatre. This course integrates intellectual stimulation with creative expression through lectures, small group discussion, and attending live performances in the Twin Cities. Students study plays (classical and contemporary), the politics of theatre both past and present, elements of production, and learn how a play evolves from page to stage. Students also get a hands-on opportunity to collaborate on the creative project (no acting is required). For students interested in art and education, TH1101 introduces diversity and celebrates creativity; For students interested in business and law, TH1101 promotes collaboration and critical thinking and enhances oral communication skills; For students interested in the sciences, TH1101 strengthens interpersonal communication skills and promotes right-brain activity; For students interested in engineering and math, TH1101 encourages abstract thinking and creative application of knowledge; For students interested in the humanities, TH1101 explores the human experience and the intersections of art, history, and culture; For students interested in medicine, TH1101 emphasizes the well-being of the soul through collaborative exchange. A-F only, prereq Honors, meets Lib Ed req of Global Perspective Theme; meets Lib Ed req of Arts & Humanities Core; meets Lib Ed req of Writing Intensive; meets Honors req of Honors

**Style:** 40% Lecture, 20% Discussion, 20% Laboratory, 10% Small Group Activities, 5% Field Trips, 5% Guest Speakers.

**Grading:** 50% reports/papers, 15% special projects, 10% attendance, 20% reflection paper, 5% class participation.

### TH 1101W Introduction to the Theatre

**4 credit(s); Meets CLE req of Arts/Humanities; meets CLE**

### req of Writing Intensive;

**Instructor:** Lewis,Megan

**Description:** TH1101 is an entertaining, informative exploration of the art and profession of theatre. This course integrates intellectual stimulation with creative expression through lectures, small group discussion, and attending live performances in the Twin Cities. Students study plays (classical and contemporary), the politics of theatre both past and present, elements of production, and learn how a play evolves from page to stage. Students also get a hands-on opportunity to collaborate on the creative project (no acting is required). For students interested in art and education, TH1101 introduces diversity and celebrates creativity; For students interested in business and law, TH1101 promotes collaboration and critical thinking and enhances oral communication skills; For students interested in the sciences, TH1101 strengthens interpersonal communication skills and promotes right-brain activity; For students interested in engineering and math, TH1101 encourages abstract thinking and creative application of knowledge; For students interested in the humanities, TH1101 explores the human experience and the intersections of art, history, and culture; For students interested in medicine, TH1101 emphasizes the well-being of the soul through collaborative exchange. A-F only, prereq Honors, meets Lib Ed req of Global Perspective Theme; meets Lib Ed req of Arts & Humanities Core; meets Lib Ed req of Writing Intensive; meets Honors req of Honors

**Style:** 40% Lecture, 20% Discussion, 20% Laboratory, 10% Small Group Activities, 5% Field Trips, 5% Guest Speakers.

**Grading:** 50% reports/papers, 15% special projects, 10% attendance, 20% reflection paper, 5% class participation.

### TH 1301 Acting/Non-Majors

**3 credit(s);**

**Instructor:** STAFF

**Description:** This course is designed to enable students without prior experience in theatre to better appreciate theatrical elements, develop a vocabulary for discussing theatre, and recognize the degree to which the study of basic acting techniques can inform perceptions of self and others. Students are taught how to act within imaginary circumstances, make bold choices, and develop interpersonal trust and ensemble awareness. Required text: ACTING ONE by Robert Cohen.

**Style:** 10% Discussion, 90% Laboratory.

**Grading:** 30% reports/papers, 30% in-class presentation, 20% other evaluation. Attendance & Participation; 20% Attitude & Growth.

### TH 1321 Beginning Acting: Fundamentals of Performance

**3 credit(s); prereq 1101 or Concurrent registration is required (or allowed) in 1101;**

**Instructor:** STAFF

**Description:** Introduces beginning students to a widely applicable, comprehensive vocabulary and techniques for practical performance studies, including the use and training of the instrument; the creation of theatrical ideas or choices; the creation of dramatic "phrases" by sequencing ideas and choices to tell stories; and the significance of circumstances for choice making. The course has three overarching objectives: providing an introduction to creation processes specific to the performer, psychological and physical training of the acting instrument, and training the personal imagination. The first part of a two-course sequence (with TH 1322, Creating the Performance) intended for theatre arts majors. Required reading: A compilation of performance processes, theories and techniques including: Lecoq, Grotowski, Stanislavski, Meyerhold, Chekov, etc.

**Style:** 10% Discussion, 90% Laboratory.

**Grading:** 25% reports/papers, 25% in-class presentation, 25% other evaluation. Attendance & Participation; 25% Attitude & Growth.

### TH 1322 Creating the Performance

**3 credit(s); prereq 1321 or Concurrent registration is required (or allowed) in 1321 or 1501 or Concurrent registration is required (or allowed) in 1501;**

**Instructor:** Seifert,Luverne G

**Description:** Student may contact the instructor or department for information.

#### TH 1322 Creating the Performance

**3 credit(s); prereq 1321 or Concurrent registration is required (or allowed) in 1321 or 1501 or Concurrent registration is required (or allowed) in 1501;**

**Instructor:** Rosen,Robert S

**Description:** Student may contact the instructor or department for information.

#### TH 1381 New Voices

**S-N only, 1 credit(s); prereq [Fr or transfer] student from BFA actor training or BA or BFA dance or BA theater;**

**Instructor:** Seifert,Luverne G

**Description:** Student may contact the instructor or department for information.

#### TH 1395 BFA Acting II

**A-F only, 3 credit(s); prereq 1391;**

**Instructor:** Cardamone,Steve

**Description:** Student may contact the instructor or department for information.

#### TH 1396 BFA Voice and Speech II

**A-F only, 2 credit(s); prereq 1392;**

**Instructor:** STAFF

**Description:** BFA Core Component

#### TH 1397 BFA Movement II

**A-F only, 2 credit(s); prereq 1393;**

**Instructor:** STAFF

**Description:** BFA Core Component

#### TH 1501 Introduction to Design and Technology for Live Performance

**A-F only, 3 credit(s); prereq 1101 or Concurrent registration is required (or allowed) in 1101;**

**Instructor:** Dilliard,Marcus F

**Description:** Student may contact the instructor or department for information.

#### TH 1911W Freshman Seminar: Theatre, Entertainment With Attitude

**A-F only, 3 credit(s); prereq Fr with no more than 30 cr; Meets CLE req of Writing Intensive;**

**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.

**Style:** 10% Lecture, 40% Discussion. attending theatre productions

**Grading:** 55% reports/papers, 25% special projects, 20% class participation.

**Exam Format:** No exams

#### TH 2395 BFA Acting IV

**A-F only, 3 credit(s); prereq BFA-Acting sophomore;**

**Instructor:** Kehoe,Mira Karen

**Description:** Student may contact the instructor or department for information.

#### TH 2396 BFA Voice and Speech IV

**A-F only, 2 credit(s); prereq BFA-acting, sophomore;**

**Instructor:** STAFF

**Description:** BFA Core Component

#### TH 2397 BFA Movement IV

**A-F only, 2 credit(s); prereq BFA-acting sophomore;**

**Instructor:** STAFF

**Description:** BFA Core Component

#### TH 3100 Theatre Practicum

**S-N only, 1 credit(s), max credits 4, 4 completions allowed; prereq 1101; only two enrollments as actor may count toward a major;**

**Instructor:** STAFF

**Description:** Do you want to get involved in production on the Main Season for University Theatre? This is a course that can give you that opportunity. You will be assigned a specific position on a production and get a chance to work on as well as see first hand what goes into a full scale theatrical production. Come and explore the possibilities.

**Style:** 5% Lecture, 95% Laboratory.

**Grading:** 5% class participation, 95% laboratory evaluation.

#### TH 3120 Theatre: Theory and Practice

**3 credit(s), max credits 6; prereq 1101;**

**Instructor:** McConnell,George David

**Description:** This class begins from the premise that theory is practice and practice is theory. During the course of the semester we will think about, and make performance. Taking Allan Kaprow's performance experiments from the 1950s and 1960s as a point of departure (and not a point of origin), we will explore the overlapping and often contentious relationship between theatre and performance art as it has taken shape in our contemporary moment. As we trace the shifts in contemporary performance practices through several case studies, we will simultaneously investigate the emergence of Performance Studies as a discipline. It should be noted that as this class is an introduction?like all first dates?it will not reveal all the nuances and dark secrets of performance art nor Performance Studies. It will, however, set in motion the relationship between those who take the class and these other ways of doing/thinking and thinking/doing. Through a carefully attentive examination of recent performance and theatre history, in this class we will ask: what is at stake for art and artists in our society and world(s)? How do we understand ourselves as artists? How can our work be critically engaged and engaging? In general, we will examine an array of performance theorists and artists in order to think about how art functions in relation to life and society. This seminar-style course has been and will be structured in a way that allows us to connect with each other and the material through readings, discussions, and performance creation and critique.

#### TH 3172 History of the Theatre: Age of Enlightenment to Present

**3 credit(s); prereq Th major or instr consent ;**

**Instructor:** Kobialka,Michal A

**Description:** The course focuses on a critical examination of representational practices in the period from the Age of Enlightenment until the Postmodern. While reviewing these representational practices, which materialize as play-texts, performances, theatre architecture, theatre rebellions and regulations, 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 discourses and discursive formations which link themselves or are linked to these practices, while, at the same time, they will study theatre historiography-a practice of investigating how legible performance events are

brought to our attention by the past and present imaginations, how they are made worthy of notice, and how they are rationalized as significant for theatre history.

**Style:** 70% Lecture, 30% Discussion.

**Grading:** 10% class participation, 90% other evaluation. exams

**Exam Format:** essay--the student is asked to answer four questions during the exam

#### TH 3314 Text and the Actor

**A-F only, 3 credit(s); prereq 1101, 1321, 1322;**

**Instructor:** Nash, Elizabeth

**Description:** This course focuses on the art of dynamic interpretation. Our goal is to explore a wide range of dramatic forms and styles accompanied by lectures to set them in historical perspective. Along with the annotation and performance of 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 Kiera Knightley's PRIDE AND PREJUDICE, among others. Periods to be addressed will be classical Greek, Shakespeare, high comedy and modern stylized drama. By the end of the course, you will have the knowledge and ability to interpret with confidence challenging texts of heightened language covering a period of 2,500 years. Due to the ensemble and performing emphasis of this course, attendance is required and will figure in grading.

#### TH 3330 Physical Approaches to Acting

**3 credit(s), max credits 6; prereq 1322, [3314 or Concurrent registration is required (or allowed) in 3314], audition, instr consent ;**

**Instructor:** Longhi, Kym R

**Description:** Physical Approaches to Acting will use Margolis Method to focus on the actor's body as the primary inspiration and tool for creating theatre. Influenced by the work of Grotowski, Brecht and Decroux's corporeal technique, Margolis Method is an ongoing research that seeks to expand the actor's expressive boundaries while honing their creative dramaturgical skills. In this course we will use exercises in technique and improvisation structures to unite our physical instincts with our intellect - so that our mind is freed to ride on the impulses of our bodies and our imagination becomes muscular. We will work to: demystify the creative process, expose and break down personal physical tendencies that block our energy, develop more specific articulation of our bodies, expand the body's connection to breath and the voice, and explore our bodies' dynamic relationship with space and other bodies; all with the goal of making more vivid, embodied choices that are essential whether we are interpreting a role or generating original material. We will interact with masks, objects, sticks, set pieces, each other's bodies, space, gravity, words, silence and ourselves. We will explore a full range of psychophysical expression, from the everyday to the metaphoric and poetic. We will read and reflect on other physical methods and research the roots of Margolis Method, giving us a frame of reference from which to begin sculpting your own physical approach to acting. Assignments will range from creating an original scene to interpreting a scene from dramatic literature. Discover how a disciplined corporeal technique can actually free you to connect to your emotions more deeply, harness and draw upon your energy more powerfully, and cause your 'playing' to come to life more fully

#### TH 3332 Circus Performance

**A-F only, 1 credit(s);**

**Instructor:** Emery, Margaret

**Description:** Student may contact the instructor or department for information.

#### TH 3365 Intermediate Musical Theatre

**A-F only, 3 credit(s); prereq 3361 or instr consent;**

**Instructor:** Nash, Elizabeth

**Description:** The focus of this course is a honing of dance and singing skills for Musical Theatre. The classes will consist of vocal solo and ensemble presentations as well as ensemble dance performances. The course will culminate in a final Cabaret performance of solos and ensembles. Due to the ensemble and

performing emphasis of this course, attendance is required and will figure in grading.

**Style:** 10% Lecture, 10% Discussion, 80% Laboratory.

**Grading:** 6% mid exam, 8% final exam, 6% reports/papers, 50% other evaluation. Work growth and quality; 30% attendance

**Exam Format:** Presentation and papers

#### TH 3381 Theater Storytelling and Solo Performance

**3 credit(s);**

**Instructor:** Cage, Sharon Sha

**Description:** Student may contact the instructor or department for information.

#### TH 3395 BFA Intensive I

**A-F only, 2 credit(s); prereq BFA-acting jr;**

**Instructor:** STAFF

**Description:** BFA Core Component

#### TH 3398 BFA Rehearsal & Performance I

**A-F only, 2 credit(s); prereq BFA-acting jr;**

**Instructor:** STAFF

**Description:** BFA Core Component

#### TH 3399 BFA Rehearsal and Performance II

**A-F only, 2 credit(s); prereq BFA-acting jr;**

**Instructor:** STAFF

**Description:** BFA Core Component

#### TH 3531 Introduction to Theatrical Costume Design

**3 credit(s); prereq TH 3571;**

**Instructor:** Lefebvre, Mathew James

**Description:** Student may contact the instructor or department for information.

#### TH 3541 Introduction to Stage Lighting Design

**3 credit(s); prereq 3571;**

**Instructor:** Dilliard, Marcus F

**Description:** Student may contact the instructor or department for information.

#### TH 3571 Introduction to Stage Technology

**A-F only, 3 credit(s); prereq 1501;**

**Instructor:** Gwinup, Martin Bruce

**Description:** Student may contact the instructor or department for information.

#### TH 3716 Stage Management

**A-F only, 4 credit(s); prereq 1501 or instr consent ;**

**Instructor:** Swartwout, Christine M

**Description:** Student may contact the instructor or department for information.

#### TH 3950 Topics in Theatre: Legal Acts & Actors

**3 credit(s), max credits 8, 8 completions allowed;**

**Instructor:** Parks, Sonja

**Description:** In Legal Acts and Actors students will play various roles in a semester-long improvisational drama. In weekly sections, Law School students practice skills in interviewing, counseling, negotiation and mediation with student actors in various roles as prompted by the Law School. Theatre students will prepare for their roles and role play by building skills in character development and improvisation. While the primary role students play will be that of the client, actors also shift roles playing a variety of characters over the course of the semester. In addition to building characters and improvisation skills, theatre students will reflect on their experience within a legal training situation, discussing the role of dramatic improvisation in learning to be more critical citizens and understanding how their individual rights always exist in relationship and in negotiation with others. No prior knowledge of the law is needed to register for the class.

#### TH 3993 Directed Study

**1-6 credit(s), max credits 18, 3 completions allowed; prereq 6 Th cr, instr consent , dept consent , college consent ;**

**Instructor:** Grotting, Karla Kaye

**Description:** Student may contact the instructor or department for information.

**A-F only, 2 credit(s); prereq BFA-acting sr;**

**Instructor:** STAFF

**Description:** BFA Core Component

#### TH 4115 Intermediate Playwriting

**3 credit(s); prereq 3115 or [writing sample, instr consent];**

**Instructor:** Obolensky, Kira

**Description:** Co-taught by Kira Obolensky and Lisa Channer. This intermediate writer's workshop will provide a supportive and stimulating environment in which writers, directors and actors can develop both playwriting and critical skills. Suitable for students who have written in other mediums, as well as theatre students who have participated in the creation of new plays, this class will explore various ways of play-making: from linear, plot-driven scripts, to work that develops its own logic, to plays inspired by topics, improvisation and research. We'll be specifically exploring the Joint Stock Method, a way of collaborating on large-scale production by sharing responsibilities for research and writing. The class is ideal for students willing to experiment and collaborate. Among other sources of inspiration, we'll explore the Sumerian epic poem, Gilgamesh. Everyone will participate in writing, performing and interpreting. Each class will contain discussion and analysis of existing works from the 'theatrical canon'; writing exercises; and in-class discussion of our work in progress. The class will address various topics, among them: script as a map; the well-made play and other valid theatrical experiences; and quickness and lightness. Because of the semester's focus on the creation of a group play, we'll spend time studying other well-known plays created in this method by such writers and collectives as SITI Company, David Hare and Caryl Churchill.

#### TH 4399 BFA Rehearsal and Performance VI

**A-F only, 2 credit(s); prereq BFA-acting sr;**

**Instructor:** STAFF

**Description:** BFA Core Component

#### TH 4532 Makeup for the Actor

**2 credit(s);**

**Instructor:** Bundick, Theresa Jane

**Description:** Student may contact the instructor or department for information.

#### TH 4901 Senior Seminar

**S-N only, 2 credit(s); prereq Sr, [Th or Dnce major]; Credit will not be granted if credit has been received for: DNCE 4901;**

**Instructor:** Gwinup, Martin Bruce

**Description:** Student may contact the instructor or department for information.

#### TH 4905H Honors: Tutorial Seminar in Theatre Arts

**A-F only, 2-4 credit(s), max credits 4, 1 completion allowed; prereq =4905; honors, theatre arts, dept consent; limit [2 cr for [cum laude or magna cum laude], 4 cr for summa cum laude];**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

#### TH 4178W Survey of Dramatic Literature II: Representation and its Effects

**3 credit(s); prereq [[3171, 3172], [jr or sr]] or instr consent; Meets CLE req of Writing Intensive;**

**Instructor:** Daddario, William C

**Description:** Student may contact the instructor or department for information.

#### TH 5100 Theatre Practicum

**1-4 credit(s), max credits 20, 10 completions allowed; prereq instr consent, dept consent; 4 cr of 3100 for undergrads;**

**Instructor:** STAFF

**Description:** Individual creative projects in production of approved plays as an actor, director, dramaturg or playwright.

#### TH 4322 Acting for the Camera

**3 credit(s); prereq 1301 or 3321;**

**Instructor:** Diercks, Shirley V

**Description:** This is a valuable course to help the actor/student interested in film, to find, through varied assignments their adaptability to the camera. The participant should be prepared to be on-camera most class days. We will assign storytelling, editorial presentation, industrial exercises, and finally performance in a short film scene with full preparation as to memory, scenic design and props, appropriate lighting and setting. There will be a crew of students to assist the Professor and TA in these productions. All will be followed by the student participation in the editing process of their own work. Welcome to the world of the camera Shirley Venard

**Grading:** 10% reports/papers, 10% quizzes, 60% in-class presentation, 20% class participation. "It is unnecessary to give a percentage amount to 'attendance' as none of the above percentages will be possible if you are not there."

**Exam Format:** Quizzes and then a final paper to serve as an exam.

#### TH 5117 Performance and Social Change

**A-F only, 3 credit(s); prereq Jr or sr or grad student;**

**Instructor:** Kufnec, Sonja

**Description:** Co-taught with Maria Asp (Children's Theatre) this class provides internship opportunities with Neighborhood Bridges (an arts literacy program in K-12 schools), Washburn High school's theater classes, and St. Paul Central High school's theater classes, arts literacy, and Seeds of Change program-- a support group by and for African American males and their allies addressing the educational 'achievement gap.' The class meets once a week for skill-building, scholarly framing, and reflections on the process of becoming a teaching artist. Graduate students may use the class as an opportunity for participatory action research with the above listed sites. Readings/framings include Paulo Freire, bell hooks, Gloria Anzaldua, Michel Foucault, Bill Ayres, Augusto Boal, Jack Zipes, Cynthia Lewis, Henry Giroux, Cynthia Lewis and others. AN INTERVIEW WITH INSTRUCTOR IS REQUIRED FOR ENROLLMENT.

**Style:** 10% Lecture, 25% Discussion, 25% Small Group Activities, 25% Student Presentation, 15% Demonstration. performance workshops: As embodied learning exemplifies the pedagogical approach of this activist course, students will research contemporary, local and historical projects as well as create their own.

**Grading:** 25% reports/papers, 25% special projects, 25% in-class presentation, 25% class participation.

#### TH 4380 Creative Collaboration

**1-3 credit(s), max credits 12, 4 completions allowed; prereq Audition, interview, instr consent;**

**Instructor:** STAFF

**Description:** Ensemble creation of a single theatre performance work. Creative/dramaturgical work. Public showing of work, completed or in-progress. Students work collaboratively with faculty or affiliate guest artists.

#### TH 5182 Contemporary Black Theatre: 1960-Present

**3 credit(s); Credit will not be granted if credit has been received for: AFRO 5182;**

**Instructor:** Taylor, Dominic A

**Description:** Student may contact the instructor or department for information.

#### TH 4395 BFA Intensive III

**A-F only, 2 credit(s); prereq BFA-acting sr;**

**Instructor:** STAFF

**Description:** BFA Core Component

#### TH 5330 Comedy: Advanced Physical Performance Studio

**A-F only, 3 credit(s); prereq 3331, instr consent;**

**Instructor:** Rosen, Robert S

**Description:** A rigorous on-your-feet foray into the mechanics of creating physical comedy. This course will explore the great trickeries of human nature, the joy of tricking and the joy to be tricked. We will look at the clown from a personal point of view through the search for one's own ridiculous side. Exercises will focus on how comedy is born from tragedy and the state of conflict within one's self. Preparation will include acrobatics and improvisation and great attention will be paid to the manipulation of objects. This course will also take a look at the anthropology of clowns, fools and jesters throughout history, as well as a critical look at the work of Karl Valentin, Buster Keaton, Jacques Tati, Grock, and Harold Lloyd among others.

#### TH 5500 Theatre Design Practicum

**1-3 credit(s), max credits 20, 10 completions allowed; prereq 3515, instr consent, dept consent;**

**Instructor:** STAFF

**Description:** Individual projects in production of approved plays as a designer for scenery/properties, costumes, lighting or sound.

**Style:** 100% Laboratory.

**Grading:** 100% other evaluation. final production and prep work

#### TH 5554 Multimedia Production for Live Performance

**3 credit(s); prereq 5553 or instr consent;**

**Instructor:** Gwinup, Martin Bruce

**Description:** This course will center around the use of multimedia, both conventional and non, in the development and creation of a live performance. This course will have opportunities for designers, composers, musicians, artists, and possibly computer science students. The class will work together to create the environment (visual, aural, visceral, emotional) for a production. The course will be used to first train the students in necessary technologies and then to utilize that knowledge and the individuals creativity towards the final product. Topics or potential areas include, composition for live performance (both visual and aural), incorporating the actor into multimedia production, use of special technologies such as digital video, audio, graphics, projections, and control systems, MIDI sequencing and control, lighting control and tricks, scenic/costume materials and approaches to this type of production.

**Style:** 30% Lecture, 20% Discussion, 50% Laboratory.

**Grading:** 15% special projects, 10% in-class presentation, 15% class participation, 60% laboratory evaluation.

#### TH 5559 Sound Design for Performance

**3 credit(s); prereq 4555 or instr consent ;**

**Instructor:** Johnson, Montana J

**Description:** Student may contact the instructor or department for information.

#### TH 5560 Drawing, Rendering, and Painting for the Theatre Designer II

**3 credit(s); prereq 5510;**

**Instructor:** Brockman, C Lance

**Description:** This course is designed to help theatre and performance designers build basic skills in representational drawing and rendering. In addition, students will develop skills of adapting style variations suitable for performance interpretation. This basic course provide exercises to strengthen the application of various mediums of expression (pastels, charcoal, watercolor, gouache and acrylic) within the context of historical and aesthetic periods of artistic expression. It is fun!!!

**Style:** 100% Studio. Students will work through visual problems within the time limits of this course; however, they will be expected to finish exercises outside of class. Amount of time is dependent on interest in bring drawing and painting exercises to completion.

**Grading:** 10% attendance, 45% laboratory evaluation, 45% problem solving. Students are provided with a mid-semester evaluation based on presentation of work at that point of development. This is followed with recommendations on specific points and skills to focus on during the remainder of the course.

#### TH 5570 Properties/Scenery Technology

**1-3 credit(s), max credits 15, 15 completions allowed; prereq 3515 or grad or instr consent;**

**Instructor:** Farrell, Faith Ann

**Description:** This section of 5570 is specifically for Scene Painting: The Historical Method. Students will learn the basics of illusionary painting and how to create faux finishes and trompe l'oeil consistent with methods of Victorian scenic artist. Students will work through a series of projects that include sight-sizing, value study, and color manipulation. Advance students will participate on large-scale projects for the Minnesota Centennial Showboat. Instructor's permission is required.

**Style:** 100% Laboratory.

**Grading:** 100% laboratory evaluation.

#### TH 5570 Properties/Scenery Technology

**1-3 credit(s), max credits 15, 15 completions allowed; prereq 3515 or grad or instr consent;**

**Instructor:** Gwinup, Martin Bruce

**Description:** Student may contact the instructor or department for information.

#### TH 5570 Properties/Scenery Technology

**1-3 credit(s), max credits 15, 15 completions allowed; prereq 3515 or grad or instr consent;**

**Instructor:** Brockman, C Lance

**Description:** This section of 5570 is specifically for Scene Painting: The Historical Method. Students will learn the basics of illusionary painting and how to create faux finishes and trompe l'oeil consistent with methods of Victorian scenic artist. Students will work through a series of projects that include sight-sizing, value study, and color manipulation. Advance students will participate on large-scale projects for the Minnesota Centennial Showboat. Instructor's permission is required.

**Style:** 100% Laboratory.

**Grading:** 100% laboratory evaluation.

#### TH 5580 Costume Technology

**3 credit(s), max credits 15, 5 completions allowed; prereq 3515 or grad or instr consent ;**

**Instructor:** Binder-Pettigrew, Susan M

**Description:** Spring Semester's emphasis is Draping. The student will gain working knowledge of pattern making using a technique where in a pattern is achieved by draping and manipulating fabric directly on a dressmaker's form.

#### TH 5590 Theatre Technology Practicum

**1-3 credit(s), max credits 15, 15 completions allowed; prereq 3515, instr consent, dept consent; 4 cr max for undergrads;**

**Instructor:** STAFF

**Description:** Individual creative projects in the technology or craft areas of theatre that further practical skills or knowledge in the fields of costume, lighting, makeup, props, scenery, sound, or theatre management.

#### TH 5711 Advanced Stage Direction

**3 credit(s); prereq [4711, instr. consent] or grad student;**

**Instructor:** Bellamy, Louis Richard

**Description:** Student may contact the instructor or department for information.

#### TH 5716 Stage Management for the Theatre

**4 credit(s); prereq [1101, 1321, soph] or grad;**

**Instructor:** Swartwout, Christine M

**Description:** Student may contact the instructor or department for information.

#### TH 5760 Advanced Stage Management

**2-3 credit(s), max credits 3, 1 completion allowed; prereq 5716 or concurrent enrollment 5716, instr consent; [4 cr max for undergrads];**

**Instructor:** Swartwout, Christine M

**Description:** Student may contact the instructor or department for information.

#### TH 5950 Topics in Theatre

**1-4 credit(s), max credits 20, 20 completions allowed;**

**Instructor:** STAFF

**Description:** Casa Cushman is a new play about the life and work of 19th century American actress Charlotte Cushman. One of the most important actresses of her time, Cushman was famous for her interpretation of the leading MALE roles in Shakespeare. Cushman continually challenged Victorian notions of gender in her stage portrayals of male characters and of strong, androgynous female characters. When Charlotte Cushman made her last appearance in New York in 1874, a reported 14,000 fans filled the streets at 23rd Street from 5th to 6th Avenues just to catch a glimpse of the actress from her balcony. Cushman not only challenged Victorian notions of gender onstage, she played the man in every area of her life. She gathered around her an incredible circle of emancipated 19th century women: painters, poets, sculptors and literary women, many of whom she financially supported. And she had intense love affairs with several of them. There is at the Library of Congress a collection of over 1,000 unpublished letters, written by Cushman to Emma Crow, the transcription of which has been a 10-year labor of love by scholar Lisa Merrill. Many of Cushman's letters to Crow include the directive: "burn this letter," but they were not burned. Preserved, they chronicle a passionate Victorian-era lesbian love story before such love was thought to exist.

**Grading:** Performance projects

**Exam Format:** Performance projects

#### TH 5993 Directed Study

**1-5 credit(s), max credits 20, 20 completions allowed; prereq 6 Th cr, instr consent, dept consent, college consent;**

**Instructor:** STAFF

**Description:** Guided individual reading or study.

#### TH 8116 History and Theory of Western Theatre: 20th Century From 1945 to the Present

**3 credit(s);**

**Instructor:** Kuftinec, Sonja

**Description:** Student may contact the instructor or department for information.

#### TH 8120 Seminar

**3 credit(s), max credits 12, 4 completions allowed;**

**Instructor:** Lewis, Megan

**Description:** TH8120: Signature Seminar Performing Africa: Theory, Contexts, Ethnography and Pedagogy Spring 2011 Birthplace of humanity; antithesis of civilization; deep, dark place of bestial wildness; romantic canvas for Western fantasy; alarm call for the social ills of the world; space of multiplicitous sites of struggle; tapestry of conflicting visions; performing protagonist. Such are the myriad ways in which Africa, the continent, and Africans, her people, have been positioned discursively. Or, put another way, how Africa is performed by external forces and is performing from within this diverse continent. Through the detailed analysis of a variety of African performance texts/media, this course investigates how theatrical performance mediates epistemological, ethnocultural, and "national" formations in African contexts. We will analyze plays and performances that stage Africa and Africans, consider the theatrical procedures of such performances, and examine theatrical representation as a methodology of conquest and resistance across the African continent. We will cover key theorists appropriate to this area of study, engage with the ethics of performance ethnography in Africa, and explore theatrical forms and interventions specific to the African performance context, including ritual/trance, syncretic forms, Theatre for Development, protest theatre, concert parties, African dance and movement-based forms, performance art, and African film. By preparing students to teach African performance as part of an undergraduate theatre/performance or literature/cultural studies curriculum, the class will also address what Steve Tillis calls the "Eurocentric Standard Western Approach" and how it marginalizes, even erases, substantive non-Western content in academic curricula. Students will map their own research agenda, based on a specific performance archive they choose to explore further, and write a final 20-page paper. Across the course, we will workshop these individual

archival explorations through discussion of readings and articles, an annotated bibliography, and an oral presentation. Students will also be responsible for weekly in-class presentations and discussion leadership around key theoretical texts under study.

#### TH 8950 Topics in Theatre

**1 credit(s), max credits 8;**

**Instructor:** Lefebvre, Mathew James

**Description:** Student may contact the instructor or department for information.

## Toxicology

### 244 Veterinary Diagnostic Lab

#### TXCL 5000 Directed Research in Toxicology

**A-F only, 1-4 credit(s), max credits 16, 16 completions allowed; prereq instr consent;**

**Instructor:** Murphy, Michael J

**Description:** Student may contact the instructor or department for information.

#### TXCL 5545 Introduction to Regulatory Medicine

**A-F only, 2 credit(s); prereq Grad student or instr consent; Credit will not be granted if credit has been received for:**

**CVM 6545;**

**Instructor:** Murphy, Michael J

**Description:** Student may contact the instructor or department for information.

## Translation and Interpreting

### 101 Wesbrook Hall

#### TRIN 3001 Introduction to Translation

**3 credit(s); prereq Bilingual proficiency in [English, second language of instruction];**

**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 3001 Introduction to Translation

**3 credit(s); prereq Bilingual proficiency in [English, second language of instruction];**

**Instructor:** Giannini, Claudia A

**Description:** This is a fully online section offered through Online and Distance Learning (ODL), College of Continuing Education. Visit "Class URL" for ODL policy, fee, and financial aid information. This course will give students the basic theoretical and practical background necessary to translate documents intended to inform and educate the general public in a way that is both culturally sensitive and stylistically appropriate. It will prepare students for further instruction in community translation and interpreting.

**Style:** Online with partly handwritten exam

**Grading:** --Online discussions and quizzes each week (15%) --5 online peer reviews of short translation assignments (10%) --4 short translation assignments (20%) --Term translation project (20%) --Midcourse exam (15%) --Final exam: 2 exams (20%)

**Exam Format:** --Final 2 exams?one online, one proctored

#### TRIN 3002 Intermediate Translation

**3 credit(s), max credits 6; prereq 3001;**

**Instructor:** Giannini, Claudia A

**Description:** This course is aimed at strengthening and further developing the linguistic principles and translation strategies acquired in the Introduction to Translation course (TRIN 3001).

Students will tackle the exegesis (semantic analysis) and translation of challenging texts, both general and specialized (e.g. medical, social services, legal). The course is focused mainly on medical texts, but students' interests will be considered for the final choice of translation materials. Some principles of comparative stylistics will be presented and applied to actual texts. Students will analyze and/or practice some of the different types of work translators can do: translation, editing, proofreading, project management, quality control, localization, document review, and cultural analysis.

**Style:** 20% Lecture, 40% Discussion, 25% Small Group Activities, 5% Student Presentation, 5% Demonstration, 5% Guest Speakers. Seminar-type discussions will be the basis of the course.

**Grading:** 15% mid exam, 20% final exam, 15% special projects, 20% written homework, 5% in-class presentation, 25% class participation. Class participation (discussion of reading materials/translation assignments) will amount to one quarter of the final grade; attendance is therefore very important. Written homework refers to translation assignments.

#### **TRIN 3101 Introduction to Interpreting**

**3 credit(s); prereq high level of proficiency in spoken English and another language; 3001 recommended;**  
**Instructor:** STAFF

**Description:** A practical and theoretical introduction to interpreting in health, human service, and legal settings. Emphasis on understanding the unique role of the interpreter, current models and modes of interpreting, ethical issues and professional standards of practice, and developing skills in understanding and analyzing spoken language.

#### **TRIN 3102 Consecutive Interpreting**

**3 credit(s); prereq 3101, high level of proficiency in [spoken English, another language];**

**Instructor:** Tapias-Heinrich, Betty Ann

**Description:** Student may contact the instructor or department for information.

#### **TRIN 4201 Interpreting in Health Care Settings**

**A-F only, 3 credit(s); prereq 1201, 3102;**

**Instructor:** Gustafson, Elisa Lorna

**Description:** Student may contact the instructor or department for information.

## **University College**

*20 Classroom Office Building*

#### **UC 1005 The American University**

**3 credit(s); prereq International student;**

**Instructor:** Godfrey, LeeAnne Berger

**Description:** Student may contact the instructor or department for information.

#### **UC 1485 Creativity: Photography**

**4 credit(s); prereq Own camera [35 mm w/adjustable controls preferred], UC; \$50 lab fee; Credit will not be granted if credit has been received for: PSTL 1485;**

**Instructor:** Millikan, Jeffrey B

**Description:** This introductory course explores conceptual, technical, and historical aspects of photography as an art form. Emphasis is on the creative process through hands-on experience as students learn about camera control, film development, enlarging, and printing in a photographic darkroom. Students receive instruction and support through individual and group discussion and critiques as they work to create a portfolio of their own images. Course includes required lab time in addition to scheduled class times. Students must have a film based camera, (35mm with adjustable controls preferred).

**Style:** 30% Lecture, 20% Discussion, 50% Laboratory.

#### **UC 3201 Web Designer Introduction**

**4 credit(s);**

**Instructor:** Husom, David Harold

**Description:** See and learn the Web design process by mastering the four phase process of site development: plan, design, produce and publish. Learn design principles, business practices and site analysis. Use industry standard Web design software including Adobe Photoshop, 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. Course notes will be available at the Coffman Bookstore.

**Style:** 10% Lecture, 10% Discussion, 50% Laboratory, 5% Student Presentation, 25% Demonstration.

**Grading:** 75% special projects, 10% quizzes, 5% in-class presentation, 10% class participation. Students create a Web site for a final project

## **Urban Studies**

*348 Social Sciences Building*

#### **URBS 1001W Introduction to Urban Studies: The Complexity of Metropolitan Life**

**A-F only, 3 credit(s); Meets CLE req of Writing Intensive;**

**Instructor:** Kayzar, Brenda

**Description:** Drawing from multiple disciplines, this course examines the complexities of urban and metropolitan environments. A breadth of topics is covered amid changing social, political and economic contexts including governance, technology, planning and design concepts, investment and uneven development, citizen activism and cultural representations in art and film. Three project modules with videos, internet mapping projects, and fieldwork, demonstrate concepts-interactively. This is a writing intensive course (3 cr.). Taught fall and spring.

**Style:** 60% Lecture, 10% Film/Video, 10% Discussion, 5% Small Group Activities, 5% Guest Speakers. Per Semester: Approximately 4-5 hours of fieldwork. Approximately 4-5 hours of computer mapping.

**Grading:** 30% final exam, 30% reports/papers, 30% special projects, 10% other evaluation. Other Evaluation: In class discussion/small group activities

**Exam Format:** Blue Book-Essay Format

#### **URBS 3001W Introduction to Urban Studies: The Complexity of Metropolitan Life**

**A-F only, 3 credit(s); prereq =1001; Meets CLE req of Writing Intensive;**

**Instructor:** Kayzar, Brenda

**Description:** Drawing from multiple disciplines, this course examines the complexities of urban and metropolitan environments. A breadth of topics is covered amid changing social, political and economic contexts including governance, technology, planning and design concepts, investment and uneven development, citizen activism and cultural representations in art and film. Three project modules with videos, internet mapping projects, and fieldwork, demonstrate concepts-interactively. This is a writing intensive course (3 cr.). Taught fall and spring.

**Style:** 60% Lecture, 10% Film/Video, 10% Discussion, 5% Small Group Activities, 5% Guest Speakers. Per Semester: Approximately 4-5 hours of fieldwork. Approximately 4-5 hours of computer mapping.

**Grading:** 30% final exam, 30% reports/papers, 30% special projects, 10% other evaluation. Other Evaluation: In class discussion/small group activities

**Exam Format:** Blue Book-Essay Format

#### **URBS 3202 Urban Studies Colloquium**

**A-F only, 1 credit(s), max credits 4, 4 completions allowed;**

**Instructor:** Martin, Judith A

**Description:** Student may contact the instructor or department for information.

**URBS 3202 Urban Studies Colloquium****A-F only, 1 credit(s), max credits 4, 4 completions allowed;****Instructor:** Pentel, Paula R

**Description:** Sec 001 Financing Affordable Housing 06:00 P.M. - 08:00 P.M. , T (01/22/2008 - 03/16/2008), 1 credit. This course will focus on municipal and state approaches to affordable housing development, preservation, and finance. Technical, monetary, and ideological perspectives of the public sector and its for- and non-profit partners will be explored, as will the attitudes and tendencies of the communities they serve. The class will include introductions to the financing programs so critical to these efforts. Case studies on agency budgeting, trends, and programmatic approaches will be used and analyzed. Jonathan Stanley, a graduate of the Urban Studies Program, earned an MA in Urban and Regional Planning from the University of Pennsylvania, and worked in affordable housing at the New York City Department of Housing Preservation & Development (HPD). He now works for Minnesota Housing, one of the major sources of financing for affordable housing.

**URBS 3500 Urban Studies Workshop****A-F only, 3 credit(s), max credits 9, 3 completions allowed; prereq instr consent ;****Instructor:** STAFF

**Description:** URBS 3500 Urban Studies Workshops sec -001 Revitalization: Planning and Implementation, 06:30 P.M. - 09:30 P.M. M (01/22/2008 - 05/09/2008) 3 credits This workshop examines what it takes to revitalize neighborhoods or commercial areas in disadvantaged communities. This is a daunting challenge because of the multiple and inter-related dynamic factors that perpetuate the disadvantaged condition. As a class, we will work to understand the nature of that challenge, and we will explore and discuss a toolkit of analytical methods, development and business strategies, and organizational approaches that can be instrumental in overcoming barriers and fostering positive change. Students will develop a case study that examines a successful revitalization process, and identifies the planning and implementation elements that were most pivotal in that process. Tom Leighton, AICP is a principal planner with the city of Minneapolis. sec -002 Urban Real Estate Development: Fundamentals, Process and Outcome 06:00 P.M. - 09:00 P.M. , W (01/22/2008 - 05/09/2008) , BlegH 240 , TCWESTBANK , 3 credits This course will (1) explore and explain disparate disciplines that interact with and depend on each other in urban real estate development while (2) explaining development itself as a holistic, ecological process and profession. The class will first explore the fundamental disciplines involved in the urban real estate development process, including budgeting and finance, property management and asset management. Then the course will examine these fundamentals in simulated real estate developments in a chosen Twin Cities neighborhood. The class will have a chance to explore high profile, ongoing Twin Cities? development(s) through site visit(s). Students must have or be willing to develop a basic comfort with spreadsheets (Microsoft Excel), and must be open to learning more about financial analysis, a critical fundamental language of urban development. Pat Connolly was a housing specialist for Commonbond Housing, and is now the director of housing development for Lutheran Social Services.

**URBS 3751 Understanding the Urban Environment****A-F only, 3 credit(s); Meets CLE req of Environment;****Instructor:** Pentel, Paula R

**Description:** Where is nature in the city? Ecological function? Students will examine links between cities and the environment with an emphasis on air, soil, water, pollution, parks, public space, sustainability, and environmental justice, among others. We will examine the interplay of the environment, technology, scientific knowledge, and culture/politics in this wide-ranging course. Students are required to complete one field trip. Ms Pentel is a City Council member for the City of Golden Valley and a PhD candidate in Geography.

**Style:** 50% Lecture, 25% Discussion.**Grading:** 25% final exam, 10% reports/papers, 40% quizzes, 5% in-class presentation, 10% class participation, 10% other evaluation. Fieldtrip reaction paper**Exam Format:** multiple choice and short answer**URBS 3771 Fundamentals of Transit****A-F only, 3 credit(s);****Instructor:** Loetterle, Francis E

**Description:** . Transportation is a fundamental characteristic of urban systems. Participation in the variety of activities available in the urban environment requires movement; transportation provides the means to move from one place to another. Urban transit, as one of the forms of urban transportation, has unique characteristics that need to be understood by the urban planner. This course is not simply a justification for transit. This course will focus on all aspects of the delivery of transit services, including funding, service planning, facility design and implementation. Special emphasis will be placed on the types of transit services available and matching services to the market. This includes regular route bus, heavy rail, light rail, commuter rail, bus rapid transit, personal rapid transit, and demand responsive services. While there will be extensive discussion of the Twin Cities, students will be exposed to a variety of transit services and technologies not available in the Twin Cities.

**URBS 3955W Senior Paper Seminar****A-F only, 2 credit(s); prereq dept consent ; Meets CLE req of Writing Intensive;****Instructor:** Martin, Judith A

**Description:** This seminar is intended for urban studies seniors who are undertaking their senior papers. Methods and resources for research will be the focus and significant writing will be expected. Students will share experiences, work on drafts, and should expect to have a first draft completed well before the term. Students should have a paper proposal ready before taking the class (paragraph describing the paper) Judith Martin

**URBS 3993 Urban Studies Directed Study****A-F only, 2-3 credit(s), max credits 6, 3 completions allowed; prereq UrbS majors, instr consent, dept consent;****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.

**URBS 5101 The City and the Metropolis: An Exploration****A-F only, 3 credit(s); prereq Grad student or [adv UrbS undergrad, instr consent ];****Instructor:** Martin, Judith A

**Description:** Are cities more than places with relationships between buildings and locations? Are they more than an economic nexus? What do we need to live in any city? Who are the city's people? How does it all "work?" What is "suburban and what is "metropolitan?" These questions and more will be tackled in this class, which aims to explore the diverse experiences of U.S. (and other) cities and metropolitan areas. We will rely on classic and contemporary readings, fieldwork and cultural experiences to broaden and deepen students' perspectives about these issues. A research paper, or substantial alternative project, will be expected.

**Style:** Lecture/Dialogue**Grading:** 80% reports/papers, 20% in-class presentation.**Veterinary & Biomedical Sciences****VBS 2032 General Microbiology with Laboratory****4 credit(s); prereq [CHEM 1011, one semester college biology] or instr consent, primarily for non-microbiology majors; Credit will not be granted if credit has been received for: MICB 3301;****Instructor:** Johnson, Timothy J**Description:** Student may contact the instructor or department for information.



## Veterinary Clinical Sciences

### C-339 Veterinary Teaching Hospital

#### VCS 4606 Small Animal Management

**A-F only, 3 credit(s);**

**Instructor:** Lowum,Susan E

**Description:** Student may contact the instructor or department for information.

#### VCS 4992 Directed Readings in Veterinary Clinical Sciences

**A-F only, 1-6 credit(s), max credits 12; prereq [One-page proposal, bibliography of works to be read] submitted to faculty;**

**Instructor:** Modiano,Jaime

**Description:** Student may contact the instructor or department for information.

#### VCS 4993 Directed Study in Veterinary Clinical Sciences

**A-F only, 1-6 credit(s), max credits 12; prereq One-page proposal submitted to faculty member;**

**Instructor:** Modiano,Jaime

**Description:** Student may contact the instructor or department for information.

#### VCS 4994 Directed Research in Veterinary Clinical Sciences

**A-F only, 1-6 credit(s), max credits 12; prereq One-page proposal submitted to faculty member;**

**Instructor:** Modiano,Jaime

**Description:** Student may contact the instructor or department for information.

## Veterinary Medicine, Graduate

### 455 Veterinary Teaching Hospital

#### VMED 5080 Problems in Veterinary Epidemiology and Public Health

**A-F only, 1-3 credit(s), max credits 3, 1 completion allowed;**

**Instructor:** Bender,Jeff Blaine

**Description:** Student may contact the instructor or department for information.

#### VMED 5211 Advanced Large Animal Physiology II

**A-F only, 1-3 credit(s), max credits 3, 1 completion allowed; prereq instr consent ; 5210 recommended;**

**Instructor:** Malone,Erin

**Description:** Student may contact the instructor or department for information.

#### VMED 5232 Comparative Clinical Veterinary Dermatologic Pathology

**S-N only, 1 credit(s), max credits 2; prereq DVM degree or foreign equiv;**

**Instructor:** Torres,Sheila Mello

**Description:** Student may contact the instructor or department for information.

#### VMED 5241 Advanced Small Animal Pathobiology II

**A-F only, 1 credit(s); prereq CVM grad student, [DVM or foreign equiv] degree;**

**Instructor:** Patterson DVM,Ned

**Description:**

**Grading:** 50% reports/papers, 50% attendance.

#### VMED 5295 Problems in Large Animal Clinical Medicine/Surgery and Theriogenology

**A-F only, 1 credit(s), max credits 3, 3 completions allowed; prereq VMed grad student, possess DVM;**

**Instructor:** Valberg,Stephanie J

**Description:** Student may contact the instructor or department

for information.

#### VMED 5310 Topics in Veterinary Clinical Pathology

**S-N only, 1 credit(s), max credits 2; prereq Grad student in CVM;**

**Instructor:** Overmann,Jed A

**Description:** Student may contact the instructor or department for information.

#### VMED 5319 Veterinary Gross Pathology

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq Grad student in CMB or [VMED, [DVM degree or foreign equivalent], college consent ];**

**Instructor:** Wuenschmann,Arno

**Description:** Student may contact the instructor or department for information.

#### VMED 5330 Veterinary Descriptive Histopathology

**1 credit(s), max credits 2; prereq Grad student in VMED or [CMB, [DVM degree or foreign equiv]] or instr consent ;**

**Instructor:** Armien,Anibal Guillermo

**Description:** Student may contact the instructor or department for information.

#### VMED 5496 Training in Swine Production and Management

**S-N only, 4 credit(s); prereq VMED grad student or instr consent ;**

**Instructor:** Dee,Scott Allen

**Description:** Student may contact the instructor or department for information.

#### VMED 5594 Research in Veterinary Medicine

**1-4 credit(s), max credits 8; prereq Jr, instr consent ;**

**Instructor:** Sreevatsan,Srinand

**Description:** Student may contact the instructor or department for information.

#### VMED 5670 Bovine Surgery Practicum

**S-N only, 2 credit(s); prereq [VMed grad student, [DVM or equiv foreign degree]] or instr consent ;**

**Instructor:** Malone,Erin

**Description:** This two week intensive course is designed to provide training in ruminant surgery to VMC graduate students and DVMs. The course is unusual in format from most veterinary curriculum offerings and provides an indepth evaluation of food animal surgery principles as well as hands on laboratory components to solidify understanding of the material. Course goal(s): Provide training in ruminant surgery Objectives: Course objectives : 1. To review basic and advanced ruminant surgery principles, including diagnostics and corresponding medical management, in lecture format 2. To practice principles of ruminant surgery in a variety of laboratory formats  
**Style:** 40% Lecture, 50% Laboratory, 10% Student Presentation. 8-5 M-F for two week blocks (one in fall, one in early spring)  
**Grading:** 20% reports/papers, 20% special projects, 20% in-class presentation, 20% class participation, 20% laboratory evaluation.

#### VMED 5910 Grant Writing: What Makes a Winning Proposal?

**S-N only, 1 credit(s); Credit will not be granted if credit has been received for: CMB 5910;**

**Instructor:** Matchett,Karin Elizabeth

**Description:** Student may contact the instructor or department for information.

#### VMED 5990 Veterinary Public Practice Seminar

**1 credit(s), max credits 2; prereq DVM degree or MPH enrolled student or instr consent ;**

**Instructor:** Wagstrom,Liz

**Description:** Student may contact the instructor or department for information.

#### VMED 8201 Advanced Small Animal Veterinary Medicine

**A-F only, 1-5 credit(s), max credits 5, 1 completion allowed; prereq instr consent;**

**Instructor:** Polzin,David J

**Description:** Student may contact the instructor or department for information.

**VMED 8202 Internal Medicine in Small Companion Animals**  
A-F only, 1-3 credit(s), max credits 3, 1 completion allowed;  
prereq instr consent;

**Instructor:** Polzin,David J

**Description:** Student may contact the instructor or department for information.

**VMED 8220 Advanced Nephrology/Urology Clinics**  
1-3 credit(s), max credits 3, 1 completion allowed; prereq  
instr consent ;

**Instructor:** Polzin,David J

**Description:** Student may contact the instructor or department for information.

**VMED 8230 Medical Conference**  
1-3 credit(s), max credits 3, 1 completion allowed; prereq  
instr consent;

**Instructor:** Lulich PhD,Jody P

**Description:** Student may contact the instructor or department for information.

**VMED 8292 Journal Club: Large Animal Internal Medicine**  
A-F only, 1 credit(s), max credits 3, 3 completions allowed;  
prereq instr consent;

**Instructor:** Ward,Christie

**Description:** Student may contact the instructor or department for information.

**VMED 8293 Advanced Studies in Nephrology and Urology**  
A-F only, 1-3 credit(s), max credits 3, 1 completion allowed;  
prereq instr consent;

**Instructor:** Lulich PhD,Jody P

**Description:** Student may contact the instructor or department for information.

**VMED 8394 Research in Veterinary Medicine**  
1-3 credit(s), max credits 3, 1 completion allowed; prereq  
instr consent;

**Instructor:** Sreevatsan,Srinand

**Description:** Student may contact the instructor or department for information.

**VMED 8492 Seminar: Infectious Diseases and Swine Medicine**  
1 credit(s), max credits 2;

**Instructor:** Dee,Scott Allen

**Description:** Student may contact the instructor or department for information.

**VMED 8530 Advanced Swine Diseases**  
2 credit(s);

**Instructor:** Joo,Han Soo

**Description:** Student may contact the instructor or department for information.

**VMED 8593 Advanced Veterinary Virology and Serology**  
1-3 credit(s), max credits 3, 1 completion allowed;

**Instructor:** Joo,Han Soo

**Description:** The course is designed to give lectures on selected topics and to discuss the principle and application of different laboratory techniques that are commonly used in clinical virology and serology research. Students will have opportunities to practice various laboratory techniques. We will meet once a week for 3-4 hours with instructor. During the course, instructors may distribute research papers related to the topics. Evaluation will be largely based on active participation in the discussion and home works. An oral presentation on a selected topic will be assigned to each student.

**Style:** 30% Lecture, 60% Laboratory, 10% Student Presentation.

**Grading:** 20% written homework, 10% attendance, 20% in-class presentation, 20% class participation, 30% laboratory evaluation.

**VMED 8682 Advanced Large Animal Surgery**  
A-F only, 1-3 credit(s), max credits 6, 6 completions allowed;  
prereq DVM or equiv degree, instr consent;

**Instructor:** Trent,Ava M

**Description:** Student may contact the instructor or department for information.

**VMED 8793 Seminar: Veterinary Anesthesiology**  
A-F only, 1-2 credit(s), max credits 2, 1 completion allowed;  
prereq [CVM 6321 or equiv], DVM degree;

**Instructor:** Graham DVM,Lynelle

**Description:** Student may contact the instructor or department for information.

**VMED 8796 Avian Anesthesia and Orthopedic Surgery**  
A-F only, 1-3 credit(s), max credits 3, 1 completion allowed;  
prereq courses in vet anesthesia, vet small animal  
orthopedics;

**Instructor:** Redig,Patrick Thomas

**Description:** Student may contact the instructor or department for information.

## Veterinary Population Medicine

**VPM 3700 Equine Reproduction and Breeding Management**  
A-F only, 2 credit(s); prereq AnSc 3305 recommended;

**Instructor:** Madill,Scott

**Description:** Student may contact the instructor or department for information.

**VPM 4131 Immunology**  
3 credit(s); Credit will not be granted if credit has been  
received for: MICB 4131;

**Instructor:** Molitor,Thomas William

**Description:** Student may contact the instructor or department for information.

## Water Resources Science 173 McNeal Hall

**WRS 5101 Water Policy**  
3 credit(s); prereq Grad student or instr consent ;

**Instructor:** Swackhamer,Deborah L

**Description:** Student may contact the instructor or department for information.

**WRS 8100 Interdisciplinary Seminar in Water Resources**  
0.5-3 credit(s), max credits 3, 3 completions allowed;

**Instructor:** Nieber,John Little

**Description:** Student may contact the instructor or department for information.

**WRS 8581 Research and Professional Ethics in Water Resources and Environmental Science**  
S-N only, 0.5 credit(s); prereq [Environmental engineering or  
water resources science] grad student or instr consent;  
Credit will not be granted if credit has been received for: CE  
8442;

**Instructor:** Newman,Raymond M

**Description:** Student may contact the instructor or department for information.

**WRS 8581 Research and Professional Ethics in Water Resources and Environmental Science**  
S-N only, 0.5 credit(s); prereq [Environmental engineering or  
water resources science] grad student or instr consent;  
Credit will not be granted if credit has been received for: CE  
8442;

**Instructor:** Werne,Josef P

**Description:** Student may contact the instructor or department for information.

for information.

## Work and Human Resource Education 330 Wulling Hall

### WHRE 2711 Societies of the Future: Changing Work Contexts

**A-F only, 3 credit(s); Meets CLE req of Technology and Society;**

**Instructor:** Thayer, Tryggvi Brian

**Description:** COURSE DESCRIPTION This course provides basic, personalized experiences with the evolution of technology, social contexts and work, with special emphasis on conditions likely to be encountered within the near future. The course repurposes fundamental liberal arts content as effective components of decision-making processes set in short, medium-, and long-range social and work trends and projections. In this course, students and instructors will consider a wide range of technologies, all the way from the basic American highway system to the latest developments in the Cloud. Throughout this consideration, students will be guided in the exploration and analysis of the implications and choices around development, adoption and use of these technologies. Of particular importance is the role of context, control, and ambiguity, and how these each influence our interactions and uses of technologies. Through course readings, in-class discussions, weekly reflection papers, and group projects, over the course of the semester, students will work towards the articulation of a more formal framework for the evaluation of technologies. Such a framework will center around critical questions that we will ask ourselves and each other in class and in writing. We will be looking at technology and particularly the future of technology at work, but through the lens of the questions and queries raised by the liberal arts.

**STATEMENT OF COURSE OBJECTIVES** Upon completion of the course, students will be able to: Understand what liberal education is, with a particular focus on technologies of the future and work of the future, and understand what this means for them as students and as citizens; Describe the rapidly evolving social (economic, political, cultural and technological) circumstances within which work changes, and explore the ethical aspects of these possible changes; Connect knowledge and practice when explaining the study of the future as a trans-disciplinary field, a professional field, and a highly customizable intellectual technology; Consider the impact of technology from multiple perspectives that include developers, users/consumers, as well as others in society; Discuss the history of human societies, with particular emphasis upon technological evolution and implications for the world of work. Emphasize the importance of alternative perspectives when considering future social contexts and associated work patterns, and develop skills in constructing a framework for evaluating conflicting views of exiting or emerging technologies; Describe the explosive development of human capital, and the risks of institutional lag; Explain how future-oriented personal development can contribute to improved organizational effectiveness in the face of change; and Discuss the selective personalization of proactive responses to forces shaping human capital developing in the 21st century.

### WHRE 3105 Introduction to Strategic Planning Through Human Resources

**A-F only, 3 credit(s); prereq HRD 3001;**

**Instructor:** Stello, Christina Maria Thi

**Description:** Student may contact the instructor or department for information.

### WHRE 3120 Principles of Supervisory Management

**3 credit(s);**

**Instructor:** Snyder, Lynn M.

**Description:** Student may contact the instructor or department for information.

### WHRE 3821 Diversity in the Workplace

**A-F only, 3 credit(s);**

**Instructor:** Simmons, Verna Cornelia

**Description:** Student may contact the instructor or department for information.

### WHRE 4370 Introduction to Integrating Human Rights into Organizational Leadership

**A-F only, 3 credit(s);**

**Instructor:** Rudelius-Palmer, Kristi Lynn

**Description:** Student may contact the instructor or department for information.

### WHRE 5351 Methods for Change in Developing Countries

**A-F only, 3 credit(s); Credit will not be granted if credit has been received for: AFEE 5351;**

**Instructor:** Amenumey, Felix K.

**Description:** Student may contact the instructor or department for information.

### WHRE 5521 Work-Based Learning Policies

**2 credit(s);**

**Instructor:** Brown PhD, James M

**Description:** Student may contact the instructor or department for information.

### WHRE 5522 Work-Based Learning Practices

**3 credit(s);**

**Instructor:** Brown PhD, James M

**Description:** Student may contact the instructor or department for information.

### WHRE 5661 Instructional Methods for Business and Industry

**2 credit(s); prereq credit will not be granted if credit received for: HRD 5661 or BIE 5661; Credit will not be granted if credit has been received for: HRD 5661;**

**Instructor:** Stertz EdD, Tom

**Description:** Student may contact the instructor or department for information.

### WHRE 5698 Teaching Internship

**3-8 credit(s), max credits 8, 1 completion allowed; prereq Admission to initial licensure program; Credit will not be granted if credit has been received for: AFEE 5698;**

**Instructor:** Cudworth, Rachel Beth

**Description:** Student may contact the instructor or department for information.

### WHRE 5699 Teaching Internship: Extended

**1 credit(s); prereq 5698; Credit will not be granted if credit has been received for: CI 5927;**

**Instructor:** Cudworth, Rachel Beth

**Description:** Student may contact the instructor or department for information.

### WHRE 5901 Using Research in Work and Human Resource Education

**3 credit(s); prereq Grad student only;**

**Instructor:** Stertz EdD, Tom

**Description:** Student may contact the instructor or department for information.

### WHRE 5993 Directed Study in WHRE

**1-4 credit(s), max credits 4, 4 completions allowed;**

**Instructor:** Twhig, Catherine Carol

**Description:** Student may contact the instructor or department for information.

### WHRE 8142 Comparative Systems in Work and Human Resource Education

**3 credit(s); prereq 8141;**

**Instructor:** Ardichvili, Alexandre A

**Description:** Student may contact the instructor or department for information.

### WHRE 8915 Ethics and Responsible Research

**A-F only, 1 credit(s);****Instructor:** Brown PhD, James M**Description:** Student may contact the instructor or department for information.**WHRE 8990 Research Seminar****S-N only, 1 credit(s), max credits 6, 6 completions allowed; prereq 8911, [8912 or 8913 or 8914] or dept consent;****Instructor:** Brown PhD, James M**Description:** Student may contact the instructor or department for information.**Writing Studies****180 Wesbrook Hall****WRIT 1201 Writing Studio****A-F only, 4 credit(s); prereq Placement in Writ 1201; Credit will not be granted if credit has been received for: PSTL 1421;****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. 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 emphasizes the active practice of writing, from gathering ideas for a paper, through the drafting of papers, to careful editing. Many sections meet in computer classrooms. 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.**Style:** 10% Lecture, 15% Discussion. instructor-directed practice of writing related to papers**Grading:** 80% reports/papers, 20% class participation.

Percentages may vary slightly by section. Class participation includes required in-class writing

**WRIT 1301 University Writing****A-F only, 4 credit(s); prereq Placement in Writ 1301 credit will not be granted if credit already received for freshmen composition courses under the following former designators: ENGC 1011, ENGC 1011H, ENGC 1012, ENGC 1012H, ENGC 1013, ENGC 1013H, ENGC 1014, ENGC 1014H, ENGC 1015, ENGC 1016, RHET 1101; Credit will not be granted if credit has been received for: WRIT 1011;****Instructor:** STAFF**Description:** WRIT 1301 fulfills the first-year writing requirement. It involves critical reading, writing, and thinking as students practice some of the types of writing they may expect in their college career such as summaries, essays, academic arguments, bibliographies, and papers built on research. The course helps students develop, at a minimum, an approach to writing that relies on clear statement of a thesis and support of that thesis with appropriate sources and documentation. Time is spent discussing rhetorical elements of writing such as audience, purpose, and argumentative structure. Students also practice steps in the writing process such as invention, research, organization of ideas, paper drafting, revision, and editing. Students report, synthesize, and draw conclusions regarding the significance of what they read. Students become more aware of the rhetorical choices available to them and learn to make appropriate choices. Some sections may be taught in computer classroom. Some sections are offered online. Some sections may include a service-learning component.**Style:** 10% Lecture, 35% Discussion. Instructor-directed work on writing assignments, including one-to-one conferences.**Grading:** 80% reports/papers, 20% class participation.

Percentages may vary slightly by section. Class participation includes required in-class writing.

**WRIT 1401 Writing and Academic Inquiry****A-F only, 4 credit(s); prereq Placement in Writ 1401 credit will not be granted if credit already received for freshmen composition courses under the following former designators: ENGC 1011, ENGC 1011H, ENGC 1012, ENGC 1012H, ENGC 1013, ENGC 1013H, ENGC 1014, ENGC 1014H, ENGC 1015, ENGC 1016, RHET 1101; Credit will not be granted if credit has been received for: WRIT 1011;****Instructor:** STAFF**Description:** WRIT 1401 fulfills the first-year writing requirement. It challenges students to think strategically about developing and communicating ideas within different contexts. Students examine increasingly challenging texts as they apply their writing processes, with feedback from the instructor and peers, in order to craft thesis-driven academic analyses and arguments. Students master the concepts of audience, purpose, and context to demonstrate effective communication both for and beyond an academic audience. Classroom activities include discussion of readings, peer review, informal writing assignments. Students craft focused thesis statements that articulate a clearly reasoned position and use credible evidence to support a sustained argument. Through guided practice, students refine their control over focus, organization, style, diction, and grammar, and use the revision process to achieve their writing goals. Students use University libraries to locate, evaluate, and apply scholarly sources. Some sections may focus on writing with and for new media. Some sections may include a service-learning component.**Style:** 10% Lecture, 35% Discussion. Instructor-directed work on writing assignments, including one-to-one conferences.**Grading:** 80% reports/papers, 20% class participation.

Percentages may vary slightly by section. Class participation includes required in-class writing

**WRIT 1512 Writing Studio II****A-F only, 1 credit(s); prereq Writ 1511 or instr consent ;****Instructor:** Taniguchi, Yuko**Description:** Student may contact the instructor or department for information.**WRIT 3029W Business and Professional Writing****3 credit(s); Credit will not be granted if credit has been received for: ENGL 3029W; Meets CLE req of Writing Intensive;****Instructor:** STAFF**Description:** Practice writing for various professional purposes/audiences, using appropriate styles, tones, and organizational elements. Potential genres include proposals, reports, web content, email, executive summaries, job search portfolios. Attention to workplace collaboration and broader issues of professional literacy.**WRIT 3101W Writing Arguments****A-F only, 3 credit(s); Meets CLE req of Writing Intensive;****Instructor:** STAFF**Description:** Student may contact the instructor or department for information.**WRIT 3152W Writing on Issues of Science and Technology****A-F only, 4 credit(s); prereq credit will not be granted if credit already received for: Writ 1152W;****Instructor:** STAFF**Description:** Ethical, social, and political challenges created by science/technology. Analyzes persuasion strategies through which experts, political decision-makers, and citizens meet these challenges. Bioscience controversies such as cloning, organ transplantation. Controversies over pollution, ozone depletion.**WRIT 3221W Communication Modes and Methods****4 credit(s); prereq Credit will not be granted if the student has already completed Rhet 3221W Soph or jr or sr; Meets CLE req of Writing Intensive;****Instructor:** Berkenkotter, Carol Ann**Description:** Theories/practices of interpersonal, small group, organizational, and scientific, and technical communication. Lecture, discussion, simulations, small group work. Students

read textbook, *A First Look at Communication Theory* (Em Griffin), in addition to essays on E-Reserve.

**WRIT 3244W Critical Literacies: How Words Change the World**  
**A-F only, 3 credit(s); prereq Soph or jr or sr; Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US; meets CLE req of Writing Intensive;**  
**Instructor:** Bruch Jr, Patrick Leonard  
**Description:** Language as creating rather than simply describing "reality." Reading and writing as arenas of active human struggle over social group power. Techniques for analyzing, interpreting, and participating in the conversation of critical literacies.

**WRIT 3257 Scientific and Technical Presentations**  
**3 credit(s); prereq COMM 1101 or instr consent ;**  
**Instructor:** Graff, Richard J  
**Description:** Oral presentation skills for scientific or technical topics. Visual communication, audience analysis, organizing a presentation, presenting complex material. Emphasizes use of computers.

**WRIT 3315 Writing on Issues of Land and the Environment**  
**A-F only, 3 credit(s); prereq credit will not be granted if credit already received for: Writ 1315 Soph or jr or sr; Meets CLE req of Arts/Humanities; meets CLE req of Diversity and Soc Justice US;**  
**Instructor:** STAFF  
**Description:** Land in America as idea and as actual space. History of cultural values and the meanings land holds for us. Contrasting views of land, especially those of certain Native American peoples. Rise of the conservation movement and the urbanization of U.S. space.

**WRIT 3441 Editing, Critique, and Style**  
**A-F only, 3 credit(s); prereq Soph or jr or sr;**  
**Instructor:** Schuster, Mary Lay  
**Description:** Editing for style, correctness, and content. Grammar/punctuation, Copyediting/proofreading. Working with a writer to develop, organize, write, and polish a document. Editing technical/scientific information. Paper/electronic assignments.

**WRIT 3511 Communication Methods**  
**A-F only, 3 credit(s); prereq Writ 1512 or instr consent ;**  
**Instructor:** Bruenger, Aaron Michael  
**Description:** Student may contact the instructor or department for information.

**WRIT 3562W Technical and Professional Writing**  
**A-F only, 4 credit(s); prereq Jr or sr or instr consent ; Meets CLE req of Writing Intensive;**  
**Instructor:** STAFF  
**Description:** Written/oral communication in professional settings. Gathering information, analyzing audience, assessing conventional formats. Drafting, testing, revising documents. Oral presentation of final reports.

**WRIT 3577W Rhetoric, Technology, and the Internet**  
**A-F only, 3 credit(s); prereq Soph or jr or sr or instr consent ; Meets CLE req of Technology and Society; meets CLE req of Writing Intensive;**  
**Instructor:** Armfield, Dawn M  
**Description:** How persuasive communication is tailored to the Internet; how Internet technologies enable/limit persuasion; how to adapt rhetorical theory to 21st century digital writing; ethical issues, including free speech, copyright, fair use, privacy; rhetorics of social networks.

**WRIT 3672 Project Design and Development**  
**A-F only, 3 credit(s); prereq Jr or sr;**  
**Instructor:** Moses PhD, Joseph Kent  
**Description:** Students study, plan, research, design, and develop technical communication print documents, including documentation, brochures, and newsletters. Introduction to workplace project processes. Emphasizes developing production-quality documents.

**WRIT 3701W Rhetorical Theory for Writing Studies**  
**4 credit(s); prereq Soph or jr or sr or instr consent Credit will not be granted if the student has already completed Rhet 3701W; Meets CLE req of Writing Intensive;**  
**Instructor:** Logie, John  
**Description:** Principles/history of rhetorical theory/criticism. Classical theories. Aristotle's Rhetoric applied to examples of contemporary communication. Relationship of classical theory to scientific discourse, technical communication.

**WRIT 4196 Internship in Scientific and Technical Communication**  
**S-N only, 3 credit(s); prereq 3562W, 24 cr in STC major;**  
**Instructor:** STAFF  
**Description:** Internships sites may include the University, industry, or government agencies. Internship proposal, progress report, internship journal (optional), final report with letter from internship supervisor.

**WRIT 4431 Intersections of Scientific and Technical Communication and Law**  
**A-F only, 3 credit(s); prereq Jr or sr or grad student or instr consent ;**  
**Instructor:** Schuster, Mary Lay  
**Description:** This course introduces students to the areas of the law that are relevant to science and technology as well as communication. These areas of the law include intellectual property, privacy, and health law. Such diverse topics as electronic surveillance, fair use in copyright, informed consent, file sharing, trademarks, forensic evidence in the courtroom, and patents will be covered. We discuss such acts and laws as The Wiretap Act, The Stored Communication Act, The Patriot Act and Electronic Surveillance Law and how the Fifth and Fourth Amendments affect such laws and acts. We start with a discussion of privacy as ?the right to be left alone? and what actions by business, government, and private individuals constitute invasion of privacy as well as what limits are placed on the right of privacy. We then balance the government?s need to support and encourage the development of technologies through patents, the expressions of ideas through copyright, and the use of those technologies through trademarks with the desire of the individual creator to profit from his or her invention. The final section of the course focuses on health law--how medical science and the law have affected each other. We begin with a look at medical examiners, forensic pathologists, and psychiatrists as they first entered the courtroom as experts. We look then at medical-product liability, medical evidence in the courtroom, and such concepts as at the right to refuse treatment, informed consent and malpractice suits, and ?property? rights as they pertain to body parts and tissue samples. Students will read opinions and decisions in landmark and current cases to see what values, precedents, and issues arise. Reading quizzes and take-home exams as well as class discussion constitute graded work in the course. The course is designed to address the needs of students who seek employment in industry and government where knowledge of legal issues is important, students who wish to go on to law school, and students who have a general interest in science, technology, or the law. No prior knowledge of the law is necessary. All majors are welcome!  
**Style:** 100% Discussion.  
**Grading:** 35% mid exam, 40% final exam, 15% quizzes, 10% in-class presentation.  
**Exam Format:** Take-home exams--two weeks to complete

**WRIT 4501 Usability and Human Factors in Technical Communication**  
**3 credit(s); prereq Jr or sr or grad student or instr consent ;**  
**Instructor:** Breuch, Lee-Ann Kastman  
**Description:** Principles/concepts of human factors/usability testing. Developing objectives, criteria, and measures. Conducting tests in lab, field, and virtual environments. Using software programs to analyze qualitative/quantitative data. Lab fee of \$40 required for use of the Usability Services Laboratory to conduct usability projects.  
**Style:** 20% Lecture, 20% Discussion, 50% Small Group Activities, 10% Guest Speakers.

**WRIT 4662W Writing With Digital Technologies**

**A-F only, 4 credit(s); prereq Jr or sr or grad student or instr consent ; Meets CLE req of Writing Intensive;**

**Instructor:** Gurak PhD,Laura J

**Description:** This class will introduce students to research and thinking on digital technologies and the relationship of these technologies to the forms of literacy they favor (writing, speech, visual). The class will review history of communication technologies and how each technology has attributes that favor different ways of creating knowledge and information (such as text messaging, the web, blogs, and so forth). The class will involve reading, discussion, lecture, and a hands-on project creating and publishing podcasts, to experience reading, writing, and delivering information to different audiences.

Limited discussion will also include writing abstracts for conferences and other writing related to professional presentations. Pronunciation activities and delivery strategies will be specific to non-native speakers of English including cultural analysis, audience awareness, cultural based delivery techniques, enunciation, stress and rhythm, pacing, volume, and non-verbal communication (eye contact, gestures, facial expressions).

**Style:** 35% Lecture, 35% Discussion. 65% Instructor-directed work on presentation activities and assignments including in-class presentations.

**Grading:** 10% written homework, 60% in-class presentation, 30% class participation. Percentages may vary slightly by section.

**WRIT 5051 Graduate Research Writing Practice for Non-native Speakers of English**

**3 credit(s); prereq Grad student;**

**Instructor:** Holt,Sheryl Lynn

**Description:** Graduate-level writing techniques/formats for summaries, critiques, research, and abstracts. Persuasion, documentation, structure, grammar, vocabulary, field-specific requirements. Writing through several drafts, using mentor in specific field of study. Revising/editing to meet graduate standards. Discussions.

**WRIT 5112 Information Design: Theory and Practice II**

**A-F only, 3 credit(s); prereq Grad student or instr consent ;**

**Instructor:** Duin,Ann Hill

**Description:** Political, economic, social, and technical aspects of media selection and message design. Media analyses, scripts, budgets, treatments, project-design plans, interactive screens. Online design project.

**WRIT 5051 Graduate Research Writing Practice for Non-native Speakers of English**

**3 credit(s); prereq Grad student;**

**Instructor:** Strain,Kimberley Ann

**Description:** WRIT 5051 is designed to help you with the types of scholarly writing you need to do in graduate school. The assignments utilize much of the writing you are already doing for coursework, field-specific articles you are reading for your graduate courses, and research you are already conducting to help you write up the work in an acceptable and polished form. The writing areas in this course focus on rhetorical position, definition of audience, presentation of theory, critiquing, and summarizing techniques. For research writing, we practice integrating secondary sources using paraphrasing, quoting, and documentation techniques that are acceptable at a U.S. university. The assignments may include summaries, critiques, abstracts, proposals, and parts of a thesis or dissertation. Particular attention will be given to clarity of grammar, sentence structure, clarity of expression, use of formal, academic language, and other cultural issues in your drafts.

**Style:** 20% Lecture, 25% Discussion. 45% Instructor-directed work on writing activities and assignments.

**Grading:** 80% reports/papers, 20% class participation. Percentages may vary slightly by section.

**WRIT 5196 Internship in Scientific and Technical Communication**

**S-N only, 3-6 credit(s), max credits 6, 1 completion allowed; prereq STC grad or instr consent ;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**WRIT 5270 Special Topics**

**3 credit(s), max credits 9, 3 completions allowed; prereq Grad student or instr consent ;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**WRIT 5270 Special Topics: Writing for Publication**

**3 credit(s), max credits 9, 3 completions allowed; prereq Grad student or instr consent ;**

**Instructor:** Ross Jr,Donald

**Description:** This is a workshop course for graduate students who wish to prepare their academic writing for publication. To some degree, it will be a motivational seminar. Along the way, we will discuss professional issues such as the goals, politics, and diplomacy of journal editors and conference organizers or the various roles of conference papers, book reviews, articles, and books of good practice and ethics or differences between course papers and articles, dissertations and books. You will do various exercises in writing abstracts, book reviews and notices, surveys of literature, and introductions. Also, your work in progress will be both edited and (somewhat formally) reviewed during the term. Writing and rhetorical issues to be addressed will include getting started, momentum, and knowing when to quit or writing in short segments, starting at the beginning or at the middle or the roles of narration, description, and other forms of exposition or developing and expanding content. While variations are possible, I think the course will go best if you focus on a single project. It will be better if you have a start on your topic; there just isn't enough time for you to do full research and write a paper in fifteen weeks. However, if your research is done or nearly so, it should work out for you to begin with your notes and access to your sources. It's just fine if you start with a paper from one of your previous courses (maybe one of those with "this is publishable" cryptically at the end). If all things work out, the official result will be for you to send out a publishable manuscript to an appropriate journal. As an alternative, you might wind up with a good draft of a dissertation chapter that you convey to your advisor. In past offerings of this course, students have come from Civil Engineering, Creative Writing, English, French, Geography, History, Luso-Brazilian Literature, and Music.

**WRIT 5052 Graduate Research Presentations and Conference Writing for Non-Native Speakers of English**

**3 credit(s); prereq [Grad student, non-native speaker of English] or instr consent ;**

**Instructor:** Holt,Sheryl Lynn

**Description:** WRIT 5052 helps you learn and practice strategies and specific skills for effective delivery of professional, graduate-level presentations to a U.S. audience. The course systematically and sequentially exposes you to the major principles and features of American professional presentations and provides ample opportunities to practice the language and content to most effectively deliver a dynamic presentation. This course uses an action-learning approach with a heavy emphasis on self-assessment and skill building through video demonstrations, videotaping, and coaching. Individual instruction and feedback will be given on videotaped (DVD) presentations and audio taped pronunciation exercises, as needed. Regular attendance, oral participation in classroom presentations and activities, written self-feedback and correction, and informal, impromptu presentations are expected. In addition, some exercises will be assigned for individual practice for accent reduction, as needed. Students select their own field-specific topics for the presentations according to their areas of research or interests. Presentation practice may include skills for persuasive, topic-based, and research-based presentations.

**WRIT 5291 Independent Study**

**1-3 credit(s), max credits 3, 1 completion allowed; prereq instr consent, dept consent;**

**Instructor:** STAFF

**Description:** Student may contact the instructor or department for information.

**WRIT 5532 Writing Pedagogy Practicum**

**S-N only, 1 credit(s), max credits 3, 3 completions allowed; prereq Grad student;**

**Instructor:** Ogden, Mitch

**Description:** Discussion/activities that support development of sound pedagogical practices. Practical details of classroom. Professionalization, theory/research.

**WRIT 5671 Visual Rhetoric**

**A-F only, 3 credit(s); prereq Jr or sr or grad student;**

**Instructor:** Logie, John

**Description:** Range/development of visuals, especially those in science/technology. Vocabulary for commenting on, criticizing, and creating visuals.

**WRIT 5775 Major Figures in Rhetorical Tradition: Classical Period**

**A-F only, 3 credit(s);**

**Instructor:** Graff, Richard J

**Description:** Classical theories of rhetoric. Epistemological status of rhetoric. Ethical implications of persuasion. Emphasizes "Aristotle's Rhetoric" as founding document. Other figures (e.g., Plato, Isocrates, Cicero, Quintilian).

**WRIT 5777 Rhetoric of Science**

**A-F only, 3 credit(s);**

**Instructor:** Berkenkotter, Carol Ann

**Description:** The goal of Writ 5777 is for students interested in studying science, medicine, technology, and public understanding of science to become familiar with the broad sweep of issues in these rapidly growing fields. The readings will cover the evolution of rhetoric of science from its beginnings three decades ago to the present day. As companion disciplines, rhetoric of science/public understanding of science have come a long way: from the historical studies and laboratory studies of scientific disciplines of the 1970s and 1980s to the expansion of the field over the next 20 years to include medicine, and representations of the body; the human genome project; and science communication as the need for public understanding of science and science literacy becomes more pressing. The emphasis will be on two issues: the variety of studies that constitute the field and the close relationship between the rhetoricians who study texts and anthropologists and sociologists, who tend follow actors and investigate the sociohistorical contexts of scientists' practices. We will also examine some of the major issues in public understanding of science?as scientific journals, such as Nature attempt to broaden their market to include non-specialist audiences. Students will be asked to write two papers on the readings over the semester as well as designing a project proposal for a study. Each student will also be asked to lead the class discussion on course readings to be assigned.

**WRIT 8540 Seminar in Technical Communication and Composition Pedagogies: Technical Communication Pedagogy in Digital Age**

**A-F only, 3 credit(s), max credits 12, 4 completions allowed;**

**Instructor:** Breuch, Lee-Ann Kastman

**Description:** Topics may include theories of pedagogy or research studies that inform the classroom or workplace, social and ethical concerns, landmark studies, current controversies. Topics vary. See the Class Schedule.

**WRIT 8560 Topics in Writing Studies: Literacy: Theory, History, Practice**

**A-F only, 3 credit(s), max credits 12, 4 completions allowed;**

**prereq Grad student;**

**Instructor:** Haas, Christina

**Description:** In this course, students will read eight to ten full-length seminal works in literacy studies, write regularly and cogently about the texts they are reading, and work collectively (with other seminar members and the instructor) to develop a

nuanced and complex understanding of the construct ?literacy.? The course takes as its starting point that practices of literacy are deeply implicated in cultural processes of every sort and are, at the same time, enacted by individuals with goals and agency. What might appear to be a definitional issue ? ?What is literacy?? ? is better seen as a conceptual problem of great theoretical, practical, and political import, one that will require sustained thinking and cogent analysis. And while pedagogical concerns and schooling practices may be implicit in our work, our work will be based on literacies as they are practiced in many diverse cultural contexts. Activities and projects. We will read, in depth and in detail, major theoretical works on literacy. From these readings, we will jointly construct a concept map (i.e., theory) of literacy that attempts to integrate the readings. In the second half of the course, students will engage in a pilot field study of literacy and literacy practice in specific site of literacy within contemporary culture. Final projects will be negotiated between seminarians and the instructor. Texts. As a class, we will build, refine, and elaborate a construct map for the term ?literacy.? Readings (8 to 10 full length works) might include some of the following: D. Barton, 1994; Barton, Hamilton, & Ivanic, 2000; Cope & Kalantzis, 2000; J. Goody, 1986; H. Graff, 1991; C. Haas, 1996; Haas & Witte, 2001; S. Heath, 1983; D. Olson, 1996; W. Ong, 1982; Scribner & Cole, 1981; Street, 1995; Vygotsky, 1981, 1996, 2000; Witte, 1992, 2005. Some of the final texts will be chosen well before the beginning of the semester; others may be chosen in consultation with seminar members.

**WRIT 8792 Directed Readings**

**S-N only, 1-4 credit(s), max credits 12, 12 completions allowed; prereq instr consent ;**

**Instructor:** Reynolds, Thomas Joseph

**Description:** Student may contact the instructor or department for information.

**WRIT 8794 Directed Research**

**S-N only, 1-4 credit(s), max credits 12, 12 completions allowed; prereq instr consent ;**

**Instructor:** Reynolds, Thomas Joseph

**Description:** Student may contact the instructor or department for information.

## Youth Development and Research 190 Peters Hall

**YOST 1001 Seeing Youth, Thinking Youth: Media, Popular Media, and Scholarship**

**3 credit(s);**

**Instructor:** VeLure Roholt, Ross Ronald

**Description:** Student may contact the instructor or department for information.

**YOST 3001 Introduction to History & Philosophy of Youthwork**

**4 credit(s); prereq 2xxx or instr consent ;**

**Instructor:** STAFF

**Description:** Youthwork is constituted by families of philosophy, clusters of ideas and actions, understandings and ways of working. To some observers, the field may seem to be a clear center with fuzzy boundaries, while others could perceive the clusters and multiple centers, or even like a black hole, clusters without a center, even without boundaries. A more formal reading would show an emergent semi-profession, clusters with family resemblances, no two exactly alike. One reading of this is chaos, not a field because no center, periphery or order. Another view is developmental and contextual, arguing that all of these differences reflect the multiple combinations of related disciplines, professions, settings and young people ? and that this is an appropriate mix at ?this stage of development.? Some argue that the field is about applied adolescent development, others that it is a craft orientation, others that there are identifiable praxes across the clusters and that there is much in common among these clusters. Some approach the study of the

history and philosophy looking for, and then at, each cluster, seeking the ground of each, i.e. ?where it stands,? where it puts its feet. Others dismay at such metaphoric analysis and at the search for roots, standpoints and touchstones, arguing that the cluster of philosophy ? method ? setting ? youth is inextricable and these come together in time/place. This makes (no)sense to some who argue that a philosophy and science of youth must be antecedent to a practice philosophy to serve/guide/enhance/change youth; others take the opposite view. In some countries this is all worked-out and clear; in the United States it is not ? WELCOME to the History & Philosophy of Youthwork! In everyday practice, none of this (may) matter(s) very much, except when concerning ethics (e.g. taking a kid home; sleeping with a client) and licensure and certification, thus pay scales and one?s pay. And when legal and professional responsibility are named, allocated and monitored. It may be reasonable to argue that youthwork in the US is not one field but many. A classification system in which one or the other type is one member class, i.e. that there is no family resemblance among these, only a phenotypic surface similarity, without common forbearers. Or alternately, that all these are slight, relatively unimportant variations of the true single stock, the true youthwork model; that there is a youthwork which is found at a particular place/time and that it in effect birthed the many models and clusters. All of this may be relatively unimportant, even irrelevant, to every day practice and to those who work with youth, whatever they call themselves ? youthworker, child and youth care worker, social pedagogue, teacher, coach, civic worker, youth advocate, social worker, or the like. But this is our concern and our subject ? the history and philosophy, but of what? Youthwork!

#### **YOST 3032 Adolescent and Youth Development for Youthworkers**

**4 credit(s); prereq 1001 or 2001 or 2002W or 2101, [any Psych or CPsy course]; Credit will not be granted if credit has been received for: YOST 5032;**

**Instructor:** VeLure Roholt, Ross Ronald

**Description:** Student may contact the instructor or department for information.

#### **YOST 3101 Introduction to Youthwork**

**4 credit(s); prereq One gen psy course, one gen soc course; Instructor:** Simmonds, Jen

**Description:** Within the U.S. there is an ongoing conversation about what values, knowledge, skills, and practice are basic to the field of youth work. The occupational title, youth worker, is not widely recognized with a set of knowledge, skills, and attitudes that distinguish it from other occupations that work with young people (teacher, coach, social worker, youth minister). Often youth worker is taken to signify those who ?work with youth.? In recent years there have been attempts to clarify and specify what a youth worker does, who a youth worker should be and how one should be educated for this type of work. These debates now occur within international and national movements to ?professionalize? youth work. In this course, we enter this conversation by considering the multiple ways of becoming and being a youth worker, and doing youth work. To be knowledgeable participants in these conversations you must know the possible answers to at least four questions. Who are young people? What is youth work? Who are youth workers? Where does youth work happen? For each of these questions, we explore the diverse answers, given by scholars and practitioner, here in the United States and internationally. Our exploration will take many forms including readings from a variety of perspectives: historical, sociological, developmental, and political. Class sessions will be dialogical in style, challenging students to engage in substantive discussion, and paying close attention to how our own experience of being a young person and our current interactions with young people shape our understandings. At the end of this course, you will be able to participate at a beginning level in the conversations that are of concern to youth work and enhance your direct work with, on behalf of, and/or for young people. In the process you will have constructed and articulated a personal philosophy of youth work.

**Style:** 15% Lecture, 15% Film/Video, 20% Discussion, 15% Small Group Activities, 15% Guest Speakers. 20% experiential activities

**Grading:** 30% reports/papers, 20% special projects, 20% reflection paper, 30% class participation. Special Project includes Presentation grade.

#### **YOST 3240 Special Topics in Youth Studies**

**2-8 credit(s), max credits 10, 5 completions allowed; prereq [Two social sci courses, exp working with youth] or instr consent ; Credit will not be granted if credit has been received for: YOST 5240;**

**Instructor:** STAFF

**Description:** This course is designed to give UMN students the opportunity to learn about Hmong history, family, community development, and youth development. The main purpose of this course is to focus on the everyday lives of Hmong youth and the challenges and/or obstacles they face growing up in their community. UMN Hmong professors and community leaders will be invited as guest lecture during the semester. By the end of the semester, students will know about Hmong history, community, family and everyday youth lives, and culture and traditions of being a young Hmong.

#### **YOST 3291 Independent Study in Youth Studies**

**1-8 credit(s), max credits 8; prereq instr consent ;**

**Instructor:** Stein, Jerome A

**Description:** Student may contact the instructor or department for information.

#### **YOST 3291 Independent Study in Youth Studies**

**1-8 credit(s), max credits 8; prereq instr consent ;**

**Instructor:** VeLure Roholt, Ross Ronald

**Description:** Student may contact the instructor or department for information.

#### **YOST 3291 Independent Study in Youth Studies**

**1-8 credit(s), max credits 8; prereq instr consent ;**

**Instructor:** Johnston-Goodstar PhD, Katie

**Description:** Student may contact the instructor or department for information.

#### **YOST 3291 Independent Study in Youth Studies**

**1-8 credit(s), max credits 8; prereq instr consent ;**

**Instructor:** Baizerman, Michael Leon

**Description:** Student may contact the instructor or department for information.

#### **YOST 4196 Youthwork Internship**

**4 credit(s); prereq Declaration of youth studies major, instr consent ;**

**Instructor:** Johnston-Goodstar PhD, Katie

**Description:** This course is designed to introduce the practice field of youthwork and support your professional development as a youthworker. The overall goal is for us to explore how we can become better reflective and critical practitioners. This is the required course for the Youth Studies major but is open to all who have an interest in improving their capacities in critical and reflective practice and want to explore the field of youthwork. The course requires students to participate in both a weekly seminar and a direct youthwork internship. The focus in class is on integrating knowledge and youthwork skills for entry-level professional work with young people, individually and in groups. The focus of the supervised fieldwork is on what the experience of doing youthwork with real youth contextually teaches us professionally about affecting change in the lives of young people.

#### **YOST 4314 Theater Activities in Youthwork and Education**

**2 credit(s); prereq 1001 or 2101; Credit will not be granted if credit has been received for: YOST 5314;**

**Instructor:** Mandell, Janice L

**Description:** Hands-on introduction to methods and principles of theatre work with youth based on theories of experiential learning and improvisational theatre techniques. This class is designed to enhance the creativity and imagination of youth



workers and educators. The major emphasis is to teach students participatory activities they can use to promote personal, social, intellectual, and artistic growth of adolescents. The role of theatre activities in youth work and education is integrated into course content and process. Information is explored, as well as methods of planning, leading, applying, and evaluating their use in a variety of settings. For each setting, key issues, questions, and challenges are examined. Current literature and program models are explored. Educational theories and theories of adolescent development are integrated into course content and process. Information is presented through active participation, discussion, videotapes, guest artists, and workshops with high school students participating with adult university students. No experience in theatre is necessary.

**YOST 4411 Youth Research and Youth Program Evaluation**  
**5 credit(s); prereq Basic research methods course or instr consent ;**

**Instructor:** Baizerman,Michael Leon

**Description:** All work with young people is research or research-like in that it is based in part on ?data? ? on an actual young person embedded in actual everyday worlds. What a youthworker does is based in large part in learning from the youth (and others) about this particular person and their worlds, and this learning is research or research-like. Youth as a population, youth worlds, what it is like and what it means to do and be a young person, adolescent, and teen, are a very few of the typical subjects studied and researched, by practitioners and scholars. The list of topics and studies is huge. Evaluation is also a research strategy and it is increasingly used to assess a youth program?s effectiveness. There are many research and evaluation schools of thought and practice and it is difficult to sort which is best, i.e. most appropriate for particular purposes-at-hand, i.e. to answer a particular research question or program evaluation query. You will not be more than a beginner researcher after taking this course, while you will be a far better consumer of research, a better contractor of researchers and evaluators, and also more appreciative of the logical and technical issues in doing empirical research about youth, 12-22 years old, in the US and internationally. To those ends, this course introduces both classical research and program evaluation approaches and gives opportunity to design and carryout a simple empirical study of young people or a simple program evaluation.

**YOST 5032 Adolescent and Youth Development for Youthworkers**

**4 credit(s); prereq [1001 or 2001 or 2002W or 2101], [any Psych or CPsy course]; Credit will not be granted if credit has been received for: YOST 3032;**

**Instructor:** VeLure Roholt,Ross Ronald

**Description:** The purpose of this course is to prepare youthwork students and youthwork professionals, at a beginning level, to use developmental theory to inform their work with young people. The course provides an opportunity for youthworkers to understand the power and importance of the theories of human development and to reflect on their application in everyday youthwork practice. Students will explore theories of adolescent and youth development and read case studies about the everyday lives of young people to practice applying the theory.

**Style:** 10% Film/Video, 60% Discussion, 20% Small Group Activities, 10% Student Presentation.

**Grading:** 15% mid exam, 50% reports/papers, 5% attendance, 10% in-class presentation, 10% class participation.

**YOST 5291 Independent Study in Youth Studies**  
**1-8 credit(s), max credits 8, 1 completion allowed;**

**Instructor:** Stein,Jerome A

**Description:** Student may contact the instructor or department for information.

**YOST 5291 Independent Study in Youth Studies**  
**1-8 credit(s), max credits 8, 1 completion allowed;**

**Instructor:** VeLure Roholt,Ross Ronald

**Description:** Student may contact the instructor or department for information.

**YOST 5291 Independent Study in Youth Studies**

**1-8 credit(s), max credits 8, 1 completion allowed;**

**Instructor:** Johnston-Goodstar PhD,Katie

**Description:** Student may contact the instructor or department for information.

**YOST 5291 Independent Study in Youth Studies**

**1-8 credit(s), max credits 8, 1 completion allowed;**

**Instructor:** Baizerman,Michael Leon

**Description:** Student may contact the instructor or department for information.

**YOST 5314 Theatre Activities in Youthwork and Education**

**2 credit(s); prereq 1001 or 2101; Credit will not be granted if credit has been received for: YOST 4314;**

**Instructor:** Mandell,Janice L

**Description:** Hands-on introduction to methods and principles of theatre work with youth based on theories of experiential learning and improvisational theatre techniques. This class is designed to enhance the creativity and imagination of youth workers and educators. The major emphasis is to teach students participatory activities they can use to promote personal, social, intellectual, and artistic growth of adolescents. The role of theatre activities in youth work and education is integrated into course content and process. Information is explored, as well as methods of planning, leading, applying, and evaluating their use in a variety of settings. For each setting, key issues, questions, and challenges are examined. Current literature and program models are explored. Educational theories and theories of adolescent development are integrated into course content and process. Information is presented through active participation, discussion, videotapes, guest artists, and workshops with high school students participating with adult university students. No experience in theatre is necessary.