

Accounting**3-122 CarlSMgmt: 612/624-6506****Acct 2050 Introduction to Financial Reporting****(Sec 001, 020-022); 4 cr; A-F only; prereq Completion of 30 credits**

Instructor: STAFF

This course introduces the topic of financial accounting for U.S. organizations. The purpose of financial accounting is to provide information to owners of the firm and other interested parties to serve as the basis for making decisions about that firm. The student who successfully completes this class will be able to read and understand U.S. financial statements. This course is unusual in that it covers material in one semester that is more commonly covered in two quarter courses or one and a half semester courses. The cost to the student is obvious, this course moves quickly and you must be willing to put in extra time and effort in order to take advantage of this saving. These costs are offset by the benefit of getting a lot of education for your time and tuition dollar. Also, packing your introductory accounting into one semester frees up time and credit hours that can be used on elective courses.

Class time: 80% lecture, 20% Problem working sessions.**Work load:** 100 pages of reading per week, 2 exams, Course project-analyze a set of financial statements.**Grade:** 30% mid-semester exam(s), 50% final exam, 10% special projects, 10% problem solving**Exam format:** Problems.**Course URL:**<http://www.csom.umn.edu/wwwpages/courses/acct/1050/a1050.htm>**Acct 3199 Internship in Public Accounting****(Sec 001); 2 cr; S-N only; prereq 5125, instr consent**

Instructor: Biondich, Nick E

Students interested in earning academic credit for work involving an accounting internship should contact nick biondich at 612-624-7055.

Acct 3299 Internship in Management Accounting**(Sec 001); 2 cr; S-N only; prereq Acct 3201, instr consent**

Instructor: Biondich, Nick E

Students interested in earning academic credit for work involving an accounting internship should contact Nick Biondich at 612-624-7055.

Acct 5135 Fundamentals of Federal Income Tax**(Sec 001); 4 cr; A-F only; prereq 2050 or 8030 or 8130, [mgmt or grad mgmt student]**

Instructor: Gutterman, Paul Gerard

The course objectives are as follows: 1) to provide a historical perspective with respect to the system of income taxation in general and with respect to various specific provisions within the system; 2) to examine the interrelationships between legislative authority (the Internal Revenue Code), judicial and administrative authority; 3) to analyze the structure of the Internal Revenue Code and its provisions with respect to specific areas of the law, primarily with regard to the taxation of individuals; 4) to introduce the reading of case law and other tax authority; and 5) to provide a basic knowledge of tax research tools and techniques. The student will not be a tax expert on completion of the course, but will be familiar with fundamental income tax rules, primarily with respect to individuals, and how the federal tax system works. Although this course is a requirement for undergraduate accounting majors, only a minimal accounting understanding is required as a prerequisite and non-accounting majors are welcome.

Class time: 60% lecture, 15% Discussion, 25% Problems**Work load:** 30 pages of reading per week, 4 exams, 3 research exercises**Grade:** 53% mid-semester exam(s), 30% final exam, 17% special projects**Exam format:** multiple choice, short essay**Course URL:** <http://legacy.csom.umn.edu/Classnet/classnet.htm>**Acct 5236 Introduction to Taxation of Business****(Sec 001); 2 cr; A-F only; prereq 5135, acct major**

Instructor: Gutterman, Paul Gerard

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.

Class time: 60% lecture, 15% Discussion, 25% Problems**Work load:** 30 pages of reading per week, 2 exams, 2 papers, research memoranda**Grade:** 40% mid-semester exam(s), 40% final exam, 20% research memoranda**Exam format:** multiple choice + short essay**Course URL:** <http://legacy.csom.umn.edu/Classnet/classnet.htm>**Adult Education****425 VoTech: 612/624-3004****AdEd 5101 Strategies for Teaching Adults****(Sec 002); 3 cr; A-F only; meets DELM req of classroom**

Instructor: Yang, Baiyin

Psychological theories of adult learning; learning styles and personality types; teaching styles; group and team learning; moderating and study circles; teaching technologies and distance learning; gender, race, and cultural communications. Applications of strategies. This course is designed to provide assistance and direction in developing effective instructional strategies for teachers of adults. The purpose of this course is to enhance the teaching skills of experienced educators through an examination of the principles, concepts, aims, and applications of teaching methods and strategies.

Class time: 50% lecture, 30% Discussion, 20% Laboratory**Work load:** 40 pages of reading per week, 30 pages of writing per semester, 1 exams, 3 papers**Grade:** 20% special projects, 30% in-class presentations, 15% class participation, 25% lab work, 10% problem solving**AdEd 5103 Designing the Adult Education Program****(Sec 001); 3 cr; A-F only**

Instructor: Yang, Baiyin

Designing and implementing educational programs for adults. Application of concepts, theories and models in different adult learning situations.

Class time: 50% lecture, 30% Discussion, 20% Laboratory**Work load:** 40 pages of reading per week, 30 pages of writing per semester, 3 papers**Grade:** 15% written reports/papers, 20% special projects, 15% in-class presentations, 15% class participation, 25% lab work, 10% problem solving**AdEd 5612 Managing and Consulting in Human Resource****Development and Adult Education****(Sec 001); Credit will not be granted if credit has been received for: HRD 5612; 3 cr; prereq 5001 or HRD 5001**

Instructor: Storberg-Walker, Julia Betsy

Detailed exploration of the consulting process. Includes strategies, tactics, marketing, networking, relationship building and development and ethics. For internal and external consultants, students exploring consulting as a career.

Class time: 25% lecture, 50% Discussion, 25% Group work**Work load:** 40-50 pages of reading per week, 2 papers, One presentation**Grade:** 40% written reports/papers, 30% in-class presentations, 30% class participation, 0% 10% mid-term paper; 30% final paper

Aerospace Engineering and Mechanics

107 Akerman Hall: 612/625-8000

AEM 2011 Statics

(Sec 001, 020); 3 cr; A-F only; prereq PHYS 1301, [concurrent enrollment Math 2374 or equiv], IT

Instructor: STAFF

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

AEM 2012 Dynamics

(Sec 001, 030); 3 cr; A-F only; prereq 2011, [concurrent enrollment Math 2373 or equiv], IT student

Instructor: STAFF

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 2021 Statics and Dynamics

(Sec 001); 4 cr; A-F only; prereq [concurrent enrollment Math 2374 or equiv], Phys 1301, IT

Instructor: Ketema, Yohannes

Force and moment vectors; resultants. Principles of statics. Applications to simple trusses, frames, and machines. Distributed loads. Properties of areas. Laws of friction. Review of particle dynamics. Mechanical systems and rigid-body dynamics. Kinematics and dynamics of plane systems. Energy and momentum of 2-D bodies and systems.

AEM 4202 Aerodynamics

(Sec 001); 4 cr; prereq upper div IT or grad, 4201

Instructor: Mahesh, Krishnan

Inviscid aerodynamics. Subsonic, transonic, and supersonic airfoil theory; wing theory. Introduction to compressible flow; normal and oblique shock waves; Prandtl-Meyer expansions. Linearized compressible flow. Wing-body combinations. Computational aerodynamics methods. 4 credits. Prerequisites: IT upper division student or graduate student, AEM 4201.

AEM 4203 Aerospace Propulsion

(Sec 001); 4 cr; prereq 4202, [IT upper div or grad student]

Instructor: James, Ashley

Basic one-dimensional flows; isentropic; area change; heat addition. Overall performance characteristics of propellers, ramjets, turbojets, turbofans, rockets. Performance analysis of inlets and exhaust nozzles, compressors, burners, and turbines. Rocket flight performance, single- and multi-stage rockets, liquid and solid propellants. Homework includes some design problems; a design project, including the preparation of a technical report, is required. 4 credits. Prerequisites: IT upper division or graduate student, AEM 4202.

AEM 4295 Problems in Fluid Mechanics

(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; prereq dept consent

Instructor: STAFF

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

AEM 4332W Aerospace Vehicle Design II

(Sec 001); 4 cr; prereq [5329 or instr consent], [EngC 1011 or equiv]; meets CLE req of Writing Intensive

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Instructor: Vano, Andrew

Students work in project groups to develop a preliminary design of an aerospace vehicle. Design process, project environment, schedules/milestones/critical-path, trade studies, weight and balance, propulsion, trajectory analysis, controls, CAD/vehicle integration, drawings and specifications, fabrication with CAD/CAM, test matrix. 4 credits. Writing Intensive Course.

AEM 4495 Problems in Dynamics and Control

(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; prereq dept consent

Instructor: STAFF

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

AEM 4501 Aerospace Structures

(Sec 001); 3 cr; A-F only; prereq IT upper div or grad, 3031 or equiv

Instructor: Truskinovsky, Lev

Advanced strength of materials, analysis of elastic structures with aerospace applications. Failure modes and criteria, buckling, matrix methods for analysis, plane truss design. Energy and Castigliano methods for statically determinate and indeterminate structures. Torsion and bending of asymmetrical thin-walled sections. Design project. Prerequisites: IT upper division or graduate student, AEM 3031 or equiv.

AEM 4511 Mechanics of Composite Materials

(Sec 001); 3 cr; prereq 3031, [IT upper div or grad student]

Instructor: Leo, Perry H

Analysis, design, and applications of laminated and chopped fiber reinforced composites. Micro- and macro-mechanical analysis of elastic constants, failure and environmental degradation. Prerequisites: IT upper division or graduate student, AEM 3031.

AEM 4595 Problems in Mechanics and Materials

(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; prereq dept consent

Instructor: STAFF

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

AEM 4821 Aerospace Engineering and Mechanics Honors Thesis I

(Sec 001); 3 cr; prereq upper div AEM honors student, dept consent

Instructor: STAFF

Individual projects under the direction of a member of the AEM faculty. Prerequisites: upper division AEM honors student, approval of the department.

AEM 4822W Aerospace Engineering and Mechanics Honors Thesis II

(Sec 001); 3 cr; prereq upper div AEM honors student, dept consent; meets CLE req of Writing Intensive

Instructor: STAFF

Individual projects under the direction of a member of the AEM faculty. Writing intensive. Prerequisites: upper division AEM honors student, approval of the department.

Afro-American Studies

808 Social Sciences Tower: 612/624-9847

Afro 1011 Introduction to African American Studies

(Sec 001); 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme

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

This course is an introduction to the study of people of African descent in the United States and the African diaspora. We will explore why people of African descent have occupied an oppressed position in this culture and globally, and how they have resisted this oppression creating social change. Our major form of analysis is historical sociology. We will examine changes over time and employ sociological, economic and political tools for understanding the historical and contemporary positioning of African Americans. We will be centrally concerned with how race, gender, and class shape Black life in the United States and the cultural creativity of African peoples.

Class time: 50% lecture, 25% Discussion, 25% small group work
Work load: 75-100 pages of reading per week, 30 pages of writing per semester, 2 exams, 4 papers, service learning
Grade: 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 10% special projects, 10% class participation, 20% service learning
Exam format: Short answer, essays, concepts

Afro 3108 Black Music: A History of Jazz (Sec 001); 3 cr; meets CLE req of Other Humanities Core; meets CLE req of Cultural Diversity Theme

Instructor: Williams, Yolanda Y

The History of Jazz course looks at the development of America's true "classical" musical form. We will trace the roots of Jazz from West Africa to the spirituals and work songs of the African slave through Blues to the first form of Jazz--New Orleans Dixieland. The other jazz forms of Swing, Bebop, and Cool through Neo-Classicism will also be studied. Because the course focuses primarily on the social, economic, and political impact on jazz, and vice versa, it is a perfect course for both the musician and the non-musician. Musicians will appreciate the developmental aspects of this once brand-new musical form and will gain a better understanding of how musical elements such as form, instrumentation, etc., and life interact and evolve.

Class time: 35% lecture, 35% Discussion, 30% Outside listening (live and recorded).
Work load: 9 pages of writing per semester, 2 exams, Reading: 1-2 chapters/week; Writing: 9 pages/semester (live performance reviews); 1 annotated bibliography.
Grade: 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 10% problem solving, 20% Annotated Bibliography.
Exam format: Multiple choice, essay and listening.

Afro 3112 In the Heart of the Beat: the Poetry of Rap (Sec 001); 3 cr; A-F only

Instructor: Pate, Alexs D.

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

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

Instructor: Foreman, Gayle P

The African American Child course will explore specific research conducted by African American psychologists, behavioral & social scientists and child development experts as their findings relate to the important task of assisting African American children to develop emotionally healthy and psychologically secure in a culturally diverse society.

Afro 3432 History of Africa Since 1800 (Sec 001); Credit will not be granted if credit has been received for: HIST 3432, AFRO 3432, HIST 3432, AFRO 3432, HIST 3432,

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AFRO 3432, HIST 3432; 4 cr; meets CLE req of International Perspect Theme; meets DELM req of classroom; meets CLE req of Historical Perspective Core

Instructor: Wagner, Michele Diane

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

Class time: 50% lecture, 50% Discussion
Work load: 50-75 pages of reading per week, 15-17 pages of writing per semester, 2 exams, 3 papers
Grade: 10% mid-semester exam(s), 20% final exam, 45% written reports/papers, 10% special projects, 15% class participation
Exam format: identification, short essay, map

Afro 3543 Psychology and the Black American Experience (Sec 001); 3 cr; meets DELM req of classroom; meets CLE req of Cultural Diversity Theme

Instructor: Barner, Pearl

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

Class time: 35% lecture, 10% Closed Circuit TV, 35% Discussion, 20%
Work load: 40 pages of reading per week, 12 pages of writing per semester, 2 exams, 3 papers
Grade: 15% mid-semester exam(s), 20% final exam, 15% written reports/papers, 20% in-class presentations, 30% class participation
Exam format: multiple choice, essay, short answer

Afro 3592 Introduction to Black Women Writers in the United States (Sec 001); 3 cr; meets CLE req of Literature Core; meets DELM req of classroom; meets CLE req of Cultural Diversity Theme

Instructor: Fletcher, Pamela Renea

This course is entitled: Literature as Medicine: The Truth Serum Flowing in the Works of Black Women Writers. In this course we will read prose and poetry written by North American Black women from diverse backgrounds, including Harriet Jacobs, Nella Larsen, Ann Petry, Alice Childress, Alice Walker, Ntozake Shange, Toni Morrison, Jewell Gomez, bell hooks, and J. California Cooper. In the Black cultural and literary traditions of truth-telling, they unabashedly express a variety of historical, cultural, and contemporary perspectives about the complex intersection of gender, race, and socioeconomic class in Black women's lives. In reading and analyzing these texts, we will use the basis concepts in literary studies, including genre, theme, plot, imagery, narrative, point of view, etc. This course is designed for undergraduates, both non-majors and majors in African American Studies.

Class time: 20% lecture, 80% Discussion
Work load: 50-80 pages of reading per week, 16-20 pages of writing per semester, 3 papers, 3 short papers (3-4 pages each) and One semester project (10 pages), and 4 unannounced quizzes on the reading assignments.
Grade: 75% written reports/papers, 10% quizzes, 15% class participation, 0% 75% quize(s)/Paper(s)
Exam format: quiz format is short essay

Afro 3594 Introduction to Contemporary Black Fiction (Sec 001); 3 cr; A-F only

Instructor: Fletcher, Pamela Renea

This literature course will examine the 1970s' resurgence of Black Fiction. Although writers like Richard Wright, Ann Petry, James Baldwin, Gwendolyn Brooks, and Ralph Ellison published critically acclaimed works in the 1940s and 1950s, Black fiction soon became overshadowed by the politically infused poetry of the Black Arts Movement (roughly 1965-1976). Like the poets of the Black Arts Movement, the fiction writers of the 70s were fueled by the intense civil rights movement of the previous two decades. A noteworthy aspect of the rise in fiction during the 1970s is the explosion of women novelists, like Gayle Jones, Toni Morrison, and Alice Walker, who exposed the interlocking oppressions of gender, race, class, and sexuality. Therefore, Black women set out to re-vision, remember, redefine, and interpret their lives on their terms. The themes of self-definition and ancestral tradition are also associated with the slave past, African heritage, and ancestral tradition as depicted in the works of William Melvin Kelley, Ernest Gaines, Charles Johnson, and John Edgar Wideman. In exploring the themes of self-definition and selfhood, among other themes, we will discuss the concept and construction of memory and its relationship to history, time, and truth. Students will have the opportunity to focus on a fiction writer of their choice, exploring the thematic, theoretical, literary, and historical significance of the writer's work in a semester project.

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

Instructor: Pike, Ben

This course examines 19th and 20th century African literature, concentrating on post-colonial literature of West, East and Southern Africa. Readings include works by Chinua Achebe, Thomas Mofolo, Ngugi wa Thiongo, among others. We will also view and discuss a number of related films. All readings in English.

Class time: 40% lecture, 30% Discussion, 30% films**Work load:** 90 pages of reading per week, 10 pages of writing per semester, 2 exams, 2 papers**Grade:** 30% mid-semester exam(s), 40% final exam, 30% written reports/papers**Exam format:** Essay and short answer.**Afro 3654 African Cinema (Sec 001); 4 cr; meets CLE req of International Perspective Theme; meets CLE req of Other Humanities Core**

Instructor: Pike, Ben

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

Class time: 20% Discussion, 80% Viewing films.**Work load:** 40 pages of reading per week, 10 pages of writing per semester, 2 exams, 2 papers**Grade:** 30% mid-semester exam(s), 40% final exam, 30% written reports/papers**Exam format:** Essay and short answer.**Afro 4013 Cities in Africa: African, Islamic, European Traditions (Sec 001); 3 cr; meets CLE req of Historical Perspective Core**

Instructor: Coifman, Victoria Bomba

History of African cities, their common and unique features. Case study of Swahili cities. Roots and issues of 20th century urban growth. Earliest urbanization took place on the Nile, 5000 years ago (NUBIA and EGYPT). We note that this was early in the history of urbanization anywhere. More than two thousand years ago, urban areas began to develop in the HORN of Northeast Africa (AXUM) and later at points on the East African (future SWAHILI) coast. By 500 BCE, towns and cities appeared in coastal NORTH AFRICA and in WEST AFRICA. Their development in time is studied. Beginning imperceptibly with Europeans on the Atlantic coast from the fifteenth century on, followed This information is accurate as of: 10/30/2003 at 12:09 PM

by colonial rule after 1885, major shifts in urban location and purpose took place in the twentieth century. We firmly identify the African base of cities, study the roles of religions, including Christianity and Islam, of strangers, of economic life, in urban history. While the approach is mainly historical we use Graham Connah's African Civilisations which is based in archaeology and includes history. John Middleton's The World of the Swahili is another basic text. Videos help to support readings and lectures visually. This is an undergraduate course available to all, though early grads will find this course useful. The course fulfills one of the Urban Studies requirements, there are no prerequisites.

Class time: 65% lecture, 25% Discussion, 10% Use of videos to illustrate the environment, remains, and actual sites of cities.**Work load:** 50 pages of reading per week, 8 pages of writing per semester, 2 exams, 2 papers, 4 to 5 short identification sheets required but not graded**Grade:** 25% mid-semester exam(s), 25% final exam, 50% written reports/papers**Exam format:** Short identifications and essays. There are choices available in each, the goal of the essays is to apply factual information to a "problem" or analysis**Afro 5405 The African American Child (Sec 001); Credit will not be granted if credit has been received for: AFRO 3405, AFRO 3405, AFRO 3405; 3 cr; meets DELM req of classroom**

Instructor: Foreman, Gayle P

The African American Child course will explore specific research conducted by African American psychologists, behavioral & social scientists and child development experts as their findings relate to the important task of assisting African American children to develop emotionally healthy and psychologically secure in a culturally diverse society.

Agricultural Engineering Technology

213 Biosystems & Agricultural Engineering:
612/625-7733

AgET 3213 Engineering Principles and Applications (Sec 001); 3 cr; prereq Math 1031 or Math 1142 or equiv, 3 cr phys or chem; meets DELM req of independent study

Instructor: Ruan, R. Roger

Introduces a variety of engineering principles and concepts to non-engineering students. Quantitatively apply mathematical and engineering principles to solve problems from a range of areas in animal production, crop production, horticulture, and soil and water management. Topics will include general concepts and equations; basic concepts of solar radiation and heat transfer; psychometrics; heating, ventilating, air conditioning, and lighting; fluid flow, pumps, and fans; waste management; structural members and simple machines; and basic electricity and automatic control.

Class time: 80% lecture, 20% Discussion**Work load:** 10 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers**Grade:** 30% mid-semester exam(s), 20% final exam, 15% written reports/papers, 25% problem solving, 10% In-class activities.**Exam format:** Multiple choice and short problems.**AgET 5095 Special Problems in Biosystems and Agricultural Engineering (Sec 001); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent**

Instructor: STAFF

Student may contact the instructor or department for information.

AgET 5203 Environmental Impacts of Food Production (Sec 001); 3 cr; meets DELM req of classroom; meets DELM req of

partially internet based

Instructor: Goodrich, Philip R

Topics include crop production intensity, biodiversity, animal raising options, sustainable agriculture, food processing waste alternatives, and pest control. Course objectives/outcomes: This course will appeal to students who want to gain an appreciation of the impact food production pursuits have on the global environment. These students will be from many backgrounds. Many may have limited contact with modern food production and most will have little understanding of the subsistence agriculture which is practiced in many areas of the world. Because the life cycle is modified by living plants, the impact of food production changes climate and the environment of the world. After taking this course, the students will be able to describe the impact of at least five different types of agriculture on the environment of the globe. The student will be able to critically evaluate one case study of food production and prepare alternative options which would minimize the impact of the situation.

Class time: 5% lecture, 5% Discussion, 90% Web-based learning**Work load:** 40 pages of reading per week, 10 papers, Homework - 1 per week**Grade:** 90% written reports/papers, 10% class participation**Course URL:** <http://www.tc.umn.edu/~goodrich>**Agriculture****190 Coffey Hall: 612/624-7254****Agri 3000 Directed Studies in International Agriculture****(Sec 001, 002); 3 cr; max crs 8, 3 repeats allowed; A-F only; prereq instr consent; meets DELM req of classroom; meets DELM req of independent study**

Instructor: STAFF

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

Class time: 100% Discussion**Work load:** amount of work and nature of projects negotiated with faculty**Grade:** 0% 80-90% written reports or papers; 10-20% presentations**Agri 3001 Pests and Crop Protection****(Sec 001); 3 cr; A-F only; prereq Biol 1009 or equiv or instr consent**

Instructor: Steffenson, Brian Joel

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

Class time: 50% lecture, 50% Laboratory**Work load:** 2 exams**Grade:** 30% mid-semester exam(s), 30% quizzes, 10% class participation, 30% lab work**Agri 3100H Honors Experience****(Sec 001); 2-3 cr; max crs 3, 1 repeat allowed; A-F only; prereq Approved proposal by COAFES honors program committee; meets HON req of Honors**

Instructor: STAFF

The Honors Experience is a required portion of the College of Agriculture Honors program. Individuals work with a faculty mentor and define an Honors Experience to be completed. Registration is limited to College of Agriculture Honors Students. Students must have prior approval from the Honors Committee. The approval requires submitting an Honors Experience proposal to the Honors Committee.

Class time: 50% lecture, 50% Discussion**Exam format:** Essay.**Agronomy and Plant Genetics****411 Borlaug Hall: 612/625-7773****Agro 4005 Applied Crop Physiology and Development****(Sec 001); 4 cr; max crs 8; prereq [Chem 1011 or Chem 1021 or equiv], 8 cr in [biol or plant science]**

Instructor: Cardwell, Vernon Bruce !!COAFES Distinguished Tchg Awd; Morse Alumni Award!!

Applications of plant physiology to growth, development, and management of field crops. Students explore the effects of environment, management practice, plant morphology, and anatomy which impact upon physiological processes. Course will emphasize inquiry and group activities as approach to learning. Students must take Biol 3002, Plant Biology: Function (2 cr) concurrently. Agro 3005 will explore the applied agronomic perspectives. Class will consist of one hour discussion and two hours of team-based student projects. All students will conduct at least one independent project.

Class time: 50% Discussion, 50% Laboratory**Work load:** 10 - 15 pages of reading per week, 3 exams, 2 papers**Grade:** 20% mid-semester exam(s), 25% final exam, 20% special

projects, 5% class participation, 20% lab work, 10% problem solving

Exam format: Multiple choice, essay, practical, eg. ID Growth Stages**American Indian Studies****2 Scott Hall: 612/624-1338****Amln 1001 Indigenous Peoples: an American Perspective****(Sec 001); 3 cr; meets CLE req of Social Science Core; meets DELM req of classroom; meets CLE req of Cultural Diversity Theme**

Instructor: Child, Brenda J

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.

Class time: 60% lecture, 40% Discussion**Work load:** 50 pages of reading per week, 2 exams, 1 papers, 5 p. paper**Grade:** 30% mid-semester exam(s), 30% final exam, 30% written reports/papers, 10% class participation**Exam format:** Essay exams**Amln 1002 Indigenous Peoples: A Global Perspective****(Sec 001); Credit will not be granted if credit has been received for: POL 1019; 3 cr; A-F only; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets DELM req of classroom**

Instructor: Wilkins, David E

This course focuses on the social, cultural and political relationship between selected indigenous peoples and the nation-states that settled in their territories and explores the various ways these states attempted to exterminate, incorporate, and segregate the native peoples they encountered. This class can be taken as an American Indian Studies course or a Political Science Studies course. It has been cross-listed. This course fulfills CLE requirements of Social Science core and International Perspective Theme.

Amln 1003 Indigenous Peoples: a Minnesota Perspective**(Sec 001); 3 cr; A-F only; meets CLE req of Other Humanities**

Core; meets CLE req of Cultural Diversity Theme

Instructor: McKay, Neil Troy

The course will focus in particular on the history, culture, and lived experience of American Indian people in the state of Minnesota. This course will explore how Anishinaabe (Ojibwe) and Dakota people have represented their lives and histories through film, music, oral traditions and written texts. It also includes some work by non-Indian scholars which focus on the distinctive cultural, philosophical, and linguistic perspectives of Anishinaabe and Dakota peoples. The course invites local Dakota and Ojibwe artists, elders, and scholars to speak on their own experiences. It is particularly interested in revealing the students' tribal pedagogical and epistemological perspectives or "ways of knowing" as practiced by Indian people in Minnesota today and in the past. This course will introduce students to the humanities as understood within the intellectual perspectives and methodologies of the Dakota and Ojibwe, in particular, and American Indian Studies, more generally. Since these perspectives fall outside the western humanities tradition, this course offers a culturally unique and tribally based perspective on subject matter in the humanities, namely literature, art, music, philosophy and language.

Class time: 40% lecture, 30% Discussion, 30% video, guest speakers**Work load:** 60 pages of reading per week, 20 pages of writing per semester, 2 exams, 5 papers, discussion of readings**Grade:** 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 10% class participation, 30% attendance, readings**Exam format:** question and answer, open ended, true false**Amin 3109 Anishinaabe Literature****(Sec 001); Credit will not be granted if credit has been received for: AMIN 5109; 3 cr; A-F only; prereq 3103**

Instructor: Nichols, John David

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.

Class time: 15% lecture, 85% Discussion**Amin 3201W American Indian Literature****(Sec 002, 003); 3 cr; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets DELM req of classroom; meets CLE req of Cultural Diversity Theme**

Instructor: Meland, Carter

This course is aimed at undergraduates from all fields of study and in it we examine creative work by writers of tribal American descent. These works--primarily novels--can be seen as a means to critique and transform stereotyped perceptions of Indian people as well as an effort to describe American culture and history from a (broadly defined) tribal, non-Eurocentric perspective. Works by authors like Leslie Silko, Thomas King, and Louise Erdrich address issues concerning the relation of storytelling to experience, myth to history, and person to place that will lead us to consider broad cultural questions concerning the meaning of history, our relation to specific places in our experience, as well as our relations to the many histories and peoples that define America. The course is discussion oriented and requires that each student bring his/her experience, history, and thoughts into the dialogues we will be developing as a means of creating a context from which the significance of the readings will develop. As well as participating in class discussions, each student will also be making a brief formal presentation to the class. American Indian Literature is a Writing-Intensive course, so in addition to class participation and the formal presentation, each student will also be writing three formal essays and numerous brief creative pieces (totaling 40 pages).

Class time: 10% lecture, 90% Discussion**Work load:** 150 pages of reading per week, 40 pages of writing per semester, 3 papers**Grade:** 65% written reports/papers, 10% in-class presentations, 25% class participation**Amin 3301 American Indian Philosophies****(Sec 001, 002); 4 cr; meets CLE req of Other Humanities Core; meets DELM req of classroom; meets CLE req of Cultural Diversity Theme**

Instructor: STAFF

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.

Amin 3401 American Indian Art**(Sec 001); 4 cr; meets DELM req of classroom; meets CLE req of Cultural Diversity Theme**

Instructor: Chapman, Jeffrey T

Visual arts depicting rituals, traditions, values and world views of major American Indian populations. This course is designed to acquaint students with American Indian arts from pre-contact to, and including, contemporary Indian arts. It focuses on materials, techniques, symbolism, imagery and traditions that underlie the art forms in various tribal regions of North America. The class will examine the influence of other tribes and also the effect of European immigration.

Class time: 50% lecture, 50% Discussion**Work load:** 10 pages of reading per week, 8-12 pages of writing per semester, 4 exams, 2 papers**Grade:** 10% final exam, 35% written reports/papers, 10% special projects, 30% quizzes, 10% in-class presentations, 5% class participation**Exam format:** essay**Amin 3402 American Indians and the Cinema****(Sec 001); 3 cr; A-F only; meets CLE req of Other Humanities Core; meets CLE req of Cultural Diversity Theme**

Instructor: Miller, Carol A !!Outstanding Service Award!!

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

Class time: 25% lecture, 25% Discussion, 50% Viewing of films and videos**Work load:** 100 pages of reading per week, 20-25 pages of writing per semester, 1 exams, 6 papers**Grade:** 40% final exam, 40% written reports/papers, 5% class participation, 15% in class exercises and group work**Exam format:** Essay

Amin 3409 American Indian Women: Ethnographic and Ethnohistorical Perspectives (Sec 001); Credit will not be granted if credit has been received for: AMIN 5409; 3 cr; meets CLE req of Social Science Core; meets CLE req of Cultural Diversity Theme

Instructor: Albers, Patricia

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

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

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

Grade: 100% written reports/papers

Amin 3601 American Indian Oral Traditions (Sec 001); 3 cr; A-F only; prereq 1001; meets CLE req of Literature Core; meets CLE req of Cultural Diversity Theme

Instructor: Nichols, John David

This course looks at the ways the indigenous societies of North America have understood and explained to themselves who they are; how they have come to live a certain way in a certain place speaking a certain tongue; and how they should live there among themselves and in relation to other beings. We will read and analyze written texts of performances ? recognizing them as altered by the processes of transcription, translation, and editing ? of orally-transmitted historical and literary documents of some of these societies. In English they have been labeled as folk tales, histories, legends, myths, rituals, songs, and speeches. We try to understand these documents in the contexts of the societies that made them even as we let them speak to us across time and cultural boundaries.

Class time: 30% lecture, 70% Discussion

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

Amin 3711 Dakota Culture and History (Sec 001); 3 cr; meets DELM req of classroom; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core

Instructor: STAFF

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

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American Indian Studies.

Class time: 10% lecture, 30% Closed Circuit TV, 60% Discussion
Work load: 50 pages of reading per week, 15 - 20 pages of writing per semester, 2 exams, 3 papers

Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 10% in-class presentations, 10% class participation

Exam format: Multiple Choice, Essay

Amin 5109 Anishinaabe Literature (Sec 001); Credit will not be granted if credit has been received for: AMIN 3109, AMIN 3109; 3 cr; A-F only; prereq 3107 or 5107 or instr consent

Instructor: Nichols, John David

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.

Class time: 15% lecture, 85% Discussion

Amin 5409 American Indian Women: Ethnographic and Ethnohistorical Perspectives (Sec 001); Credit will not be granted if credit has been received for: AMIN 3409, AMIN 3409, AMIN 3409; 3 cr; meets CLE req of Cultural Diversity Theme

Instructor: Albers, Patricia

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

Class time: 60% lecture, 25% Discussion, 15% Film and video

Work load: 100 pages of reading per week, 35 pages of writing per semester, 3 papers

Amin 5920 Topics: American Indian Studies (Sec 001); 3 cr; max crs 4, 1 repeat allowed; A-F only; meets DELM req of classroom

Instructor: Wilkins, David E

This course will cover the history of treaty-making and other diplomatic negotiations that have transpired between indigenous peoples and between First Nation and European states, American colonies/states, and with the federal government from the colonial period to the present time. It also examines the legal and political status of these important documents, discusses doctrines of interpretations of Indian treaties and agreements, and will cover important problem areas that have arisen in litigation surrounding these political documents.

Class time: 25% lecture, 75% Discussion
Work load: 50-100 pages of reading per week, 20-35 pages of writing per semester, 2 exams, 1 papers
Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 20% in-class presentations
Exam format: extended essays

American Sign Language

240 VoTech Building: 612/626-9392

ASL 1701 American Sign Language I

(Sec 001-009); 4 cr

Instructor: STAFF

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

ASL 1702 American Sign Language II

(Sec 001-009); 4 cr; prereq 1701 or instr consent

Instructor: STAFF

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

ASL 3703 American Sign Language III

(Sec 001-008); 4 cr; prereq 1702 or instr consent

Instructor: STAFF

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

ASL 3704 American Sign Language IV

(Sec 001-006); 4 cr; prereq 3703 or instr consent

Instructor: STAFF

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

ASL 3705 Cultural Perspectives of Deafness

(Sec 001); 2 cr

Instructor: STAFF

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

ASL 5642 Classroom Communication Through ASL

(Sec 001); 2 cr; max crs 5, 5 repeats allowed; S-N only; prereq Fluency in ASL, instr consent required

Instructor: STAFF

American Sign Language form/function, vocabulary production, grammatical features needed by professionals working with children, storytelling strategies, technical sign language for classroom teachers. Content progresses in repeated segments. (SP-ASL proficiency; instructor consent required).

American Studies

104 Scott Hall: 612/624-4190

AmSt 1002 American Popular Arts and Public Life, 1940 to present (Sec 001); 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme

Instructor: Laderman, Scott M

This course is designed as an introduction for students to the interdisciplinary character of American Studies as a liberal arts major. The course will examine the intersections of the American popular arts -- especially film, theater, music, the visual arts, and literature -- and national and international politics from World War II to the present. We will explore the domestic and global conflicts that have shaped and transformed American society and the manner in which these tensions have been reflected in a diversity of cultural productions. To aid us in understanding the history of the past sixty years, we will read fictional works like John Okada's No-No Boy, Tim O'Brien's The Things They Carried, and T. Coraghessan Boyle's The Tortilla Curtain. We will contemplate the poetry of Allen Ginsberg, Wanda Coleman, and Simon Ortiz, and we will view the creations of the artists Norman Rockwell, George Morrison, and Jackson Pollock. Our investigation will include an examination of Hollywood's influence in the shaping of historical consciousness, and we will consider evolutions in music, such as in jazz, rock and roll, and hip hop. The primary objectives of this course are twofold: to critically analyze the popular arts as not merely a source of leisure but as a force that shapes -- and is shaped by -- the schisms of American society, and to employ history as a means of understanding the social, political, and economic conditions of the twenty-first century.

Class time: 50% lecture, 25% Discussion, 25% Films and musical recordings

Work load: 100 pages of reading per week, 10-12 pages of writing per semester, 2 papers, 3 quizzes

Grade: 40% written reports/papers, 30% quizzes, 10% class participation, 20% independent field trip and report

AmSt 1002 American Popular Arts and Public Life, 1940 to present (Sec 010); 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme

Instructor: Rizzo, Mary

This course will use popular culture as a means of examining and analyzing American history, politics and society from 1940 to the present for the diverse participants in the American nation. Questions we will address will include: How does popular culture shape the social realm? How can popular culture be used to question and change the social realms? How are race, class, ethnicity, gender and sexuality represented in popular culture? Who has the power and authority to create these representations? Through these questions, and others, we will examine some of the most significant issues in contemporary U.S. history, including World War II, the Cold War, the conflict in Vietnam, Civil Rights, feminism, social movements, nationalisms, consumerism and globalization. Class will be a combination of lecture and discussion, and will focus heavily on critical analyses of popular culture forms, including and especially, music, film, theater, advertisements, mass periodicals, popular literature, and TV.

Class time: 60% lecture, 40% Discussion

Work load: 4 papers

AmSt 1401 Comparative Genders and Sexualities

(Sec 001); 3 cr; meets CLE req of International Perspective Theme

Instructor: STAFF

This course is designed to study gender and sexual practices and identities within a comparative (i.e. international) frame. The course intends to show students how such practices and identities both reflect and refract national ideals--that is, how gender and sexual practices express nation and intranational divisions. It will look at gender and sexual formations as signs of cultural and national diversity. The

course uses literature, film, and historical texts to illustrate how gender and sexual formations among various racial minorities within a variety of countril illustrate the gender, sexual, and cultural diversity within certain national terrains. Looking at texts about different countries will help students see the gender and sexual diversity that is part of the histories of persons who immigrate to the United States. Please contact the department for further information.

AmSt 3111 American Cultures and the Arts

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

Instructor: Monteyne, David Patrick

American Spaces: Architecture and Landscapes. What are American spaces? Jefferson's Monticello or a contemporary Los Angeles prison? the family farm or the Nevada nuclear test site? the gleaming office towers of Lower Manhattan or the crumbling inner city of Detroit? This course explores some of the wide array of spaces ?buildings, landscapes, cities? that have helped identify America and American values. Spaces reflect and enable social relations, and this course examines how Americans have altered and been affected by the physical world, and how they have shaped places for daily life. How is architecture oppressive as well as expressive? How have spaces been gendered and racialized? How do they represent class aspirations and realities? The course will be arranged by major themes which have been determinants of the forms and arrangement of American spaces: art, nature, home, community, technology, money, and power. Through each of these thematic studies we will attempt to build up an understanding of how space is implicated in power relations, how the built environments of America participate in the formation of identities at different scales (individual, national, etc.), and what our architectures and landscapes tell us about ourselves.

Class time: 50% lecture, 30% Discussion, 20% Field trips and films

Work load: 75 pages of reading per week, 20 pages of writing per semester, 5 papers

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

AmSt 3113W America's Diverse Cultures

(Sec 002); 3 cr; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom; meets CLE req of Cultural Diversity Theme

Instructor: Choy, Catherine C

This course will focus on the ways that interracial relationships, transracial adoptees, and mixed-race Americans transform discussions about race and ethnicity. Major topics covered in this course will include theories of race and ethnicity; interracial romance and marriages; international and transracial adoption; and comparative multiracial experiences. The course is intended for undergraduate students and non-majors as well as majors.

Class time: 33% lecture, 33% Discussion, 33% film viewing or small group writing and discussion

Work load: 100-150 pages of reading per week, 20-25 pages of writing per semester, 3 papers, response papers

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

AmSt 3113W America's Diverse Cultures

(Sec 003); 3 cr; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets DELM req of classroom; meets CLE req of Cultural Diversity Theme

Instructor: Mariano, L Joyce Zapanta

Multiculturalism Revisited through the Space of Asian America: This class will look at popular, academic and institutional deployments of "multiculturalism." Authors, policy makers, educators, employers and creators of cultural productions such as movies, TV and art use and define multiculturalism in different ways. It will be our goal to understand the implications of these differing definitions through an examination of Asian America. Asian America has been constructed as both inside and outside of the United States' cultural landscape. In this course, we will question the meaning and impact of this positioning. Understanding that race is always tied to ideas of gender, class, sexuality and national difference, the course will question how discourses of multiculturalism highlight and cover over relationships

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among these terms. We will ask how discourses of multiculturalism are or are not able to account for institutional discrimination, differences among Asians in America, feminism, queer politics, theories on whiteness and transnational perspectives.

AmSt 3113W America's Diverse Cultures

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

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

In this course I will suggest that the bitter debates about the use of language which characterized the 1980s and 1990s should be placed within the history of national identity. Most of us assume that national identity is a timeless given. But modern nation that are supposed to be based on the authority of citizens, of the people, only date from the American and French revolutions in the late eighteenth century. Until then, European monarchs have political authority over their subjects who were divided into many different ethnic groups. A nation of citizens, however, was imagined to be, a homogeneous culture. A national people were imagined to be made up of similar people. Obviously, ethnic pluralism did not disappear as modern nation were formed, but their existence was repressed by the dominant national culture. The homogeneous people that supposedly characterized modern nations were also supposedly isolated from outside influences; otherwise they could not sustain a uniform culture In the 1940s, however, dominant political, economic, and cultural elites in the United States decided to replace isolationism with internationalism. It has taken us a half century to realize that it will be difficult, if not impossible, to preserve the ideal of an isolated, homogeneous people within an international context. What language will we use in the new environment?

Class time: 50% lecture, 50% Discussion

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

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

AmSt 3114 America in International Perspective

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

Instructor: Todorova, Miglena S

Are global U.S. culture and politics a messiah spreading ideas of freedom and democracy around the world, or are they a menace spreading consumerism, all the while sustaining national and transnational regimes of oppression and domination? With this question in mind, the course takes you on a journey around the world. We will ?visit? Cuba, Japan and countries in the Middle East and Europe to examine the role of American pop culture, U.S.foreign policy and transnational capital in the formation of individual and group identities of peoples in these countries. We will also examine these peoples' attitudes toward the U.S. Our explorations will focus on the intersections of state, culture and capital, or the international avenues, where Hollywood, Nike and policy makers greet each other. We will travel in both space and time, as the course examines the above issues over the period from WWII to present.

Class time: 50% lecture, 10% Closed Circuit TV, 40% Discussion

Work load: 25 pages of writing per semester, 2 exams

Grade: 50% final exam, 40% written reports/papers, 10% class participation

Exam format: Essay

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

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

Instructor: May, Lary L

The course explores the relationship between postwar American popular art and public life. Unlike most explorations of the popular arts, this class examines what it means to be a citizen and an American, who is included and excluded. We will examine these issues in the

context of the rise of the United States to a global power, anti-communism, civil rights, the Vietnam war and the counter-cultures, and conservative resurgence since the 1970's. How these events interacted with popular values of citizenship, gender and race identity will be the subject of our attention. Topics of exploration will be the rise of film noir, the suburban domestic ideal, television, films, rock and roll, and contemporary youth cultures. Videos and records will be utilized in class for textual analysis, combined with several discussion groups that will explore the readings. The audience for the course will be undergraduate majors and non-majors in American Studies. It fulfills the CLE requirement - Citizenship and Public Ethics. Writing intensive
Class time: 50% lecture, 20% Closed Circuit TV, 30% Discussion
Work load: 150 pages of reading per week, 20 pages of writing per semester
Grade: 33% final exam, 33% written reports/papers, 33% quizzes
Exam format: essay

AmSt 3299W Junior Proseminar

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

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

This course is an intellectual history of American Studies. We will focus on the understanding of American cultures held by the men who began American Civilization Programs in the 1930's and how those understandings have been modified or replaced since the 1960's. We will read recent scholarship in American Studies. Each class meeting will be a discussion led by the students. Majors only.

Class time: 20% lecture, 80% Discussion

Work load: 80 pages of reading per week, 20 pages of writing per semester, 3 papers

Grade: 60% written reports/papers, 40% class participation

AmSt 3302W Senior Proseminar in American Studies

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

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

AmSt 3302 is the second semester of the year-long senior seminar required of all American Studies majors. In the class students will develop and write their senior projects.

Work load: 20-35 pages of writing per semester

Grade: 100% written reports/papers

AmSt 3993 Directed Studies

(Sec 001); 1-9 cr; max crs 9, 1 repeat allowed; prereq instr consent

Instructor: STAFF

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

AmSt 4301 Workers and Consumers in the Global Economy

(Sec 001); 3 cr; prereq AmSt major or advanced undergrad or instr consent; meets CLE req of International Perspect Theme; meets CLE req of Cultural Diversity Theme

Instructor: Erickson, Karla Anne

Class time: 20% lecture, 80% Discussion

Work load: 80 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers, Leading class, participation=20%

Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 10% in-class presentations, 10% class participation, 0% Short answer, identification and essay

CLE req of Literature Core

Instructor: Levinson, Bernard M

This course will trace the development of prophecy in ancient Israel within the larger context of ancient Near Eastern history and culture. We will explore how prophecy evolved from ecstatic groups to lone individuals. We will question the relationship of the prophet to Israelite religious institutions. We will also focus on the social, political, and religious concerns of the prophets, noting their origin in biblical law and covenant ideology. Finally, we will question why prophecy ended in Israel and how it was preserved in transformed form in the apocalyptic literature of Daniel, in the Dead Sea Scrolls, and in the pseudepigraphic literature of the late Second Temple period. The goals of the course are to promote a liberal arts education: to teach exact reading, critical thinking, and thoughtful writing. The First Amendment also applies to this course. It is not personal belief or religious conviction that is at issue in the class. Students should be willing provisionally to suspend what they may have previously learned about the Bible in church, synagogue or mosque. Legally and pedagogically, all classroom discussion and assignments must be secular, intellectual, and academic.

Class time: 80% lecture, 20% Discussion

Work load: 30 pages of reading per week, 10-15 pages of writing per semester, 3 exams, 2 papers

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

Exam format: 50% multiple choice; 50% essay for all exams

ANE 3002 The Bible: Prophecy

(Sec 001); 3 cr; meets CLE req of Literature Core

Instructor: Levinson, Bernard M

This course will trace the development of prophecy in ancient Israel within the larger context of ancient Near Eastern history and culture. We will explore how prophecy evolved from ecstatic groups to lone individuals. We will question the relationship of the prophet to Israelite religious institutions. We will also focus on the social, political, and religious concerns of the prophets, noting their origin in biblical law and covenant ideology. Finally, we will question why prophecy ended in Israel and how it was preserved in transformed form in the apocalyptic literature of Daniel, in the Dead Sea Scrolls, and in the pseudepigraphic literature of the late Second Temple period. The goals of the course are to promote a liberal arts education: to teach exact reading, critical thinking, and thoughtful writing. The First Amendment also applies to this course. It is not personal belief or religious conviction that is at issue in the class. Students should be willing provisionally to suspend what they may have previously learned about the Bible in church, synagogue or mosque. Legally and pedagogically, all classroom discussion and assignments must be secular, intellectual, and academic.

Class time: 80% lecture, 20% Discussion

Work load: 30 pages of reading per week, 10-15 pages of writing per semester, 3 exams, 2 papers

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

Exam format: 50% multiple choice; 50% essay for all exams

ANE 3951 Major Project

(Sec 001); 4 cr; prereq ANE major, 3 3xxx ANE courses or instr consent

Instructor: STAFF

Student may contact the instructor or department for information.

ANE 5993 Directed Studies

(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent, dept consent, college consent

Instructor: STAFF

Student may contact the instructor or department for information.

Ancient Near Eastern

330 Folwell Hall: 612/625-5353

ANE 1002 The Bible: Prophecy

(Sec 001); 3 cr; prereq Knowledge of Hebrew not required; meets

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Animal Science

305 Haecker Hall: 612/624-2722

AnSc 1021 Avian Sampler

(Sec 001); 1 cr

Instructor: Noll, Sally Lee

This is an introductory class designed to teach students different aspects of avian biology. The course will incorporate planned environmental and conservation practices along with wildlife rehabilitation programs that are important for maintaining healthy populations of wild birds in Minnesota. The care and management of many types of avian species, such as domestic poultry, raptors, ratites, and companion birds, will be emphasized. Learning Objectives: To understand the main biological differences between avian and mammalian species; To learn the orders, classes, and species of wild birds found in Minnesota; To learn how to manage and care for avian species used as companion birds or for production of meat and eggs; To better understand how wildlife conservation practices and rehabilitation programs support Minnesota wild bird populations.

Class time: 80% lecture, 20% Discussion

Work load: 2 exams, 1 papers

Grade: 25% mid-semester exam(s), 50% final exam, 25% class participation

Exam format: multiple choice

AnSc 1101 Introductory Animal Science

(Sec 001); 4 cr

Instructor: Seykora, Anthony James

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

Class time: 70% lecture, 10% Discussion, 20% Laboratory

Work load: 40 pages of reading per week, 5 exams

Grade: 40% mid-semester exam(s), 20% final exam, 10% lab work, 30% problem solving

Exam format: Multiple choice and short answer.

AnSc 1403 Companion Animal Nutrition and Care

(Sec 001); 3 cr

Instructor: Stern, Marshall D !!COAFES Distinguished Tchg Awd!!

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.

Class time: 100% lecture

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

Grade: 100% Each of the 3 exams worth 33% each.

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

AnSc 2012 Livestock and Carcass Evaluation

(Sec 001); 3 cr

Instructor: Hawton, Jerry D

Course content: live animal selection is taught based on visual evaluation and performance records for beef cattle, swine and sheep. Marketing methods of meat animals for feedstock and commercial programs are discussed. Teaching methods utilized are group discussions, situation learning, and scenarios problem solving. This is a useful course for students who wish to gain a broad background in

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meat animal evaluation. Course is structured so that little knowledge is required for enrollment. Field trips are conducted. Recommended for animal science students and non-animal science students, excellent for AgEd, marketing, CLA.

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

Work load: 10 pages of reading per week, 3 exams, 4 hours of animal/carcass evaluation/wk.

Grade: 40% mid-semester exam(s), 30% final exam, 30% lab work

Exam format: Multiple choice, True/False, essay, fill in the blank, and oral

AnSc 2211 Biometrics for Livestock

(Sec 001); Credit will not be granted if credit has been received for: STAT 3011, STAT 5021; 3 cr; prereq Math 1031 or higher; meets CLE req of Mathematical Thinking Core

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

Statistics with emphasis on biological data, especially evaluation of livestock. Topics will include descriptive statistics, probability, correlation, regression, analysis of variance, and interpretation of results of experiments. Course is geared to the casual user and student of livestock research information. Emphasis will be on gaining an appreciation for statistical analysis of theoretical data, and its contribution to improved livestock well-being and management. Participation in classroom discussion will be encouraged.

Class time: 50% lecture, 50% Discussion

Work load: 25 pages of reading per week, 30 pages of writing per semester, 2 exams

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

AnSc 3141 Advanced Dairy Judging

(Sec 001); 1 cr; prereq 2011 or instr consent

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

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.

Class time: 100% Discussion

Work load: 100% oral presentations.

Grade: 100% in-class presentations

AnSc 4011 Dairy Cattle Breeding

(Sec 001); 3 cr; prereq 3221

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

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

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

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

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

Exam format: Short answer, essay

AnSc 4102 Equine Management

(Sec 001); 3 cr; prereq 2102

Instructor: Hower-Moritz, Melissa A

Fundamentals of horse management. Traditional and computer-based record keeping, marketing, and sales techniques. Legal aspects such as contracts, zoning, liability, and insurance. Management project that involves establishing, maintaining, and improving an equine business.

Class time: 100% Closed Circuit TV

Work load: 2 papers

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

Exam format: Multiple choice, short answer

AnSc 4501 Principles of Farm Animal Environment

(Sec 001); 3 cr; prereq 2301, jr or instr consent

Instructor: El Halawani PhD, Mohamed E

This course is designed for upper level and graduate students. The nature of a farm animal's life is shaped in part by the environment which includes all the physical, chemical, and biological elements that surround the animal. The various components of the environment may either promote or impair farm animal performance by facilitating or inhibiting productive and reproductive processes. The course aims to provide a grounding in present knowledge of animal reactions to environmental problems that confront farm animal producers and to help develop approaches to solving the problems.

Class time: 90% lecture, 10% Discussion

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

Grade: 100% mid-semester exam(s), 0% mid quarter exam

Exam format: Essays

AnSc 4604 Dairy Production Systems Management

(Sec 001); 4 cr; prereq 2401; 3221, 3305, 4403 recommended

Instructor: Reneau, Jeffrey Kimball

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

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

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

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

Exam format: essay

Anthropology

395 HHCtr: 612/625-3400

Anth 1001 Human Evolution

(Sec 001); 4 cr; meets CLE req of Biological Sciences/Lab Core; meets DELM req of classroom

Instructor: Tappen, Martha J

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 - the same process that gives the butterfly its wings, the horse its speed, and the worm its wiggle - 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 organism (primarily monkeys and apes). In the

second half of the course we will attempt to 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?

Class time: 50% lecture, 50% Laboratory

Work load: 50-65 pages of reading per week, 20-25 pages of writing per semester, 4 exams, 1 papers

Grade: 45% mid-semester exam(s), 20% final exam, 5% written reports/papers, 30% lab work

Exam format: Multiple choice

Anth 1003W Understanding Cultures

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

Instructor: STAFF

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

Class time: 75% lecture, 25% Discussion

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

Exam format: multiple choice; essay

Anth 3004 Great Controversies in Anthropology

(Sec 001); 3 cr; A-F only

Instructor: Gudeman, Stephen Frederick

Anthropology has been home to famous controversies about culture, thought and behavior. Is human "reason" the same in all cultures? What makes up evidence and truth when we study people, and whose "voices" should be heard? Should anthropologists support development efforts that are resisted by a local group? What responsibilities does the anthropologist have for a people he is studying who are suffering from malnutrition, disease and violence? In this course, we will examine these and other issues through notable controversies in anthropology, debate the opposing views in class, and try to reach an enriched perspective. Through this method, we will explore different forms of anthropology, other peoples, and ourselves.

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

Work load: 70 pages of reading per week, 2 exams, Group presentations

Grade: 30% mid-semester exam(s), 30% final exam, 30% in-class presentations, 10% class participation

Exam format: Essay

Anth 3009 Rise of Civilization

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

Instructor: Wells, Peter S

Introduction to the concept of civilization, 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.

Class time: 95% lecture, 5% Discussion

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

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

Exam format: multiple choice, essay

**Anth 3019 Hispanic Cultures of Latin America
(Sec 001); 3 cr; prereq 1003 or instr consent; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core**

Instructor: Gudeman, Stephen Frederick

The many cultures of Latin America present a fascinating mix of local practice and global influence, as well as the modern and the traditional. In this course, we will explore anthropological materials from Mexico to the tip of South America and consider topics such as resistance and protest, wealth and poverty, rituals and gender, family relationships, and the place of individual testimonies. To understand these practices, we will draw on cultural comparison and interpretation, look at connections to past European folk life, and consider the impact of colonialism and the expanding market system. Our aim is to gain an enhanced understanding of the fabric of social and cultural life in Latin America.

Class time: 45% lecture, 45% Discussion, 8% films

Work load: 60 pages of reading per week, 3 exams

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

Exam format: Essay

Anth 3045 Religion and Culture

(Sec 001); 3 cr; prereq 1003 or instr consent

Instructor: Penn, Mischa !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

An introduction to four explanations of the origin and character of religious belief systems: (a) "intellectualism" (Tylor, Frazer) which argues that religious beliefs are essentially claims about natural things, and must be regarded as "true" or "false" on the basis of empirical evidence. (b) "sociologism" (Durkheim) which contends that religions function as symbolic projections of a social order. (c) "emotivism" a position defended by Malinowski who argued that religious beliefs function practically in the adaptive struggles of humans as they attempt to balance biological "needs" in relation to environmental exigencies. (d) Freud, who argued that since religious beliefs are not verifiable on the basis of systematic scientific evidence, their value can only be assessed from a psychological standpoint. The course concludes with an examination of the views of Geertz, Tambiah, and Rappaport on the meaning and significance of virtual behavior.

Class time: 100% lecture

Work load: 2 exams

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

Exam format: Essay

Anth 3212 Globalization, Markets, and Inequality

(Sec 001); 3 cr; A-F only

Instructor: Ho, Karen Z

This course will help students to think critically about the global economy and to question mainstream economic assumptions. It will focus on the growing inequalities in the global economy, the globalization of American business and culture, the uneven relationships between "developed" and "underdeveloped" national economies, and the social consequences of markets and "free trade." We will explore specific case studies on Wall Street and transnational corporations such as Wal-Mart, sweatshops, brand-name global marketing, mass downsizings, job insecurity, etc. We will also pay attention to how economic restructuring reproduces racial and gendered hierarchies. Through this course, we hope to gain a better understanding of the uneven impact of globalization on social structures and cultural practices as well as how people interpret and resist these socio-economic changes. The readings in this class are varied and interdisciplinary; we will use films, discussion, as well as lecture to stimulate thought.

Grade: 25% mid-semester exam(s), 35% final exam, 15% in-class presentations, 25% class participation

Exam format: short answer and essay

Anth 3980 Topics in Anthropology: American Indian

Women/Ethnographic/Ethnohist Persp

(Sec 001); 3 cr; max crs 6

Instructor: Albers, Patricia

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

Class time: 60% lecture, 25% Discussion, 15% Film and video

Work load: 70 pages of reading per week, 21 pages of writing per semester, 3 papers

Anth 4001 Advanced Method and Theory in Archaeology

(Sec 001); 3 cr; prereq 1001 or 3001

Instructor: Gibbon, Guy E

Anthropology 4001 provides an advanced introduction to method and theory in archaeological archaeology. Basic textbooks that review field survey, excavation, stone tool analysis, archaeological theory, and cultural resources archaeology will be used as a base to explore current practices in archaeology. Special attention is given to agency as a stratgem in archaeology, dating methods, and quantitative approaches in archaeology. Other topical issues include cultural landscape archaeology, gendered archaeology, and interpretive archaeology, among other issues. This course is intended for students with a serious interest in or curiosity about archaeology.

Class time: 50% lecture, 5% Discussion, 45% small group projects

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

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

Exam format: concept identification, true/false, problem solving

Anth 4021 Psychological Anthropology

(Sec 001); Credit will not be granted if credit has been received for: ANTH 8209; 3 cr; prereq 1003, 3003 or instr consent

Instructor: Ingham, John M

This course offers an anthropological perspective on the relation between the individual and society. We consider the interrelation between personality and the sociocultural milieu, and between subjective experience and social life. The exploration considers shared patterns of personality in society as well as individual variation, including emotional and mental illness. One approach we take to these issues asks how local cultures shape thought, emotion, and even personality in locally distinctive ways. We consider, for example, how cultural schemas and models shape cognitive processes, how emotion and self vary from one culture to another, and whether certain types of emotional illness are peculiar to certain societies or parts of the world. A rather different set of questions asks about the psychological characteristics that human beings share simply by being human. In other words, What is human nature? And what are its expressions? For example, is romantic love a human universal? Or is it simply an aspect of Western culture? What is the role of childhood experience and socialization in shaping cross-cultural commonalities and differences? In this course, these broad questions frame discussions of dreaming and day-dreaming; myth, and folklore; sexuality and gender relations, violence; mental illness and eccentricity; and ritual and religion; literature, art, movies, and television.

Class time: 50% lecture, 30% Discussion, 20% films

Work load: 50 pages of reading per week, 15 pages of writing per

semester, 2 exams, 1 papers

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

Exam format: short answers and essay

**Anth 4043 Archaeology of Northern Europe
(Sec 001); 3 cr**

Instructor: Wells, Peter S

The purpose of this course is to present an overview of the archaeology of northern Europe from the Late Bronze Age around 1000 BC, through the Iron Age and Roman Period and into the Early Middle Ages, to the time of the Vikings, around AD 1000. The emphasis is on understanding broad patterns of change during these times, including development of towns, effects of the Roman Empire on peoples of northern Europe, and formation of early kingdoms in the medieval period. Lectures will present the evidence from specific archaeological sites and discuss how we can interpret the material record to yield information for understanding change. The course will also consider the formation of some of the familiar culture groups of the period, including Celts, Germans, Franks, Anglo-Saxons, and Vikings.

Class time: 90% lecture, 10% Discussion

Work load: 90 pages of reading per week, 10-15 pages of writing per semester, 4 exams, 1 papers

Grade: 35% mid-semester exam(s), 35% final exam, 25% written reports/papers, 5% quizzes

Exam format: Multiple choice and essay.

**Anth 4069 Environmental Archaeology
(Sec 001); 3 cr; prereq 1001, 3001 or grad**

Instructor: Tostevin, Gilbert B

Throughout human evolution, our interactions with the environment surrounding us have directly affected our social as well as biological evolution. Not only have changes in human-environment relationships resulted in one hominid species surviving while others have gone extinct, but whole civilizations have risen and fallen due to the subtle and pervasive power of our relationship with the landscape, flora, and fauna of the planet. Environmental archaeology provides the disciplinary tools to reconstruct past environments in order to understand these processes in a way meaningful to human behavior. By means of recovering data from within archaeological sites as well as from the landscape surrounding a site, environmental archaeologists and geoarchaeologists can glimpse the environmental changes that provide the guiding forces for some of the most fundamental changes in human life-ways. This lecture and discussion course is designed for undergraduates as well as graduate students, and archaeologists with limited knowledge of paleoecology as well as Quaternary paleoecologists with limited experience with archaeological method and theory. In addition to the reconstruction of past environments, this course will use the analysis of cultural remains to understand how changing human life-ways as well as changing environments have shaped the course of human history.

Class time: 80% lecture, 20% Discussion

Work load: 100 pages of reading per week, 10-15 pages of writing per semester, 2 exams, 1 papers

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

Exam format: Multiple choice and essay

**Anth 5025W Cultural Semantics
(Sec 001); 3 cr; meets CLE req of Writing Intensive**

Instructor: Dunnigan, Timothy

Students will develop a facility for understanding culture-specific concepts and classification systems through the comparative analysis of lexical forms, principally words and phrases, as they used in everyday discourse by speakers of different languages. Students select a language to compare with English, and carry out four or five mini-fieldwork projects on assigned subjects. The results of the field research are reported and discussed in class. Grades are based on participation in the seminar format and on the quality of the written and This information is accurate as of: 10/30/2003 at 12:09 PM

oral reports.

Class time: 35% lecture, 65% Discussion

Work load: 50 pages of reading per week, 20 pages of writing per semester, 4 papers

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

Anth 5029 Philosophical Anthropology

(Sec 001); 3 cr; A-F only; prereq sr or grad or instr consent

Instructor: Penn, Mischa !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

The readings have been selected from the works of Max Horkheimer (1895-1975) and Theodor Adorno (1903-1969). Both were among the founders of a group of wide-ranging and profoundly influential European intellectuals and social theorists active in pre and post WWII Germany and the US, known as the Frankfurt School. They became famous as co-developers of a social perspective which Horkheimer characterized as 'Critical Theory'. Among the issues to be discussed is Horkheimer's approach to two powerful orientations which continue to preoccupy anthropologists. The view that uniform, invariant, and universal features e.g., various generalized types of kinship systems, underlie human cultures, appears to clash with the equally intense pull created by the idea of local and unique ways in which groups and the individuals who participate in them live, act, and communicate with one another. How Horkheimer conceived of the problem, and whether he succeeded in solving it? Honeth claims he devalued an emphasis on local phenomena? will be discussed at length. Another set of related issues concerns Horkheimer's criticisms of what he designated as 'traditional theory' (The lead article in this course is his 'Traditional and Critical Theory' which commentators regard as the programmatic foundation for subsequent Frankfurt research.). 'Traditional Theory' doesn't denote working theories in psychology or economics.

Class time: 60% lecture, 40% Discussion

Work load: 2 exams

Grade: 60% final exam, 40% special projects

Exam format: Essay

**Anth 5980 Topics in Anthropology: The Anthropology of Migrations
(Sec 002); 3 cr**

Instructor: Tostevin, Gilbert B

Living in the modern age of large intercontinental migrations, we can all recognize the impact that migration and its concomitant culture contact have in shaping human experience in the twentieth century, whether we live in the First or Third World. In order to understand how the modern process of globalization will affect the future, however, we must first examine how different contexts of migration and culture contact have affected social structures of the past, thereby understanding migration as a complex culture process. This course pursues this goal by examining the role of migration as a stimulator of culture contact and biological contact in the past and present in all of its diverse forms, from the diffusion of a few individuals or isolated cultural information, to the migration of families, and even to full-scale population invasion. Whether discussing the Viking invasions of the British Isles or the influence of Hudson Bay Company traders on the native groups of western Canada, the phenomena of migration and culture contact have had a large effect on cultural and biological evolution throughout history and prehistory. A multidisciplinary approach to the study of migration and culture contact is advocated here by integrating the theoretical perspectives of anthropological archaeology, ethnography, history, biology, population genetics, and geography in the examination of specific case studies from the Stone Age to the nineteenth century.

Class time: 40% lecture, 50% Discussion, 10% video documentaries

Work load: 100 pages of reading per week, 10-15 pages of writing per semester, 2 exams, 1 papers

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

Exam format: short answer and essay

Anth 5990 Topics in Archaeology: Material Culture and Representation
(Sec 001); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq instr consent

Instructor: Wells, Peter S

This seminar approaches pictorial representation from the perspective of material culture, examining it as a medium of communication, to consider wider implications both for archaeology and for understanding the nature of communication. Examining cases from a span of 30,000 years, the seminar asks, is there a universal structure to the ways that humans employ pictorial representation.

Class time: 100% Discussion

Work load: 50 pages of reading per week, 10-20 pages of writing per semester, 1 papers

Grade: 45% written reports/papers, 40% in-class presentations, 15% class participation

Applied Business

101 Wesbrook Hall: 612/624-4000

ABus 4023W Communicating for Results
(Sec 002); 3 cr; A-F only; prereq At least 45 cr; meets CLE req of Writing Intensive; meets DELM req of classroom

Instructor: Mikelonis, Victoria M

The ability to influence and persuade based on sound ideas is critical to effectiveness in organizations. This course focuses on aspects of communication that are essential to being persuasive and influential. Topics include organizing and presenting ideas effectively, strategies for audience analysis, choosing communication methods, making appropriate use of informal influence methods and handling dissent. Processes for intercultural communication are introduced.

ABus 4032 Quantitative Skills for Decision Making
(Sec 001); 3 cr; A-F only; prereq College algebra, college statistics, at least 45 cr; meets DELM req of partially internet based

Instructor: STAFF

The ability to influence and persuade based on sound ideas is critical to effectiveness in organizations. This course focuses on aspects of communication that are essential to being persuasive and influential. Topics include organizing and presenting ideas effectively, strategies for audience analysis, choosing communication methods, making appropriate use of informal influence methods and handling dissent. Processes for intercultural communication are introduced.

ABus 4042 Planning and Implementation at the Business Unit Level
(Sec 002); 3 cr; A-F only; prereq 4101, 4103, at least 45 cr; meets DELM req of internet delivered

Instructor: STAFF

Creating/implementing operating plans. Operations flowcharts, budgets, schedules, and staffing plans. Integrating plans with overall business strategy. Factors in implementation. Developing strategies for change.

ABus 4043 Project Management in Practice
(Sec 002); 3 cr; A-F only; prereq 4102, at least 45 cr; meets DELM req of internet delivered; meets DELM req of partially internet based

Instructor: STAFF

This course has two objectives. The first is to teach students about project management and the various tools and techniques available to support the project leader in such areas as scheduling, coordinating and allocating resources. The second is to provide students with an opportunity to carry out a field project and put the tools of project management into practice. The field project may involve a project with a nonprofit organization in the community, a smaller business or the student's employing company. The projects should be carried out in teams whenever possible.

ABus 4511 Small Business Survival Skills
(Sec 001); 3 cr; A-F only; prereq At least 45 cr
Instructor: STAFF

This course is designed for those who have a strong interest in small companies. The theme of the course is that a small business is not a little big business, and the successful management approaches of big business are not particularly useful to those who work in small business. Using case studies, a number of important issues will be covered such as how to forge a realistic growth trajectory; how to design an adaptive organization; how to identify and build on distinctive strengths; how to avoid growth-induced failure; how to develop techniques to respond to the truism "profits are illusory, cash is real," and how to cope in the environment of resource poverty.

ABus 4999 Practicum
(Sec 001-008); 3 cr; max crs 9, 3 repeats allowed; A-F only; prereq BAS student in applied business, at least 33 applied-business cr, instr consent, dept consent; meets DELM req of independent study

Instructor: STAFF

This course may take one of the following forms or may be specially designed in cooperation with a faculty adviser: (1) supervised project in the student's employing organization; (2) supervised project in an organization providing an internship site; (3) compilation and integration of a thematic selection of projects drawn from previous course work; or (4) development of a business plan for a new venture or expansion of an existing business. Students enrolled in the practicum will meet in scheduled class sessions on a limited basis to review progress and share emerging insights, or to problem solve with other enrolled students.

Applied Economics

231 Classroom Office Building: 612/625-1222

ApEc 1101 Principles of Microeconomics
(Sec 001); Credit will not be granted if credit has been received for: ECON 1101, ECON 1101, ECON 1101, ECON 1104, ECON 1104, ECON 1104, ECON 1111, ECON 1101H, ECON 1101H; 3 cr; meets CLE req of Social Science Core

Instructor: Levins, Richard A

Microeconomics, the topic of this course, deals with consumer behavior, production decisions of business firms, and markets. There will be some special topics, including market failures, environment economics, and the economic role of the government. The major emphasis in the course will be on economic concepts and their application to current economic issues.

Class time: 65% lecture, 35% Discussion

Work load: 25 pages of reading per week, 32 exams, Write 4 short papers, weekly quizzes

Grade: 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 30% quizzes, 10% class participation, 0% homework assignments

Exam format: Problem solving, multiple choice, short answer, graphical analysis

ApEc 1102 Principles of Macroeconomics
(Sec 001); Credit will not be granted if credit has been received for: ECON 1102, ECON 1102, ECON 1102, ECON 1105, ECON 1105, ECON 1105, ECON 1112, ECON 1102H, ECON 1102H; 3 cr; prereq 1101 or Econ 1101; no credit will be granted if credit has been received for: Econ 1102 or Econ 1105.; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core

Instructor: Aziz, Fahima

The social science called economics is mainly divided into two major subject matter areas: micro and macroeconomics. Macroeconomics, the topic of this course, is concerned mainly with the problems of unemployment and inflation. Thus a major part of this will be devoted

to studying the causes of unemployment and inflation and the various measures that can be taken to avoid or at least mitigate these problems.

Class time: 50% lecture, 30% Discussion, 20% small group work
Work load: 30 pages of reading per week, 4 exams, 15 assignments, in-class learning assignments

Grade: 30% mid-semester exam(s), 40% final exam, 15% class participation, 15% problem solving

Exam format: Multiple choice, short essay, and graphical analyses

ApEc 3001 Applied Microeconomics: Consumers, Producers, and Markets

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

Instructor: Zeitouni, Naomi

This is a course in intermediate microeconomic theory, focusing on both consumer and producer decisions. Starting from a firm foundation in the fundamental theory of supply and demand, we will learn about markets, pricing, investment, the effects of government regulations, and market failures. The course will be structured as a lecture/discussion course, with opportunities to develop problem-solving skills through in-class exercises and problem sets.

Class time: 80% lecture, 20% Discussion

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

Grade: 30% problem solving, 70% exams

ApEc 3002 Applied Microeconomics: Managerial Economics
(Sec 001); 4 cr; prereq [3001 or Econ 3101], [OMS 1550 or Stat 3011]

Instructor: Apland, Jeffrey D

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

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

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

Grade: 50% mid-semester exam(s), 25% final exam, 25% Lab and problem set assignments

Exam format: Problems, short answer, short essay

ApEc 3006 Applied Macroeconomics: Government and the Economy

(Sec 001); Credit will not be granted if credit has been received for: ECON 3102, ECON 3112, ECON 3102H; 3 cr; prereq 3001 or concurrent enrollment 3001 or Econ 3101 or concurrent enrollment Econ 3101

Instructor: Stinson, Thomas F

This course is concerned mainly with aggregate economic activity. Major emphasis is on factors that determine national income, employment, interest rates, and the price level. These factors include aggregate consumption, business investment, imports and exports, government spending and taxation, the money market, and the labor market. Implications of changes in government economic policies are considered.

Class time: 85% lecture, 15% Laboratory

Work load: 40 pages of reading per week, 2 exams, weekly homework problems

Grade: 40% mid-semester exam(s), 50% final exam, 10% problem solving

Exam format: essay

ApEc 3451 Food and Agricultural Sales
(Sec 001, 002); 3 cr; prereq 1101 or Econ 1101

This information is accurate as of: 10/30/2003 at 12:09 PM

Instructor: Nefstead, Ward Elliot

Professional selling of agricultural and food products. Building and refining sales abilities, identifying and qualifying prospects, delivering effective sales presentations and closing the sale, utilizing principles of market research including market segmentation methods. The class will involve explorations of careers in sales via guest speakers and other audiovisual aids. Students will develop and deliver a professional sales presentation.

Class time: 80% lecture, 20% Discussion

Work load: 20 pages of reading per week, 5 pages of writing per semester, 2 exams

Grade: 15% mid-semester exam(s), 20% final exam, 50% special projects, 15% lab work

Exam format: Essay

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

ApEc 3801 Health Economics and Policy
(Sec 001); Credit will not be granted if credit has been received for: PUBH 3801, PUBH 3801; 3 cr; prereq [[1101 or Econ 1101], knowledge of plane geometry] or instr consent

Instructor: Jonk, Yvonne C

This course examines the economics of health care markets, and aims to further enhance your understanding of real world problems faced by consumers and producers of health care services. The course builds on basic microeconomic principles of the supply and demand for health, health care, and health insurance, and also explores the role of government. Both theoretical models and empirical applications will be discussed. The course will be a combination of lecture and class discussion, with students leading some of the discussion. Readings will come from textbooks, journal articles, the media, and information found on the Internet. Students are expected to read the assignments before class and be prepared to discuss the readings.

Class time: 75% lecture, 25% Discussion

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

Grade: 45% mid-semester exam(s), 20% final exam, 15% quizzes, 5% class participation, 15% problem solving

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

Course URL: http://www.hsr.umn.edu/fac_pages/yjonk/yjonk.html

ApEc 3811 Principles of Farm Management
(Sec 001); 3 cr; prereq 1101 or Econ 1101

Instructor: Olson, Kent D

Strategic and operations aspects of farm management; strategic management; budgeting; production and operations planning; quality management and control; financial analysis and management; investment analysis; land purchase and rental; risk management; contract evaluation; and staffing and organization. Students completing the course will be able to: 1) Define the terms and concepts commonly used in farm management; 2) Apply methods to identify issues and analyze strategic options for farms; 3) Apply operations management techniques within a systems perspective of other parts of the farm, and the uncertain economic, climatic, and biological environments in which farms operate; 4) Apply knowledge obtained in previous courses to farm management problems; and 5) Strengthen skills in teamwork, problem solving, interviewing, speaking, and report writing. The target audience is primarily undergraduates in an agricultural major, although graduate students in agricultural fields may benefit from this course as well.

Class time: 50% lecture, 50% Discussion

Work load: 25 pages of reading per week, 20 pages of writing per semester, 2 exams, 8 papers

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

Exam format: Short answer, short essay, multiple choice, problems.

Course URL: <http://www.apec.umn.edu/faculty/kolson/classes.html>

ApEc 3821 Retail Center Management
(Sec 001); 3 cr; prereq [1101 or Econ 1101], [1251 or Acct 2050]

Instructor: Nefstead, Ward Elliot

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.

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

Work load: 35 pages of reading per week, 10 pages of writing per semester, 3 exams

Grade: 20% mid-semester exam(s), 35% final exam, 20% special projects, 10% lab work, 15% problem solving

Exam format: Multiple choice, essay, short answer

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

ApEc 3991 Independent Study in Applied Economics (Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent

Instructor: STAFF

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

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

Instructor: STAFF

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

ApEc 4311 Tourism Development: Principles, Processes, Policies (Sec 001); 3 cr; prereq 1101, 1102 or Econ 1101, 1102

Instructor: Gartner, Bill

Growth in tourism has led, in the last twenty-five years, to development consequences that are not always planned for, or welcome. This course begins by exploring the historical evolution of the tourism industry, and then reviews the economic, environmental and socio-cultural impacts, both positive and negative, of tourism development. Government policies and organizations that influence tourism development are examined. Models used to plan for development are discussed and the tools needed for successful development are reviewed. Target audience for this course is centered on the upper level undergraduate and graduate student pool. The instructor will offer many real world examples from his work in West Africa and the Middle East.

Class time: 50% lecture, 50% Discussion

Work load: 25 pages of reading per week, 30 pages of writing per semester, 2 exams, 2 papers

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

Exam format: Essay

ApEc 4481 Futures and Options Markets

(Sec 001); Credit will not be granted if credit has been received for: APEC 5481; 3 cr; prereq [[3001 or Econ 3101], [AnSc 2211 or OMS 1550 or Stat 3011], 60 cr] or instr consent

Instructor: Buhr, Brian Lee

This course regards the study of futures and options markets. Primary emphasis will be on commodity futures markets (e.g., food complex, energy complex, metals complex); however, consideration will also be given to financial, currency and stock market futures and options. Approximately the first one-third of the course will focus on futures and options markets history, roles of participants, and tactics and strategies for usage of futures and options. Two-thirds of the course will focus on the application of futures and options markets to risk management, including their role in forward pricing and derivatives markets. Analytic skills including calculus and statistics will be important for successful completion of the course. Students will also participate in risk management case studies, an online trading simulation and tours of the Minneapolis Grain Exchange.

Class time: 75% lecture, 20% Discussion, 5% Tours to Minneapolis Grain Exchange

Work load: 25 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers, Case study exercises and interactive trading

Grade: 30% mid-semester exam(s), 40% final exam, 5% written reports/papers, 5% special projects, 5% class participation, 15% problem solving

Exam format: Multiple Choice, True/False, short Answer Problem Solving

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

ApEc 4611 Resource Development and Environmental Economics (Sec 001); 3 cr; prereq [1101 or Econ 1101], [1102 or Econ 1102], 60 cr; meets CLE req of Environment Theme

Instructor: Easter, K William

The course provides an introduction to natural resource and environmental economics. The course intends to show how economic reasoning can be used to develop insights into the causes, and consequences of, appropriate policies for a variety of natural resource and environmentally related problems. The first part of the course covers general topics in the field of natural resource economics, including benefit-cost analysis. The second part focuses on environmental economics, including market failures such as pollution and the valuation of non-market goods. Group projects will be used for in-depth analysis of current topics. Strong international orientation.

Text: Tom Tietenberg, "Environmental and Natural Resource Economics," 2000, 5th edition. Target audience: NRES majors, international students, applied economics students and other students interested in environmental and natural resource problems.

Class time: 85% lecture, 15% Discussion

Work load: 35 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers

Grade: 40% mid-semester exam(s), 30% final exam, 18% written reports/papers, 2% in-class presentations, 10% problem solving

Exam format: Short essay.

ApEc 5152 Applied Macroeconomics: Income and Employment (Sec 001); 2 cr; prereq Concurrent enrollment Econ 5152 or instr consent

Instructor: Roe, Terry L

The course will build upon the materials presented in Econ 5152, Elements of Economic Analysis: Income and Employment. The general objective is to introduce students to the theory of general equilibrium, trade and growth, and its empirical application to policy questions. The course will be organized around lectures and lecture handouts, and problem sets. The introductory lectures focus on recent economic history to lay a foundation for developing the theory and its application. Then, the two sector static Heckscher-Ohlin (HO) model is presented, followed by applications, such as growth accounting. The second phase will focus on specifying and understanding the basics of the two sector neoclassical growth model which "imbeds" the HO model. These constructs and their application are at the core of modern theory and the analysis of policy questions in trade and development. Depending on class size and aptitude, students will be taught how to use Mathematica to empirically specify and solve models, with further applications to growth accounting, selected policy questions, and some recent research on selected country development, growth and trade problems.

Class time: 80% lecture, 20% Discussion

Work load: 20 pages of reading per week, 2 exams, one problem set/week

Grade: 33% mid-semester exam(s), 50% final exam, 17% problem solving

Exam format: Essay

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

ApEc 5341 Public Finance

(Sec 001); 3 cr; A-F only; prereq 3001 or Econ 3101 or PA 5021; meets CLE req of Citizenship/Publ Ethics Theme

Instructor: Kalambokidis, Laura TJ

If the most efficient way to provide goods and services is through private markets, why are goods and services ever provided by governments? When government provision of services is advisable, which level of government (federal, state, or local) should provide them? Which level of government should pay for those services? With which revenue sources should public expenditures be funded? Which types of taxes should be levied and on whom? What is the likely impact of changes in tax policy? This course will examine these questions by applying economic theory to current examples and issues facing federal, state or provincial, and local governments. Broadly, the course will cover: - The role of government in a market economy; - Trends and theories of public expenditure; - Trends and theories of government revenue; and - Tax policy.

Class time: 100% lecture

Work load: 30 pages of reading per week, 3 exams, A paper will be required of students taking the course for graduate credit

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

Exam format: Mixed

ApEc 5611 Economic Aspects of Environmental Management (Sec 001); 3 cr; A-F only; prereq [Sr or grad student] in [biological science or conservation biology or ecology or fisheries or forestry or public affairs or water resources or wildlife conservation] or CLA or instr consent

Instructor: Zeitouni, Naomi

This course introduces the economists approach to environmental problems such as water and air pollution to students without economic background. It includes application of supply and demand concepts to the evaluation of environmental resources, methods of evaluation, and analysis of pollution control policies from the economic point of view. Course Objectives: The objective of this class is to stimulate critical thinking about environmental management. In order to accomplish this objective, the course incorporates readings from environmental economics that introduce principles of economic methods related to environmental management, with emphasis on policies to reduce pollution and evaluation of environmental resources. We will lay the foundation for understanding policies to control pollution, define efficient and cost effective levels of control for variety of pollution types, compare these control levels with those achieved by market forces, and demonstrate how these insights can be used to design desirable policy responses. We will discuss the need for environmental quality to be measured in monetary terms, and look at market and non market methods to evaluate the willingness to pay for environmental resources, and changes in environmental quality, including the consideration of use and non use values and how they are measured.

Class time: 70% lecture, 30% Discussion

Work load: 30 pages of reading per week

ApEc 5731 Economic Growth and International Development (Sec 001); 3 cr; prereq 3002 or [Econ 3101, Stat 3022]; Econ 4211 recommended

Instructor: Glewwe, Paul W

The course will examine economic growth and development in Africa, Asia, Latin America and the Middle East. The topics covered will include agricultural productivity and technology, land and credit markets, health and nutrition, education, population growth, environmental concerns, employment and unemployment, policies to promote economic growth, trade policies, and the role of international aid and international organizations. The course is designed for students in masters programs with strong emphasis on economics. Advanced undergraduates who have taken economics courses that often use calculus and statistical or econometric analysis are also welcome in this course.

Class time: 70% lecture, 20% Discussion, 10% student presentations

Work load: 75 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers, three problem sets

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

Exam format: Essay

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

ApEc 5891 Independent Study: Advanced Topics in Farm and Agribusiness Management (Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent

Instructor: STAFF

Special topics or individual work.

Class time: 10% Varies/individuals approach

Work load: Varies by instructor

Grade: 100% Varies

ApEc 5991 Special Topics and Independent Study in Applied Economics (Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent

Instructor: STAFF

Special classes, independent study, and supervised reading and research on subjects not covered in regularly offered courses.

Coursework varies by instructor. No exams usually given.

Arabic

808 Social Sciences Tower: 612/624-9847

Arab 1102 Beginning Arabic (Sec 001, 002); 5 cr; prereq 1101 or equiv or instr consent

Instructor: Khalek, Hisham A

Arabic 1102 is the second in a sequence of courses aimed at reading, speaking, listening, and writing formal Arabic, also known as Modern Standard Arabic. The four language skills of reading, listening, writing, and speaking will be utilized and practiced. The class focuses on learning basic grammar and its applicability in daily conversations, reading elementary level Arabic, and writing simple sentences.

Listening drills and exercises are also applied and practiced in class and in the language lab by listening and watching audio and video materials. The course also introduces students to the cultures of the Arabic-speaking people. The target audience includes undergraduate as well as graduate students. The text used is Al-Kitaab, Part One. By Brustad, Al-Batal, and Al-Tonsi, aided by audio and video cassettes.

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

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

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

Exam format: Multiple choice and fill in the blank.

Arab 3102 Intermediate Arabic II (Sec 001); 5 cr; prereq 3101 or instr consent

Instructor: Khalek, Hisham A

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

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

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

Grade: 10% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% quizzes, 5% in-class presentations, 10% class

participation, 0% 10% homework assignments; 5% oral exam.

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

Arab 3547 The Ottoman Empire

(Sec 001); Credit will not be granted if credit has been received for: HIST 3547; 3 cr; meets CLE req of International Perspective Theme; meets CLE req of Historical Perspective Core

Instructor: Worringer, Renee E

This course will examine the rise of the Ottoman Empire in the 14th century in its historical context as the inheritor of Turco-Mongolian, Islamic, and Byzantine imperial legacies, situated strategically in both Europe and the Middle East. We will trace the evolution of this empire from its inception as a frontier principality, through its many struggles and transformations in the course of 600 years as a world empire, until its demise in the 20th century after the end of World War One. Using a thematic, comparative approach, we will delve into the historical specificities of the Ottoman Empire and the diverse peoples that allowed its existence to be sustained for centuries, and the later breakdown of some of these internal governing mechanisms (i.e. the rise of nationalism in the Empire). Students will also investigate the historiographical debates surrounding various aspects of writing Ottoman history, for example the scholarly views of the empire as a nomadic Ghazi state on a constant quest to expand territory and acquire new sources of material wealth, versus the Islamic warrior thesis of the empire as engaged in jihad for the faith. This course will be web enhanced. WebCT address will be available later.

Class time: 50% lecture, 40% Discussion, 10% Group presentations on readings

Work load: 50-75 pages of reading per week, 10-25 pages of writing per semester, 2 exams, 2 papers

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

Exam format: Essay

Arab 5102 Advanced Arabic II

(Sec 001); 3 cr; max crs 4, 1 repeat allowed; prereq 5101 or instr consent

Instructor: Khalek, Hisham A

Arabic 5102 is a continuation of 5101 and the second in a two-course series. The course is designed to reinforce and capitalize on the beginning and intermediate levels to advance language proficiency in formal Arabic. In speaking, the course trains students to understand and use complex and compound sentences. In reading, the course trains students to apply the dialectical marks when reading from scholarly textbooks and journals. Writing skills are enhanced through the writing of weekly journals, homework assignments, and translations. Listening exercises and drills are utilized in class as well as in the language lab by listening and watching audio and video materials. The course is also aimed at advancing students knowledge of the cultures of the Arab world. The target audience is undergraduate and graduate students. The text is Al-Kitaab, Part Two, by Brustad, Al-Batal, and Al-Tonsi, aided by audio and video cassettes.

Class time: 20% lecture, 20% Closed Circuit TV, 60% Discussion

Work load: 15 pages of reading per week, 30 pages of writing per semester

Grade: 0% 30% written journals, 20% translations, 10% class participation, 30% tests, 5% presentation, and 5% oral examination.

Exam format: Fill in the blank, multiple choice, content-based inference.

Architecture

110 Architecture Building: 612/624-7866

Arch 1301 Introduction to Drawing in Architecture and Landscape Architecture

(Sec 001-008); Credit will not be granted if credit has been

This information is accurate as of: 10/30/2003 at 12:09 PM

received for: LA 5301, LA 5301; 3 cr; A-F only; meets CLE req of Other Humanities Core

Instructor: STAFF

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

Class time: 10% lecture, 20% Discussion, 70% drawing exercises

Work load: 5 pages of reading per week, 1 review, 3-5 drawing studies (14" x 17" size) per week

Grade: 20% class participation, 0% 60% three graded reviews; 20% final assignment

Exam format: review of drawing

Arch 3301 Drawing for Design in Architecture

(Sec 006); 3 cr; A-F only; prereq [[1301 or LA 1301], [pre-Arch or Arch or BED]] or instr consent; meets CLE req of Other Humanities Core

Instructor: Piotrowski, Andrzej

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

Class time: 10% lecture, 20% Discussion, 70% drawing exercises

Work load: 10 pages of reading per week, 1 review; 2-6 drawing studies (14" by 17" size) per week

Grade: 25% lab work, 50% final portfolio; 25% final assignment

Arch 3301 Drawing for Design in Architecture

(Sec 001-005); 3 cr; A-F only; prereq [[1301 or LA 1301], [pre-Arch or Arch or BED]] or instr consent; meets CLE req of Other Humanities Core

Instructor: STAFF

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

Class time: 10% lecture, 20% Discussion, 70% drawing exercises

Work load: 10 pages of reading per week, 1 review; 2-6 drawing studies (14" x 17" size) per week

Grade: 25% class participation, 0% 50% final portfolio; 25% final assignment

Exam format: review of drawings

Arch 5431W Eighteenth-Century Architecture and the Enlightenment

(Sec 001); 3 cr; A-F only; prereq [3411, 3412, undergrad arch major] or MArch grad student or instr consent; meets CLE req of Writing Intensive

Instructor: Ferguson, Robert P

"In the most general sense of progressive thought, the Enlightenment has always aimed at liberating men from fear and establishing their sovereignty. Yet the fully enlightened earth radiates disaster triumphant." Thus Adorno and Horkheimer on the self-consciously revolutionary (if less consciously gendered) 18th-century European philosophical and scientific movement that proved definitive for the international modernity with which we still live. How does this play out in architecture? We shall build up the context of baroque representation against which the new movement declared itself, and try to understand the consequences in terms of our own situation. Centered in the 18th century, we shall need to engage 17th- and 19th-century realities and personalities; dwelling long in France and French architectural theory, we may come to ground in the more ambiguous circumstances of Germany, Austria, England Scotland, or the newly United States. The presence of Rome, ancient and modern, will be a constant. The reciprocity of representation and interpretation will structure our enquiry. An illustrated research paper of ten to fifteen pages, minimum, on a topic proposed by the student, is built up from (1) a topic proposal; (2) an abstract including precis of argument and preliminary bibliography; and (3) a draft, full-length and including all essential elements of the final paper. An engagement with primary sources is required. An essay examination is given in class at midterm.

Arch 5450 Topics in Architectural Theory

(Sec 001); 1-3 cr; max crs 9, 3 repeats allowed; A-F only; prereq Arch major or M Arch major or instr consent

Instructor: Fisher, Thomas Ray

Architecture and Utopia - Thinkers have long imagined utopian communities as a way to envision and communicate their idea of what constitutes a good life. Throughout most of Western history, those utopian visions have served to provoke debate, but beginning in the 19th Century and expanding in the 20th Century, we have started to see them as a blueprint for construction. Indeed, the historian Isaiah Berlin once said that the 20th Century would be remembered as the century in which we tried to build utopia. The class will consist of discussions of the readings and lectures on the architectural manifestations of various utopian ideas. Students will be required to write papers analyzing the utopian aspects of the built environment they inhabit, and to develop, by the end of the class, a diagrammatic design of their own critical utopia, based on the readings, lectures, and discussions in class. The goal of the class is to help students understand the ideas that motivate design, the complexity of factors that influence the form of the built environment, and the ways in which architects can help the public envision the future without reducing its richness and diversity. Ideally, students will come away from the class critical of utopia and yet recognizing the critical role that utopias play in forming a more sustainable world. The course is intended for upper-level undergraduate majors and non-majors as well as for interested graduate students.

Class time: 45% lecture, 45% Discussion, 10% walking tours, weather permitting

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

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

Arch 5461 North American Indian Architecture

(Sec 001); 3 cr; prereq For undergrads 3412, Arch or Amln major; for grads M Arch major or instr consent

Instructor: Tollefson, Lee E

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.

Class time: 80% lecture, 20% Discussion

Work load: 40 pages of reading per week, 3 exams, 2 papers, one research paper and one written brief

Grade: 0% 50% exams; 10% written brief; 40% research paper

Exam format: typically short answer

Arch 5672 Historic Building Conservation

(Sec 001); 3 cr; prereq 3412, 5671 or instr consent

Instructor: Mack, Robert Callan

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.

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

Work load: 50 pages of reading per week, 15 pages of writing per semester, 2 papers, 1 documentation project.

Grade: 35% written reports/papers, 35% special projects, 20% quizzes, 10% problem solving

Exam format: Essay.

Course URL: <http://www.cala.umn.edu/arch5672>

Art

Art Teaching and Research Facility: 612/625-8096

ArtS 1501 Printmaking

(Sec 002, 003); 4 cr; meets CLE req of Other Humanities Core

Instructor: Bethke, Karl E

This beginning course, open to students of all disciplines, provides an introduction to the various techniques of Printmaking. This section focuses on traditional modes of screen printing, teaching students to manipulate various applications through a number of in class presentations, critical discussions, and studio work sessions. In addition, instructors will provide demonstrations of intaglio, relief and lithographic printing.

Class time: 15% lecture, 10% Discussion, 65% studio session

Work load: 1 exams

Grade: 100%

Exam format: essay

ArtS 1501 Printmaking**(Sec 001, 005); 4 cr; meets CLE req of Other Humanities Core**

Instructor: Krepps, Jerald A

Introduction to expressive applications of printmaking: woodcut, etching, lithography, and screen printing. Historical approaches and use through contemporary materials and concepts. Emphasis on understanding the interrelationship of process, materials, and ideas. This course is designed for undergraduate students across disciplines. It introduces techniques artists employ in the development of visual statements. Hands-on involvement in the production of artwork.

Class time: 40% lecture, 30% Discussion, 30% Laboratory**Work load:** 1 exams, 1 papers, mid-semester & final portfolio**Grade:** 15% mid-semester exam(s), 25% class participation, 60% creative engagement**Exam format:** Short answer, multiple choice**ArtS 1701 Photography****(Sec 002); 4 cr; meets CLE req of Other Humanities Core**

Instructor: Henkel, James V

This introductory course presents technical, historical, and conceptual aspects of photography within the fine arts context. Emphasis is on the creative process through hands on experience in use of the camera, film development and printing. The course is divided into classroom lectures, lab demonstrations and critique sessions. The student must provide their own cameras.

ArtS 1801 Ceramics**(Sec 001); 4 cr; meets CLE req of Other Humanities Core**

Instructor: Hoard, Curtis C

Beginning Ceramics provides a creative experience in art using clay as the creative medium. Both hand building and wheel throwing are covered in this class. Students also are involved mixing glazes, engobes, loading kilns, and if interested, firing kilns. There are no prerequisites for ArtS 1801. Class structure is a combination of lectures, hands-on work, and demonstrations. Students work individually as well as in small groups. Outside class work is required and essential.

Class time: 10% lecture, 20% Discussion, 70% Laboratory**Work load:** 1 exams**Grade:** 10% quizzes, 20% class participation, 35% lab work, 35% problem solving**ArtS 1801 Ceramics****(Sec 005); 4 cr; meets CLE req of Other Humanities Core**

Instructor: Yamada, Tetsuya

This course introduces a fundamental understanding of both wheel-throwing and hand-building for beginners as method of creative expression. It is direct experience with process and materials to correlate the hand and eye with the mind. Also, finished pieces will be produced that reflect the full ceramic experience. The course structure will be demonstrations, slide lecture and discussion in the critiques.

ArtS 3101 Intermediate Drawing**(Sec 002); 4 cr; prereq 1001, 1101; Note: Students without stated prerequisites will not be allowed to continue in this course.**

Instructor: Lyon, Joyce !!CLA Distinguished Tchg Awd!!

Objectives: to continue the exploration of the visual and expressive possibilities of drawing begun in ArtS 1101 with the goal of further developing skills and understanding as well as a more personal relationship to drawing. The class will deal with various conceptual approaches to drawing as well as its expressive potential. A major focus will be on the creative process of developing image and ideas through a series of works. A variety of materials will be used, including black and white (charcoal, ink) and color media (pastel, oil pastel). There will be definite assignments and deadlines - important to keep development and adrenaline on track - but also a segment of the class will be run on a workshop basis which implies both greater independence and greater responsibility. Open to majors and non-majors who have fulfilled the prerequisites (which will be strictly checked): ArtS 1001 and 1101. Also requires curiosity, readiness for

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risk taking, active efforts to assimilate new ideas, and passionate hard work.

Class time: 20% lecture, 60% Laboratory, 20% Class discussion/critique**Work load:** 5 pages of writing per semester, 1 major homework assignment per week, ongoing sketchbook**Grade:** 100% 40% classwork, 40% homework, 10% paper, 10% sketchbook**ArtS 3303 Sculpture: Metalcasting****(Sec 001); 4 cr; prereq 1001, 1301; Note: Students without stated prerequisites will not be allowed to continue in this course.**

Instructor: Potratz, Wayne E

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

Class time: 5% lecture, 10% Discussion, 85% Demonstrations, critique, studio work in the foundry**Work load:** 10 pages of reading per week, 2-3 pages of writing per semester, 1 papers**Grade:** 20% written reports/papers, 10% quizzes, 60% Creative work in Cast Metal**Exam format:** Individual and Group Critique**ArtS 3444 Major Project****(Sec 011); 1 cr; S-N only; prereq instr consent**

Instructor: Hoard, Curtis C

Arts 3444, "Major Project", is a culminating statement of a major student's education. Major projects are determined through one on one interaction between the student and professor.

Class time: 100% one on one interaction**Grade:** 100% problem solving**ArtS 3801 Ceramics: Wheel Throwing****(Sec 001, 002); 4 cr; prereq 1001, 1801; Note: Students without stated prerequisites will not be allowed to continue in this course.**

Instructor: Hoard, Curtis C

Ceramics 3801 is designed to develop visual and aesthetic growth through wheel/throwing practices. Assignments are geared to build on the experience from 1801. Additionally, kiln practices re: firing on an individual basis is required. ArtS 1001 and 1801 are prerequisites for 3801. Class structure is a combination of lectures, hands-on work, and demonstrations. Students work individually as well as in small groups. Outside class work is required and essential.

Class time: 10% lecture, 20% Closed Circuit TV, 70% Laboratory**Work load:** 1 exams**Grade:** 10% quizzes, 20% class participation, 35% lab work, 35% problem solving**Exam format:** Essay**ArtS 5120 Advanced Painting****(Sec 001); 4 cr; max crs 12, 4 repeats allowed; prereq 3102 or instr consent; Note: Students without stated prerequisites will not be allowed to continue in this course.**

Instructor: Morgan, Clarence E.

COURSE OVERVIEW: Individual studio work is the focus of this

course. Activities are structured to support the development of personal artistic vision and expressive content through the discipline and tradition of painting. This studio requires self-control, initiative and open-mindedness. Although studio work is the central focus students are expected to participate in all group and individual critiques. Critiques are frequently intense and structured to insure constructive feedback. The professor throughout the semester will distribute suitable readings in the form of articles, essays and exhibition catalogs. Such readings are intended to augment work done in the studio and provide a critical context for discussing the function of painting in contemporary culture. Periodically slide and video presentations and field trips will be scheduled to provide opportunities to observe and reflect on the ideas of other painters. **COURSE OBJECTIVES:** ArtS 5120 is an advanced studio and therefore committed to the clarification of mature ideas and the skilled execution of those ideas using the medium of paint as the principal vehicle. There are no specific assignments but each student is expected to engage in experimentation while working toward the refinement of a visual vocabulary and personal iconography. Although the dimensions of the work produced may vary this course requires each student to produce a series of accomplished paintings over the span of the semester. **Class time:** 5% lecture, 10% Discussion, 80% Laboratory, 5% fieldtrips to galleries, museums and studios of local artist as well as slides/video viewing. **Work load:** 6-8 pages of writing per semester, Students can expect to work a minimum of 20 hours a week outside of class time on studio projects. **Grade:** 0% Student must attend all scheduled semester critiques and a final crit/consultation with the professor ed final **Exam format:** No conventional exam as this is a studio art course. However, critiques can often be considered a form of "exam."

ArtS 5330 Advanced Sculpture: Metal Casting

(Sec 001); 4 cr; max crs 12, 4 repeats allowed; prereq 3303 or instr consent; Note: Students without stated prerequisites will not be allowed to continue in this course.

Instructor: Potratz, Wayne E

Make cast metal sculpture in the new state-of-the-art University of Minnesota Sculpture Foundry in the new Regis Center for Art. An advanced sculpture course in metalcasting for those who have completed Arts 3303 or have experience in metalcasting. Meets concurrently with Arts 3303. Required Text: ?Hot Metal- A Complete Guide to the Metalcasting of Sculpture,?Potratz; available at bookstore or on reserve in Wilson Library. Other texts and readings may be assigned. Individual assignments based upon your personal aesthetic interests with tutorial format; 3-4 page paper; demonstrations, critiques, visiting artists, studio work in the foundry. Casting in aluminum, bronze, iron, and other metals. Safety equipment required. Spring course requires participation in the annual Minnesota Iron Pour. Expect to spend at least 6 hours outside of class working on your creative sculpture.

Class time: 5% lecture, 10% Discussion, 85% Critique, demonstration, studio work

Work load: 10-15 pages of reading per week, 3-4 pages of writing per semester, 1 papers, At least 2 significant creative works using cast metal

Grade: 20% written reports/papers, 10% class participation, 70% Studio Work; minimum 2 creative works

Exam format: Mid-term and Final Critique

ArtS 5490 Workshop in Art

(Sec 001, 002); 1 cr; max crs 12, 12 repeats allowed

Instructor: Potratz, Wayne E

ARTS 5490 002 - This web-based one-credit undergraduate course will have 2 formal meetings with the rest of the meetings arranged according to the Visiting Artist program schedule in the Department of Art. There will be an initial organizational meeting and a final meeting; students will attend Visiting Artist presentations throughout the semester [3-6 presentations] and then post written work on the web. The URL for this course is https://webct3.umn.edu/SCRIPT/ARTS5490_f03/scripts/serve_home .

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Consult the website following your registration for the calendar of artist presentations or see the Art Department website at <http://artdept.umn.edu/> . All presentations will take place in the new Regis Center for Art [New Art Building] on Thursday evenings at 7:00 PM and last approximately one hour. Nationally and Internationally recognized artists; Complete schedule for the 2003-2004 program will be available during the summer of 2003. Please note that the section 001 of ARTS 5490 is a two-credit offering restricted to graduate students.

Class time: 80% lecture, 20% Web postings and chat format

Work load: 2-3 pages of reading per week, 12 pages of writing per semester, 6 papers, Web postings

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

Course URL:

http://webct3.umn.edu/SCRIPT/ARTS5490_f03/scripts/serve_home

ArtS 5990 Independent Study in Art

(Sec 011); 1-4 cr; max crs 12, 4 repeats allowed; prereq major, instr consent

Instructor: Hoard, Curtis C

Prereqs include 1801, 3801, 3802, and at least one 5810 course.

Projects are designed by the student in consent with the faculty.

Independent working skills and self motivation are major requirements. Permission is required to enroll.

Work load: each student determines workload individually with instructor

Grade: 100% special projects

Exam format: individual critique

Art History

338 Heller Hall: 612/624-4500

Arth 1921W Introduction to Film Study

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

Instructor: Griffin, Michael

This course provides an introduction to the fundamentals of film analysis and media study. Readings and lectures cover the technical, economic, social, and cultural aspects of film, from how the film industry and the studios work to how films are marketed in the mass media and exhibited. The primary emphasis is on feature-length narrative fiction films, but attention is also paid to documentaries, animation, avant-garde and experimental film and video, television (news, sit-coms, soaps, sports, MTV, etc.), and new media.

Arth 3005 American Art

(Sec 001); 4 cr

Instructor: Marling, Karal Ann Rose

This course is designed for any undergraduate with an interest in American art and culture; it does not require a background in describing and analyzing works of art. The course looks at American painting, sculpture, architecture, and the decorative arts from the point of view of the cultures and periods that produced them. Why are Early American meetinghouses square? Why did Americans of the Age of Jackson love landscapes? Why did Andy Warhol paint Elvis and cans of soup? How are all of these works of art relevant to the world in which we live today? An overall survey of America's artistic heritage, this course is also a good introduction to the major periods and issues in American history.

Class time: 90% lecture, 10% Discussion

Work load: 35 pages of reading per week, 15 pages of writing per semester, 3 exams, 1 papers

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

Exam format: slides, brief essays

ArTH 3008 History of Ancient Art**(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core**

Instructor: Cooper, Frederick A !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

The purpose of this course is to offer an introduction to the visual arts of those ancient cultures which contributed to the development of western civilization: namely Egyptian, Babylonian, Assyrian, Phoenician, Aegean, Etruscan, Roman, and Early Christian/Byzantine. The lectures will focus on a selection of important works, but will include discussions of appreciation and style as well as the larger social, religious and visual ideas of early cultures. The requirements of the course are geared for students with no previous experience or study in this discipline.

Class time: 90% lecture, 10% Discussion**Work load:** 15 pages of reading per week, 6 pages of writing per semester, 2 exams, 1 papers, review sessions**Grade:** 30% mid-semester exam(s), 40% final exam, 30% written reports/papers**Exam format:** Short ID's and essays**Course URL:** <http://civl.cla.umn.edu/courses/ancart/>**ArTH 3014W Art of India****(Sec 001); Credit will not be granted if credit has been received for: ALL 3014W; 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive**

Instructor: Asher, Frederick M

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 Bamian Buddhas, the power to stimulate mobs intent on ransacking an exhibition of art or to destroy a mosque of great historical importance. By looking at the power of art in this part of the world, we can better reflect on the power of the visual world around us every day. Simply stated, the art of South Asia is extraordinary. The course will examine both secular art and the works produced for the region's several religions, reflecting a diversity not unlike that of the United States. In the process, students will be given an opportunity to examine critically art and its production as well as the ways in which the art has been used and understood both at the time of its creation and subsequently. There will be two exams and one paper. Discussion sections will offer the opportunity to probe the material in greater depth and review as necessary. All material discussed in class will be available on the Web. The course assumes neither prior knowledge of India nor of art history.

Class time: 80% lecture, 20% Discussion**Work load:** 20 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers**Grade:** 25% mid-semester exam(s), 25% final exam, 40% written reports/papers, 10% class participation**Exam format:** Brief essay**Course URL:** <http://www.arthist.umn.edu/classes/AH3014>**ArTH 3035 Classical Myth in Western Art****(Sec 001); 4 cr; meets CLE req of Other Humanities Core**

Instructor: Mc Nally, Sheila J

In this class we look at selected figures and events from classical mythology as ancient artists first depicted them and as they have reappeared in later Western art. Our first concern is to see how artists visually convey mythic content, and our second is to consider how the works functioned in their societies. Three characteristics of myth challenge artists: (1) myths arise out of concern with the world around us, and refusal to accept its limitations; (2) myths tell stories; (3) myths involve tradition. We therefore look at how artists expand everyday experience, reveal characters through action, and rework tradition. Workload: Reading in course packets, about 15 pages a week. Course focuses on images, so attendance at discussion of slides in class is very important. Three quizzes, each divided between "objective" questions and short written discussion, and a longer prepared essay.

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Two projects, each with an individual written portion and a group portion. Class is organized to include both group and individual work making use of WebCT, but can be completed without any computer use. Fuller information on all parts of the course are available through WebCT. Registered students can access them using email passwords.

Work load: 15 pages of reading per week**Grade:** 30% final exam, 40% written reports/papers, 30% quizzes**Exam format:** slide ID, definition**ArTH 3401 Art Now****(Sec 001); 3 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core**

Instructor: Blocker, Jane M

This course will analyze visual representations in fine arts and popular media, in context of social issues. Topics covered include obscenity, censorship, democracy, technology, commerce, the museum, propaganda, social role of artist. A major goal for this course will be to understand the contemporary world through analysis of dominant aesthetic values.

ArTH 3484 The Art of Picasso and the Modern Movement**(Sec 001); 4 cr**

Instructor: Weisberg, Gabriel

A slide lecture course examining the art and career of Pablo Picasso as an example of psychologically revealing attitudes and against the context of other major movements of the twentieth century. Picasso's personal relationships are examined, his major works from each period carefully interpreted as a means of examining his autobiographical stance. Study of the Fauve, Cubist, Surrealist, School of Paris and early Abstractionist tendencies are studied. Audience: all undergraduate students in all humanities. Upper level and graduate students can also take the course under ArTH 5950. Texts: Mary Matthews Gedo, "Picasso, Art as Autobiography," 1987 and "A Picasso Anthology: Documents, Criticism, Reminiscences," Edited by Marilyn McCully, 1982.

Class time: 85% lecture, 15% Discussion**Work load:** 40 pages of reading per week, 2 exams, 1 papers**Grade:** 30% mid-semester exam(s), 40% final exam, 30% written reports/papers**Exam format:** slide exam/essay**ArTH 3585 African American Art****(Sec 001); 3 cr; A-F only; meets CLE req of Other Humanities Core; meets CLE req of Cultural Diversity Theme**

Instructor: Foster, Helen Bradley

The dynamics inherent to African American art began nearly 400 years ago and concern what occurred when people with an African aesthetic found themselves amidst Europeans with a different aesthetic in a land alien to both cultures. This cultural tension continues to influence what African American artists presently produce. The course progresses chronologically in order to explore why and how certain African Americans made the objects they did at specific times and in specific places. Each artist's work is considered to be the product of a larger society; therefore, the arts of African Americans are examined within the framework of their own communities, the broader national art movements, and the realities of American life during historical junctures.

Work load: 40-50 pages of reading per week, 3 exams, 1 museum assignment paper (3 paragraphs); 1 term paper (3-5 pages); 1 class presentation (approximately 5 minutes)**Grade:** 25% written reports/papers, 15% in-class presentations, 5% class participation, 45% exams; 10% museum assignment**ArTH 3921W Art of the Film****(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive**

Instructor: Silberman, Robert B

This course provides an introduction to the history and aesthetics of film. Special attention is paid to major film directors, genres, and styles;

to the relation between film and other arts (literature, theater, photography, painting, music); and to the relation between film and society. Among the films shown are "The Birth of a Nation," "Metropolis," "Citizen Kane," "Rashomon," and "Bonnie and Clyde." The course is appropriate for non-major undergraduates as well as Art History and Film 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 video. The term paper is 6-8 pages long; it is not a research paper. There will also be several brief (one-page) writing assignments. Textbooks: Bordwell and Thompson, Film Art and Film History.

Class time: 80% lecture, 20% Discussion

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

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

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

Arth 3975 Directed Museum Experience

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

Instructor: STAFF

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

Class time: 100% On-site internship.

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

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

Arth 5108 Greek Architecture

(Sec 001); 3 cr; prereq Arth/Clas 3008, jr or sr or grad, or instr consent

Instructor: Cooper, Frederick A !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

The course elaborates those distinctive and universal characteristics of Greek architecture which occur during the period circa 1050 B.C. to 40 B.C. An overall view of the development of Greek architecture will preface a discussion of the place and role of sanctuaries and civic centers in Greek life and thought. Special problems and architectural features are covered by supplementary lectures. A revised edition of the Oxford text on Greek architecture is supplemented by readings from out of print handbooks. The course is appropriate for students having an interest or background in ancient art, archaeology, or the history of architecture.

Class time: 60% lecture, 30% Discussion, 10% profile of molding

Work load: 20 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers

Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 10% in-class presentations, 10% class participation

Exam format: short term ID's

Course URL: <http://clvl.cla.umn.edu/courses>

Arth 5234 Gothic Sculpture

(Sec 001); 3 cr; prereq jr or sr or grad or instr consent

Instructor: Steyaert, John W

The course involves an in-depth study of Gothic sculpture in Europe from the twelfth through the fifteenth centuries, with a focus on developments in France, Germany and the Lowlands. The material is presented in lectures illustrated by slides. Textbook: Paul Williamson, _Gothic Sculpture_. A research paper contributes an important part of the course requirements.

Class time: 90% lecture, 10% Individual meetings with instructor

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

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

Exam format: Essay

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Arth 5454 Design Reform in the Era of Art Nouveau

(Sec 001); 3 cr

Instructor: Weisberg, Gabriel

The design reform era (1885-1930) is examined in France, Belgium, England, Germany, Austria, Scotland and the United States.

Innovations in architecture, graphic arts, the applied arts (furniture, jewelry, fabrics) are studied. The major promoters and pioneers of modern design are discussed in this slide lecture class. Critical issues of design reform are examined; texts are integrated with a discussion of the principal monuments. Course texts include: Jeremy Howard, Art Nouveau, International and National Styles in Europe (1996) and Debora L. Silverman, Art Nouveau in Fin de Siecle France, Politics, Psychology and Style (1989). The target audience includes all students interested in visual culture, the history of thematic art history and humanities majors, art history majors. Slide reviews strengthen learning, a research paper, worked out through discussions with the professor, is essential. Original thematic content encouraged.

Class time: 80% lecture, 20% Discussion

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

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

Exam format: Slide exams and essays

Arth 5546 American Architecture: 1840 to 1914

(Sec 001); 3 cr

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

As the title suggests, this course covers American architecture in the period for 1840 to the First World War. A variety of perspectives and methodologies are introduced and employed (biographical and stylistic analysis, gender studies, etc.), while the course remains centered on the premise that architecture is a social instrument. It represents in a material way political structures, economic relations, and ideologies, and it likewise serves to implement and perpetuate them. Architecture, in other words, is a means by which societies (and subgroups) establish and maintain their institutions and modes of relations. The course approaches American architecture in this fashion, looking at the entire built environment rather than just facades. This requires attention, therefore, to more than names, dates, and styles. Interior plans and furnishings, landscapes and parks, city planning, the rise of suburbia, ideological concerns for a ?moral? household environment, gender differences, political power, class stratification, accumulation of capital, the aestheticization of nature, and many other considerations are addressed here. Lectures address these concerns and others, and the readings are designed to supplement them in a concerted way.

Class time: 95% lecture, 5% Discussion

Work load: 25 pages of reading per week, 8-15 pages of writing per semester, 2 exams, 1 papers

Grade: 25% mid-semester exam(s), 45% final exam, 30% written reports/papers

Exam format: Essay

Arth 5776 Redefining Tradition: Indian Art, 400 to 1300

(Sec 001); 3 cr

Instructor: Asher, Frederick M

This course examines India's art and architecture from the time of the earliest free-standing temples, that is, about 400, through the thirteenth century, focusing on temples and their associated sculpture but including also mural painting and the beginnings of Islamic architecture in India. The course will be largely lectures but with ample time for and encouragement of discussion. The background of students in the course will range from art history majors to those without prior exposure to either India or the study of art history. The course will be web enhanced but the URL is not yet available.

Class time: 60% lecture, 40% Discussion

Work load: 100 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers

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

Exam format: essay

**ArTH 5925 History of Photography as Art
(Sec 001); 3 cr**

Instructor: Silberman, Robert B

This course covers the origins and development of photography, with attention to technology and cultural impact. We will examine major aesthetic achievements in photography from its beginning to present.

Asian Languages and Literatures**453 Folwell Hall: 612/625-6534****ALL 4900W Major Project**

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

Instructor: STAFF

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

**ALL 5920 Topics in Asian Culture: Reading Jazz Across Cultures
(Sec 001); 4 cr; max crs 16, 4 repeats allowed**

Instructor: Molasky, Michael S

This course explores representations of jazz in literature, film, and criticism. Note that this is not a course on jazz history, and little class time will be devoted to listening to music (although at least some familiarity with the sounds of jazz will prove helpful). As opposed to the conventional "Introduction to Jazz" course, we will concentrate on stories and critical essays about jazz in an effort to rethink dominant discourses on race, cultural identity, and modernity. Readings include fiction and poetry by 1950s American "Beat" writers and by their 1960s Japanese counterparts; a wide range of classic and iconoclastic critical essays, including those by Theodor Adorno, Amira Baraka, Julio Cortazar, Ralph Ellison, Norman Mailer, Philip Larkin, Hugues Panassie, Jean-Paul Sartre and Japanese authors, such as Murakami Haruki; we will also read a range of recent work in the burgeoning field of jazz studies as well as in cultural studies. Finally, we will view and discuss several "jazz films" from the U.S., Europe, and Japan, depending on availability in subtitled versions. (Open to graduate students and advanced undergraduates. No knowledge of an Asian language required, but students should have familiarity with literary theory, cultural studies, etc., through prior coursework.)

Class time: 10% lecture, 90% Discussion**Work load:** 100-200 pages of reading per week, 25-30 pages of writing per semester, 2 papers, Students will be expected to lead one class discussion**Grade:** 40% written reports/papers, 10% in-class presentations, 50% class participation**Exam format:** N/A**Astronomy****356 Tate Laboratory of Physics: 612/624-0211****Ast 1005 Descriptive Astronomy**

(Sec 001); Credit will not be granted if credit has been received for: AST 1001, AST 1001, AST 1001, AST 1011, AST 1011H; 3 cr; prereq non-science major

Instructor: STAFF

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 This information is accurate as of: 10/30/2003 at 12:09 PM

properties with those of the other planets and explore how the heavens have influenced human thought and action. This course includes study of the properties of light and matter and the tools astronomers use to measure radiation from celestial sources. The course also covers exciting contemporary topics such as black holes, the expansion of the universe and the search for extraterrestrial life. Lectures are 2 days a week. This course is intended for non-science majors; no science background is necessary. IT students should take AST 1011H. Course meets concurrently with the evening section of AST 1001.

Class time: 90% lecture, 10% Discussion**Work load:** 20 pages of reading per week, 3 exams**Grade:** 65% mid-semester exam(s), 35% final exam**Exam format:** multiple choice, essay, or short answer**Course URL:** <http://www.astro.umn.edu>**Ast 1011H Exploring the Universe, Honors**

(Sec 001); Credit will not be granted if credit has been received for: AST 1001, AST 1001, AST 1001, AST 1005; 4 cr; prereq high school trigonometry, high school physics or chemistry; meets HON req of Honors; meets CLE req of Physical Science/Lab Core; meets CLE req of Environment Theme

Instructor: STAFF

This course is a scientific exploration of the human place in the universe. We study the origin and history of the universe and the formation of the Earth and the solar system. We compare how the study of the heavens has influence human thought and action. This course includes study of the properties of light and matter and the tools astronomers use to measure radiation from celestial sources. The course also covers exciting contemporary topics such as black holes, the expansion of the universe and the search for extraterrestrial life. Although largely descriptive, the course will occasionally require the use of junior high level mathematics. Lectures are three days per week; a fourth day each week of one or two hours is spent in small groups working on a lab project. This course is an honors version of AST 1001.

Class time: 60% lecture, 15% Discussion, 25% Laboratory**Work load:** 20 pages of reading per week, 3 exams, 12 labs**Grade:** 20% mid-semester exam(s), 40% final exam, 9% written reports/papers, 14% special projects, 17% lab work**Exam format:** short answer, multiple choice and/or essay**Course URL:** <http://www.astro.umn.edu>**Ast 2990 Directed Studies**

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

Instructor: STAFF

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

Ast 4299H Senior Honors Astrophysics Research Seminar

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

Instructor: STAFF

Student may contact the instructor or department for information.

Ast 4990 Directed Studies

(Sec 001); 1-5 cr; max crs 5, 1 repeat allowed; prereq 2001, instr consent

Instructor: STAFF

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

Ast 4994W Directed Research

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

Instructor: STAFF

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

Biochemistry**140 Gortner Lab of Biochemistry: 612/624-7755****BioC 3021 Biochemistry****(Sec 003); Credit will not be granted if credit has been received for: BIOC 6021; 3 cr; prereq Biol 1002 or 1009, Chem 2301**

Instructor: Adolph, Kenneth W.

This course is a one semester survey of biochemistry for non-majors. The lectures cover the molecular composition of living cells and the physiological processes involving these molecules. The first half of the course deals with the structure and function of proteins, carbohydrates, lipids, and nucleic acids, and their building blocks including amino acids, monosaccharides, fatty acids, and nucleotides. The second half of the course provides more in-depth coverage of topics relating to enzymes, metabolism, and DNA and RNA. Text: "Biochemistry," Garrett and Grisham, 2nd Edition, Saunders College Publishing, 1999.

Class time: 100% lecture**Work load:** 35 pages of reading per week, 3 exams**Grade:** 67% mid-semester exam(s), 33% final exam**Exam format:** multiple choice**BioC 3021 Biochemistry****(Sec 001, 004); Credit will not be granted if credit has been received for: BIOC 6021; 3 cr; prereq Biol 1002 or 1009, Chem 2301**

Instructor: STAFF

This course is a one-semester survey of the fundamentals of biochemistry and is part of the core curriculum required for 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.

BioC 4125 Laboratory in Molecular Biology and Biotechnology**(Sec 001); Credit will not be granted if credit has been received for: BIOL 4125, BIOL 4125, BIOL 4185, BIOC 4185; 3 cr; A-F only; prereq [3021 or Biol 3021 or or Biol 4003], [4025 or GCD 4015 or GCD 4025 or MicB 3301]**

Instructor: Laporte, David C

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, diagnostic detection methods, DNA sequencing, DNA and protein sequence analysis using databases, PCR amplification of DNA, and site-specific mutagenesis.

Class time: 25% lecture, 75% Laboratory**BioC 4793W Directed Studies: Writing Intensive****(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets CLE req of Writing Intensive**

Instructor: STAFF

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

BioC 4794W Directed Research: Writing Intensive**(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq**

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instr consent, dept consent; meets CLE req of Writing Intensive

Instructor: STAFF

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

BioC 4993 Directed Studies**(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent**

Instructor: STAFF

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

BioC 4994 Directed Research**(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent**

Instructor: STAFF

Laboratory or field investigation of selected areas of research.

BioC 5444 Muscle**(Sec 001); Credit will not be granted if credit has been received for: PHSL 5444, PHSL 5444; 3 cr; prereq Biol/BioC 3021 or 4331 or Phsl 3061 or instr consent**

Instructor: Thomas, David D

Introduction to physiology, biochemical regulation, and physical chemistry of muscle contraction. Prerequisites: undergraduate courses in biochemistry or physiology.

Class time: 80% lecture, 15% Discussion, 5% Laboratory**Work load:** 10 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers**Grade:** 25% mid-semester exam(s), 40% final exam, 35% written reports/papers**Exam format:** essay**Course URL:** <http://ddt.biochem.umn.edu>**BioC 5532 Macromolecular Crystallography II: Techniques and Applications****(Sec 001); 1 cr; S-N only; prereq 5531**

Instructor: Ohlendorf, Douglas Henry

Determining the structure of macromolecules by diffraction. Using software in macromolecular crystallography.

Biology**123 Snyder Hall: 612/624-2244****Biol 1001 Introductory Biology I: Evolutionary and Ecological Perspectives****(Sec 001, 050, 090); Credit will not be granted if credit has been received for: BIOL 1009, BIOL 1009, BIOL 1009H; 4 cr; meets CLE req of Biological Sciences/Lab Core; meets CLE req of Environment Theme**

Instructor: STAFF

This course is intended for non-biology majors who need to satisfy CLE requirements for a biology course with lab and also for biology majors as the first course of a two-semester introductory biology sequence. This course covers general evolutionary and ecological principles, emphasizing biological diversity from genetic variation to the diversity of species and ecosystems. Topics include scientific inquiry, history of evolutionary thought, principles of genetics, the nature of variation, ecology of populations, behavioral ecology, human evolution, and genetic, evolutionary and ecological perspectives on issues concerning human diversity, human population growth, health, agriculture and conservation. Multimedia technology is integrated throughout the lecture and laboratory curriculum. Laboratory is in a 2-hour block, which is designed to involve students in investigation, problem solving, and discovery. Students work in small groups with computer simulation programs and other activities involving living organisms. Computer exercises allow students to investigate principles

of genetics, classification of organisms based on evolutionary relationships, evolutionary mechanisms, population ecology, and others.

Class time: 60% lecture, 40% Laboratory

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

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

Exam format: multiple choice lecture exams

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

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

(Sec 001); 5 cr; A-F only; prereq [1001 or equiv], Chem 1021; meets CLE req of Writing Intensive

Instructor: STAFF

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

Class time: 50% lecture, 50% Laboratory

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

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

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

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

Biol 1009 General Biology

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

Instructor: STAFF

An introduction to the major concepts of modern biology. Topics include molecular structure of organisms, cell structure and function, energy recruitment and utilization, cellular reproduction, flow of genetic information through organisms and populations, principles of inheritance, development, origin of life, ecology, and evolution. Includes lab. Course satisfies the CLE lab distribution requirement in biology in a single semester. Intended for any student (major or non major) who requires a comprehensive survey of biology in a single semester. Tutorial aid is available during certain hours each day. Multimedia technology is integrated throughout the lecture and laboratory curriculum. Instructors integrate examples from a library of over 6000 digital photos, illustrations, animations, and video clips. An extensive web site (<http://genbiol.cbs.umn.edu>) has been developed to deliver course information, as well as course content.

Class time: 55% lecture, 45% Laboratory

Work load: 50 pages of reading per week, 3 exams, 6 prelab quizzes, 3 major quizzes, 2 lab reports

Grade: 40% mid-semester exam(s), 25% final exam, 5% written reports/papers, 30% quizzes

Exam format: multiple choice lecture exams

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

Biol 1009H Honors: General Biology

(Sec 001); Credit will not be granted if credit has been received for: BIOL 1009, BIOL 1009, BIOL 1001, BIOL 1001; 4 cr; prereq

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high school chemistry, honors; one term of college chemistry recommended; meets CLE req of Biological Sciences/Lab Core; meets HON req of Honors

Instructor: STAFF

An introduction to the major concepts of modern biology. Topics include molecular structure of organisms, cell structure and function, energy recruitment and utilization, cellular reproduction, flow of genetic information through organisms and populations, principles of inheritance, development, origin of life, ecology, and evolution. Includes lab. Course satisfies the CLE lab distribution requirement in biology in a single semester. Intended for any student (major or non major) who requires a comprehensive survey of biology in a single semester. Tutorial aid is available during certain hours each day. Multimedia technology is integrated throughout the lecture and laboratory curriculum. Instructors integrate examples from a library of over 6000 digital photos, illustrations, animations, and video clips. An extensive web site (<http://genbiol.cbs.umn.edu>) has been developed to deliver course information, as well as course content.

Class time: 55% lecture, 45% Laboratory

Work load: 50 pages of reading per week, 3 exams, 6 prelab quizzes, 3 major quizzes, 2 lab reports

Grade: 40% mid-semester exam(s), 25% final exam, 5% written reports/papers, 30% quizzes

Exam format: multiple choice lecture exams

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

Biol 1020 Biology Colloquium

(Sec 001, 002); 1 cr; max crs 2; S-N only

Instructor: Hanna, Kathryn L

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

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

Work load: 14 pages of writing per semester

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

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

Biol 1093 Biology Colloquium: Directed Study

(Sec 001); 1 cr; S-N only; prereq 1020 and concurrent enrollment 1020

Instructor: Hanna, Kathryn L

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

Class time: 100% Independent project

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

Biol 2005 Animal Diversity Laboratory

(Sec 001-010); Credit will not be granted if credit has been received for: BIOL 2012, BIOL 2012; 1 cr; prereq 3211 or concurrent enrollment 3211

Instructor: STAFF

This is a laboratory course and requires dissection and direct observation of animal diversity with emphasis upon morphology. The phylogenetic survey, from unicellular protists through the vertebrates, includes a wide array of organismal variation. Special attention is placed upon mammalian anatomy through dissection of the fetal pig.

Students develop an understanding of the patterns and complexities of animal diversity through the experience of hands-on laboratory exercises.

Class time: 5% Discussion, 95% Laboratory

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

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

Exam format: multiple choice/practical

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

Biol 2022 General Botany

(Sec 001); Credit will not be granted if credit has been received for: BIOL 2822, BIOL 2822; 3 cr; A-F only; prereq 1001 or 1009

Instructor: Ball, Kathleen Ann

General botany is intended for undergraduates who need a basic course in plant biology. Topics include the structure and function of plants; including anatomy, physiology, transport, growth, development and ecology. Approximately half the course is dedicated to a study of the various plant phyla (bryophytes, lower vascular plants, ferns, gymnosperms and flowering plants) in addition to a survey of organisms that are allied with plants, like algae, photosynthetic protista and fungi. In the laboratory, students will have a hands-on experience with the basic biological concepts of plant life and become familiar with living representatives of each group of organisms. Students spend two hours in lecture and three hours in lab weekly.

Class time: 40% lecture, 60% Laboratory

Work load: 50-60 pages of reading per week, 3 exams, 6 lab quizzes, 2 mid-terms and a final

Grade: 32% mid-semester exam(s), 27% final exam, 40% quizzes

Exam format: Mixed

Biol 3407 Ecology

(Sec 001); Credit will not be granted if credit has been received for: EEB 3001, EEB 3001, EEB 3001, BIOL 5407, BIOL 5407, BIOL 5407, BIOL 5407, BIOL 3807, BIOL 3807, BIOL 3807; 3 cr; prereq [1001 or 1009 or equiv], [Math 1142 or Math 1271 or equiv]; meets CLE req of Environment Theme

Instructor: Alstad, Donald Norman !!BioSci Stu Assn DTA!!

Topics covered in Biology 3407 range from the growth, regulation and structure of plant and animal populations; to species interactions, community diversity, and succession; to carbon, nutrient and energy cycling and the trophic dynamics of ecosystems. The course includes two lectures per week, and a section meeting that will include lab experiments, computer simulation of mathematical models, and discussion of regular problem sets. Course prerequisites include introductory biology and a year of calculus. The target audience includes majors in the biological sciences and natural resources. Non-major students looking for a course focused on environmental issues should consider Ecology 3001.

Class time: 50% lecture, 20% Discussion, 30% Laboratory

Work load: 30-50 pages of reading per week, 25 pages of writing per semester, 3 exams, Problem sets, lab write-ups

Grade: 40% mid-semester exam(s), 30% final exam, 30% 30% - on the combined problem sets and lab exercises.

Exam format: Problems, essay, multiple choices, true-false.

Course URL: <http://www.cbs.umn.edu/classes/biol/3407/index.html>

Biol 3411 Introduction to Animal Behavior

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

Instructor: Stephens, David William

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. The text is John Alcock's, "Animal Behavior: An Evolutionary Approach".

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Class time: 50% lecture, 50% Laboratory

Work load: 20 pages of reading per week, 20 pages of writing per semester, 2-3 exams, 2 papers

Grade: 25% mid-semester exam(s), 25% final exam, 50% lab work

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

Biol 3600 Directed Instruction

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

Instructor: Hanna, Kathryn L

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

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

Biol 3610 Internship: Professional Experience in Biological Sciences

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

Instructor: Hanna, Kathryn L

Undergraduate students can earn credit for a structured internship that matches their academic and/or career goals in life science with off-campus learning opportunities. Biological sciences internships in industry, non-profit organizations, and government agencies may be found through the CBS Career Center (229 Snyder Hall, St. Paul Campus). Credit number is variable and will be based on time spent on-site and other course requirements. Students must commit to a minimum of 10 hours/week/semester. Students will submit a Learning Agreement Form developed in consultation with the on-site internship supervisor and the faculty instructor. Attendance at a pre-internship workshop is required in order to register for credit. If a student has questions about a specific internship opportunity, contact the instructor at kahanna@cbs.umn.edu. S/N only.

Grade: 100% internship

Biol 3960H Honors Seminar

(Sec 001, 002); 1 cr; max crs 2; S-N only; prereq Limited to participation in CBS honors program, dept consent; meets HON req of Honors

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

This seminar is one of two required for the CBS Upper Division Honors Program and is open only to students in the program. (The other seminar is in the Spring Semester when students describe the results of their honors research.) Each participant researches a topic of current interest at the intersection of science and society and presents the findings to honors classmates. Emphasis is placed on improving communication skills. Presenters are graded by their peers and the instructor and critique a videotape of the talk. PowerPoint presentation graphics must be used. Attendance is required at all class meetings.

Class time: 100% Student talks followed by Q & A.

Work load: 4 pages of reading per week, 4 pages of writing per semester, 1 papers, Writing: abstract for talk and short final paper

Grade: 10% written reports/papers, 90% in-class presentations

Biol 4003 Genetics

(Sec 001); Credit will not be granted if credit has been received for: GCB 3022, GCD 3022, BIOL 1101, BIOL 1101W; 3 cr; prereq Biol/BioC 3021 or BioC 4331

Instructor: Snustad, D Peter

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.

Class time: 90% lecture, 10% Discussion

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

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

Exam format: problem solving, multiple choice

Course URL: <http://www.cbs.umn.edu/class/biol/4003>

Biol 4004 Cell Biology

(Sec 001, 002); 3 cr; prereq Biol/BioC 3021 or BioC 5331, Biol 4003 or BioC 4332

Instructor: STAFF

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.

Class time: 80% lecture, 20% Discussion

Work load: 50 pages of reading per week, 4 exams

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

Exam format: multiple choice, short essay

Biol 4501 Social Uses of Biology

(Sec 001); 3 cr; prereq 7 cr in sciences; meets CLE req of Citizenship/Publ Ethics Theme

Instructor: Hooper, Alan B

Students are from the sciences, humanities and liberal arts. The course considers the interplay of science, economics, politics, and ethics as they bear on the quality of human life: sessions on the use of fetal tissue in research or the use of the human genome, consider the abstract ethical principles and history of attitudes together with case studies considering the economic, political and social forces shaping the public policy. A session on global climate change describes changes in temperature and atmospheric chemicals and the biological and industrial basis of the changes. It then considers sources of energy which could moderate the changes and the business and political forces which decide the technology. Most lectures are led by visiting lecturers; e.g., from the Pollution Control Agency, Center for Biomedical Ethics, citizens groups, medicine and law. Topics include: History of the eugenics movement in the U.S. and Germany; Global climate change; Health care; Emerging infections; Occupational and environmental health; The future of food, population and energy sources; Indigenous peoples and cultures. Students write a one-page critique each week. They research an area and write a term paper which may include some science, but focuses on social policy, ethics and politics. Students are encouraged to meet with professionals in the subject of their project.

Class time: 80% lecture, 20% Discussion

Work load: 8-10 pages of reading per week, 30 pages of writing per semester, 1 papers, A weekly, one-page critique

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

Biomedical Engineering

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

BME 3301 Biomaterials

(Sec 001); 4 cr; A-F only; prereq [Math 2263 or Math 2374], Phys 1302, [BMEN upper div or dept consent]

Instructor: Suggs, Laura J

This course will be a core course for the undergraduate biomedical engineering curriculum. There is a laboratory component to accompany the lectures. It will provide students with an overview of the field of biomaterials and with specific skills and knowledge required to

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participate in biomaterials research. Text: Biomaterials Science, Ratner, 2nd Ed.

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

Work load: 20-30 pages of reading per week, 20-30 pages of writing per semester, 3 exams, 1 papers, laboratory write-ups

Exam format: Fill in the blank/Problem solving

BME 5311 Advanced Biomedical Transport Processes

(Sec 001); Credit will not be granted if credit has been received for: ME 5381, CHEN 5753, ME 5381, CHEN 5753; 3-4 cr; max crs 4, 1 repeat allowed; prereq IT upper div or grad student or instr consent; [ChEn 5103 or ME 5342] recommended

Instructor: Barocas, Victor Howard

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., BME 3101, ChEn 4002, ME 3322) is highly recommended.

Work load: Course Requirements: Homework sets, in-class exams Term paper required if taking the course for 4 credits Note: graduate students must register for 4 credits

BME 5910 Special Topics in Biomedical Engineering: Introduction to BioMEMS

(Sec 001); 2 cr; max crs 4

Instructor: Saliterman MD, Steven S

Biomedical Electromechanical Systems (BioMEMS) is the premier science for individuals desiring to design and fabricate medical devices in the micron to several millimeter range. Topics to be covered include fabrication techniques of BioMEMS devices, including materials, lithography, silicon bulk and surface micromachining, LIGA, microstereolithography and other 3-D fabrication techniques; electroactive polymers; introduction to sensors and actuators; principles of microfluidics, including fluid mechanics, valves and pumps; and BioMEMS devices, including applications in probing, detection, assaying and drug delivery. In addition, enrollees will receive an introduction and tour of the University of Minnesota Nanofabrication Facility. Dr. Saliterman graduated from the University of Minnesota in 1973 Summa Cum Laude, Phi Beta Kappa, and completed a residency in Internal Medicine at the Mayo Clinic. He is currently Vice Chief of Medicine at Methodist Hospital in St. Louis Park. He has been a NASA intern at the Johnson Space Center in Houston, Texas and Research Fellow at the NASA Ames Research Center in Mountain View, California. He was among the early designers of computers in the 1960s, participated in the design of the Space Shuttle Space Lab, developed implantable devices for hemodynamic research, patented a heart simulator for critical care training, and currently does research in microwave and light applications in medicine.

Biosystems and Agricultural Engineering

213 Biosystems & Agricultural Engineering: 612/625-7733

BAE 1011 Biosystems and Agricultural Engineering Orientation (Sec 001); 1 cr; S-N only

Instructor: Nieber, John Little

Introduction to biosystems and agricultural engineering profession through discussions by faculty, practicing engineers and fellow students. Orientation to the program, including curriculum, intern, undergraduate research, and honors opportunities. Discussion of

ethics, safety, and environmental issues in engineering. Course objectives/outcomes: Students will: 1. Get to know University of Minnesota faculty and professionals working outside the University. 2. Become more familiar with the range of subject matter and career opportunities in biosystems and agricultural engineering. 3. Learn about the biosystems and agricultural engineering curriculum, honors program, internships, and undergraduate research opportunities. 4. Learn about ethical and social issues facing the profession.

Class time: 75% lecture, 25% Discussion

Grade: 90% class participation, 10% 1 page career goals statement; 4-year plan schedule.

BAE 3093 Directed Studies

(Sec 001); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent

Instructor: STAFF

Student may contact the instructor or department for information.

BAE 4023 Instrumentation and Control for Biological Systems

(Sec 001); 3 cr; prereq EE 3005 or concurrent enrollment EE 3005, Stat 3021, upper div IT

Instructor: Janni, Kevin A

Instrumentation and control equipment and systems for monitoring and studying biological systems. Topics include general measurement concepts, error analysis, uncertainty analysis, data acquisition systems, motion, frequency, force, torque, pressure, liquid level and flow, machine vision, global positioning systems, temperature, and control principles, components, and systems. Course objectives are: 1. To understand general terminology and definitions of instruments and control; 2. To become familiar with generalized performance characteristics of instruments and error analysis; 3. To become familiar with various instruments and their use through excises and laboratory demonstrations; 4. To become familiar with principles of sensors used in the measurement of mechanical, physical and chemical parameters; 5. To become familiar with basic control principles and control equipment; 6. To become familiar with PC based data acquisition equipment and use; and 7. To analyze and solve diverse engineering problems through the application of instrumentation and control systems.

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

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

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

Exam format: Matching, Short problems, Short answer

BAE 4122W Senior Design II

(Sec 001); 2 cr; A-F only; prereq 4112; meets CLE req of Writing Intensive

Instructor: Goodrich, Philip R

A writing intensive course to complete a design project started in BAE 4112. Periodic presentations and final report to departmental audience. Use of powerpoint expected.

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

Work load: 50 pages of writing per semester, 2 papers

Grade: 75% written reports/papers, 25% in-class presentations

BAE 4323 Machinery Elements

(Sec 001); 3 cr; prereq AEM 2021, AEM 3031, upper div IT

Instructor: Chaplin, Jonathan

Basic machinery components. Building blocks for machines used in crop production and food processing. Power from diesel engines, electric and hydraulic motors, performance characteristics, efficiency. Machine control systems modeling (electro-hydraulic), machinery hydraulic circuit design, safety. Course objectives/outcomes: A basic machinery components course covering a wide range of material that comprise the building blocks for machines used in crop production and food processing. Presentation of key machine elements and machine control systems. Introduction to system modeling (electro-hydraulic), machinery hydraulic circuit design, and safety.

This information is accurate as of: 10/30/2003 at 12:09 PM

Class time: 75% lecture, 25% Discussion

Work load: 3 exams

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

Exam format: Problem solving.

BAE 4533 Agricultural Waste Management Engineering

(Sec 001); 3 cr; prereq 3023, upper div IT

Instructor: Clanton, Chuck

Sources and characteristics of agricultural wastes including livestock, food processing, and domestic wastes. Physical, biological, chemical, rheological and microbiological properties. Effects on the environment. Collection, storage, treatment (aerobic and anaerobic) and utilization/disposal. Land application. Course objectives/outcomes: This course is designed for senior level students in engineering to provide fundamentals in agricultural waste management and the concepts involved for design of waste management systems that are environmentally sound.

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

Work load: 5 pages of reading per week, 50 pages of writing per semester, 3 exams, 8 lab reports

Grade: 40% final exam, 10% written reports/papers, 30% quizzes, 5% in-class presentations, 10% lab work, 5% problem solving

Exam format: Short answer and problems.

BAE 4713 Bioprocess Engineering

(Sec 001); 3 cr; A-F only; prereq 3013, upper div IT

Instructor: Ruan, R. Roger

Principles of bioprocess engineering including material balance, energy balance, homogeneous reactions, fermentation and reactors, and unit operations such as filtration, centrifugation, separation, absorption, extraction, and chromatography will be covered. Applications of these bioprocess engineering principles in various biological systems, biorefining, and conversion of biomass into energy, biochemicals, and biomaterials will also be discussed.

Class time: 80% lecture, 20% Discussion

Work load: 20 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers

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

Exam format: Multiple choice, short problems

BAE 4900 Intern Reports

(Sec 001); 2 cr; max crs 4; S-N only; prereq IT or COAFES student in BAE, instr consent

Instructor: Chaplin, Jonathan

Student exposure to engineering practice through an intern program. Periodic reports on work assignments are reviewed by faculty and coordinated with industry advisors.

Class time: 100% work related

Work load: report

Grade: 100% written reports/papers

BAE 5095 Special Problems

(Sec 001); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent

Instructor: STAFF

Student may contact the instructor or department for information.

Business Administration

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

BA 3000 Career Skills

(Sec 001-004); 1 cr; A-F only; prereq CSOM pre-major with 30 credits or upper division major

Instructor: STAFF

This required course is designed to prepare undergraduate students for 1) the career search process, 2) to use the Carlson School of Management Career Services Center and 3) to use the on-line recruiting system, C.A.R.S. (Carlson Automated Recruiting System). Topics include the importance of self-awareness and self-assessment in identifying career options; how to access and use information related to career planning and jobs; networking; resume preparation, cover letters and correspondence; interviewing skills; professional etiquette and image in the work setting; employment trends; goal setting; and overall career strategy planning. Students will also complete the Myers-Briggs Type Indicator self-evaluation inventory. The course is coordinated by the Business Career Center at the Carlson School and will utilize a variety of teaching techniques, with significant emphasis on classroom activities. Homework assignments will focus on helping students develop skills and strategies necessary for internship and full-time job searches. The perspective of the course is that critical elements of career development and growth include self-understanding, skill development and usage, awareness of career options, decision-making, and evaluation. By becoming proficient in these areas students can attain more satisfying career and work lives.

Class time: 35% lecture, 50% Discussion, 15% guest speakers
Work load: 15 pages of reading per week, 10 pages of writing per semester, 6 papers, portfolio
Grade: 90% written reports/papers, 10% class participation
Course URL: <http://www.csom.umn.edu/Classnet/classnet.htm>

BA 3033V Honors: Business Communication
(Sec 001); 3 cr; A-F only; prereq 60 cr, CSOM honors; meets HON req of Honors; meets CLE req of Writing Intensive

Instructor: Littlefield, Holly A

This section of BA 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 provide a service or complete a project for a local non-profit, small community business, or service organization. You will have some choice as to what project you would like to select. You will meet a few times with representatives from that organization, but this is not traditional volunteering. Instead you will be completing a project for the organization the way that an outside consulting team might. Some examples of projects might include things like creating a marketing plan for the organization, designing a website for them, surveying their 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; Becoming aware of community issues and concerns.

Class time: 20% lecture, 80% Discussion
Work load: 10-25 pages of reading per week, 15-25 pages of writing per semester, 1 exams, 5 papers
Grade: 10% mid-semester exam(s), 15% written reports/papers, 50% special projects, 15% in-class presentations, 10% class participation
Exam format: essay

BA 3033W Business Communication
(Sec 001, 002); 3 cr; A-F only; prereq Fr composition, CSOM upper-div, at least 60 cr; meets CLE req of Writing Intensive

Instructor: Littlefield, Holly A

BA 3033--Business Communications fosters and enhances students' cognitive abilities and communication skills. It helps students become credible professionals who can effectively contribute to organizations and communities and successfully employ a variety of communications strategies and skills. BA 3033, Business Communications combines writing and speaking into a single, semester-long course required of all Carlson School undergraduates. This course gives students opportunities to develop critical thinking and applied skills through both speaking and writing assignments that simulate real business

communication. Students take part in writing, speaking, discussions, team-work and other communications activities. This course should help students to: Communicate credibly and deliver both written and spoken messages that are adapted to the specific needs of the audience and situation; Understand differences in message design and audience interpretation of the various forms of business communication; Realize the persuasive strategies most effective in writing and speaking situations; Understand the persuasive effect of presenting quantitative information and appealing to audience logic or emotions; Demonstrate effective nonverbal communication skills; Critically judge information and information sources; Build sound arguments, using data and logic, when delivering a persuasive message; Use technology to increase the effectiveness of communication.

Class time: 20% lecture, 80% Discussion
Work load: 10-20 pages of reading per week, 15-25 pages of writing per semester, 1 exams, 5 papers
Grade: 10% mid-semester exam(s), 40% written reports/papers, 40% in-class presentations, 10% lab work

BA 3033W Business Communication
(Sec 003, 020); 3 cr; A-F only; prereq Fr composition, CSOM upper-div, at least 60 cr; meets CLE req of Writing Intensive

Instructor: Syverson MA, JoAnn

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

Class time: 20% lecture, 80% Discussion
Work load: 10-20 pages of reading per week, 15-25 pages of writing per semester, 1 exams, 5 papers
Grade: 10% mid-semester exam(s), 40% written reports/papers, 40% in-class presentations, 10% class participation

BA 3999 Internship Seminar
(Sec 001); 1 cr; S-N only; prereq 30 cr, approved internship, instr consent

Instructor: Opall, Brent S

The Internship Seminar course integrates students' internship experiences with discussions, relevant readings and assignments on issues related to the world of work, workplace, and transition from college to work.

Class time:
Work load: 10 pages of reading per week, 20 pages of writing per semester, 1 papers, Weekly Journal
Exam format: No exam

Business and Industry Education
 425 VoTech Building: 612/624-3004

BIE 1396 Supervised Career and Technical Education Teaching (Sec 001); 2-4 cr; max crs 4, 1 repeat allowed; S-N only; prereq college consent

Instructor: Stertz, Tom
Supervised teaching for beginning teachers or teaching activities for preservice teachers.

BIE 3151 Technical Development: Advanced (Sec 001, 002); 1-30 cr; max crs 30, 12 repeats allowed; prereq instr consent

Instructor: Stertz, Tom
Individualized advanced technical development in construction, communication technology, manufacturing, power and energy, and transportation.

BIE 5015 Integrated Computer Applications in Business and Marketing Education (Sec 001); 3 cr; prereq [5011, 5012, 5013, 5014] or equiv

Instructor: Anderson, Michelle M
This course is intended to engage ADVANCED students in the use of realistic business microcomputer problems requiring the integration of two or more application packages. While completing these problems, consideration will be given to the pedagogical issues of both learning advanced microcomputer application capabilities, and teaching similar applications to designated groups of learners.

Class time: 25% lecture, 75% Laboratory

Work load: 2 exams, Six problem-solving projects on computer

Grade: 15% mid-semester exam(s), 15% final exam, 10% in-class presentations, 10% class participation, 50% lab work

Exam format: Computer problem-solving

BIE 5151 Technical Development: Specialized (Sec 001, 002); 1-12 cr; max crs 12, 12 repeats allowed; A-F only; prereq instr consent

Instructor: Stertz, Tom
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 5624 Sales Training (Sec 001); Credit will not be granted if credit has been received for: HRD 5624; 3 cr; A-F only

Instructor: Beck PhD, Jules K
Training competent sales and sales support employees as part of a marketing strategy. Includes exploration of training strategies, adapting instructional methods to match different settings and situations. Instructor employs lecture, group discussion, group training project, case study, videos, guest speakers, self-analysis tests, variety of methods. Manning/Reese, "Selling Today: Building Quality Relationships", 8th ed.; Dean, "Designing Instruction for Adult Learners". For upper division undergrads, grads, BIE/HRD/ICP students, etc. This course will: explain the selling process; explain the marketing process; articulate personal selling philosophy; relates sales training to goals of organization; evaluate sales training program; develop a sales training program; describe the business organization; identify marketing function; describe instructional methods appropriate to sales training.

Class time: 15% lecture, 45% Discussion, 40% Group project 15%; videos 20%; misc 5%

Work load: 50 pages of reading per week, 10 pages of writing per semester, 8 exams, 1 papers, 1 final exam, 7 quizzes

Grade: 15% final exam, 15% written reports/papers, 25% special projects, 35% quizzes, 10% class participation, 0% includes peer evaluation

Exam format: Mostly objective - multiple-choice, T/F, matching, short answer.

Center for Spirituality and Healing

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

CSpH 5101 Introduction to Complementary Healing Practices (Sec 001); 3 cr; prereq Jr or sr or grad student or instr consent

Instructor: Culliton, Patricia D
This course introduces students to complementary healing practices including the historical, cultural and political context of complementary and alternative healing traditions. Philosophies and paradigms of selected therapies will be explained and/or demonstrated. Research difficulties and results will be highlighted. Selected complementary therapies include: Traditional Chinese Medicine, mind/body healing, spiritual and faith practices; energy healing; homeopathy, Ayurveda, structural and manual therapies, nutrition and nutritional supplements, herbology and naturopathy. Students will interact with practitioners and researchers of the complementary and alternative practices; observe and/or participate in demonstrations of the therapies; and discuss how the therapy can be appropriately or inappropriately used in health care. Students will do a group project envisioning the integration of complementary healing practices with conventional medicine.

CSpH 5301 Cultures, Faith Traditions, and Health Care (Sec 001); 2 cr; A-F only; prereq Jr or sr or grad student or instr consent

Instructor: Berg, David F
This course, which is open to all AHC students and seminarians, examines the cultural and spiritual implications of health care practices of selected native and immigrant populations in Minnesota. The course focuses on the clinical implications of these practices and addresses the inherent personal and professional conflicts for delivery of competent care to culturally/spiritually diverse groups by those trained in the Western health care system. This course requires students to meet with and participate as much as possible with another culture.

CSpH 5311 Introduction to Traditional Chinese Medicine (Sec 001); 2 cr; A-F only; prereq Jr or sr or grad student or instr consent

Instructor: Hafner, Christopher Jam
This course will introduce you to the definition, history and fundamental concepts of Traditional Chinese Medicine (TCM). We will look at TCM as it is practiced in China, and more so, how it is practiced in Europe and North America. We will discuss the place of TCML within the context of complementary and alternative medicine (CAM) and how TCM relates to conventional biomedicine. We will touch upon issues of training, licensing, and regulation of TCM practitioners in the United States and specifically in Minnesota. We will also discuss issues of access to TCM through third party payment systems, the insurance industry and HMOs. We will explore issues of TCM herbal medicine quality standards and the regulation and use of TCM herbal medicines. We will discuss the issues and ethics of research within the TCML perspective, as well as from a biomedical perspective. Finally, we will outline directions and resources for further study in TCM beyond this course.

CSpH 5325 Latinos: Culture and Health (Sec 001); 3 cr; prereq jr or sr or grad student or instr consent

Instructor: Brady, Linda J
This course will address: 1. general description of the Latino world view (cosmovision) that affects health and comparison of this view with the prevailing U.S. perspective; 2. differences in perception of time, family involvement and community ?belonging? gender roles, communication styles; 3. How differences in cosmovision might affect health beliefs and practices generally and in specific types of situations; 4. Folkloric beliefs; 5. Specific issues-AIDS, pregnancy and women's issues, pharmacy, nutrition, etc. 6. Specific health issues of workers; 7. Cultural competency. Health professionals and people experienced in cross cultural delivery of information and service will give guest lectures/discussions. The website will contain videotaped

interviews and/or audiotapes and transcripts of health professionals and those involved in cross cultural delivery of information and service. Intended Audience: health care professionals and graduate students. Also open to Seniors.

Class time: 50% lecture, 50% Discussion

Work load: 20-30 pages of reading per week, 20-30 pages of writing per semester, 1 papers, Homework questions each week

Grade: 20% written reports/papers, 80% Homework

Course URL: <http://www.ardilla.umn.edu/csph5000>

CSpH 5401 People, Plants, and Drugs: Introduction to Ethnopharmacology

(Sec 001); 3 cr; prereq Jr or sr or grad student or instr consent

Instructor: McKenna, Dennis Jon

Ethnopharmacology is the scientific investigation of biologically active substances utilized by humans. Its focus is usually, but not always, on indigenous, traditional, historic, or non-Western cultures. By definition, Ethnopharmacology is interdisciplinary and eclectic; the scope and tools of ethnopharmacological studies are derived from pharmacology and toxicology, pharmacognosy, chemistry, medicine, botany and ethnobotany, medical and cultural anthropology, and other disciplines. This course will provide students with an overview of the subject matter of ethnopharmacology, and an in-depth appreciation of its past, current, and future contributions to human knowledge. Specific examples of ethnopharmacologic investigations and topic areas will be examined to illustrate and explore issues pertinent to the discipline.

CSpH 5521 Therapeutic Landscapes

(Sec 001); 3 cr; 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

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.

Class time: 50% lecture, 25% Discussion, 25% small group work

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

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

CSpH 5611 Healthy Humor

(Sec 001); 1 cr; prereq Jr or sr or grad student or instr consent

Instructor: Smith, Kevin Lee

Using formal lecture, informal discussion, written, and web-based assignments, students will learn how to use humor to enhance communication, treatment, and relationships with patients, and how to create a positive work environment with co-workers, and how to create a more positive outlook. This course will also explore the many physiologic effects and benefits of humor and laughter and the effects on the immune system. Discussion will include contemporary humor, humor and spirituality, and the connection between positive outlook and health. Students will be provided with practical humor techniques and resources that will help them to become a humor expert.

This course deals with aspects of Islam and Communism as well as the confrontation between the two schools of thought in Central Asia. The course begins with a discussion of Zoroastrianism, the religion that preceded Islam in the region. From there it moves on to a discussion of the development of medieval Islamic culture in Transoxiana from the Arab invasion of the 8th century to the present. The discussion includes the rise of Islam and its expansion into Iran and Central Asia as well as an explanation of the subsequent cross-cultural developments resulting from the coming together of the two cultures. In this context, the principles of the Zoroastrian faith (duality, free will, the role of farr, and the role of fire) as well as Islamic beliefs and practices, Islamic schools of law, and the pillars of the Islamic faith are examined. In the 1920's, Communism, an ideology originally devised for the proletariat of Europe, was imposed on the Muslim peoples of Central Asia. This imposition created a clash between the atheistic views of the socialists and the divinely inspired faith of the indigenous population. The course examines the Soviets' attempt at dismantling the Islamic Shari'a law as well as the Muslims' strategy for keeping the main tenets of their faith intact.

Class time: 70% lecture, 20% Discussion, 10% Video

Work load: 60 pages of reading per week, 30 pages of writing per semester, 4 exams, 1 papers, book report

Grade: 20% final exam, 30% written reports/papers, 30% quizzes, 6% in-class presentations, 4% class participation, 10% book report

Exam format: essay

Course URL: <http://www.iles.umn.edu/faculty/bashiri/iraj/html>

CAS 3602 Persian Poetry in Translation

(Sec 001); Credit will not be granted if credit has been received for: CAS 5602, MELC 5602, CAS 5602, MELC 5602, CAS 5602, MELC 5602, CAS 5602, MELC 5602, MELC 3602; 3 cr; meets CLE req of Literature Core

Instructor: Bashiri, Iraj !!CLA Distinguished Tchg Awd!!

This course examines the works of medieval Persian poets (Rudaki, Umar Khayyam, Rumi, Firdowsi, Hafiz, and others) as well as those of contemporary poets (Nima Yushij, Parvin E'tesami, Forugh Farrukhzad, Khosrow Golsorkhi, and others). The medieval period deals with two major traditions: court poetry, where the poet places his pen at the service of whimsical kings, and mystical or Sufic poetry, where the poet turns his attention away from royalty and concentrates his efforts on becoming united with the Almighty. The last few weeks of the course are devoted to an appreciation of contemporary or "new" Persian poetry, an outgrowth of a union between western and eastern (Persian) poetic traditions. Distancing himself or herself from the court and the Almighty, the poet ponders contemporary social problems and, through poetry, shares his/her feelings with the audience.

Class time: 70% lecture, 20% Discussion, 10% video tapes

Work load: 60 pages of reading per week, 30 pages of writing per semester, 4 exams, 1 papers, 1 book report

Grade: 20% final exam, 30% written reports/papers, 30% quizzes, 6% in-class presentations, 4% class participation, 10% book report

Exam format: essay

Course URL:

<http://www.iles.umn.edu/faculty/bashiri/Syllabi/courses/courses.html>

CAS 5526 Islam and Communism

(Sec 001); Credit will not be granted if credit has been received for: CAS 3526, MELC 3526, CAS 3526, MELC 3526, CAS 3526, MELC 3526, CAS 3526, MELC 3526, MELC 3526, MELC 5526; 3 cr; meets CLE req of International Perspect Theme

Instructor: Bashiri, Iraj !!CLA Distinguished Tchg Awd!!

This course deals with aspects of Islam and Communism as well as the confrontation between the two schools of thought in Central Asia. The course begins with a discussion of Zoroastrianism, the religion that preceded Islam in the region. From there it moves on to a discussion of the development of medieval Islamic culture in Transoxiana from the Arab invasion of the 8th century to the present. The discussion includes the rise of Islam and its expansion into Iran and Central Asia as well as an explanation of the subsequent cross-cultural developments resulting from the coming together of the two cultures. In this context, the principles of the Zoroastrian faith (duality, free will, the

Central Asian Studies

214 Nolte Center: 612/624-3331

CAS 3526 Islam and Communism

(Sec 001); Credit will not be granted if credit has been received for: CAS 5526, MELC 5526, CAS 5526, MELC 5526, CAS 5526, MELC 5526, CAS 5526, MELC 3526, MELC 5526; 3 cr; meets CLE req of International Perspect Theme

Instructor: Bashiri, Iraj !!CLA Distinguished Tchg Awd!!

This information is accurate as of: 10/30/2003 at 12:09 PM

role of farr, and the role of fire) as well as Islamic beliefs and practices, Islamic schools of law, and the pillars of the Islamic faith are examined. In the 1920's, Communism, an ideology originally devised for the proletariat of Europe, was imposed on the Muslim peoples of Central Asia. This imposition created a clash between the atheistic views of the socialists and the divinely inspired faith of the indigenous population. The course examines the Soviets' attempt at dismantling the Islamic Shari'a law as well as the Muslims' strategy for keeping the main tenets of their faith intact.

Class time: 70% lecture, 20% Discussion, 10% Video

Work load: 70 pages of reading per week, 40 pages of writing per semester, 4 exams, 1 papers, 1 book report; 1 short essay on specific topic

Grade: 20% final exam, 30% written reports/papers, 30% quizzes, 6% in-class presentations, 4% class participation, 10% book report

Exam format: essay

Course URL: <http://www.iles.umn.edu/faculty/bashiri/iraj/html>

CAS 5602 Persian Poetry in Translation

(Sec 001); Credit will not be granted if credit has been received for: CAS 3602, MELC 3602, CAS 3602, MELC 3602, CAS 3602, MELC 3602, CAS 3602, MELC 5602, MELC 3602; 3 cr

Instructor: Bashiri, Iraj !!CLA Distinguished Tchg Awd!!

This course examines the works of medieval Persian poets (Rudaki, Umar Khayyam, Rumi, Firdowsi, Hafiz, and others) as well as those of contemporary poets (Nima Yushij, Parvin E'tesami, Forugh Farrukhzad, Khosrow Golsorkhi, and others). The medieval period deals with two major traditions: court poetry, where the poet places his pen at the service of whimsical kings, and mystical or Sufic poetry, where the poet turns his attention away from royalty and concentrates his efforts on becoming united with the Almighty. The last few weeks of the course are devoted to an appreciation of contemporary or "new" Persian poetry, an outgrowth of a union between western and eastern (Persian) poetic traditions. Distancing himself or herself from the court and the Almighty, the poet ponders contemporary social problems and, through poetry, shares his/her feelings with the audience.

Class time: 70% lecture, 20% Discussion, 10% video tapes

Work load: 75 pages of reading per week, 40 pages of writing per semester, 4 exams, 1 papers, 1 book report; 1 short essay on specific topic

Grade: 20% final exam, 30% written reports/papers, 30% quizzes, 5% in-class presentations, 5% class participation, 10% book report

Exam format: essay

Course URL:

<http://www.iles.umn.edu/faculty/bashiri/Syllabi/courses/courses.html>

Chemical Engineering

151 Amundson Hall: 612/625-1313

ChEn 4004 Separation Processes

(Sec 001); 4 cr; A-F only; prereq 4003, 4101, [upper div ChEn major or dept consent]

Instructor: Cussler Jr, Edward L !!Geo Taylor/IT Alumni Soc Award!!

ChEn 4402W Chemical Engineering Lab II

(Sec 001); 2 cr; prereq 4003, 4004, 4101, 4401W, [upper div ChEn major or dept consent]; meets CLE req of Writing Intensive

Instructor: Caretta, Raul Alberto

Principles and techniques of efficient design, structure, measurement, planning, analysis, and presentation of experiments and experimental results. Experimental problems in energy balances, fluid flow, heat transfer, and mass transfer. Design of new systems using data obtained in lab. Oral and written presentations. Text: Transport Processes and Unit Operations, 3rd Ed., 1993 by Christie J. Geankoplis Prentice Hall, Englewood Cliffs, NJ.

Class time: 15% lecture, 85% Laboratory

Work load: 12 pages of reading per week, 1 exams

Grade: 70% written reports/papers, 5% in-class presentations, 25%

This information is accurate as of: 10/30/2003 at 12:09 PM

One hour review exam

Exam format: Essay

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

ChEn 4593 Directed study

(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq ChEn major upper division, instr consent

Instructor: STAFF

Directed study under faculty supervision. Student must meet with faculty supervisor before registering to get permission to pursue directed study, arrange study project, grading option, number of credits, and final report requirements.

ChEn 4594 Directed Research

(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; A-F only; Instr. Consent

Instructor: STAFF

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 4601 Process Control

(Sec 001); 3 cr; A-F only; prereq 4102, [upper div ChEn major or dept consent]

Instructor: Kumar, Satish

This is a required course for Chemical Engineering seniors.

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

Work load: 3 exams, Two lab reports, weekly homework

Grade: 40% mid-semester exam(s), 35% final exam, 5% lab work, 20% problem solving

Exam format: Problems

Course URL: <http://www3.cems.umn.edu/courses/chen4601/>

ChEn 5595 Special Topics

(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; instr consent

Instructor: STAFF

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

Chemistry

139 Smith Hall: 612/624-6000

Chem 1011 General Principles of Chemistry

(Sec 001, 009); 4 cr; prereq for students not passing placement exam; high school chemistry or equiv, two yrs high school math; high school physics recommended; meets CLE req of Physical Science/Lab Core

Instructor: STAFF

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

Class time: 50% lecture, 50% Laboratory

Work load: 30 pages of reading per week, 5 exams, 12 laboratory reports

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

Exam format: multiple choice

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

Chem 1021 Chemical Principles I

(Sec 001, 009, 017); 4 cr; prereq Grade of at least C- in 1011 or passing placement exam; intended for science or engineering majors; meets CLE req of Physical Science/Lab Core; meets CLE req of Environment Theme

Instructor: STAFF

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

Class time: 50% lecture, 50% Laboratory

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

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

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

Chem 1022 Chemical Principles II

(Sec 001, 009, 017, 025); 4 cr; prereq 1021 or equiv; meets CLE req of Physical Science/Lab Core; meets CLE req of Environment Theme

Instructor: STAFF

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

Class time: 50% lecture, 50% Laboratory

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

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

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

Chem 2311 Organic Lab

(Sec 001, 004); 4 cr; prereq 2302 or concurrent enrollment 2302

Instructor: Wissinger, Jane E.

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

Class time: 10% lecture, 90% Laboratory

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

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

Chicano Studies

2 Scott Hall: 612/624-6309

Chic 1106 Introduction to Chicana/o Studies: Mexico and the United States From 1871 t

(Sec 001); 4 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core

Instructor: STAFF

This course is the second half of a two-part sequence of chicano culture, history, and politics. Chicano Studies 1106 covers from 1875 to the present. The content of the class focuses on Mexicans in the United States post 1848, border struggles, the great migration of the 1910's and 1920s, the Depression and repatriation, the Chicano Movement and its aftermath. We will attempt to understand the past through an interdisciplinary lens - through art, literature, archeology, film, poetry, geography, economics and revisionist histories. We will focus on understanding how these past cultures have influenced contemporary Chicano/a life and experience, especially since the development of the Chicano Movement in the late 1960s and early 1970s.

Chic 3212 La Chicana

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

Instructor: Fuentes, Claudia L

This class centers on Chicanas or politically defined women of the Mexican American community. Our method is interdisciplinary. It emphasizes the importance of historical context and cultural process to any discussion of the Chicana experience. In order to truly engage in critical analysis it is necessary to explore social and political issues of concern to all Mexican Americans- to discuss racial, cultural, economic and political diversity within the community-and to talk about the Mexican American relationship to our Indigenous, Mexican, U.S. mainstream, and diverse Latino cultures. But our primary focus at all times will be Chicanas. Gender dynamics and the intersection forces of race, literature as a lens, we talk about labeling, contextual meaning, and the way in which language structure our thinking. We will look at the socialization process in which ethnicity and culture combine gender expectations. Our topics will include critical discussion of the way in which Chicana writers reflect traditional cultures, how and why they (re)create Mexican culture, and how they use literature as a subversive tool and as a strategy for healing.

Chic 3375 Folklore of Greater Mexico

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

Instructor: Torres, Eden E.

This course explores the socio-cultural function of various types of folklore within a region known as Greater Mexico - an area that includes what is now Central America, Mexico, and the U.S. southwest. Our objective is to try to determine the way in which folklore constructs and maintains community, resists and engenders cultural shifts, and (re)creates and maintains social systems. We will look at centuries-old beliefs, the mytho-historical origins of contemporary folklore, the recovery and transformation of traditional practices and forms, and the political function of such processes. Our exploration will take us into various types of oral and material production. The focus of our discussions will be on evolution rather than devolution - the way in which folklore, like culture, is a living process in which change and transformation are inevitable responses to shifts in the environment of the participants - myth as a function of ethnic revitalization rather than simply dead or dying practices.

Chic 3428 History of Relations Between U.S. and Mexico: 1821 to Present

(Sec 001); 3 cr; meets CLE req of International Perspective Theme

Instructor: Winkler, Anne

In this class we will consider the relationship between Mexico and the United States from a world history perspective to see what we can learn about global trends and local particularities. The history of

U.S./Mexican relations provides an excellent case study for examining global distribution of economic and political power among so called "first" and "third" world nations, in the 19th and 20th centuries, and exploring how those relations have shifted over time. For over 180 years the relationship between Mexico and the United States has been one of unequal exchange. Although Mexico has struggled with the United States for control of Mexican resources with some important successes, the level of inequality has multiplied from 1820 to 2004. We will explore the historical roots of this system of dependency, examine successful and unsuccessful efforts to change it and try to understand why it has persisted. The study of Mexican /U.S. relations, however, is much more complex than the story of inequalities and dependent development. Contending interests within each nation, including workers, corporations, peasants, farmers, agri-business, indigenous groups, artists and intellectuals, have helped shape the relationship, sometimes forming alliances with peers across the border. We will pay particular attention to these contending interests and their influence on cross-border relations.

Class time: 40% lecture, 40% Discussion, 20% Movies, other audio-visuals

Work load: 80 pages of reading per week, 5 pages of writing per semester, 2 exams, 1 papers

Grade: 15% mid-semester exam(s), 15% final exam, 10% written reports/papers, 5% quizzes, 10% in-class presentations, 25% class participation, 20% Journal writing

Exam format: Essays

Chic 3442 Chicana/o History: 1900 to Present

(Sec 001); Credit will not be granted if credit has been received for: HIST 3442, LAS 3442; 3 cr; meets CLE req of Cultural Diversity Theme

Instructor: Winkler, Anne

This course surveys the history of Chicanos in the twentieth century, focusing on political, economic, social and cultural themes. It simultaneously addresses theories of history and approaches to inequality (race/class/gender). Specific topics include migration and settlement, community formation, the Mexican Revolution in the U.S., the Great Depression and Repatriation, World War II and the Mexican-American Generation, the Chicano Movement, and current Chicana/o history.

Class time: 50% lecture, 50% Discussion

Work load: 80 pages of reading per week, 2 exams, 1 papers

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

Exam format: Essay

Chic 3507 Introduction to Chicana(o) Literature

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

Instructor: Rojas, Guillermo

The course will introduce students to the signs of language, linguistic codes, and the semiotics of literary texts. The readings in the course focus on early turn-of-the-century laid-back Mexican identities, and move into dominant images of the Mexican-American in the United States during the 40's, and 50's. The latter part of the course covers the cultural production of the 1960's and the new fiery signs used by the student activists in the Chicano movement interested in forging the identity with the Historical Aztlan. The early feminist writings will be contrasted with the writings of the 80's-90's. The course readings will also focus on feminist, gay-lesbian voices that make up the current interest to expand ethnic and gender issues and identities. Readings: Kenneth James Hughes, "Signs of Literature"; Edward Simmen, "North of the Rio Grande"; Gary Soto, "Elements of San Joaquin"; Estella Portillo Trambley, "Day of the Swallows"; Sandra Cisneros, "The House on Mango Street"; Richard Rodriguez, "Hunger of Memory" Richard Rodriguez, "Days of Obligation"; selections from Cherie Moraga; selections from Gloria Anzaldua; selections from Helen Viramontes.

Class time: 30% lecture, 40% Discussion

Grade: 30% final exam, 30% written reports/papers, 0% 40% in-class assignments

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Child Psychology

104 Child Development: 612/624-0526

CPsy 2301 Introductory Child Psychology

(Sec 001); 4 cr; prereq 4 cr intro psych; meets CLE req of Social Science Core

Instructor: Maratsos, Michael P

This course introduces some of the basic ideas, theories, methods, and findings of child psychology. The main instructional method is lecture, through which there will be weekly sections run by t.a.s, and a little active learning in class. The texts will be L. Berk, Child Development, (a general text on child development) and R. Benedict, The chrysanthemum and the sword (an anthropological description of traditional Japanese culture, family, and rearing). The class has two mid terms and a final, and also a weekly short quiz. The target audience for the course is undergraduates, majors, and non-majors.

Class time: 70% lecture, 25% Laboratory, 5% movies, active learning
Work load: 70 pages of reading per week, 0 - 5 pages of writing per semester, 2 midterm exams, 1 final exam, and 15 quizzes

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

Exam format: multiple choice

CPsy 3301 Introductory Child Psychology for Social Sciences

(Sec 001); 4 cr

Instructor: Maratsos, Michael P

This course introduces some of the basic ideas, theories, methods, and findings of child psychology. The main instructional method is lecture, through which there will be weekly sections run by t.a.s, and a little active learning in class. The texts will be L. Berk, Child Development, (a general text on child development) and R. Benedict, The chrysanthemum and the sword (an anthropological description of traditional Japanese culture, family, and rearing). The class has two mid terms and a final, and also a weekly short quiz. The target audience for the course is undergraduates, majors, and non-majors.

Class time: 70% lecture, 25% Laboratory, 5% movies, active learning
Work load: 70 pages of reading per week, 0 - 5 pages of writing per semester, 0 - 1 papers, 2 midterm exams, 1 final exam, and 15 quizzes

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

Exam format: multiple choice

CPsy 3308 Introduction to Research Methods in Child Psychology

(Sec 002); 4 cr; A-F only; prereq 2301, Psy 1001

Instructor: Van Dulmen, Manfred Hendrikus Maria

This course discusses the methods employed to conduct research in child psychology. During the course of the semester you will learn about different research designs that child psychologists use, and how they measure aspects of children's development. Although this course is not a statistics class, you will learn about some descriptive and inferential statistical methods as they are directly related to methodological and measurement issues in child psychology research

Class time: 60% lecture, 20% Discussion, 20% individual/group assignments

Work load: 50 pages of reading per week, 3 exams, 1 papers, 25-35 page group paper in groups of 3-4 students

Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 10% exam after week three

Exam format: multiple choice

CPsy 4313 Disabilities and Development

(Sec 001); 4 cr; prereq Psy 1001

Instructor: Abery, Brian Hinton

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.

Class time: 75% lecture, 25% Discussion

Work load: 30-40 pages of reading per week, 15-20 pages of writing per semester, 3 exams, 2 papers

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

Exam format: Multiple choice and essay

CPsy 4345 Language Development and Communication (Sec 001); 4 cr; A-F only; prereq 2301

Instructor: Sera, Maria D

This course is designed to introduce students to the study of language development. The course is organized into four sections: Speech Perception, Lexical Semantics, Syntax and Morphology, and Language and Cognition.

Class time: 90% lecture, 10% Discussion

Work load: 50 pages of reading per week, 10 pages of writing per semester, 4 exams, 1 papers

Grade: 40% mid-semester exam(s), 40% final exam, 15% written reports/papers, 5% class participation

Exam format: multiple choice and short answer

CPsy 4347W Senior Project

(Sec 001); 2 cr; A-F only; prereq CPsy sr; meets CLE req of Writing Intensive

Instructor: Englund, Michelle M

This course is designed for seniors majoring in Child Psychology. Its purposes are to: 1. Provide class members an opportunity to explore in depth a topic of interest in child psychology. 2. Facilitate students gaining an understanding of current literature on a developmental topic. 3. Assist students in: A. choosing a developmental topic, B. identifying literature appropriate to the topic, C. organizing, integrating, and critiquing relevant literature, and D. developing written communication skills. As a result of your participation in this course, you should be able to: 1. Identify and describe a developmental topic or problem. 2. Locate and selectively use relevant literature in providing documentation for a written report. 3. Write a literature review in the format outlined by the American Psychological Association. The primary requirement of the senior project is to write a literature review on a developmental topic or problem in child psychology. This paper should integrate and evaluate previously published research on a topic of your choosing. The paper must deal directly with research in child psychology. The overall focus of the paper should be on the concept of development. The paper must be approximately 20-25 pages in length, typed and written in APA style. Throughout the semester various smaller requirements have been established to facilitate progress toward completion of the final literature review.

Class time: 40% lecture, 20% Discussion, 40% Small group discussions

Work load: 30-50 pages of reading per week, 40-50 pages of writing per semester, 1 papers, Multiple assignments to progress to 20 page final paper

Grade: 54% written reports/papers

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

CPsy 4993 Directed Instruction in Child Psychology (Sec 001); 1-4 cr; max crs 8, 8 repeats allowed; S-N only; prereq 4 cr CPsy, instr consent

Instructor: Mooney-Mc Loone, Ann

This course is for students gaining Early Childhood Licensure. This course covers: (1) the historical and philosophical foundations of Early Childhood Education; (2) Familiarizes students with various observation tools; and (3) Familiarizes students with public policy, This information is accurate as of: 10/30/2003 at 12:09 PM

legislation, and its impact on children.

Class time: 20% lecture, 50% Discussion, 30% Laboratory

Work load: 4 pages of reading per week, 2 papers, 8 observations

Grade: 40% lab work

Exam format: Essay

CPsy 4994 Directed Research in Child Psychology (Sec 001-017); 1-4 cr; max crs 8, 8 repeats allowed; prereq 4 cr in CPsy, instr consent, dept consent

Instructor: STAFF

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; schedule and confirm appointments; update information, et al.; filming subjects; coding data, entering data into a computer; tabulating data; analyzing data statistically; sitting with siblings during experiments; doing library research; collecting archival data. This list is not exhaustive. A contract and override are required to register. The student uses a contract as an opportunity to clarify opportunities, responsibilities, and desires, etc.

Class time: 10% Discussion, 90% Laboratory

Work load: 3 lab hours per credit per week

Grade: 20% special projects, 70% lab work, 10% problem solving

CPsy 4996 Field Study in Child Psychology (Sec 001); 1-4 cr; max crs 8, 8 repeats allowed; S-N only; prereq 4 cr CPsy, instr consent

Instructor: Mooney-Mc Loone, Ann

This opportunity normally provides students with an internship in their career plans. Internships offer another way to develop contacts and explore different career possibilities. The Child Psychology Peer Advising Office, Room 106, Child Development, has an extensive internship file on hand that is divided into various areas of interest such as infancy, young children, adolescence, and the aging. There are many agencies that may be of interest to students. The hours are usually flexible enough to work around any schedule. Students sign up for 1-4 credits. 3 hours on site per week 1 credit is required.

Class time: 10% Discussion, 90% Laboratory

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

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

Exam format: paper

Child and Adolescent Psychiatry
F-256/2b West: 612/273-9711

CAPy 5623 Treatment Interventions With Anxiety and Depression in Children and Adolesc (Sec 001); 1 cr

Instructor: Pickett, Harold W

Characteristics of depression and suicidal behavior in children and adolescents are reviewed. Methods of crisis intervention, treatment, and prevention are presented.

Class time: 75% lecture, 5% Discussion, 20% video(s)

Work load: 1 exams

Grade: 100% final exam

Exam format: Take home essay

CAPy 5653 Introduction to Play Therapy (Sec 001); 1 cr

Instructor: Pickett, Harold W

This is an introductory course for students or professionals that have little or no experience in Play Therapy. Play will be explored from a normal developmental perspective and as a powerful modality in the treatment of mental health problems in children and families. Play Therapy with adults will be introduced. Case study material will be discussed and group participation will be encouraged.

Class time: 75% lecture, 10% Discussion, 15% video

Work load: students determine how much they want to write to earn

what grade they want

Grade: 100% final exam

Exam format: short papers

CAPy 5662 Prevention of Violence and Antisocial Behavior in

Children and Adolescents:

(Sec 001); Credit will not be granted if credit has been received for: CAPY 5670; 1 cr

Instructor: August, Gerald

Description/epidemiology of antisocial behavior in children and adolescents. Developmental theories of antisocial behavior.

Application of principles/methods of prevention science.

Class time: 95% lecture, 5% Discussion

Work load: 1 papers

Grade: 100% written reports/papers

Exam format: Students will turn in a paper.

CAPy 5667 Child-Focused Interventions for Aggression and Conduct Problems in Children

(Sec 001); 1 cr

Instructor: Bloomquist, Michael Leonard

Interventions for practitioners who work in school, community, clinical, and other service delivery sectors where children with aggression and conduct problems end up being served. A brief overview of aggression and conduct problems is followed by three areas of child-focused interventions: 1). Child-focused social competence training procedures, techniques for involving parents and teachers, and making adjustments according to developmental level will be reviewed. 2) Mental health interventions for children diagnosed as Oppositional Defiant Disorder and Conduct Disorder will be discussed. This includes medications for aggression, out-patient therapy, and restrictive services such as a day treatment, summer school treatment, and residential treatment. 3) Academic skills strategies will be presented. Techniques to improve on task behavior, work completion, and academic proficiencies in children who exhibit aggression and conduct problems along with attentional and learning difficulties will be presented.

Class time: 95% lecture, 5% Discussion

Work load: 1 papers

Grade: 100% written reports/papers

Exam format: Turns in a paper for a grade

CAPy 5668 Parent/Family/Contextually-Focused Interventions: Aggression/Misconduct in

(Sec 001); 1 cr

Instructor: Bloomquist, Michael Leonard

Practices and interventions for school, community, clinical and service delivery sectors where children with aggression and conduct problems are served. Overview of problems. Five areas of parent/family and contextually-focused interventions. Strategies for engaging families in intervention. Reducing barriers, making interventions culturally compatible.

Class time: 95% lecture, 5% Discussion

Work load: 1 papers

Grade: 100% final exam

Exam format: Turning in a paper for a grade

Chinese

453 Folwell Hall: 612/625-6534

Chn 1012 Beginning Modern Chinese

(Sec 001, 005, 050); Credit will not be granted if credit has been received for: CHN 4002; 6 cr; prereq 1011 or equiv or instr consent

Instructor: STAFF

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

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this course with the written permission of the instructor. In this course, students are introduced to additional modern standard Chinese (Mandarin) grammar, vocabulary, and sentence structures. As with Chinese 1011, the course consists of two lectures and five recitation classes each week. By the end of the semester, students should be able to recognize about 700 characters, write about 500 of them, conduct simple conversations on various daily topics, read texts on general topics, and write a short composition in Chinese. Textbook: Integrated Chinese, Level 1, Part 2 (Cheng & Tsui Company). Class time: 7 class hours/week

Class time: 30% lecture, 70% Discussion

Work load: 6 exams, listening, tape recording, written assignment, character writing

Grade: 10% mid-semester exam(s), 15% final exam, 10% quizzes, 20% class participation, 15% Tests; 5% Homework: Characters; 10% Tapes; 10% Written; 5% Vocabulary Quizzes

Exam format: Listening, speaking, reading and writing

Course URL: http://www.all.umn.edu/chinese_language

Chn 3022 Intermediate Modern Chinese

(Sec 001, 050); 5 cr; prereq 3021

Instructor: STAFF

This course, the second segment of a two-semester course in intermediate modern Chinese language, is intended for students who have completed Chinese 3021 or the equivalent. Students who have not completed Chinese 3021 but wish to register need the instructor's consent. The course will help students improve their ability to understand, speak, read, and write Chinese, and particularly aims to help students develop more sophisticated vocabulary and more complex sentence structures so that they can meet the standard of Chinese GPT. 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 conversation in Chinese, read Chinese articles of some sophistication, and write compositions in Chinese for general communication purposes.

Class time: 40% lecture, 60% Discussion

Work load: 2 exams, homework, quizzes, and exams

Grade: 20% mid-semester exam(s), 20% final exam, 15% quizzes, 15% class participation, 5% Homework: tapes; 10% composition; 10% writing; 5% Oral Performance

Exam format: Listening comprehension, oral interview, reading comprehension, grammar, translation

Course URL: http://www.all.umn.edu/chinese_language

Chn 3201 Chinese Calligraphy

(Sec 050); 2 cr

Instructor: Zhang, Hong

A beginning course in Chinese Calligraphy. Chinese language background NOT required. Lectures will introduce various Chinese Calligraphy techniques and expose the student to the history of Chinese Calligraphy and its cultural background. Students will also be taught to develop a sense of self-cultivation through the art of Chinese Calligraphy. Practicing in class will give the student hands-on experience of proper using Chinese brush and ink in writing Chinese characters. Students will also have the opportunity to learn the meaning of the characters they write. All teaching material is designed and written by the instructor.

Class time: 30% lecture, 70% classroom exercises, with instructor's coaching students individually

Work load: 1-2 pages of Chinese Calligraphy per week (approx. 20 characters per page)

Grade: 50% class participation, 50% homework assignments

Chn 3202 Intermediate Chinese Calligraphy

(Sec 050); 2 cr; prereq 3201 or instr consent

Instructor: Zhang, Hong

This is the second semester of a two-semester sequence in Chinese Calligraphy. The course is designed for those who have completed the course Chn 3201. Students with Chinese Calligraphy background may also enroll with the permission of the instructor. The knowledge of

Chinese language is not required. Students will learn more advanced techniques relating to the structure and composition of Chinese characters. The regular script type of Chinese Calligraphy style will be taught. Students are introduced to Chinese culture with varied Chinese classical poems and couplets. Students will also have the opportunity to learn the meaning of the characters they write. By the end of this course, students will be able to appreciate the art of Chinese Calligraphy. The instructor designed all the text material for this course.

Class time: 30% lecture, 70% practice

Work load: 1-2 pages of Chinese Calligraphy per week (approx. 20 characters per page)

Grade: 50% class participation, 50% homework assignments

Civil Engineering

122 Civil Engineering Building: 612/625-5522

CE 1101 Civil Engineering Orientation

(Sec 001); 1 cr; S-N only

Instructor: Arndt, Roger EA

This course is designed to provide students with the information necessary to decide whether or not to pursue a career in engineering. It is focused on civil engineering and offers an overview of the civil engineering profession and the curriculum in the civil engineering department. This is course consists of a series of lectures. With the dual aims of providing information about the profession and the civil engineering curriculum, roughly half the lectures are given by the faculty and the other half by practitioners in government and private practice. A visit to the St. Anthony Falls Laboratory is also scheduled.

Class time: 100% lecture

Work load: 100% attendance in class

Grade: 100% Attendance in ALL lectures is mandatory.

CE 3101 Computer Applications in Civil Engineering I

(Sec 001); 3 cr; A-F only; prereq Math 1272, IT

Instructor: Voller, Vaughan Richard

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.

Class time: 70% lecture, 20% Discussion, 10% Laboratory

Work load: 5-10 pages of reading per week, 25-50 pages of writing per semester, 2 exams, 6 papers

Grade: 25% mid-semester exam(s), 35% final exam, 30% written reports/papers, 5% quizzes

Exam format: Open book, 5-6 problems

Course URL: <http://www.ce.umn.edu/courses/>

CE 3501 Environmental Engineering

(Sec 001); 3 cr; A-F only; prereq Chem 1022, Phys 1302; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme

Instructor: Arnold, William A

This course is an introduction to the field of environmental engineering. It is for undergraduate majors and non-majors. The course covers topics of global climate change, solid and hazardous waste treatment, air pollution, and water and wastewater treatment. A discussion of mass and energy balances and basic chemistry and microbiology is also presented.

Class time: 75% lecture, 25% Discussion

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Work load: 15 pages of reading per week, 10 pages of writing per semester, 3 exams, 2 papers, 7 Homeworks, 4 mini-quizzes

Grade: 30% mid-semester exam(s), 15% final exam, 20% written reports/papers, 8% quizzes, 27% problem solving

Exam format: Short answer and problem solving

Course URL: <http://www.ce.umn.edu/classes/spring02/ce3501>

CE 3502 Fluid Mechanics

(Sec 001); 4 cr; A-F only; prereq [AEM 2012 or AEM 3031], Math 2373, [IT or ForP major]

Instructor: Arndt, Roger EA

This is a required course for all civil engineering students. The subject material is broken into two parts. Fundamental principles are covered in sufficient depth to provide the student with the tools necessary to pursue more advanced work on the topic. The fundamental aspects of the course include fluid statics, kinematics, the equations of motion, pressure-velocity relationships, viscous effects, boundary layers and momentum and energy equations. Applications are covered in sufficient detail to handle fluid flow problems at the entry level of engineering practice. Applications include lift and drag, flow in pipes and pipe systems, hydraulic machinery and fluid measurements. Three hours of lecture are supplemented by a three hour per week laboratory. The student will be required to participate in nine sessions of laboratory practice during the semester and provide a report on each. The laboratory reports will count for 25% of the grade in the course. Laboratory manuals are available at Copies on Campus. The text for the course is "Engineering Fluid Mechanics", 6th Ed., Robinson and Crowe. Although this course is aimed at undergraduate civil engineering students, it is also suitable for other engineering undergraduates or graduate students whose undergraduate work was not in engineering e.g., a biology major pursuing graduate work in environmental engineering.

Class time: 50% lecture, 50% Laboratory

Work load: 35 pages of reading per week, 3 exams, 8 papers

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

Exam format: problems

Course URL: <http://www.ce.umn.edu/courses>

CE 4180 Independent Study II

(Sec 001-005); 1-4 cr; max crs 4, 4 repeats allowed; prereq instr consent

Instructor: STAFF

There is no fixed content or format for this course; both depend on a prior arrangement between the student and the faculty member involved. The course is intended for upper division civil engineering students who wish to investigate a topic not covered by any scheduled course.

Class time: 100% Independent Study

Work load: varies

Grade: 100% varies

CE 4190 Engineering Co-op Assignment

(Sec 001); 2-6 cr; max crs 6, 1 repeat allowed; S-N only; prereq Upper div CE, approval of department co-op director

Instructor: Gulliver, John Stephen

Class time:

Grade: 100% written reports/papers

CE 4413 Steel Design II

(Sec 001); 3 cr; A-F only; prereq [Grade of at least C- in 4401, [upper div IT or grad student]] or instr consent; 4411 recommended

Instructor: Hajjar, Jerome F.

This course covers the design of complete steel and composite steel/concrete structures. Topics include the design of plate girder bridges, steel building design including both member and connection design, and design of structures using composite beams and composite columns. There will be a few individual problem sets, but most of the projects will be done in teams of four. A final project will

culminate in a presentation by each team, including an oral examination (this is in lieu of a final examination). There may be occasional writing assignments to stress the importance of writing. The texts are the AISC LRFD Manual of Steel Construction, 2nd edition, 1994 and Salmon and Johnson, Steel Structures: Design and Behavior, 4th edition, 1995. The course is geared for upper division undergraduates and beginning graduate students with interest in learning about behavior and design of steel buildings and bridges.

Class time: 100% lecture

Work load: 25 pages of reading per week, 50 pages of writing per semester, 1 exams, 2 papers, 6 problem sets.

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

Exam format: Solve several engineering problems; write essays on structural behavior.

CE 4561 Solid Hazardous Wastes

(Sec 001); 3 cr; prereq IT or grad, Chem 1022, 3501 or instr consent

Instructor: Novak, Paige J

The target audiences for this course are upper-level undergraduate and graduate students in technical majors. The course covers the characterization of solids hazards wastes, regulations, waste minimization and resource recovery, chemical, physical, biological, and thermal waste treatment, and disposal practices. The course will include several field trips to waste treatment and disposal facilities.

Class time: 70% lecture, 10% Discussion, 20% Group problems and field trips.

Work load: 30 pages of reading per week, 15 pages of writing per semester, 3 exams, 1 papers, 4-6 homework assignments.

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

Exam format: Problem and short answer/discussion.

CE 4562 Environmental Remediation Technology

(Sec 001); 3 cr; A-F only; prereq [3501, 4501] or instr consent

Instructor: Hozalski, Raymond M

The objective of this course is to discuss the theory and application of current and emerging technologies used to remediate contaminated soil and groundwater environments. Specific course topics include: site characterization, pump and treat systems, soil vapor extraction, air sparging, in situ bioremediation, and in situ reactive walls. The target audience for the course includes upper level undergraduate students and graduate students. The coursework will involve regular reading and homework assignments, two midterm exams during the semester, a cumulative final exam, and a group project. The textbook is Remediation Engineering Design Concepts (1997) by S. Suthersan. Information in the textbook is supplemented with research papers from the technical literature and material from other books on the subject. In addition, outside speakers from local and national consulting firms are brought in to discuss case studies from their site remediation experience.

Class time: 70% lecture, 20% Discussion, 10% Interactive problem solving

Work load: 25 pages of reading per week, 3 exams, Group project report + presentation

Grade: 20% mid-semester exam(s), 30% final exam, 20% special projects, 10% problem solving, 20% Midsemester exam II

Exam format: Short answer and problem solving.

Course URL: <http://www.ce.umn.edu/courses/ce4562>

Classical Civilization

300 Folwell Hall: 612/625-7565

CICv 3711 Classics of Literary Criticism

(Sec 001); 3 cr; prereq 1 course in literature, 2nd course in literature or philosophy or instr consent

Instructor: Clayton, Tom !!Morse Alumni Award; Regents' Award!!

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Critical reading and discussion of selected major works and writers from classical antiquity to the twentieth century, including Plato, Aristotle, Horace, and Longinus; and English critics from Sir Philip Sidney to T. S. Eliot, including Alexander Pope, Samuel Johnson, William Wordsworth, S. T. Coleridge, and others. Some of the works are themselves in recognized literary forms, as in dialogues (Plato, Wilde) or in verse (Horace, Pope). Some writers address primary principles and issues (Plato, Aristotle, Sidney, others), and Aristotle laid the foundation for much that has been written since, asking of any work, in effect, "What is it(s) for(m)?" Others address literary works themselves, especially (Longinus, Dryden, Johnson, Coleridge, Eliot). Coleridge wrote half-seriously that everyone is born an Aristotelian or a Platonist, a position taken up in Minnesota writer Robert Pirsig's philosophical autobiographical novel, Zen and the Art of Motorcycle Maintenance, itself now something of a classic. A basic aim of this course is to cultivate a clear sense of the principles, criteria, and practices involved in the criticism of works we identify as literary; and of the thinking by which we arrive at them. Attention will be paid also to such central terms and concepts as literature, and to the curious contention that there is no such thing except by arbitrary privileging which is refuted daily both on reflection and in practical experience.

Class time: 35% lecture, 45% Discussion, 20% presentations

Work load: 60 pages of reading per week, 10 pages of writing per semester, 2 exams, papers in connection with read-aloud presentations

Grade: 20% mid-semester exam(s), 40% final exam, 15% written reports/papers, 15% quizzes, 10% overall performance including participation and attendance

Exam format: mostly essay, some objective

CICv 3993 Directed Studies in Classical Civilization

(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed

Instructor: STAFF

Student may contact the instructor or department for information.

CICv 3994 Directed Research in Classical Civilization

(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed

Instructor: STAFF

Student may contact the instructor or department for information.

CICv 3996 Directed Instruction in Classical Civilization

(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed

Instructor: STAFF

Student may contact the instructor or department for information.

Classics

330 Folwell Hall: 612/625-5353

Clas 1001 Ancient Greece: Poet and Hero in the Age of Homer

(Sec 001); 3 cr; meets CLE req of Historical Perspective Core

Instructor: Belfiore, Elizabeth S

This course focuses on archaic Greece (the 16th through the 6th centuries BCE), beginning from the time during which Homer's epics are set, and ending when Athenian democracy arises. It will study the history, literature, art, society, and religion of this period. Topics will include: the heroes of the "Iliad" and "Odyssey", the palace of Agamemnon, Greek vase painting, the gods of Hesiod, the poetry of Sappho, Greek slavery, the Olympic Games, the Delphic oracle, women and marriage. Students are encouraged to take an active role in class. Lectures are planned to facilitate questions and discussions, whether with the class as a whole or in smaller discussion groups.

Class time: 60% lecture, 40% Discussion

Work load: 50-70 pages of reading per week, 10 pages of writing per semester, 3 exams, 2 papers

Grade: 40% mid-semester exam(s), 25% final exam, 30% written reports/papers, 5% special projects

Exam format: Multiple choice, short answers, definitions, identification

of important passages from the readings, and essays. Exams will be based on assigned readings, lectures, and class discussions.

Clas 1007 World of Rome
(Sec 001); 3 cr; A-F only; meets CLE req of Historical Perspective Core

Instructor: Wilcox, Amanda

The World of Rome introduces ancient Roman culture to students who may have little or no background knowledge of classical civilizations. It fulfills a prerequisite for several majors in the Department of Classical and Near Eastern Studies. In this class, we explore the culture of the ancient Romans as it flourished in Rome and as it was exported throughout the Roman empire to the boundaries of the known world. We will also investigate how Roman encounters with other nations, especially the Greeks, influenced Roman social and religious institutions, philosophy, and art. Readings from Roman literature will range from a comic play by Plautus, which was first performed in the second century BC, to Virgil's epic poem, the Aeneid, which was composed during the reign of Rome's first emperor, Augustus Caesar, to the first Roman novel, Petronius' Satyricon, which was written in the first century AD. We will also pay attention to the crucial role of documentary and material evidence, particularly monuments and inscriptions, for understanding Roman antiquity. In the final part of the class, we will consider the reception of Rome. How have later cultures and nations, particularly the United States, made use of Rome to shape their images and ideals?

Clas 1042 Greek and Roman Mythology
(Sec 001); Credit will not be granted if credit has been received for: CLAS 1142, CLAS 1042H; 4 cr; meets CLE req of Other Humanities Core

Instructor: Krevans, Nita

Introduction to the mythology of ancient Greece and Rome. Topics will include the nature of the gods, gender roles in mythic cycles, myth and ritual, myth in art and literature, modern approaches to myth, the legacy of Greco-Roman mythology. Class is a combination of lecture and small-group discussion; assignments include both creative writing and essays. Primary sources range from Greek epic to film, opera and comics.

Class time: 66% lecture, 34% Discussion

Work load: 10 pages of writing per semester, 2 exams

Exam format: ID; essay

Course URL: <http://cnes.cla.umn.edu/cnespages/courses.html>

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

Instructor: Krevans, Nita

An introduction to the mythology of ancient Greece and Rome. Topics will include the nature of the gods, gender roles in mythic cycles, myth and ritual, myth in art and literature, modern approaches to myth, the legacy of Greco-Roman mythology. Class is a combination of lecture and small-group discussion; assignments include both creative writing and essays. Primary sources range from ancient Greek epic to film, opera and comics.

Class time: 66% lecture, 34% Discussion

Work load: 10 pages of writing per semester, 2 exams

Exam format: ID; essay

Clas 1051 World of the Bible
(Sec 001); 3 cr; A-F only

Instructor: von Dassow, Eva

The Hebrew Bible, or Old Testament, is one of the foundational texts of Judaism, Christianity, and Islam, and it is in the context of its use in living religious traditions that most people will have become acquainted with the Bible. This course introduces students to the cultural context and historical background out of which the Bible emerged. The stories, traditions, and texts constituting the Hebrew Bible are products of the culture and the historical experiences of ancient Israel and Judah,

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which were part of the larger ancient Near Eastern world: Mesopotamia and Iran, the Levant and the eastern Mediterranean, Egypt and Kush. Modern academic study of the Bible is informed by archaeological discoveries and by ever-increasing knowledge of ancient Near Eastern history, as much as by traditional methods of biblical criticism. In this course students will read selections of the Bible which pertain to diverse genres, alongside analogous texts from various ancient Near Eastern cultures. The study of written sources will be supplemented by the study of archaeological remains, artifacts, and images which are the material and visual correlates of the biblical text, in order to flesh out the lives of the people(s) about whom and by whom the several parts of the Bible were written. In addition, students will be introduced to the issues of composition, authorship, and transmission of the Biblical text. The course is intended primarily for beginning undergraduates.

Class time: 75% lecture, 25% Discussion

Work load: 30-50 pages of reading per week, 30 pages of writing per semester, 7 papers

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

Clas 3008 History of Ancient Art
(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core

Instructor: Cooper, Frederick A !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

The purpose of this course is to offer an introduction to the visual arts of those ancient cultures which contributed to the development of western civilization; namely, Egyptian, Babylonian, Assyrian, Phoenician, Aegean, Etruscan, Roman, and Early Christian/Byzantine. The lectures will focus on a selection of important works, but will include discussions of appreciation and style as well as the larger social, religious and visual ideas of early cultures. The requirements of the course are geared for students with no previous experience or study in this discipline.

Class time: 90% lecture, 10% Discussion

Work load: 15 pages of reading per week, 6 pages of writing per semester, 2 exams, 1 papers, review sessions

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

Exam format: short ID's and essay

Course URL: <http://civl.cla.umn.edu/courses/ancart/>

Clas 3035 Classical Myth in Western Art
(Sec 001); 4 cr; meets CLE req of Other Humanities Core

Instructor: Mc Nally, Sheila J

In this class we look at selected figures and events from classical mythology as ancient artists first depicted them and as they have reappeared in later Western art. Our first concern is to see how artists visually convey mythic content, and our second is to consider how the works functioned in their societies. Three characteristics of myth challenge artists: (1) myths arise out of concern with the world around us, and refusal to accept its limitations; (2) myths tell stories; (3) myths involve tradition. We therefore look at how artists expand everyday experience, reveal characters through action, and rework tradition. Workload: Reading in course packets, about 15 pages a week. Course focuses on images, so attendance at discussion of slides in class is very important. Three quizzes, each divided between "objective" questions and short written discussion, and a longer prepared essay. Two projects, each with an individual written portion and a group portion. Class is organized to include both group and individual work making use of WebCT, but can be completed without any computer use. Fuller information on all parts of the course are available through WebCT. Registered students can access them using email passwords.

Work load: 15 pages of reading per week

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

Exam format: Slide ID, definition.

Clas 5108 Greek Architecture
(Sec 001); 3 cr; prereq Jr, Clas/ArH 3008 or instr consent

Instructor: Cooper, Frederick A !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

The course elaborates those distinctive and universal characteristics of Greek architecture which occur during the period circa 1050 B.C. to 40 B.C. An overall view of the development of Greek architecture will preface a discussion of the place and role of sanctuaries and civic centers in Greek life and thought. Special problems and architectural features are covered by supplementary lectures. A revised edition of the Oxford text on Greek architecture is supplemented by readings from out of print handbooks. The course is appropriate for students having an interest or background in ancient art, archaeology, or the history of architecture.

Class time: 60% lecture, 30% Discussion, 10% profile of molding
Work load: 20 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers

Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 10% in-class presentations, 10% class participation

Exam format: short term ID's

Course URL: <http://civl.cla.umn.edu/courses>

Communication Disorders

115 Shevlin Hall: 612/624-3322

CDIS 1301W The Physics and Biology of Spoken Language (Sec 001); 4 cr; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive

Instructor: Speaks, Charles E !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

Introduction to the physics and biology of spoken language; the talker's production of sounds and words; transmission of sound; the listener's perception of what was heard; and computer analysis and synthesis of speech. Lectures will be supported by computer animations that show, in slow motion, rapidly changing dynamic events in acoustics, by on-line computer analysis of speech, and by laboratory sessions.

Objectives: 1) Provide students who have a limited physics and biology background with an introduction to the physics and biology of spoken language, a field that is not only interesting, but of considerable social importance because of the dominant role that speech, language, and hearing play in society; and 2) Introduce students to recent technological advances associated with spoken language such as digital signal processing systems and speech recognition techniques. The trek through history will begin with Kratzenstein, who designed the first speech synthesizer in 1179, and end with an examination of the ways in which current research from disciplines such as physics, biology, psychology, linguistics, speech and hearing science, and so forth contributes to our understanding of the physics and biology of spoken language.

Class time: 60% lecture, 40% Laboratory

Work load: 15 pages of reading per week, 30 pages of writing per semester, 3 exams, 8 papers, Papers are typically 3-5 pages each

Grade: 50% mid-semester exam(s), 25% final exam, 25% lab work

Exam format: Multiple choice

CDIS 1401 Communication Differences and Disorders

(Sec 001); Credit will not be granted if credit has been received for: CDIS 3401, CDIS 3401, CDIS 3401, CDIS 3401, CDIS 3401; 4 cr; meets CLE req of Social Science Core; meets CLE req of Cultural Diversity Theme

Instructor: Kohnert, Kathryn

Human communication is a complex interpersonal process that involves speech, language, and hearing. Speech, language, and hearing rely on basic neurological, cognitive, sensory, anatomical, and physiological systems which come together and develop within a social environment. Functional communication skills are essential to successful participation in all aspects of society, and any breakdown in speech, language, or hearing ability will affect day-to-day living substantially. Communication disorders may negatively affect individuals' interpersonal interactions in their home, school, work, 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 parameters of normal or acceptable

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speech, language, and hearing behavior may vary with age, gender, language or dialectal background, and culture. Similarly, the occurrence of different types of communication disorders and how best to identify and treat them may vary as a function of age, gender, culture, language, and life experiences. 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.

Class time: 75% lecture, 25% in class activities, small groups, videos, discussion

Work load: 25 pages of reading per week, 2 exams, 2 quizzes

Grade: 35% mid-semester exam(s), 35% final exam, 15% quizzes, 15% class participation, 0% class participation means credit for in-class activities

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

CDIS 1402 The Talking Brain (Sec 001); 3 cr; meets CLE req of Social Science Core

Instructor: Kennedy, Mary R T

Within the last decade, new medical techniques have allowed people to examine brain function. We now understand how differences in brain function relate to behavioral diversity in people with normal brain function as well as people with brain injury. The increased understanding has been matched with an increased coverage of this topic in the popular media. Popular films, such as Awakenings, Regarding Henry, and Memento have featured characters with brain injury or disease. The increased media exposure reflects increased interest among the general public, from artists interested in how brains process images; to educators interested in techniques to maximize brain potential; to engineers interested in devising computers with human-like speech and language abilities. This seminar focuses on how the brain produces and understands speech and language, by exploring both factual information and the popular media. The emphasis will be on brain function in the context of diversity, including brain-language links as these relate to biological and societal expectations based on age, (dis)ability, and social class. There is no textbook for this course. Readings include: selections from Gould's *The Mismeasure of Man*, Crimmins's *Where is the Mango Princess?*, Edelman's *Bright Air*, *Brilliant Fire*, Elman et al.'s *Rethinking Innateness*, Kimura's *Sex and Cognition*, as well as the films *Memento* and *Regarding Henry*, and selected readings from the popular press.

Class time: 20% lecture, 80% Discussion

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

Grade: 30% mid-semester exam(s), 30% final exam, 40% written reports/papers, 0% Evaluation will be based on class participation, midterm and final examinations, and a variety of short informal writing assignments.

Exam format: Multiple choice, fill in the blank, short essay

CDIS 3305W Speech Science (Sec 001); 4 cr; prereq 3301, 3302, 3304 or instr consent; meets CLE req of Writing Intensive

Instructor: Carney, Arlene Earley

This course is designed to provide undergraduate students with a survey of theories, methods, and research in speech science, including speech acoustics, speech perception, and speech production. These principles are illustrated through lecture, class demonstrations and discussions, laboratory exercises, and writing. Laboratory sessions provide hand-on opportunities to analyze speech with computer programs. These sessions will allow students to see just how accurate television shows like "CSI" and "Law and Order" are in their own analysis of speech. This course relates basic science principles, experiments, and theories, to clinical work in speech, language, and hearing.

Class time: 70% lecture, 5% Discussion, 25% Laboratory

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

Grade: 30% mid-semester exam(s), 20% final exam, 20% written

reports/papers, 10% quizzes, 20% lab work

Exam format: Multiple choice, short essay

Course URL: <http://classweb.cla.umn.edu>

CDIS 3306 Hearing Science

(Sec 001); 3 cr; prereq 3301, 3302 or instr consent

Instructor: Schlauch, Robert S

This course is an introduction to a description of how we hear. The first half of the course is devoted to physiological acoustics. The second half is devoted to perception. A major goal of the course is to demonstrate the link between the function of structures in the auditory system and how we hear. When possible, examples applicable to speech-language pathology and audiology will be cited, including a discussion of cochlear implants (a former Miss America recently received one). In class acoustic demonstrations will reinforce concepts presented during the lectures.

Class time: 90% lecture, 10% Discussion

Work load: 15-20 pages of reading per week, 4 exams

Grade: 50% mid-semester exam(s), 25% final exam, 25% quizzes

Exam format: Potpourri: multiple choice, short answer, definitions, short essay, draw a figure

CDIS 3401 Communication Differences and Disorders

(Sec 001); Credit will not be granted if credit has been received for: CDIS 1401, CDIS 1401, CDIS 1401, CDIS 1401, CDIS 1401; 4 cr; meets CLE req of Social Science Core; meets CLE req of Cultural Diversity Theme

Instructor: Kohnert, Kathryn

Human communication is a complex interpersonal process that involves speech, language, and hearing. Speech, language, and hearing rely on basic neurological, cognitive, sensory, anatomical, and physiological systems which come together and develop within a social environment. Functional communication skills are essential to successful participation in all aspects of society, and any breakdown in speech, language, or hearing ability will affect day-to-day living substantially. Communication disorders may negatively affect individuals' interpersonal interactions in their home, school, work, 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 parameters of normal or acceptable speech, language, and hearing behavior may vary with age, gender, language or dialectal background, and culture. Similarly, the occurrence of different types of communication disorders and how best to identify and treat them may vary as a function of age, gender, culture, language, and life experiences. 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.

Class time: 75% lecture, 25% In-class activities including videos, small group discussions and projects

Work load: 25 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers, 2 quizzes

Grade: 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 10% quizzes, 15% class participation, 0% Class participation involves in-class small group activities

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

CDIS 4301 Introduction to the Neuroscience of Human

Communication

(Sec 001); 3 cr

Instructor: Kennedy, Mary R T

This course is intended to provide students who are majoring in Communication Disorders with an overview of neuroanatomy, neurophysiology, and neuroscience. Special emphasis will be placed on the structural and functional relationships necessary for speech, language and hearing. Topics will include: gross anatomy of central and peripheral nervous systems; basic principles of neuroscience; neural embryological development; motor and sensory systems; visual and auditory systems; limbic system; reticular formation, and

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hemisphere and cortical specialization. Current diagnostic techniques and clinical neuropathologies associated with communication disorders will also be introduced.

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

Work load: 30 pages of reading per week, 8 pages of writing per semester, 3 exams, 3 laboratory assignments

Grade: 25% mid-semester exam(s), 25% final exam, 20% quizzes, 5% lab work, 25% mid-semester exam

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

CDIS 4501 Speech Disorders

(Sec 001); 3 cr; prereq 3302 or instr consent

Instructor: Watson, Peter J

Current concepts of the nature and treatment of disorders related to voice, resonance fluency, and swallowing. Disorders associated with dysarthria, cleft palate, laryngectomy, stuttering, voice quality, and dysphagia. This course will be web enhanced but the URL is not yet available.

Class time: 80% lecture, 20% Discussion

Work load: 40 pages of reading per week, 3 exams, 1 papers

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

Exam format: multiple choice, short answer

CDIS 4801 Hearing Measurement and Disorders

(Sec 001); 3 cr; prereq [3301, 3302] or instr consent

Instructor: Nelson, Peggy B

This course will provide an introduction to the field of audiology. This will include an investigation of hearing loss and methods of evaluating hearing. The course is intended for upperclass undergraduates who may be considering the fields of speech-language pathology, audiology, gerontology, or education. The course uses a text by S. Gelfand: Essentials of Audiology. The class time is supplemented by several small group sessions that allow students hands-on experience performing hearing tests.

Class time: 75% lecture, 5% Discussion, 20% Laboratory

Work load: 20 pages of reading per week, 3 exams, Frequent quizzes and laboratory reports

Grade: 25% mid-semester exam(s), 25% final exam, 15% quizzes, 10% lab work, 25% Second exam

Exam format: Multiple choice, short answer

CDIS 5503 Dysphagia and Motor Speech Disorders

(Sec 001); 3 cr; prereq [3305, 4301] or instr consent

Instructor: Watson, Peter J

Normal and disordered aspects of motor-speech control and swallowing. The nature, etiologies, evaluation, and management of motor speech and swallowing disorders will be covered.

Class time: 70% lecture, 30% Discussion

Work load: 50 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers

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

Exam format: short answer, multiple choice, essay

CDIS 5603 Language and Cognitive Disorders in Children

(Sec 001); 3 cr; prereq [3303, grad student] or instr consent

Instructor: Windsor, Jennifer

This course focuses on assessment and intervention for children with language impairments, including issues relevant to prelinguistic communication as well as language in the preschool years through adolescence. Several populations at risk for language impairments will be discussed (e.g., children with learning disabilities, developmental disabilities, and autism). The course has both theoretical and practical aspects, and includes a laboratory component.

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

Work load: 30 pages of reading per week, 20 pages of writing per semester, 3 exams, Lab assignments

Grade: 40% mid-semester exam(s), 30% final exam, 20% special

projects, 10% lab work

Exam format: Multiple choice, short answer, and essay

CDIs 5993 Directed Study

(Sec 001-012); 1-12 cr; max crs 18, 18 repeats allowed; prereq instr consent

Instructor: STAFF

Directed readings and preparation of reports on selected topics.

Class time: 100% individual meetings with students

Work load: varies with topic and credits

Grade: 0% varies with topic and credits

Communication Studies

225 Ford Hall: 612/624-5800

Comm 1101 Introduction to Public Speaking

(Sec 001-021); Credit will not be granted if credit has been received for: RHET 1223, RHET 1223, SPCH 1101H, COMM 1101H; 3 cr

Instructor: STAFF

Instruction in basic oral communication skills, including structure, evidence, clarity of purpose, style and delivery. Students are expected to do research as well as speak before peers with reduced anxiety. Practical speaking emphasizes audience adaptation and includes developing analytical skills to evaluate oral discourse. Teaching methods include discussion, lecture, self-evaluations, and evaluations of peers and others. Required of Speech-Communication majors but aimed at undergraduates, especially lower-division students, who are interested in improving their personal communication skills.

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

Work load: 10-15 pages of reading per week, 7-10 pages of writing per semester, 2 exams, 3 papers

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

Exam format: combination

Comm 1313W Analysis of Argument

(Sec 001-007); 3 cr; meets CLE req of Writing Intensive

Instructor: STAFF

There are two broad goals of the course: To make sure students have adequate writing skills for future coursework in communication, and to enhance students critical thinking skills through the teaching of argument analysis. Each of these broad goals can be broken down to specific teaching objectives that can be built into your course design. SPCH 1313 has been designated a writing intensive course that is required of all speech-communication majors. Specific writing assignments will vary from course to course. All instructors are encouraged to include at least one writing assignment that involves making an explicit argument that advocates some fact, policy, value, etc., and at least one that involves making an explicit evaluation of an argument using the tools of argument analysis taught in class.

Comm 3190 Honors Course: Research Seminar in Communication (Sec 001); 3 cr; max crs 6; A-F only; prereq Honors candidate in comm, instr consent, dept consent; meets HON req of Honors

Instructor: STAFF

This is not an ordinary course and the Guide's format does not fit it. It is a seminar intended for honors students majoring in speech communication who are or will be writing honors theses. The emphasis in the seminar will be research and writing as the plans of the participants point us. The logic of the offering is that individuals working in their research and writing will help one another in discussing their work. Students taking the seminar will be expected to have plans as far as this time permits. The spring semester is intended for students who have completed the course in fall. Questions? Contact Robert L. Scott, 435 Folwell Hall. 612-624-6832. Scott033@tc.umn.edu

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Comm 3201 Introduction to Electronic Media Production

(Sec 001-004); 4 cr; A-F only; prereq 1101 or instr consent

Instructor: STAFF

The goal of this course is to enhance understanding of television as a communicative medium, a medium which is unique in the potential for impact in the communication of ideas. In this class you will be expected to: 1) Learn the fundamental techniques of in-studio Live-On-Tape video production; 2) Learn to write and produce as part of a video production team; 3) Learn the communicative aspects of visual and aural aesthetics; 4) Learn to write competent critical analyses of visual media. This is NOT a vocational or technical training course. The focus of the course is on effective communication of a message using television as the medium. The projects for which you will be responsible are designed to help you develop a critical attitude toward both producing and consuming visual media messages. Required text: H. Zettl "Sight, Sound and Motion: Applied Media Aesthetics" 2nd edition. The course will be web enhanced, but the URL is not currently available.

Class time: 25% lecture, 25% Discussion, 50% In-studio television production

Work load: 30 pages of reading per week, 10-20 pages of writing per semester, 2 exams, 1-3 papers, Television production

Grade: 15% mid-semester exam(s), 15% final exam, 5% written reports/papers, 10% special projects, 10% class participation, 40% Television production

Exam format: Short answer, multiple choice, True/False

Comm 3211 Introduction to U.S. Electronic Media

(Sec 001); 3 cr

Instructor: Vavrus, Mary Douglas

SPCH 3211 is a basic course in electronic communication. It is not a production course; rather, it is a course in which we survey different aspects of the electronic media and their users in the U.S., starting with the history of radio and continuing through contemporary theories of media culture. Because the mass media, and especially the electronic media, are crucial parts of our everyday private and public lives, it is important to understand them and understand them in context. In this course, we will be concerned with placing electronic media in historical, political, cultural, and technical context so that we can view them as complex entities. Thus, this course is intended to give students a general understanding of electronic media, to acquaint them with major debates surrounding electronic media, and to make them more active and knowledgeable media critics.

Comm 3401 Introduction to Communication Theory

(Sec 001); 3 cr; prereq 1101

Instructor: Hewes, Dean E

In this course we discuss theories of communication from a social scientific point of view. The nature of theory, its functions, and its relationship to research are discussed first. The largest portion of the course centers on broad categories of theories widely utilized across the curriculum in areas such as interpersonal small group, organizational, intercultural and mass communication. Students learn to identify and critique these theories in research articles. These skills are very useful in 5xxx-level classes.

Class time: 70% lecture, 30% Discussion

Work load: 50 pages of reading per week, 20 pages of writing per semester, 3 exams, 2 papers

Grade: 30% mid-semester exam(s), 30% final exam, 25% written reports/papers, 10% special projects, 5% article approval

Comm 3402 Introduction to Interpersonal Communication (Sec 001, 002); 3 cr; meets CLE req of Social Science Core

Instructor: STAFF

Communication both affects and reflects personal relationships; that is, it tells us where we and the other are in terms of intimacy, trust, etc., and it helps to determine where we will go in that relationship. Spch 3402 focuses on communication in intimate relationships, especially friendships and dating relationships. The course contains information on how to read people's interpersonal needs (so as to avoid misunderstanding), how to anticipate problems in development, and

how to handle conflict productively. 3402 is a course about real-world problems and the practical skills it takes to manage them.

Class time: 70% lecture, 30% Discussion

Work load: 50 pages of reading per week, 30 pages of writing per semester, 3 exams, 1 papers

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

Exam format: multiple choice

Course URL: <http://www.comm.umn.edu/~akoerner/courses/3402/>

Comm 3404 Language Borderlands

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

Instructor: Sheldon, Amy L

Content: To examine how being multilingual (or multidialectal) and multicultural affects an individual's sense of identity and sense of belonging. You will compose your own language autobiography to develop self understanding. We will read autobiographical writing (prose, poetry) by individuals who live in and between two or more languages (dialects) and cultures. We will learn about the opportunities and challenges that bilingualism and biculturalism provide for self-exploration and self-identity. We will see how bilingualism/bidialectalism provide for self-exploration and self-identity. We will see how bilingualism impacts every corner of one's life, and thus creates challenges to intergrating a "double" self. Course includes consideration of ASL and English social dialects e.g. African American English. Target audience: Undergrads. Teaching Method: Mostly class discussion, minimal lecture mode by instructor. Teaching goals: To develop language awareness including awareness of the complex relationship between language and culture. To develop awareness of the range and complexity of identity issues that can be involved in being bilingual and bicultural. Assignments: Critical thinking and writing related to readings. Sample of sources: Gloria Anzaldua, M.J. Bienvenue, Elias Canetti, Eva Hoffman, Alice Kaplan, Irena Klepfisz, Richard Rodriguez, Luc Sante, et al.

Class time: 20% lecture, 80% Discussion

Work load: 20-30 pages of reading per week, 30 pages of writing per semester, 3-5 papers

Grade: 70% written reports/papers, 10% in-class presentations, 20% class participation, 0% Some informal writing

Course URL: <http://www.classweb.cla.umn.edu>

Comm 3411 Introduction to Small Group Communication

(Sec 001-006); 3 cr

Instructor: STAFF

In a democratic society, small groups are utilized widely in decision-making. How the members of those groups communicate with one another can have profound consequences for the legitimacy of group decisions, as well as for their quality. Spch 3411 is designed to help undergraduates improve their group communication skills. The emphasis is on the practical details of communication in groups, with emphasis both on maintaining positive relationships with other group members and on sharpening critical skills.

Class time: 30% lecture, 20% Discussion, 50% group exercises

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

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

Exam format: multiple choice, essay

Comm 3422 Interviewing and Communication

(Sec 001, 002); 3 cr; A-F only; prereq 1101 or instr consent

Instructor: STAFF

This course covers techniques and theory relevant to planning, conducting, and evaluating various types of information interviews. In the course we deal with theory, concepts and skills of interviewing, focusing on the communication process. The course includes both examination of theory and research on the interview as a communication event, and has significant actual skills practice in which students role play interviews in class and conduct short interviews outside of class. The course normally includes one exam or quiz, 3 to 5 short papers evaluating your interview communication skills, and considerable class discussion of student interviews and taped

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interview examples. Be prepared to work to develop interview skills in class, and to spend time outside of class doing short interviews. The course is valuable for those using interview process in business, education, government and research settings.

Class time: 25% lecture, 10% Closed Circuit TV, 15% Discussion, 35% Laboratory, 15% outside of class assignments

Work load: 30 pages of reading per week, 10-20 pages of writing per semester, 2 exams, 3-5 papers, 5 in-class role plays

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

Exam format: Multiple choice, true/false, short answer

Comm 3431 Persuasion Theories

(Sec 001); 3 cr; prereq Soph recommended; meets CLE req of Social Science Core

Instructor: Kinney, Terry Alan

This course examines the process of persuasion using several theoretical approaches. We will focus on interpersonal, cognitive, affective, sociological, and cultural theories to explain attitude change. Students will be expected to design a group project in which they develop a marketing and advertising strategy to sell a product, idea, or service for college students.

Class time: 50% lecture, 20% Discussion, 30% Laboratory

Work load: 25 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers

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

Exam format: Multiple choice

Comm 3441 Introduction to Organizational Communication

(Sec 001, 002); 3 cr; prereq 1101 or equiv

Instructor: STAFF

This course is designed to help students understand organizational communication. It combines lectures about theories for that understanding and an experiential learning component that allows students to apply those theories. The approach is as realistic as possible. The written work is designed to have students apply and critically evaluate the theories in the course. The course is generally made up of communication and business majors but is relevant for anyone planning to work in organizations.

Class time: 66% lecture, 33% experiential learning

Work load: 40 pages of reading per week, 28 pages of writing per semester, 2 exams, 2 papers

Grade: 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 30% experiential learning

Exam format: essay

Comm 3451W Intercultural Communication: Theory and Practice

(Sec 001); 3 cr; prereq Planning an intercultural experience; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive

Instructor: STAFF

The course is designed for students who are preparing for an intercultural experience (study abroad, work abroad, Peace Corps, international students). We will discuss basic cultural differences in nonverbal communication, communication styles, individualism and collectivism, values as well as cultural adaptation and culture shock. By the end of the course you will gain a greater understanding of your own cultural assumptions and learn ways in which you can facilitate your transition to other cultures.

Class time: 70% lecture, 30% Discussion

Work load: 2 exams, 2 papers

Comm 3452W Communication and the Intercultural Reentry

(Sec 001); 3 cr; prereq Return from an intercultural experience; meets CLE req of Writing Intensive

Instructor: STAFF

Have you been to another culture? Here's your chance to build on that experience. This course is an exploration in culture and the stories we

tell about it. Appropriate for students who have returned from study abroad and international students. Readings and class discussions explore what it is like to come "home" or "reenter" your home culture. Social scientific theories are applied to the reentry experience as well as the past experiences of other students like yourself. Join us to continue the learning experience that you started as a world traveller and as an intercultural person.

Class time: 20% lecture, 80% Discussion

Work load: 25 pages of reading per week, 20 pages of writing per semester, 3 papers, 1 other journal

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

Comm 3615 Argumentation

(Sec 001); 3 cr; prereq Soph; meets CLE req of Citizenship/Publ Ethics Theme

Instructor: STAFF

This course extends the principles of Spch 1313 to broader philosophies, methods of analysis, and social controversies. It considers the idea of argument(s) from multiple perspectives including logic, dialectics, and rhetorical performance. Class discussion covers topics such as structured reasoning, informal conversation, familial arguments, debates in technical professions, communication ethics, and public/social argumentation. Moreover, we will apply the philosophies, theories, and methods we discuss to two contemporary debates: U.S. race relations and freedom of speech. This course seeks to increase the student's research, writing, and reasoning skills as well as his or her knowledge.

Comm 3625 Communication Ethics

(Sec 001); 3 cr; A-F only; prereq 1101; meets CLE req of Citizenship/Publ Ethics Theme

Instructor: STAFF

Speech 3625 is designed for undergraduate majors and non-majors who wish to learn more about identifying, analyzing, and dealing with ethical issues and problems in a variety of human communication situations. Course content includes overview of ethics concepts and theories, methods of critical analysis, examination of ethical problems in a variety of communication contexts, and much practical analysis of ethical issues via case studies, role plays and examination of media and other communication artifacts. The course stresses practice and application of principles to actual situations rather than theory. We will examine ethical standards based on various philosophical, psychological, political, and situational perspectives. Communication contexts to be examined include: interpersonal, small group, organizational, cross-cultural, public speaking, as well as electronically mediated (radio, TV, Internet, etc.) situations. Topics may include: truth telling, secrecy, levels of trust, freedom of speech, uses of ambiguity, privacy, bias, fairness, responsibility, power, and stereotyping. The main text is R.L. Johannesen, *Ethics in Human Communication*. It will be supplemented with one or two added texts, depending on ethical issues current when course is taught.

Class time: 20% lecture, 10% Closed Circuit TV, 30% Discussion, 40% Case studies, role plays, media examples

Work load: 20 - 40 pages of reading per week, 10 - 15 pages of writing per semester, 2 - 3 exams, 2 - 3 papers

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

Exam format: Multiple choice and true/false

Comm 3631W Freedom of Speech

(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive

Instructor: STAFF

Communication theories and principles that underlie the concept of freedom of speech in the United States. A variety of contexts and practices are examined in order to understand how communicative interaction should be described and, when necessary, appropriately regulated.

Comm 3990 Research Practicum

(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed

Instructor: Koerner, Ascan Felix

Working with faculty in the communication research lab.

Class time: 100% Laboratory

Work load: 1 papers

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

Comm 4231 Comparing Electronic Media Systems

(Sec 001); 3 cr; prereq 3211 or instr consent; meets CLE req of International Perspect Theme

Instructor: Browne, Donald R

My goal in offering Speech 4-231 is to make you more aware of the ways in which the electronic media have evolved, are administered, and are used, in the industrialized nations of the world. (Electronic media in developing nations are covered in Speech 5-233). My basic hope is that your awareness will lead you to be more demanding in what you give to and receive from the electronic media in the United States, or whatever your home country might be. While any one nation's media system is to some extent a reflection of the nation itself, national systems are also subject to influence from beyond the national borders. By the end of the semester, you should have a better idea of the nature of that influence. Perhaps you'll also have formed a clearer idea of what should be incorporated and resisted as parts of an 'ideal' electronic media system, if one could ever exist, and that will be part of your term paper (which also counts for senior paper credit if you're a Comm Department major).

Class time: 75% lecture, 25% Discussion

Work load: 50 pages of reading per week, 25 pages of writing per semester, 4 exams, 1 papers

Exam format: Mixed format.

Comm 4452W Intercultural Interaction: Theory and Application

(Sec 001); 3 cr; meets CLE req of Writing Intensive

Instructor: Albert, Rosita D

This course focuses on communication between persons from different cultural backgrounds. The first part will emphasize theoretical concepts in intercultural communication. Topics will include concepts of time, nonverbal communication, values, stereotyping, perception, etc. Drawing on these concepts, the second half of the course will focus on their operation in a variety of settings (educational, business, organizational, and community), and in specific cultures (usually those of the participants, but others as well). It is expected that students from a variety of cultures will be taking the class. Students will do field projects in intercultural teams of 2-4 persons. The course will include discussion, journals, field projects, readings, a paper and a take-home final exam. Approximately half of the students are expected to be either international students or students from non-mainstream cultures in the U.S. TO INSURE THIS, REGISTRATION REQUIRES PERMISSION FROM THE INSTRUCTOR. CONTACT THE DEPARTMENT TO FIND OUT WHO IS HANDLING THESE PERMISSIONS.

Class time: 20% lecture, 60% Discussion

Work load: 10-20 papers, exercises

Grade: 30% mid-semester exam(s), 40% in-class presentations, 30% class participation

Exam format: take-home essay

Comm 4471 Communication in Marriage and Family

(Sec 001); 3 cr; prereq 3401 or 3402 or instr consent

Instructor: Koerner, Ascan Felix

The goal of this course is to provide an in-depth understanding of the communication processes that occur in marriages and families. Emphasis is thereby given to both the theoretical explanation of communication processes and the practical application of communication techniques that enhance marital and family interactions. Taking a life-circle approach, we first look at infants and their communication with primary care-givers, then at children's interactions in their families of origin, and finally at communication in marriages and families of procreation. The course is designed so that students with some prior exposure to interpersonal theory should be able to

complete it successfully, as long as they are committed to engage the material thoroughly and critically. Do not take this class unless you are willing and able to, at a minimum, do all your readings and to complete all your assignments on time. The readings/assignments frequently serve as background and/or starting points for further investigation and without knowing them, much of what will be discussed in class will not make much sense to you.

Class time: 50% lecture, 25% Discussion, 25% Group work
Work load: 75 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers, Two in-class presentations
Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 5% in-class presentations, 15% class participation
Exam format: Multiple choice and essay
Course URL: <http://www.comm.umn.edu/~akoerner/courses/4471/>

**Comm 4616 African American Civil Rights Rhetoric
 (Sec 001); 3 cr; prereq Jr; meets CLE req of Cultural Diversity Theme**

Instructor: Wilson PhD, Kirt H !!Arthur Motley Exemplary Tch Aw!!
 This class is about civil rights discourse and its relationship to equality and participation. Using the struggle of African Americans as an instructive exemplar, it addresses the critical dimensions of civil rights rhetoric. Its purpose is to answer three questions: What is the history of Black participation and equality in America? What is the nature of rhetoric that either advocates or opposes African American civil rights, and, finally, what can this history and rhetoric tell us about civil rights controversies in general? Undergraduates, particularly speech majors writing senior papers, are welcome.

Class time: 70% lecture, 30% Discussion
Work load: 50-70 pages of reading per week, 25-35 pages of writing per semester
Exam format: 1 essay, short answer, multiple choice

**Comm 5402 Advanced Interpersonal Communication
 (Sec 001); 3 cr; prereq 3401 or 3402**

Instructor: STAFF
 Course outline: This course pursues two interdependent goals. The first goal is to provide a clear understanding of the nature and role of theory in social science. The second goal is the review of important established theories of interpersonal communication as well as of theories that define recent developments in the field. To accomplish these goals, we will investigate the philosophical bases of social science, look how current theories of communication measure up to these standards, and finally look at theories such as sociobiology that define future development of interpersonal theories. Thus, this course is weighted more heavily toward the theoretical than toward the applied, it focuses more on in-depth investigations of a few theories rather than a broad survey of the field, and finally the process of inquiry is more important than making definite statements about the discipline. Target audience: Upper-class and graduate students. Reading packet. Available at Paradigm (in the Dinkydome) plus one textbook.

Class time: 25% lecture, 50% Discussion, 25% group work, partners, in-class assignments
Work load: 50 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers
Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 20% class participation
Exam format: multiple choice, true/false, short essay
Course URL: <http://www.comm.umn.edu/~akoerner/courses/5402/index.htm>

**Comm 5406 Communication and Gender
 (Sec 001); 3 cr; prereq One women's studies course or instr consent**

Instructor: Sheldon, Amy L
 How gender can be constructed in and through everyday verbal interactions. How subordinate, dominant or egalitarian gender positions and social relationships can be reflected in and produced by patterns of ordinary language use. Sample topics: silence, talk control, LGBT language, children's language, feminist issues in language, social construction of gender, the gender order, gender as linguistic
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performance, sexist language, prescriptivism, guidelines for nonsexist language, and resistance to subordination and domination through language. Emphasis is on the development of critical and analytical thinking and skill in clear writing. Readings and assignments raise awareness of the power of language, the extent of the reach of gender into our use of language, the influence of gender prescriptions on everyone's speech, the possibilities for individual and social change in the use of language, the degree to which the field is being explored and developed. Students will observe their own speech and speech events they participate in. Focus on English; comparisons across languages where possible. Senior paper may be written in this course. Graduate and undergraduate students graded separately. This course can be used by Women's Studies majors to satisfy the Women's Studies Advanced Theory Requirement.

Class time: 40% lecture, 60% Discussion
Work load: 20-40 pages of reading per week, 20-30 pages of writing per semester, 4 papers
Grade: 80% written reports/papers, 20% class participation

**Comm 5411 Small Group Communication Research
 (Sec 001); 3 cr; A-F only; prereq 3411 or instr consent**

Instructor: Hewes, Dean E
 Human beings are inherently social animals who must, to some extent, interact in groups in order to be satisfied with life. Moreover, in democratic societies, most important decision-making is done in groups. How and how well people communicate in groups must, therefore, have some bearing on the quality of the group experience. In this class we will explore social interaction in groups, with special attention to task-oriented groups. Our approach will be theoretical and social scientific, with an eye to practical implications. We begin with the effects of communication of single individuals on group performance, moving steadily toward the effects of the interaction patterns of the whole group on group performance, and finishing with the discussion of the ways in which groups relate to each other.

Class time: 70% lecture, 20% Discussion, 10% Laboratory
Work load: 20 pages of reading per week, 15 pages of writing per semester, 3 exams, 1 papers
Grade: 30% mid-semester exam(s), 30% final exam, 10% written reports/papers, 30% special projects
Exam format: Essay

**Comm 5431 The Process of Persuasion
 (Sec 001); 3 cr; prereq 3431**

Instructor: Kinney, Terry Alan
 In general, this course examines the theoretical and empirical processes of social influence, including persuasion, compliance gaining, and coercion. The specific focus and subject matter of the course changes each semester that it is offered to include social information campaigns, message effects theory and research, and verbal aggression. The course is largely discussion in its orientation and as such requires students to present relevant class material and to guide in class discussions. Students are also expected to write a final paper.

Class time: 20% lecture, 70% Discussion, 10% Laboratory
Work load: 50-100 pages of reading per week, 20 pages of writing per semester, 1-2 exams, 1 papers
Grade: 10% mid-semester exam(s), 10% final exam, 30% written reports/papers, 20% special projects, 10% in-class presentations, 10% class participation, 10% lab work
Exam format: Multiple choice and essay

**Comm 5615W Introduction to Rhetorical Criticism
 (Sec 001); 3 cr; prereq 1101; 3601 recommended; meets CLE req of Writing Intensive**

Instructor: Campbell, Karlyn Kohrs
 An introduction to ways of analyzing discourse of all types, to the varied frameworks through which different kinds of discourse/symbols can be interpreted, and the differing standards of evaluation that can be applied. General interpretive frameworks emphasizing argumentation and evidence, appeals to psycho-social needs and values, and language and symbols will be explored. Students will read

models of criticisms of a wide variety of artifacts and from diverse interpretive perspectives. In a series of writing assignments, students develop an extended critique of an artifact, piece of discourse, or body of material (e.g., discourse on an issue), beginning with a close reading or descriptive analysis, a historical and contextual exploration of what surrounds the artifact(s), an exploration of alternative perspectives, and a final unified critique. Students do oral presentations of their final projects and are expected to respond to the presentations/projects of other students. Final projects are suitable as senior papers.

Class time: 50% lecture, 50% Discussion

Work load: 30 pages of reading per week, 50 pages of writing per semester, 2 exams, 5 papers

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

Exam format: Take-home essay

Comparative Literature

350 Folwell Hall: 612/624-8099

CLit 5555 Introduction to Semiotics

(Sec 001); 3 cr

Instructor: Pepper, Thomas Adam

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.

Class time: 70% lecture, 30% Discussion

Work load: 100-150 pages of reading per week, 15 pages of writing per semester, 3 papers

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

Exam format: paper

CLit 5992 Directed Reading in Comparative Literature

(Sec 001); 1-3 cr; max crs 9, 9 repeats allowed; prereq instr consent

Instructor: STAFF

Directed readings - arranged

Comparative Studies in Discourse and Society

350 Folwell Hall: 612/624-8099

CSDS 5993 Directed Study

(Sec 001); 1-3 cr; max crs 9, 9 repeats allowed; prereq instr consent

Instructor: STAFF

Directed study - arranged

Computer Science

4-192 EE/CSci Building: 612/625-4002

CSci 1103 Introduction to Computer Programming in Java

(Sec 001); 4 cr

Instructor: Othmer, Bobbie A

CSci 1103 is an introductory programming course for students with

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little or no programming experience. The programming language used is Java. Student will learn to write applets which are run from a Web browser. We will emphasize graphical applications. Problem solving and program design will be an important focus of the course. In addition to programming, the course will introduce basic information about how computers are organized so that they can execute programs, and the system software needed to translate and run programs. This course is not appropriate for Computer Science majors or majors in other IT disciplines that require other programming courses.

Class time: 55% lecture, 40% Laboratory, 5% group work

Work load: 20-25 pages of reading per week, 3 exams, Programs and other lab work

Grade: 30% mid-semester exam(s), 30% final exam, 9% special projects, 1% class participation, 30% lab work

Exam format: Short answer, and writing code (not entire applets). Open book.

Course URL: <http://www.itlabs.umn.edu/classes/Spring-2004/csci1103>

CSci 1113 Introduction to C/C++ Programming for Scientists and Engineers

(Sec 001, 010); 4 cr; prereq Math 1271 or Math 1371

Instructor: Swanson, Charles D

This course will cover algorithm development and the principles of computer programming using C and C++. Topics include introduction to computers and computing, program development, C/C++ programming language syntax, and elementary numerical methods for scientists and engineers. The prerequisite of one semester of calculus indicates the level of mathematical reasoning used in the class.

Class time: 50% lecture, 50% Laboratory

Work load: 4 exams, One lab assignment per week

Grade: 25% final exam, 35% quizzes, 40% lab work

Exam format: Problems

Course URL: <http://www-users.itlabs.umn.edu/classes/Spring-2004/csci1113>

CSci 1901 Structure of Computer Programming I

(Sec 001); 4 cr; prereq concurrent enrollment Math 1271 or equiv or instr consent

Instructor: Dovolis, Chris John

CSci 1901 is the first required course for Computer Science majors. CSci 1901 is a prerequisite for CSci 1902 and many other CSci courses. Therefore, students planning to major in computer science and non-majors who plan to take other more advanced computer science courses should take CSci 1901 first. CSci 1901 is a challenging course that covers many fundamental programming and software design principles in a practical manner. The following topics are covered: data abstraction, data representations, procedural abstraction, recursion, iteration, lists, tables, intro to object oriented programming and intelligent data. The Scheme programming language is used to implement programs using these concepts. The text for the course is Abelson and Sussman's "Structure and Interpretation of Computer Programs". CSci 1901 is very time consuming, and the pace is quick. Be sure to allot plenty of time for this course. There is a very large programming component to this course. Students may work in pairs on programming assignments.

Class time: 70% lecture, 30% Discussion

Work load: 25 pages of reading per week, Ten programming assignments

Grade: 30% mid-semester exam(s), 30% final exam, 40% Programming assignments

Exam format: Programming

Course URL: <http://www.itlabs.umn.edu/classes/Fall-2001/csci1902>

CSci 1902 Structure of Computer Programming II

(Sec 001, 010); 4 cr; prereq 1901 or instr consent

Instructor: Dovolis, Chris John

CSci 1902 covers the Java programming language as well as fundamental data structures and algorithms used CSci 1902 covers the Java programming language as well as fundamental data structures and algorithms used in computer science. Included are basic Java

syntax, structure, control constructs, classes, and programming techniques. Data structures covered include queues, stacks, trees, and related fundamental algorithms. CSci 1902 is a required course for CSci majors, and is a prerequisite for most of the higher level CSci classes. CSci 1901 (semester prerequisite) is the only CSci prerequisite for this course. Students should have solid experience in analytical thinking and problem solving and experience in using common computer methods in problem solving. Upon completing this course students should be able to write moderately complex Java programs, understand and use good object programming practices, and use and implement queues, stacks, and trees. You should also be able to determine appropriate use of data structures, be familiar with fundamental algorithms in computer science and be able to effectively analyze and use them. Finally, you should be able to design and implement solutions to significant problems using the above mentioned concepts.

Class time: 70% lecture, 30% Discussion

Work load: 30 pages of reading per week, 3 exams, 6 lab assignments and programs

Grade: 30% mid-semester exam(s), 30% final exam, 40% lab work

Exam format: Programming, short answer, and some writing

Course URL: <http://www.itlabs.umn.edu/classes/Spring-2003/csci1902/>

CSci 2011 Discrete Structures of Computer Science

(Sec 001); 4 cr; prereq Math 1272 or Math 1372 or instr consent

Instructor: Barry, Phillip

CSci 2011 covers discrete mathematical techniques and structures used in computer science. This includes introductory logic, set theory, recursion, induction, combinatorics, algorithmic analysis, and graphs. Much of computer science assumes familiarity and skill with the fundamental structures, concepts, proof techniques, and problem solving techniques in this class. Upon successful completion of the course students should be able to do the following: (1) For each of the structures (e.g., graphs) or techniques (e.g., counting methods, proof techniques) discussed in class, the student should be able to (a) define the basic terminology and use it correctly, (b) give an explanation of why it is important, (c) provide and discuss specific CSci examples of its use, (d) be able to identify its important characteristics, as well as any variants or special cases, (e) perform the basic operations associated with it, (f) use it, when applicable, to analyze and solve problems. (2) Given a problem, students should be able to (a) identify which structures and/or techniques could be useful in analyzing or solving the problem, and why, (b) modify or specialize structures or techniques to make them applicable to problems that are not amenable to straightforward use of the structure or technique, (c) present a clear, concise, logically accurate, and rigorous solution, d) tell whether a purported solution or analysis is accurate.

Class time: 80% lecture, 20% Discussion

Work load: 50 pages of reading per week, 1 homework assignment of short problems per week

Grade: 15% mid-semester exam(s), 25% final exam, 10% quizzes, 40% problem solving, 10% In-class exercises

Exam format: Short problem

Course URL: <http://www-users.itlabs.umn.edu/classes/Spring-2004/csci2011/>

CSci 2021 Machine Architecture and Organization

(Sec 010); 4 cr; prereq 1902 or instr consent

Instructor: Hsu, Wei Chung

CSci 2021 is the first introductory course on computer organization and computer systems. It introduces students to the underlying principles by which programs are executed on a computer, providing broad coverage of processor operation and the aspects of system software such as compilers, linkers, and operating systems that are important from the programmer's perspective. It also introduces students to the organization of basic components in modern computers such as processors, hierarchical memory systems, and I/O peripherals and includes basic concepts in logic circuit design. In order to study the behavior of programs at this level, the student will be introduced to the system programming language C and to the instruction set architecture

(ISA) and assembly language of at least one modern processor.

Class time: 80% lecture, 10% Discussion, 10% Class problem-solving
Work load: 30 pages of reading per week, 3 exams, Four programming assignments

Grade: 40% mid-semester exam(s), 25% final exam, 35% lab work

Exam format: Problem-solving, multiple choice

Course URL: <http://www.itlabs.umn.edu/classes/Spring-2002/csci2021/>

CSci 2021 Machine Architecture and Organization (Sec 001); 4 cr; prereq 1902 or instr consent

Instructor: Othmer, Bobbie A

OVERALL DESCRIPTION: CSci 2021 is the first introductory course on computer organization and computer systems. It introduces students to the underlying principles by which programs are executed on a computer, providing broad coverage of processor operation and the aspects of system software such as compilers, linkers, and operating systems that are important from the programmer's perspective. It also introduces students to the organization of basic components in modern computers such as processors, hierarchical memory systems, and I/O peripherals and includes basic concepts in logic circuit design. In order to study the behavior of programs at this level, the student will be introduced to the system programming language C and to the instruction set architecture (ISA) and assembly language of at least one modern processor.

Class time: 80% lecture, 10% Discussion, 10% Class problem solving

Work load: 30 pages of reading per week, 3 exams, Three problem assignments; Four programming assignments.

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

Exam format: Problem solving, open book

Course URL: <http://www.itlabs.umn.edu/classes/Spring-2004/CSCI2021/>

CSci 2031 Introduction to Numerical Computing

(Sec 001); Credit will not be granted if credit has been received for: CSCI 5301, CSCI 5301; 4 cr; prereq Math 2243 or instr consent

Instructor: Saad, Yousef

CATALOG DESCRIPTION: Introduction to numerical computing for CSci, mathematics, and science/engineering students. Uses Mathematica or Matlab to cover numerical error, root finding, systems of equations, interpolation, numerical differentiation and integration, least squares, and differential equations. OVERALL DESCRIPTION: This course offers a practical introduction to Numerical Computing. The course is designed to be of interest to students in Computer Science, Mathematics and other science and engineering disciplines. It is required of CSci majors in IT (those pursuing an B.S. degree). General principles of Numerical Analysis are taught, including those concepts and tools involving modeling of real continuous mathematical or engineering problems. Since programming is not a major emphasis of this course, labs will utilize an interactive package such as Matlab.

Class time: 75% lecture, 25% Discussion

Work load: 3 exams, 6 papers

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

Course URL: <http://www.itlabs.umn.edu/classes/Spring-2002/csci2031/>

CSci 3921W Social, Legal, and Ethical Issues in Computing

(Sec 001); 3 cr; prereq At least soph or instr consent; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive

Instructor: Swanson, Charles D

Computing technology is having profound effects on society, providing many benefits in communication, commerce, science, and medicine. Our increasing reliance on computers has created many challenges, however. The Internet generates concerns about privacy, freedom of speech, and intellectual property rights. We have also seen how the World Wide Web can make us vulnerable to attacks through worms and viruses. This course will consider these topics within a framework of computer ethics.

Class time: 100% lecture

Work load: 10 pages of reading per week, 20 pages of writing per semester, 1 exams, 3 papers, final group project

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

Exam format: Essay

Course URL: <http://www-users.itlabs.umn.edu/classes/Spring-2004/csci3921/>

CSci 4011 Formal Languages and Automata Theory (Sec 001); 4 cr; prereq 1902 and 2011 or instr consent; cannot be taken for grad CSci cr

Instructor: Sturivant, Carl

Finite automata and regular expressions; Context-Free Grammars; Turing machines, computability, recursive versus recursively enumerable sets; Introduction to NP-completeness.

Class time: 70% lecture, 30% recitation

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

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

Exam format: problem solving

Course URL: <http://www.itlabs.umn.edu/classes/Fall-2003/csci4011>

CSci 4061 Introduction to Operating Systems

(Sec 001, 020); 4 cr; prereq 2021; cannot be taken for grad CSci cr

Instructor: STAFF

Foundations of operating systems. History and evolution of operating systems, shells, tools, memory, organization, file system overview, I/O, concurrent processes, and interprocess communication. Knowledge of C Programming needed.

CSci 4107 Introduction to Computer Graphics Programming

(Sec 001); Credit will not be granted if credit has been received for: CSCI 5107, CSCI 5107; 3 cr; prereq 4041 or instr consent; cannot be taken for grad CSci cr

Instructor: Interrante, Victoria

This course provides a basic introduction to the theory and practice of computer graphics programming, using C/C++ and OpenGL. The focus is on fundamental topics in computer graphics modeling, rendering and animation, with an emphasis on practical concepts and the effective use of graphics toolkits. This course does not fulfill the prerequisite for csci5108, and students who receive credit in csci4107 cannot take csci5107 for credit.

Class time: 90% lecture, 10% Discussion

Work load: 20 pages of reading per week, 6 pages of writing per semester, 2 exams, 4 programming projects

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

Exam format: Computation and short answer

Course URL: <http://www.itlabs.umn.edu/classes/Spring-2004/csci4107/>

CSci 4211 Introduction to Computer Networks

(Sec 001, 020); Credit will not be granted if credit has been received for: CSCI 5211, CSCI 5211; 3 cr; prereq 4061 or instr consent; basic knowledge of [computer architecture, operating systems] recommended, cannot be taken for grad CSci cr

Instructor: STAFF

Fundamental concepts, principles, protocols, and applications. Layered network architectures, data link protocols, local area networks, routing, transport, congestion/flow control, emerging high-speed networks, network programming interfaces, management, security, and applications. Ethernet, ATM, TCP/IP, HTTP, and WWW. Basic knowledge of computer architecture and operating systems is recommended.

CSci 5161 Introduction to Compilers

(Sec 001); 3 cr; prereq 4011 or instr consent

Instructor: Hsu, Wei Chung

This course covers principles and techniques of programming

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language processing tools, especially compilers which translate programs written in high level languages to machine codes. It introduces the general organization of a compiler including a lexical scanner, a syntax parser, a symbol table, an internal representation of the program and a code generator. The course explains the relationship between designing the grammar for a programming language and implementing it in a compiler. It also overviews run-time organization, error handling, semantic analysis and code generation. There are a few significant programming assignments that allow students to learn how to build a simple compiler. The programming assignments expose students to critical software development techniques such as design, implementation, test and debugging. The classic "Dragon book" (Alfred V Aho, Ravi Sethi, and Jeffrey D Ullman, "Compilers: Principles, Techniques, and Tools", Addison-Wesley, 1986) is the main text. This course is designed for both undergraduate (senior) and graduate students.

Class time: 80% lecture, 10% Discussion, 10% Laboratory

Work load: 40 pages of reading per week, 2 exams, 6 hours of programming laboratory per week

Grade: 25% mid-semester exam(s), 25% final exam, 50% lab work

Exam format: multiple choice and essay

Course URL: <http://www.itlabs.umn.edu/classes/Fall-2001/CSci5161>

CSci 5211 Data Communications and Computer Networks

(Sec 001); Credit will not be granted if credit has been received for: CSCI 4211; 3 cr; prereq [4061 or instr consent], basic knowledge of [computer architecture, operating systems, probability]

Instructor: Zhang, Zhi-Li

This course provides an introduction to fundamental concepts in the design and implementation of computer communication networks, their protocols, and applications. Topics to be covered include: layered network architectures, applications, network programming interfaces (e.g., sockets), transport, and data link protocols, local area networks and network routing. Examples will be drawn primarily from the Internet (e.g., TCP, UDP, and IP) protocol suite. This course is an entry-level graduate course. Undergraduate students will only be admitted with instructor's permission.

Exam format: essay, questions and answers, problem solving

Course URL: <http://www.itlabs.umn.edu/classes/Spring-2003/csci5211>

CSci 5471 Modern Cryptography

(Sec 001); 3 cr; prereq [2011, 4041, [familiarity with number theory or finite fields]] or instr consent

Instructor: Kim, Yongdae

Overview (3.0 cr; prereq [2011, 4041, [familiarity with number theory or finite fields]] or permission from Instructor) Introduction to cryptography. Theoretical foundations, practical applications. Threats, attacks, and countermeasures, including cryptosystems and cryptographic protocols. Secure systems/networks. History of cryptography, encryption (conventional, public key), digital signatures, hash functions, message authentication codes, identification, authentication, applications. Goal The goal is to make students familiar with the foundations of computer and network security. More precisely, To learn mathematical background for cryptographic techniques To learn basic cryptographic techniques used in computer and network security To learn how secure these techniques are To learn how to use these techniques securely To learn how to apply these techniques to computer systems and Internet. Among these goals, the last two are the primary goal.

Class time: 90% lecture, 10% Discussion

Work load: 20 pages of reading per week, 20 pages of writing per semester, 2 exams

Grade: 20% mid-semester exam(s), 30% final exam, 30% special projects, 4% class participation, 16% problem solving

Exam format: Problem solving and brief essay (5 lines maximum)

Course URL: <http://www-users.itlabs.umn.edu/classes/Spring-2003/csci8980-005/> (Send e-mail to kyd (at) cs.umn.edu to see it)

CSci 5511 Artificial Intelligence I

(Sec 001); 3 cr; prereq 2011 or instr consent

Instructor: Voyles, Richard Meredit

Textbook: Russel & Norvig, "Artificial Intelligence: A Modern Approach." Prerequisites: knowledge of Data Structures (graphs and trees) and of predicate calculus. Course Objective: To gain an in-depth understanding of the foundations of Artificial Intelligence, with particular emphasis on search algorithms and knowledge representation. This course is suitable for students who wish to gain a solid technical background in the field as preparation for more advanced work in AI. The course is for undergraduate and graduate students.

Class time: 70% lecture, 30% Discussion

Work load: 15-25 pages of reading per week, 30 pages of writing per semester, 3 exams, Programming assignments and a Project

Grade: 20% mid-semester exam(s), 35% final exam, 15% special projects, 10% lab work, 20% problem solving

Exam format: Problem solving

Course URL: <http://www.itlabs.umn.edu/classes/Spring-2004/csci5511>

CSci 5512W Artificial Intelligence II

(Sec 001); Credit will not be granted if credit has been received for: CSCI 5512, CSCI 5519; 3 cr; prereq 5511 or instr consent; meets CLE req of Writing Intensive

Instructor: Gini, Maria L !!Morse Alumni Award!!

The class provides an in-depth coverage of advanced topics in Artificial Intelligence. Topics covered include machine learning, task planning, natural language understanding, and reasoning with uncertainty. The course is intended for graduate students and senior undergraduate majors. The course requires knowledge of the foundations of Artificial Intelligence and some knowledge of programming. The programming language Prolog will be covered.

Class time: 50% lecture, 50% Discussion

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

Grade: 15% mid-semester exam(s), 20% final exam, 5% written reports/papers, 10% special projects, 5% in-class presentations, 5% class participation, 25% problem solving, 15% second midsemester exam

Exam format: Essay and problem solving

Course URL: <http://www.itlabs.umn.edu/classes/Spring-2003/csci5512>

CSci 5561 Computer Vision

(Sec 001); 3 cr; prereq 5511 or instr consent

Instructor: Papanikolopoulos, Nikolaos P

The course objective is to introduce the students to the "Computer Vision" area. In particular, the course will start from simple problems in perspective transformations, edge detection, image filtering, image segmentation, and feature tracking. Later in the semester, more complex problems in shape recovery, stereo, active vision, and autonomous navigation will be discussed.

Class time: 60% lecture, 40% Discussion

Work load: 20 pages of reading per week, 40 pages of writing per semester, 1 exams, 1 papers

Grade: 20% final exam, 30% written reports/papers, 20% problem solving, 30% Programming assignments

Exam format: Take-home exam

Course URL: <http://www.cs.umn.edu/classes/Spring-2002/csci5561>

CSci 5801 Software Engineering I

(Sec 001); 3 cr; prereq [1902, 2011] or instr consent

Instructor: VanWyk, Eric

Advanced introduction to software engineering. Software life cycle, development models, software requirements analysis, software design, coding, maintenance.

Class time: 75% lecture, 25% Discussion

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

Grade: 20% mid-semester exam(s), 30% final exam, 15% written reports/papers, 5% in-class presentations, 20% problem solving, 5%

These numbers are estimates

CSci 5980 Special Topics in Computer Science: Collaborative Computing:Principles/Implementation

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(Sec 002); 1-3 cr; max crs 9, 9 repeats allowed; prereq instr consent; may be repeated for cr

Instructor: Terveen, Loren Gilbert

Students will learn about computing systems that support collaboration among people. Well-known examples of such systems include email, shared calendars, online meeting systems, newsgroups or web forums, online communities, instant messaging, and weblogs. A number of methods will be used to learn about the field of collaborative systems. These will include: interviews and observations of group activities, programming projects, and reading and discussing relevant research papers. Because of the diversity of methods, I welcome students from diverse disciplines to take the class.

Class time: 60% lecture, 40% Discussion

Work load: 20 pages of reading per week, 30 pages of writing per semester, 1 exams, 1 papers

Grade: 20% mid-semester exam(s), 60% special projects, 10% in-class presentations, 10% class participation

Construction Management

101 Wesbrook Hall: 612/624-4000

CMgt 3001 Introduction to Construction

(Sec 001); 3 cr; A-F only

Instructor: Kirk, Ronald G

Introduction to construction and processes that shape our environment. A discussion of construction types and their differences, key participants and their vocabulary, and delivery systems. Construction specialists and their roles. Elements of the management of construction. Construction plan reading. Course consists of lectures and field trips.

CMgt 3001 Introduction to Construction

(Sec 002); 3 cr; A-F only

Instructor: VanZandt, Rose Marie

Introduction to construction and processes that shape our environment. A discussion of construction types and their differences, key participants and their vocabulary, and delivery systems. Construction specialists and their roles. Elements of the management of construction. Construction plan reading. Course consists of lectures and field trips.

CMgt 3011 Construction Plan Reading

(Sec 001); 2 cr; A-F only

Instructor: STAFF

Introduction to construction plan reading. Includes reading mechanical, electrical, civil, and architectural details, notes, symbols, and plan layout.

CMgt 4011 Construction Documents and Contracts

(Sec 001); 3 cr; prereq Jr or sr or instr consent

Instructor: STAFF

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 4013 Legal and Ethical Issues in Construction

(Sec 001); 3 cr; prereq 4011

Instructor: STAFF

Examination of role of construction management professional in society. Broad principles of conduct for construction management professional as well as specific goals to be achieved in professional performance and behavior and reviews of mandatory requirements.

CMgt 4019 Autocad for Construction Managers

(Sec 001); 2 cr

Instructor: STAFF

Introduction to AutoCAD and land development desktop software. Students complete all tasks to design a site plan using civil engineering design software, including topography, contours, cross sections, and quantity calculations.

CMgt 4021 Construction Planning and Scheduling (Sec 001); 3 cr; prereq [3001, 3011] or 2860 [at NHCC] or BIT 2200 [at IHCC] or instr consent

Instructor: STAFF

Concepts of project planning, scheduling, and control. Understanding project scheduling models with emphasis on the critical path method. Introduction to the techniques used in the industry utilizing commercial software on personal computers. The importance of periodic updating and analysis of schedules and of considering and understanding alternatives will be stressed.

CMgt 4022 Construction Estimating (Sec 001); 3 cr; prereq 3001 or CMSV 2880 [at North Hennepin or Inver Hills Community College] or equiv or instr consent

Instructor: STAFF

Purposes and uses of various kinds of estimates. Techniques for performing quantity take-off, organizing bidding process, requesting and analyzing subcontractor proposals, unit pricing, utilizing published resources, and preparing systems-based estimates. Personal computer programs, spreadsheets, and custom applications to be introduced and used. The linkages between estimates, budgets, cost control systems, and historical cost records will be established.

CMgt 4023 Value Engineering (Sec 001); 2 cr

Instructor: STAFF

Step-by-step approach of defining building system and building materials functions, allocating cost to the functions, defining alternative methods to perform those functions, and evaluating them to yield the best value. Five phases of function analysis (value engineering) discussed: information phase, creative phase, evaluation phase, planning phase, and implementation phase.

CMgt 4025 Computer-Based Construction Planning and Scheduling (Sec 001); 2 cr; A-F only; prereq [4021, upper div] or instr consent

Instructor: STAFF

Computer-based continuation of Planning and Scheduling. Project planning, scheduling, and control; considering and understanding alternatives; industry techniques such as critical path method; and updating and analyzing project schedules.

CMgt 4031 Construction Safety and Loss Control (Sec 001); 2 cr; prereq Upper div; primarily for BAS students in Construction Management Program or those working in construction

Instructor: STAFF

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 Preparation of Specifications and Technical Writing for Construction Profes (Sec 001); 3 cr; prereq 4011; primarily for BAS students in Construction Management Program or those working in construction

Instructor: STAFF

Step-by-step process for research, analysis, and development of written construction documentation, including bidding and contract documentation relationships, project manual preparation, cost evaluation of building components, and quality assurance methodology. In-depth technical writing exercises exploring levels of product research and evaluation and a variety of presentation formats.

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CMgt 4051 Construction Materials for Managers (Sec 002); 3 cr; A-F only; prereq WPS 4301 or AEM 2011

Instructor: STAFF

Basic concepts of physical properties and behavior mechanisms for construction materials such as concrete, aggregate, steel, and wood. Standard specifications for material properties. Laboratory techniques for evaluation of each material.

CMgt 4193 Directed Study (Sec 001, 006-008); 1-4 cr; max crs 16, 4 repeats allowed; prereq BAS student in Construction Management Program, dept consent

Instructor: STAFF

Topic arranged with B.A.S. Construction Management academic adviser.

CMgt 4196 Construction Management Internship (Sec 001-005); 1-4 cr; max crs 12, 3 repeats allowed; S-N only; prereq BAS student in Construction Management Program

Instructor: STAFF

Internship requirement for construction management

Coptic

330 Folwell Hall: 612/625-5353

Copt 5002 Elementary Coptic (Sec 001); 3 cr; prereq 5001 or equiv

Instructor: Sellew, Philip H

This course will involve reading and discussion of a wide range of Coptic texts, including saints' lives, prayers and spells, and hymns. Students should have completed Coptic 5001 under the quarter system to enroll in this class. The readings for the course will be selected from the instructor's forthcoming anthology, "Reading CopticTexts".

Class time: 20% lecture, 80% Discussion

Work load: 2 exams

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

Exam format: Translation.

Cultural Studies and Comparative Literature

350 Folwell Hall: 612/624-8099

CSCL 1001 Introduction to Cultural Studies: Rhetoric, Power, Desire (Sec 001); 4 cr; meets CLE req of Other Humanities Core; meets CLE req of Cultural Diversity Theme

Instructor: Brown Jr, Robert L !!Morse Alumni Award!!

How did we become who we are? How did we become "women" or "men," "gay" or "straight"? Where did we get our tastes in clothes, food, music, and decorative arts? And where did we get our political, religious and philosophical beliefs, our sense of what's logical, natural, and believable? Cultural Studies assumes that the world around us (our culture) means, and that its meanings are central in creating us--individually and collectively. And it assumes culture can be "read." CSCL 1001 explores cultural reading, examining the "texts" around us: music videos, television and film, some paintings and buildings, classical music, magazine ads, poetry, a novel and some "practices" from everyday life: dress, manners and body decoration. The "rhetoric" of culture transmits a view of the world and our loyalty to that view. Its systems of "power" fold us and our texts into large, historical conversations and struggles over ideas and social positions. And the operations of "desire" direct who and what we love, where we find pleasure and how these pleasures figure in the process of making and reproducing culture. It's a basic course for majors and non-majors

interested in making sense of their worlds.

Class time: 50% lecture, 50% Discussion

Work load: 60 pages of reading per week, 20 pages of writing per semester, 3 exams, 3 papers

Grade: 25% final exam, 45% written reports/papers, 30% quizzes

Exam format: open-book; short, guided answers

CSCL 1101 Literature

(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive

Instructor: Craig, Siobhan S

This course will consider different aspects of the study of literature, beginning with an attempt to define this often vague and contested term. Why, for example, should Shakespeare's *Tempest* be considered literature, while Spiegelman's *MAUS* might be dismissed as a mere comic book? How do television and film fit into this debate? What are some of the aesthetic, political and cultural issues at stake? What is it about literature that can seem so dangerous and alluring-- at risk of leading people astray, politically or sexually, for example-- that gives rise to a long history of attempted and actual censorship? The course will also focus on the concept of the self or subject. What narratives of identity appear in the texts considered? How do they incorporate race, gender, sexuality? Is there such a thing as a natural self? What happens when the self is contradictory or fragmented? Authors and filmmakers to be considered may include: Plato, Shakespeare, Mary Shelley, Hoffmann, Mann, Kafka, James, Rich, Ungaretti, Bachmann, Morrison, Spiegelman, Duras, Greenaway, Scott, Jordan.

Class time: 85% lecture, 15% Discussion

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

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

CSCL 1301W Reading Culture: Theory and Practice

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

Instructor: STAFF

This course turns on one central question: How do things 'mean'? Specifically, how do cultural texts mean in relation to each other and to human life in society and across history? 'Cultural texts' are made objects and forms of communication that encode messages and values, and that produce effects--anything from movies, TV shows, magazine ads and rock concerts to 'high art' (paintings, classical music, plays, poems, etc.). The course specifically examines: (1) the role played by cultural forms in creating, maintaining or challenging social boundaries and power relationships; and (2) the ways art and culture function as sites where creative and alternative visions of 'the good life' come into being. Small classes emphasize close reading, discussion, and practice in critical writing. An introductory course in every sense, it's a good place to start thinking about what "culture" is and how it works. It will also help you develop reading and writing techniques useful for many courses and majors.

Class time: 40% lecture, 60% Discussion

CSCL 1401W Reading Literature: Theory and Practice

(Sec 001-006); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive

Instructor: STAFF

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

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reading and writing skills useful in many other courses and disciplines.

Class time: 40% lecture, 60% Discussion

CSCL 1501W Reading History: Theory and Practice

(Sec 001-004); 4 cr; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core

Instructor: STAFF

What is history - what we get on The History Channel, or 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 the its importance, its uses and abuses.

Class time: 40% lecture, 60% Discussion

CSCL 1921 Introduction to Film Study

(Sec 001-003); Credit will not be granted if credit has been received for: ARTH 1921, ARTH 1921W, ARTH 1921W; 4 cr; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive

Instructor: STAFF

This course is about movies--what they are, how they work, and ways we can watch, read, and enjoy them with a critical eye. Our basic questions are: How do films make meaning? How do they construct a world for us, while (often) giving the impression that that constructed world is natural and inevitable? How do films position us as viewers and shape us as subjects? What is the relation between the film text and the political economy of the industry? We'll look at a wide variety of films from different times and places and consider some of the rich diversity of writing known collectively as Film Theory. This is a basic introductory course designed for those who love going to the movies, but want to understand them better.

CSCL 3172 Music as Discourse

(Sec 001); 3 cr; meets CLE req of Other Humanities Core

Instructor: Leppert, Richard !!Morse Alumni Award!!

"Music is very il for yung heds, for a certeine kind of nice, smoothe sweetnes in alluring the audiorie to effimiancie...Sweet musick at the first delighteth the eares, but afterward corrupteth and depraveth the minde...But being used in publique assemblies...as directories to filthie dauncing...it estreaungeth the mind, stireth up filthie lust, womanisheth the minde, ravisheth the hart, enflameth concupiscence, and bringeth in uncleannes." This diatribe against the evils of music was written in 1583. But the real or imagined power of music, its uses, and psychic and social meanings have been the subject of human reflection (and anxiety) from Plato to Tipper Gore. This course will examine the ways in which music can be considered a "discursive practice", i.e., how the shaping of sonorities--music making--participates in the formation of human consciousness, social norms and identities, and attitudes toward the body; how and for what purposes music is used; what (who) distinguishes "music" from "noise"; and why some musics are policed and censored. Examples from symphony, opera, blues, jazz, rock; Bethoven, Verdi, Bartok, Cage, Glass, Laurie Anderson, Robert Johnson, Jackie Wilson, Jimi Hendrix, Phil Spector, John Zorn, etc.

Class time: 85% lecture, 15% Discussion

Work load: 40-50 pages of reading per week, 10-12 pages of writing per semester, 3 exams, 1 papers

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

Exam format: Essay

CSCL 3173W The Rhetoric of Everyday Life

(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme;

meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive

Instructor: STAFF

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

Class time: 25% lecture, 50% Discussion, 25%**Work load:** 50 pages of reading per week, 20 pages of writing per semester**Grade:** 25% mid-semester exam(s), 50% written reports/papers, 25% class participation**Exam format:** Essay**CSCL 3175 Comedy: Text and Theory****(Sec 001); 3 cr; meets CLE req of Other Humanities Core**

Instructor: Thomas, Gary C. !!Arthur Motley Exemplary Tch Aw!!

In this course you'll study two kinds of things, comic texts and theories about comedy. Texts include anything from bumper stickers and lapel-pin flags to classic drama (a play or two by Aristophanes, Shakespeare, Moliere, Shaw, Beckett, e.g.), obscene and hostile jokes and satire to Hollywood movies (like ?Brazil? ?Being John Malkovich? ?Monty Python and the Holy Grail? Rushmore?, ?Best in Show,?? American Beauty? For theory we'll consider a fairly canonical set of literary, philosophical, psychological, and sociological musings?Deep Thoughts?on the nature, mechanics, and socio-political uses of comedy (among others, Bakhtin, Bergson, Freud, Frye, Baudelaire, and a feminist and postmodern or two). The instructor feels constrained to warn those whose delicate sensibilities might be offended by the likes of George Carlin, Rabelais or Roseanne to look elsewhere. Despite the philosophical seriousness with which the Comic Spirit is pursued here, evaluations have been enthusiastic, if polarized: from utterly enraptured (?This course changed my life ... professor is way cool? to deeply disaffected (?Course sucks, teacher's a jerk).

Class time: 75% lecture, 25% Discussion**Work load:** 2 exams, 2 papers**Exam format:** Multiple choice, essay, textual analysis**CSCL 3176 Oppositional Cinemas****(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core**

Instructor: STAFF

This course examines movies that offer alternatives to the mainstream Hollywood Movie Machine, including, e.g., films from the modern and postmodern Left, New Documentary, experimental narrative, and other forms of post-classical and agitational cinema. Can film intervene as an oppositional political force in culture? Can it function as progressive public pedagogy? Does it produce change? The course will also consider ways that Hollywood films inevitably contain internal contradictions and ambiguities that invite subversive readings "against the grain." Course typically includes texts (films and criticism) by, e.g. Manhia Diawara, Trin Minh-ha, Jane Gaines, Richard Dyer, Carlos Diegues, Ousmane Sembene, Jean-Luc Godard, John Waters, and others.

Class time: 60% lecture, 40% Discussion**CSCL 3177 On Television****(Sec 001, 002); Credit will not be granted if credit has been received for: SCMC 3177; 4 cr**

Instructor: STAFF

Television is a pervasive and hybrid cultural form, marking a convergence of technologies, institutions, audiences and ideas. It has reorganized domestic and public space; challenged traditional concepts of "high" culture and "low" culture; nurtured ideas of global villages and simultaneity; ushered spectacle, advertising and standardized programs into our living rooms and supplied resonant

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metaphors for understanding the experience of contemporary life: boob tube, sound bite, talking head, tune-in/drop out, instant replay, prime time and pet-cam. In short, television has played a crucial role in transforming perception, inviting us to rethink fundamental concepts such as time, space, text, image, sound, and aesthetics. This course begins with the assumption that television is a complex phenomenon with neither a unitary significance nor a simple effect. We will explore key debates in the history, theory and criticism of television, concentrating on developing skills to facilitate critical and creative "readings" of television's past and present forms. This will include consideration of how television has borrowed from and influenced other media forms - especially film, music and digital media.

Class time: 80% lecture, 20% Discussion**CSCL 3331 Science and the Humanities****(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core**

Instructor: STAFF

Science and the Humanities explores the current polemic between the (physical) Sciences - which argue for an Enlightenment approach to the world, knowledge, objectivity, and a universal vision of external reality - and the Humanities, which approach knowledge in relation to textual authority, subjectivity, technological mediation, and the notion of narrativity, which argues that our knowledge is ensconced in stories and their interpreters. The course is thus centrally concerned with different ways of knowing and the historical and current dissonances and disagreements among them. It will also pose the question: Is there a critical position from which to attempt to transcend the polemic? This is a course for students of varying intellectual backgrounds who like to think, argue, and discuss.

Class time: 40% lecture, 60% Discussion**CSCL 3366W Landscape, Nature, Society****(Sec 001); 3 cr; meets CLE req of Writing Intensive; meets CLE req of Environment Theme**

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

This class focuses on the modes in which human beings relate to and understand their physical environment, focusing in particular on ways in which it is understood as ?nature? or ?landscape.? This requires a detailed look at the conceptual frameworks through which people have organized and come to ?know? such things as nature and landscape, and according to which they make use of them. A central concern will be the way these notions have evolved in English and American culture from the 17th to the 19th century, and the uses to which they have been put in a variety of scientific, political, philosophical, economic, medical, aesthetic, and recreational contexts. The legacy of this period includes many approaches to nature that are still highly influential, ranging from the English landscape garden, to the picturesque and pastoral domestic landscape, to the romanticization of the wilderness. We will spend time with all of these. I have assembled a number of readings that address these concerns, including modern critical and historical analyses, and materials produced in England and America between 1600 and 1875. A number of classes also will focus on topics such as agriculture, epidemiology, landscape gardening, painting, photography, and efforts to incorporate ?nature? in urban and suburban design.

Class time: 55% lecture, 45% Discussion**Work load:** 50 pages of reading per week, 10-15 pages of writing per semester, 2 exams, 1 papers**Grade:** 25% mid-semester exam(s), 45% final exam, 30% written reports/papers**Exam format:** Essay**CSCL 3456W Sexuality and Culture****(Sec 001); 3 cr; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme**

Instructor: STAFF

What is sexuality? When was it invented and how have its cultural constructions and meanings varied over time and place? In the West, for example, pre-modern understandings of human sexuality were radically reconfigured in the 19th century, being organized around the

concept of 'homosexual' and 'heterosexual'--symbiotic and mutually exclusive definitions we continue to struggle with to this day. The course examines ways that such struggles--homo/hetero, natural/unnatural, normal/deviant, bio-function/pleasure--are articulated in thought and art, among other things, in order to imagine the possibility of sexuality beyond binary oppositions. Links between sexuality and identity, criminality, and violence are also explored. Readings from critical work of Foucault, Wittig, Cixous, Butler, Sedgwick, etc.; fiction by writers like Melville, Gide, Genet, Duras, Winterson, and Hollinghurst; films by directors such as Birkin, Riggs, Resnais, Haynes, and van Sant.
Class time: 60% lecture, 40% Discussion

CSCL 3458W The Body and the Politics of Representation (Sec 001); 3 cr; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core

Instructor: STAFF

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

CSCL 3472 Gay Men and Homophobia in American Culture (Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core

Instructor: STAFF

Supreme Court rulings, Gay marriage, queer heroes from 9/11, Gay bishops, Will and Grace, Ikea and Miller Lite commercials, metrosexuals, and the Fab Five: Why are the gendered body, sexual desire, eroticism?and the labels and identities attached to them?so heavily invested with significance in American culture? Specifically why, despite legal and social gains and popular entertainments, are gay/queer men and homosexuality still capable of generating violent emotion and bodily assault (gay-bashing) and mobilizing elaborate means of censorship and containment? Whose interests are served by the maintenance of homophobia and the queer closet, and is there an alternative to the great In/Out divide? Crucially: What cultural forces?discursive, psycho-social, economic?drive historical change? The course examines these and related questions in their historical context, from late colonial times to the present, and from a variety of perspectives, including philosophy, psychology and medicine, religion and law, literature, visual art, music, and film. The course creates a space where the much-contested realities of homosexuality and queer subcultures can be approached in an atmosphere of free and open inquiry. In the past CSCL 3472 has drawn men and women, gay- and nongay-identified students in roughly equal numbers. .

Class time: 70% lecture, 30% Discussion

CSCL 3771 Basic Concepts of Literary Study (Sec 001); 3 cr; meets CLE req of Literature Core

Instructor: Krapp, Peter O

This course will introduce you to the lively debates and controversies that characterize the field of literary study. What does it mean to read or write literature, what does it require, imply, do? Studying criticism and theory means, basically, learning to read. It is not a matter of applying a method that would justify or otherwise support particular readings, nor a question of the relative merits of concepts, ideas, and approaches. This course will trace the history of literary study along a select number of basic concepts, such as authorship and authority, reading, history, ideology, race, gender, subjectivity, knowledge, and desire. We will discuss features and procedures of literary texts in terms of structuralism, semiotics, psychoanalysis, cultural poetics, post-structuralism, discourse analysis, in order to increase your ability

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to observe and articulate principles that animate your own practice.

Class time: 70% lecture, 30% Discussion

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

Grade: 70% written reports/papers, 30% class participation

Exam format: Essay

CSCL 3979 Issues in Cultural Pluralism (Sec 001, 002); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme

Instructor: STAFF

What does it mean to say we live in a "plural" or "multicultural" society? What material conditions, tensions, and struggles are masked beneath these convenient, nice-sounding, and overused labels? In this course we will consider ways writers, artists, and cultural theorists have attempted to sort out and critique the contradictions between a plural/multicultural ideal and the obstacles to its realization. That is, we will both critique the term and try to point out its possibilities. Course materials range widely according to section, but typically include classic historical texts as well as more recent work by feminists, queer folk, and people of color.

Class time: 60% lecture, 40% Discussion

Work load: 30-50 pages of reading per week, VARIES pages of writing per semester

Grade: 100% A variety with emphasis on written work and discussion

CSCL 4990W Senior Seminar and Workshop (Sec 001); 3 cr; meets CLE req of Writing Intensive

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

The objectives of this workshop are to enhance, through intensive research, discussion, and critique, your abilities to effectively produce and disseminate knowledge. (And we also concentrate on developing ways to enjoy your work and that of your classmates.) The workshop is organized as a collective effort of individual research projects clustered around a set of common themes chosen by the class. There is one common reading at the beginning of the semester, offered to suggest some of the stakes involved. Then we take two or three meetings to sketch out individual projects on which we will be working, and to explore common lines of intersection among our topics. By affording the opportunity to work collectively with others, the format of this class is intended to help us exchange information, perspectives, and critique with other classmates who are familiar with, and sympathetic to their interests. At the end of the semester, participants deliver research results as individual presentations in a mini-conference format. These presentations are polished and interesting? because they will have been through the processes of definition, research, and critique on which we'll be spending most of our time during the term. Indeed much of the purpose of this class is to help develop and improve these skills through close engagement with the writing process.

CSCL 5555 Introduction to Semiotics

(Sec 001); 3 cr

Instructor: Pepper, Thomas Adam

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.

Class time: 70% lecture, 30% Discussion

Work load: 100-150 pages of reading per week, 15 pages of writing per semester, 3 papers

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

Exam format: Paper

CSCL 5993 Directed Study**(Sec 001, 002); 1-3 cr; max crs 9, 9 repeats allowed; prereq instr consent, dept consent, college consent**

Instructor: STAFF

Directed study - arranged

Curriculum and Instruction**145 Peik Hall: 612/625-6372****CI 1001 Introduction to the Elementary School****(Sec 001); 3 cr; A-F only**

Instructor: Maday, Alice Mae

This course will be organized around four modules. Each module focuses on an important facet of contemporary urban elementary school teaching: the teacher's role, the role of the principal and other non-teaching staff, the curriculum and the students. Central to each module is a visit to a school to observe or interview teachers, the principal and other non-teaching personnel, or the students.

Class time: 1% lecture, 39% Discussion, 20% Laboratory, 40% small group projects

Work load: 40 pages of reading per week, 25 pages of writing per semester, 6 papers, daily small group presentations and projects

Grade: 25% written reports/papers, 25% in-class presentations, 25% class participation, 25% site visits and interviews

Exam format: presentation

CI 1911 Ethics, Wealth, and Education in a Democracy**(Sec 001); 3 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme**

Instructor: Lensmire, Timothy

Education must always be defined within the context of a particular society, primarily because ?education? is responsible for maintaining the significant elements of the cultural heritage while improving self and society. In a democratic republic, the education of each individual is most critical since the system is built upon the ideal and concept of the ?enlightened citizen.? This course addresses the relationship between civic virtue and the role of education in developing these abilities and habits in students who are citizens of a democratic republic. History, philosophies, research, and myths associated with civic literacy are studied and placed within the context of contemporary society.

Class time: 10% lecture, 40% Discussion, 50% cooperative small group work, in response to a teacher-given task, usually grounded in assigned reading done for that class session

Work load: 60-80 pages of reading per week, 25-30 pages of writing per semester, 3 papers

Grade: 50% written reports/papers, 30% special projects, 20% class participation

Exam format: no exams

CI 5008 Theory and Practice of Teaching Art in Elementary Schools**(Sec 001); 2 cr; max crs 3, 1 repeat allowed; A-F only**

Instructor: Di Blasio, Margaret K

Art concepts, skills, processes appropriate for elementary school. Methods of art instruction. Children's production of/responses to art.

Class time: 30% lecture, 20% Discussion, 20% Laboratory, 30% Visual analysis projects and analysis of children's imagery.

Work load: 15-20 pages of writing per semester, 1 exams, 2 papers, Project- visual portfolio and analysis.

Grade: 10% mid-semester exam(s), 40% special projects, 20% in-class presentations, 20% class participation, 10% problem solving

Exam format: essay

CI 5096 Art Education: Practicum**(Sec 001); 1-6 cr; max crs 6, 6 repeats allowed; A-F only**

Instructor: STAFF

Issues of art instruction, including teaching methods and evaluation, philosophical frameworks of pedagogy and institutional issues

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concerning art programs in primary and secondary schools. Practicum requiring students to work in a public school setting.

CI 5097 Student Teaching in Art Education**(Sec 001); 8 cr; S-N only; prereq Licensure student in art ed**

Instructor: STAFF

Observation of, participation in, and supervisory experiences with various types and levels of art classes.

CI 5111 Introduction to Elementary School Teaching**(Sec 001); 3 cr; A-F only; prereq Foundations of ed major or elem ed initial lic**

Instructor: Buggery, JoAnne

Curriculum organization, instruction, management, assessment, professional decision making

CI 5177 Practical Research**(Sec 001); 3 cr; A-F only; prereq CI MEd student, or CI or EdPA Teacher Leadership MEd student**

Instructor: STAFF

Preparation for identifying a research and development topic, reviewing the existing knowledge on the topic, planning and carrying out a project, further investigating the topics, and writing a report on the project.

CI 5186 School-Related Projects**(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq MEd student**

Instructor: STAFF

Research or evaluation project related to teaching, curriculum, or other aspect of schooling. Approved and supervised by faculty advisor.

CI 5187 Practicum: Improvement of Teaching in Elementary or PreKindergarten Schools**(Sec 001); 2-3 cr; max crs 3, 1 repeat allowed; S-N only; prereq MEd student in elem or early childhood ed**

Instructor: STAFF

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 (Sec 001); 1-6 cr; max crs 12, 12 repeats allowed; prereq Grad student only

Instructor: STAFF

Directs students to individual studies that focus on producing and evaluating curriculum materials; literature review of issues and problems; and assessing curriculum processes.

CI 5281 Student Teaching in Early Childhood Education**(Sec 001); 3-6 cr; max crs 6, 1 repeat allowed; S-N only; prereq MEd student in early childhood ed or early childhood special ed**

Instructor: Galle, Lynn P

Application of theory/research relating to teaching preschool children. For individuals obtaining ECE licensure.

Class time: 80% Discussion, 20% Laboratory

CI 5336 Planning for Multimedia Design and Development (Sec 001); 3 cr

Instructor: Lambrecht, Judith J.

Examine theory, research, and practice in the field of instructional design; generic components of the instructional design process; application of principles of instructional design to the design and development of instructional materials.

CI 5361 Teaching Via the Internet**(Sec 001, 002); 3 cr**

Instructor: STAFF

Examination of the capabilities of the Internet for professional

development and instructional use. Use of specific client/server software for accessing the Internet, instructional issues and opportunities; implications for K-12 student involvement and classroom management; and Web page development by teachers and their students. Previous experience with computers desirable.

CI 5367 Interactive Multimedia Instruction

(Sec 001); 3 cr; A-F only; prereq Knowledge of principles and procedures of CBI design and one multimedia authoring system

Instructor: Hooper, Simon Richard

Principles of effective computer-based design; tools in multi-media development; contemporary issues and skills used in the design, development and implementation of interactive multi-media instruction. Use multi-media development tools, create a multi-media portfolio, and investigate the issues surrounding their effective use.

CI 5402 Introduction to Special Collections

(Sec 001); 3 cr; A-F only; prereq Children's lit course

Instructor: Galda, Lee

Special collections of children's literature as research material. Study of manuscripts, original art and letters. Materials from the Kerlan Collection in Walter Library will be available.

Class time: 20% lecture, 30% Discussion, 50% Laboratory

Work load: 100 pages of reading per week, 40 pages of writing per semester, 1 papers

Grade: 100% written reports/papers

CI 5472 Teaching Film, Television, and Media Studies

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

Instructor: Beach, Richard W !!Educ Distinguished Tchng Awd!!

Methods of teaching film, video, and media studies at the secondary and college level, methods for eliciting critical responses; analysis of film/video techniques; analysis of cultural representations and genre characteristics; connecting and comparing film/video and literature; studying documentary and television news; developing media studies units.

Class time: 20% lecture, 80% Discussion

Work load: 30-40 pages of reading per week, 30 pages of writing per semester, 1 papers, 1journal

Grade: 50% written reports/papers, 50% Journal

CI 5496 Directed Experiences in Teaching English

(Sec 001); 8 cr; S-N only; prereq MEd/initial licensure students in English ed only

Instructor: STAFF

Student teaching/clinical experience for English post-baccalaureate students only.

CI 5597 Clinical Experience in Secondary School Science Teaching

(Sec 001); 4-8 cr; max crs 8, 1 repeat allowed; S-N only; prereq initial licensure or instr consent

Instructor: STAFF

Supervised clinical experience in secondary school science teaching.

CI 5635 Culture and Diversity in Second Language Classrooms

(Sec 001); 3 cr; prereq initial licensure program only

Instructor: Ranney, Susan Elaine

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 5642 The Assessment of Learners with Limited English Proficiency

(Sec 001); 3 cr; A-F only

Instructor: Walker, Constance L

Explores policies, procedures, and instruments in use in assessing the English language proficiency and academic readiness of limited English proficient students in American public schools; academic

competence, bilingualism and special needs populations; alternative assessment; preparation of students for mainstream classrooms.

CI 5662 Issues in Second Language Curriculum Design

(Sec 001); 3 cr; A-F only

Instructor: Tedick, Diane J

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 5693 Directed Study in Second Languages and Cultures

(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq Instr consent

Instructor: STAFF

Individual or group work on curricular, instructional, or assessment problems.

CI 5696 Practicum: Teaching World Languages and Cultures in Elementary Schools

(Sec 001); 2 cr; prereq 5619, adviser approval; credits cannot be counted on a graduate degree program for endorsement candidates

Instructor: STAFF

Teaching and learning experiences in second languages and cultures at the elementary school level. Requires students to work in a public school setting.

CI 5697 Practicum: ESL in the Elementary School

(Sec 001); 2 cr; prereq 5619, adviser approval

Instructor: STAFF

Teaching and learning experiences in an English as a second language setting at the elementary school level. Requires students to work in a public school setting.

CI 5698 Student Teaching in Second Languages and Cultures

(Sec 001); 2 cr; prereq Adviser approval; credits cannot be counted on a graduate degree program

Instructor: STAFF

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.

Dance

Barbara Barker Center for Dance: 612/624-5060

Dnce 1002 Modern Dance Technique 2

(Sec 001); 1 cr; prereq 1001, dept consent

Instructor: Costello, Suzanne Mary

This course is a continuation of Dance 1001 and the second of a two-sequence introduction course to Modern Dance technique. In this course, students will gain greater self-awareness of the body, explore with greater depth the rhythms and dynamics underlying movement and explore orientation of the moving body in space. More emphasis will be placed on longer movement phrases and more in-depth improvisations. Emphasis will also be placed on the successful performance of fundamental elements that comprise modern dance technique: space, time and energy. Successful completion of previous level or departmental approval by audition required for registration.

Class time: 100% Studio

Work load: 1 papers

Dnce 1020 Modern Dance Technique 4**(Sec 001); 2 cr; max crs 4; prereq 1010, dept consent**

Instructor: Mann, Paula

This course is the fourth of eight levels of modern dance technique offered in the Dance Program. Class work is based on the practical application of the principles of space, time, and energy with a 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. Audition for technique placement or successful completion of level three with departmental approval required for registration.

Class time: 100% Studio**Work load:** 1 papers, Attending a Modern dAnce Performance**Dnce 1020 Modern Dance Technique 4****(Sec 002); 2 cr; max crs 4; prereq 1010, dept consent**

Instructor: Thompson, Erin D

This course is the fourth level of eight levels of modern dance technique offered in the Dance Program. Class work is based on the practical application of the principles of space, time, and energy with specific emphasis on alignment, power from the pelvic center, rotation and turnout, muscular tonality, joint articulation, clarity of intent, musicality, stretch, strength, and stamina. Class consists of in-place warm-ups, specific technical exercises and dance phrases applying the technique addressed. Successful completion of level three or departmental approval by audition required for registration.

Class time: 100% Studio**Work load:** 1 papers, Attending a Modern Dance Performance**Dnce 1102 Ballet Technique 2****(Sec 001); 1 cr; prereq 1101, dept consent**

Instructor: Anderson, Kristina Forsberg

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.

Class time: 100% Studio**Work load:** 1 papers, Attending a Ballet Performance**Dnce 1120 Ballet Technique 4****(Sec 001); 2 cr; max crs 4; prereq 1110, dept consent**

Instructor: Anderson, Kristina Forsberg

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.

Class time: 100% Studio**Work load:** 1 papers, Attending a Ballet Performance**Dnce 1202 Jazz Technique 2****(Sec 001); 1 cr; prereq 1201, dept consent**

Instructor: Sealy, Zoe W

This is the second level of an eight-semester sequence in jazz dance technique/style. The class will introduce vocabulary and develop skills used in classical jazz dance while increasing flexibility and strength. Emphasis will be on the use of space, clear articulation of movement, dynamics and overall musicality. Audition for technique placement or successful completion of level one with departmental approval required for registration.

Class time: 5% lecture, 95% studio

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Work load: 1 papers, Attending a Dance Performance**Grade:** 10% written reports/papers, 90% 10% effort, progress, and attitude, 30% class attendance, 50% achievement and skill**Dnce 1220 Jazz Technique 4****(Sec 001); 1 cr; max crs 2; prereq 1210, dept consent**

Instructor: Grotting, Karla Kaye

This course is the fourth of an eight-semester sequence of jazz technique/style. Classwork will concentrate on the basics of jazz dance and its origins. Movement vocabulary will include Amercian 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. Audition for technique placement or succesful compleiteon of level three with departmental approval required for registration.

Class time: 100% Studio**Work load:** 1 papers, Attending a Dance Performance**Grade:** 10% written reports/papers, 90% studio**Dnce 1220 Jazz Technique 4****(Sec 002); 1 cr; max crs 2; prereq 1210, dept consent**

Instructor: Lee, Linda Talcott

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 approval by audition required for registration.

Class time: 100% Studio**Work load:** 1 papers**Dnce 1302 Tap Technique 2****(Sec 001); 1 cr; prereq 1301 or instr consent**

Instructor: Chvala, Joseph Michael

This studio class is the second semester in s six-semester sequence of tap dance technique. This course will focus on the fundamentals of tap dance with and emphasis on musicality and rhythm. Students will continue the practice of basic footwork and combinations, beginning time steps, tap routines and exercises in tap dance improvisation. Successful completion of level one or department approval required for registration.

Class time: 100% Studio**Dnce 1313 African Based Movement****(Sec 001); 1 cr**

Instructor: Brown, Patricia

This course will focus on the varied movement of the African Diaspora, primarily West Africa, but not limited to the West Africa region or the continent of Africa. Class will include traditional movement, but will also focus on movement inspired by Africa, the Caribbean, and the African Diaspora at large. Coursework includes in-class movement participation, one movement midterm and one two-page paper.

Class time: 100% Studio**Work load:** 1 papers**Dnce 1317 Arabic Dance****(Sec 001); 1 cr**

Instructor: Shore, Sandra Lee

This class will explore the basic movements and styling of dances of the Arabic-speaking world with an emphasis on the classical women's performing dances. Traditional and contemporary movements from Egypt, the Levant, the Arabian Peninsula, North Africa and Turkey will be included and defined in class. Students will also work toward an understanding of the cultural context of these movements and dances, and their source of passion and motivation - Arabic music. Class focus will include body awareness and conditioning as it applies to this dance form.

Class time: 100% Studio

Dnce 1321 Ballroom 1**(Sec 001, 002); 1 cr**

Instructor: Lickteig, Joy Davina

This course is the first of a two-semester sequence of ballroom dance. Class work will focus on basic patterns in the fox trot, waltz, swing, cha-cha, rumba, and tango. Students will learn to utilize a variety of step patterns, lead and follow a partner smoothly and use the accepted characteristic style for each dance. This course will also focus on basic rhythmic fundamentals in ballroom dance such as meter, tempo, accent, and phrasing.

Class time: 100% Studio**Grade:** 100% attendance, achievement, skill, attitude**Dnce 1325 Latin Dance****(Sec 001, 002); 1 cr**

Instructor: Lickteig, Joy Davina

This course is designed to give students an introduction to Latin dances and techniques. The course will cover basic vocabulary and lead/follow techniques of the most popular Latin social dance styles including: Salsa, Cha-Cha, Rumba, and Merengue. The first half of the class will focus on basic footwork and partnering for these various Latin social dances. The second half of the class will focus on rhythm and musical styling.

Class time: 100% Studio**Dnce 1331 Yoga****(Sec 001); 1 cr**

Instructor: Pick, Gretchen E

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.

Class time: 100% Studio**Work load:** 1 papers**Dnce 1332 Yoga for Dancers****(Sec 001); 1 cr; prereq Dance major, dept consent**

Instructor: Pick, Gretchen E

This yoga course will merge the experience of dance with the analytical work of yoga. This class will focus on the physical experience and will also discuss the related aesthetic topics, historical aspects, and philosophical ideas of yoga. This course will emphasize the following: improving body mechanics through alignment, flexibility and strength, developing mental focus and control, and reinforcing positive body language. This course is designed for students will dance training. Department approval is required for registration.

Dnce 1335 T'ai Chi Ch'uan**(Sec 001); 1 cr**

Instructor: Abdella, Paul Edward

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 1401 Introduction to Dance**(Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core**

Instructor: Geier, Heidi

This course is an introduction to the history of World Dance in society and art. It will cover dance forms and significant issues in dance through lecture, discussion, viewing of live and taped performance,

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and movement experiences. The course presents international perspectives on how dance functions in specific cultural contexts and how dance traditions influence each other as cultures come in to close contact with one another. A main objective is for the student to develop the aesthetic awareness and historical background needed to form and articulate, verbally and in writing, ideas and opinions about the art of dance. By the end of this course, students will be able to recognize a variety of dance styles and connect their historical development to the specific social, artistic, and political currents of their time.

Class time: 30% lecture, 20% Discussion, 10% Laboratory, 40% Video viewing**Work load:** 50 pages of reading per week, 10 pages of writing per semester, 2 exams, 2 papers, Attending live performances.**Grade:** 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 20% class participation, 10% Journal**Exam format:** Essay, multiple choice**Dnce 1500 Topics in Dance: Men's Modern****(Sec 031); 1 cr; max crs 10, 10 repeats allowed**

Instructor: Flink, Carl Lindsay

This course is designed to explore what it means to be a male dancer in today's modern dance community. The course will examine this topic through three approaches: one, a traditional modern dance technique course, two, three out-of-class discussions, and three, writing 2-3 papers. Course Objectives include: increasing understanding of physical articulation, alignment, use of weight and weight-sharing, and discovering masculine movement styles; deepening understanding of performance options, musicality and phrasing; building a community among course participants; generating a physical and intellectual dialogue on what it means to be a male dancer and creating a collaborative and supportive classroom environment.

Class time: 5% Discussion, 95% Studio**Work load:** 2 papers**Dnce 1500 Topics in Dance: Bodyworks: Introduction to Somatic Studies****(Sec 050, 060); 2 cr; max crs 10, 10 repeats allowed**

Instructor: Nordstrom-Loeb, Barbara Ellen

Somatic Studies is an emerging and growing field that examines the ways our bodies, minds and emotions are interrelated and how those relationships are expressed in and changed through working with our bodies and body patterns. This course will introduce students to basic theories and concepts of Somatic Studies and will include practical experiences in both Eastern and Western-based Body Therapy techniques. In addition, students will explore their personal Somatic profile. This course is appropriate for those interested in movement and performance studies, complimentary health or other physical/behavioral fields.

Dnce 1500 Topics in Dance: Laban Movement Analysis**(Sec 050, 060); 2 cr; max crs 10, 10 repeats allowed**

Instructor: Nordstrom-Loeb, Barbara Ellen

This course will introduce the student to the basic concepts of Laban Movement Analysis (LMA). LMA is used to describe, compare, and understand all aspects of movement behavior. This course will 1) experientially introduce basic LMA theories and concepts; 2) increase awareness and ability to access a range of movement possibilities and 3) enhance and deepen personal movement style, expression, physical clarity and efficiency. The class will include movement experiences, discussion and observation exercises. LMA is important in any field that uses movement, or involves the performance or understanding of movement - including dance, theater, therapy, education and non-verbal communications. Successful completion of this course will fulfill a prerequisite for the Certification program in Laban Movement Analysis and partially fulfill a prerequisite for Dance/Movement Therapy Certification/ Alternate Route.

Dnce 1500 Topics in Dance: Skinner Releasing Technique**(Sec 010); 1 cr; max crs 10, 10 repeats allowed**

Instructor: Thorson, Elizabeth Morgan

Skinner Releasing Technique is a dance form that facilitates a deep kinesthetic experience of movement. Hands on tactile studies and imagery foster releasing of hidden tension patterns and blocks to allow more freedom of movement. This process reveals a natural grace in every human being - a key philosophy in this work. The guided poetic imagery is interwoven with music and sound that taps into the imagination, triggering spontaneous improvised movement. Thus, technical growth and creative process are integrated.

Class time: 100% Studio

Dnce 3020 Modern Dance Technique 6

(Sec 002); 2 cr; max crs 4; prereq dept consent

Instructor: Flink, Emilie Plauche

This course is the sixth of eight levels of modern dance technique offered by the Dance Program. The purpose of this 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, 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 level five or departmental approval by audition required for registration.

Class time: 100% Studio

Work load: 1 papers

Dnce 3020 Modern Dance Technique 6

(Sec 001); 2 cr; max crs 4; prereq dept consent

Instructor: Mann, Paula

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

Class time: 100% Studio

Work load: 1 papers

Dnce 3120 Ballet Technique 6

(Sec 001, 002); 2 cr; max crs 4; prereq 3110 or dept consent; audit registration not permitted

Instructor: STAFF

This course is the sixth level of an eight-semester sequence in classical ballet. This course continues to offer the intermediate ballet student principles of ballet technique. Classwork will involve strong emphasis on proper alignment of the body, dynamic timings, and a command of ballet terminology. The class format will begin with barre, followed by a period of stretching. Turning and jumping will be re-introduced at the barre and subsequently transferred to the center. Centerwork will include all aspects of ballet technique including port de bras, adagio, turns, petite allegro and grade allegro. As the semester progresses the combinations will become more complex. A constant correlation between barre and centerwork will be explored. Successful completion of previous level or departmental approval by audition required for registration.

Class time: 100% Studio

Work load: 1 papers

Dnce 3220 Jazz Technique 6

(Sec 001); 1 cr; max crs 2; prereq 3210 or dept consent; audit registration not permitted

Instructor: Sealy, Zoe W

This course is the sixth of an eight-semester sequence in jazz technique/style. Class work will concentrate on developing a clear understanding of the eclectic range of jazz dance and its various styles. Movement vocabulary will cover the range of the American vernacular

to more contemporary styles of today. Emphasis will be on individual style, working on clarity of movement: focus, intent, dynamics, phrasing, expression, and also improvisation.

Class time: 100% Studio

Work load: 1 papers

Dnce 3302 Tap Technique 4

(Sec 001); 1 cr; prereq 3301 or instr consent

Instructor: Grotting, Karla Kaye

This course is the fourth of 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 improvisational exercises. Instructor of departmental approval required for registration.

Class time: 100% Studio

Dnce 3337 Body Mind Centering

(Sec 001); 2 cr

Instructor: Fargnoli, Margaret

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

Dnce 3402 Dance History 2

(Sec 001); 3 cr; prereq 3401; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core

Instructor: Chatterjea, Ananya

Dance History 2 is the second semester in a year-long course reviewing and analyzing the beginnings of dance as a formalized movement and ultimately as an art form. Dance History 2 continues the study of ballet's beginnings, examining the development of ballet through baroque and romantic periods in France, then through its evolution in Russia with the ultimate development of Ballet Russes. With modernism, the focus shifts through Germany to America and the course works through the achievements of the pioneers to a general disillusionment with their work in the development of postmodern dance and its different phases. Successful completion of Dance History 1 and departmental approval required for registration.

Class time: 50% lecture, 50% Discussion

Work load: 4 papers

Grade: 65% written reports/papers, 20% class participation, 15% problem solving

Dnce 3433 Articulate Body

(Sec 001); 3 cr; prereq Dnce major, dept consent

Instructor: Gleason, Pamela A

This course will cover an introduction to kinesiology and biodynamics of dance. At the end of this course, students will be able to apply the knowledge they gain of anatomical, physiological, and biomechanical principles to dance technique, conditioning, and injury prevention. Classwork will include lecture, group exploration, readings, class projects, demonstrations, quizzes and a final exam. Departmental approval required for registration - Dance Majors only.

Dnce 3500 Topics in Dance: Tap 6**(Sec 004); 1 cr; max crs 10, 10 repeats allowed**

Instructor: Chvala, Joseph Michael

This course is the sixth level in a six-semester sequence of tap dance technique. This class will consist of advanced level tap technique and rhythm structures. The course will focus on precision, relaxation and moving beyond technical skills to performance level dancing, with a specific focus on upper-body movement. The class will use more complex music and complicated rhythm structures to challenge students. Coursework will also include tap composition/choreography created through structured improvisation and an informal showing of class work. Successful completion of previous level or departmental approval required for registration

Class time: 100% Studio**Dnce 3601 Dance Composition 1****(Sec 001); 3 cr; prereq 1020, 1601, concurrent regis in a modern dance technique course**

Instructor: Mann, Paula

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 time, space and energy, both as an end in itself and as a means to express ideas, emotions and narrative.

Work load: 1 papers**Dnce 3700 Performance****(Sec 001); 1 cr; max crs 4; prereq Concurrent enrollment in a technique course, audition, dept consent**

Instructor: Maddux, Marge

Audition and Departmental Approval required for registration.

Dnce 4454W (Re)Writing the Dancing Body**(Sec 001); 3 cr; meets CLE req of Writing Intensive**

Instructor: Chatterjea, Ananya

(Re)Writing the Dancing Body is an upper-level writing intensive course that is based on the recognition that writing about dance requires specific skills, particularly because of the need to connect the kinesthetic-visceral experience of movement to the verbal-linguistic modes of linguistic expression. The course begins with basic but important exercises such as designing resumes and curriculum vitae and then moves on to work on clarity and focus of articulation through the writing of dummy grants. The course then explores the various modes of writing that are part of Dance Studies, such as oral histories, historical documentation, performance reviews, anthropological studies, and scholarly essays. Since the phenomenon of 'writing' dance is closely connected with 'seeing' and 'reading' dance, the classes tend to work through a text that sets off discussions and critiques of existent modes of writing.

Dnce 4601 Dance Composition 3**(Sec 001); 3 cr; prereq 3602, concurrent regis in a modern dance technique course, dept consent**

Instructor: Mann, Paula

This course is the fourth of a six-semester sequence in Dance Composition. Class work will consist of exploration and structuring of dances for groups. Course Objectives include: developing and understanding and appreciation for the craft of group choreography, exploring the creative process, discovering movement vocabulary, and acquiring skills of compositional structures for groups. Successful completion of previous level or departmental approval required for registration

Dnce 5020 Modern Dance Technique 8**(Sec 001); 2 cr; max crs 4; prereq 5010 or dept consent; audit registration not permitted**

Instructor: Pierce, Toni L

This course is the eighth level of eight levels in modern dance

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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. Successful completion of Modern 7 or departmental approval by audition required for registration. Dance Majors only.

Class time: 100% Studio**Work load:** 1 papers**Dnce 5220 Jazz Technique 8****(Sec 001); 1 cr; max crs 2; prereq 5210 or dept consent; audit registration not permitted**

Instructor: Buraczeski, Daniel J

This course is the eighth of an eight-semester sequence of jazz dance technique/style. Class work will concentrate on the development of a clear understanding of the varied and eclectic range of influences that determine the creation of a particular jazz dance style. Emphasis will be placed on individual and interpretation, clarity of Movement - intent, focus, texture, phrasing, and musicality. Successful completion of previous level or departmental approval by audition required for registration

Dnce 5700 Performance**(Sec 001); 1 cr; max crs 4, 4 repeats allowed; prereq concurrent enrollment in technique course, dept consent**

Instructor: Maddux, Marge

Audition and Departmental Approval required for registration.

Dnce 5858 Teaching Dance**(Sec 001); 4 cr; prereq 1020, dept consent or instr consent**

Instructor: Maddux, Marge

This course is an introduction to Pedagogy - dance teaching methods. Students will discuss various theories of teaching, the responsibilities when teaching, and the craft or art of teaching dance. The class will examine potential students by special interest groups. Time will be spent on small teaching projects dealing with one specific idea, as well as developing individual lesson plans and a series of classes. The students in the class will teach each other as well as develop classes for outside groups. The class will discuss and implement the fulfillment of the goal to coordinate the creative and technical development of potential students. Departmental approval required for registration - Registration for Dance majors only.

Danish**205 Folwell Hall: 612/625-2080****Dan 1002 Beginning Danish****(Sec 001); Credit will not be granted if credit has been received for: DAN 4002; 5 cr; prereq 1001**

Instructor: Andersen, Claus Elholm

The first year of language instruction is designed to develop a basic communicative proficiency in Danish. From day one, you will work on understanding spoken and written Danish and speak and write Danish yourself, learning to handle linguistically concrete, simple everyday transactions. Most of the classtime is taken up by interactive communicative activities in pairs and small groups. Small class sizes allow you to improve your listening, speaking, writing and reading skills in everyday class sessions. Learning about life and culture in Denmark is an integral part of the course. We use video material and work in the multi-media lab. After Dan 1002, and certainly after Dan 1004, you will be well prepared to study abroad. Textbooks will be "I familien" (continued) and "I byen". See description for Dan 4002 for qualified students to register for this course for 2 credits instead of 4 credits. Credit will not be granted if credit has been received for Dan 4002.

Class time: 10% lecture, 80% Discussion, 10% Laboratory**Work load:** 5 pages of reading per week, 10 pages of writing per semester, 1 exams, 1 quiz every two weeks**Grade:** 20% final exam, 30% quizzes, 40% class participation, 10%

Exam format: Structured exercises in all 4 modalities and grammar, vocabulary and culture

Dan 1004 Intermediate Danish

(Sec 001); Credit will not be granted if credit has been received for: DAN 4004; 5 cr; prereq 1003

Instructor: Andersen, Claus Elholm

In the second year you will further develop your proficiency in Danish using the same communicative approach as in Beginning Danish. At the intermediate level you will be reading, writing and listening to more advanced, sometimes authentic, Danish material and you will expand and refine your vocabulary and your knowledge of grammar. Learning about life and culture in Denmark is an integral part of the course. We use video material on contemporary Denmark, and work in the multi-media lab. Topics also include social history, immigration, and World War II. After Dan 1004, you will be well prepared to study abroad. The Dan 1003-1004 course sequence will prepare you for the Graduation Proficiency Test (GPT) that you will take toward the end of Dan 1004. See the description for Dan 4004 for an option for qualified students to register for this course for 2 credits instead of 4 credits. Credit will not be granted if credit has been received for Dan 4004, SP--1003.

Class time: 10% lecture, 80% Discussion, 10% Laboratory

Work load: 6 pages of reading per week, 15 pages of writing per semester, 1 exams, 1 quiz every two weeks

Grade: 30% final exam, 30% quizzes, 30% class participation, 10%

Exam format: Structured exercises in all 4 modalities and grammar, vocabnulary, and culture.

Dan 4002 Beginning Danish

(Sec 001); Credit will not be granted if credit has been received for: DAN 1002, DAN 1002; 2 cr; prereq passing score on GPT in another language or grad

Instructor: Andersen, Claus Elholm

See the course description for Dan 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 Dan 1002 under the number Dan 4002 for 2 credits. Contact the department office at (612) 625-2080, for a "magic" number. Credit will not be granted if credit has been received for Dan 1002, SP--passing score on GPT in another language or grad.

Class time: 10% lecture, 80% Discussion, 10% Laboratory

Work load: 5 pages of reading per week, 10 pages of writing per semester, 1 exams, 1 quiz every two weeks

Grade: 20% final exam, 30% quizzes, 40% class participation, 10%

Exam format: Structured exercises in all 4 modalities and grammar, vocabulary and culture.

Dan 4004 Intermediate Danish

(Sec 001); Credit will not be granted if credit has been received for: DAN 1004, DAN 1004; 2 cr; prereq passing score on GPT in another language or grad

Instructor: Andersen, Claus Elholm

See the description for Dan 1004. 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 Dan 1004 under the number, Dan 4004 for 2 credits. Contact the department office at (612) 625-2080, for a "magic" number. Credit will not be granted if credit has been received for Dan 1004, SP--passing score on GPT in another language or grad.

Class time: 10% lecture, 80% Discussion, 10% Laboratory

Work load: 6 pages of reading per week, 15 pages of writing per semester, 1 exams, 1 quiz every two weeks

Grade: 30% final exam, 30% quizzes, 30% class participation, 10%

Exam format: Structured exercises in all 4 modalities and grammar, vocabulary and culture.

Design Institute

101 Rapson Hall: 612/625-3373

Desl 5100 Design Institute Directed Study

(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; A-F only

Instructor: STAFF

Travels in Typography: a hands-on survey" and here is the class description: From Gutenberg to Gill, from papyrus to paper, immerse yourself in the tactile qualities of the printed word. This class will map the development of writing and its offspring, movable type, using the exceptional resources of the internationally-renowned James Ford Bell Library at the University of Minnesota. Throughout the semester students will use the Bell Library's rare book and map collection to undertake hands-on design exercises that take them on a historical and practical tour of all the major developments in typography, including stonecutting, calligraphy and letterpress printing.

Design, Housing, and Apparel

240 McNeal Hall: 612/624-9700

DHA 1221 Clothing Assembly Fundamentals

(Sec 001); 3 cr; A-F only; prereq Pre-clothing design major or instr consent

Instructor: STAFF

Introduction to the study of basic clothing structure through analysis of existing garments and application of basic sewing principles for creating new garments. The objectives of the course are: 1) To learn basic clothing assembly skills by studying existing garments and 2) To apply basic sewing fundamentals by creating several basic garments. This class is designed for pre-Clothing Design majors or those students interested in Clothing Design (instructor permission requested). The class is designed for studio learning opportunities with supporting lecture and demonstration. Project work requires an average of 10 hours outside of class.

Class time: 25% lecture, 75% Laboratory

Work load: 40% Exercises; 60% major projects

Grade: 50% final exam, 30% special projects, 20% quizzes

Exam format: Multiple choice, true/false, fill in the blank

DHA 1311 Foundations: Drawing and Design in Two and Three Dimensions

(Sec 001-003); 4 cr; A-F only; prereq DHA major or premajor

Instructor: STAFF

In this course the formal, perceptual, symbolic and technical aspects of visual communication will be introduced--with the emphasis on drawing. Design elements and principles will be applied within the context of observational drawing, as well as two- and-three dimensional design. Design process and creative problem solving will be stressed. We will work in a variety of mediums -- charcoal, conte, white chalk, but the emphasis will be on gaining expertise with the pencil. Subject matter will range from the figure to two-dimensional abstraction projects. You will gain expertise in drawing technique, as well as in composition, visual unity and balance and in visual analysis of drawings.

Class time: 20% lecture, 20% Discussion

Work load: 12 hours work outside class per week on various drawing assignments

Grade: 10% class participation, 90% visual assignments

Exam format: Final presentation

DHA 1312 Foundations: Color and Design in Two and Three Dimensions

(Sec 001-004); 4 cr; A-F only; prereq DHA major or pre-major

Instructor: STAFF

"This design foundations course introduces students to color theory and its application in two and three dimensional design through lectures, demonstrations, extensive studio work and critiques.

Emphasis is on developing students' ability to use color effectively in two and three dimensional design applications by studying traditional design elements, gestalt grouping principles, theories of color organization, color and spatial perception, and color interaction." But it is so much more. Intended for (pre) majors in graphic design, clothing design, interior design, and housing; this class has a well-earned reputation as 'the toughest class you'll ever love.' Class time is spent with slide and lecture presentations, studio work, and group and individual critiques. Successful completion requires a significant commitment to time, energy, and resources (supplies run approximately \$200.) The result? You will produce a portfolio that is a descriptive explanation and illustration of color and design theory, enhanced with your own creative projects: a physical product of impressive proportions. You will be proud of your work. Most importantly, you will see the world in a whole new light. You'll see color where you didn't see it before and recognize the 'color magic' around you.

Class time: 20% lecture, 20% critique; 60% studio work

Work load: 10 pages of reading per week, 15 pages of writing per semester, 7 major designs and 16 in-studio exercises

Grade: 20% written reports/papers, 80% studio designs and exercises

**DHA 1315 Foundations: The Graphic Studio
(Sec 001, 002); 4 cr; A-F only; prereq [DHA major or pre-major] or instr consent**

Instructor: STAFF

This class will provide an overview of the design communication process including creative procedure, terminology, and technology, and will introduce the use of current computer applications. Students will gain skills in digital illustration and page layouts, and image-scanning and manipulation. Graphic design elements of typography, production, color separation, printing process, and photography will also be addressed.

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

Grade: 25% class participation, 50% problem solving, 25% in-class exercises

**DHA 2311 Drawing and Illustration
(Sec 001); 3 cr; A-F only; prereq 1311, 1312, [DHA major or premajor]**

Instructor: STAFF

This course emphasizes drawing skills and introduces illustration concepts and techniques. Students will build on their drawing skills from DHA 1311, continuing to develop observational drawing skills, and applying these to specific illustration projects. The emphasis will be on the integration of design principles with illustration technique.

Class time: 20% lecture, 20% Discussion, 60% studio work in class

Work load: 4 pages of writing per semester, 10 in-class and homework assignments

Grade: 10% class participation, 90% in-class and homework visual assignments

**DHA 2334 Computer Applications I: Digital Composition for Design
(Sec 001); 3 cr; A-F only; prereq DHA major or pre-major, 1311, 1312, 1315**

Instructor: Schwarte, Adrienne Renee

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. Four programs are focused on: Adobe Illustrator, Adobe Photoshop, QuarkXPress, and ImageReady. Experiences on using these software are required. Additionally, Macromedia Flash will also be taught. Emphasis of this class is placed on broadening students' experience on applying software as well as producing sophisticated and professional design work. A co-operative learning environment is encouraged.

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

Work load: 5 projects

**DHA 2345 Typographic Design
(Sec 001, 002); 3 cr; A-F only; prereq DHA major, pass portfolio review**

Instructor: STAFF

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

Class time: 10% lecture, 60% studio; 30% critique

Work load: 8 pages of writing per semester, 2 papers, 8 studio projects

Grade: 100% studio design projects including process participation

**DHA 2402 Residential Technology
(Sec 001); 3 cr; A-F only; prereq 1101 or concurrent enrollment in 1101**

Instructor: STAFF

Survey of technological systems in the near environment with emphasis on the consumption and conservation of natural resources, energy sources, and human factor considerations in kitchen design. Students will learn to evaluate residential kitchen plans based on the human factor components of function, design, and efficiency of space; define terms and discuss current issues related to fuels and residential technology; explain the principles and function of electricity used in the residential environment; specify the electric circuits needed and outlet placement in a residence; explain the principles of operation of gas burners used in residential technology systems; determine comparative costs of residential fuels and ways to conserve energy; explain residential lighting distribution and requirements, describe the methods and applications of heat transfer used in the residential environment; describe the chemical and mechanical aspects of residential water use; identify issues related to reduction and removal of residential waste; identify characteristics of materials, finishes, and construction methods used in the residential kitchen; differentiate among the types of control mechanisms used in the residential environment to perform specific functions; and evaluate sources of information about residential technology to determine the source's effectiveness and appropriateness in conveying information. Target: undergrads in housing, interior design, arch, and related fields.

Class time: 75% lecture, 10% Discussion, 15% Laboratory

Work load: 10 pages of reading per week, 2 exams, kitchen design project

Grade: 25% mid-semester exam(s), 25% final exam, 30% special projects, 5% class participation, 15% lab work

**DHA 2613 Lighting Design and Building Systems
(Sec 001); 4 cr; A-F only; prereq [DHA major, pass portfolio review] or instr consent**

Instructor: Ginthner, Delores Ann !!Outstanding Achievement Award!!

The elements and principles of design are merged with the functional and aesthetic human aspects of lighting design. Examination of types and application of lighting technology are combined to solve lighting design problems for interior space. Exploring the interface of electrical, HVAC, and plumbing systems within the building. Course is designed for undergraduate interior designers and others interested in lighting interior spaces.

Class time: 60% lecture, 20% Discussion, 10% Laboratory, 10% Working on projects.

Work load: 25 pages of reading per week, 15 pages of writing per semester, 4 exams, 1 papers, Exercises as needed.

Exam format: Short answer

DHA 3224 Clothing Design Studio IV

(Sec 001); 4 cr; A-F only; prereq 3223, DHA major
Instructor: La Bat, Karen Louise

Use of the design process in designing clothing for special needs. Conduct and apply research in design of specialized clothing for use in situations requiring thermal protection, impact protection, accommodation for mobility, and to facilitate and/or increase body function. Text is "Clothing: The Portable Environment", by Watkins. Prereq is Clothing Studio III

Class time: 20% lecture, 10% Discussion, 70% Studio

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

Grade: 15% mid-semester exam(s), 15% final exam, 10% problem solving, 60% design projects

Exam format: Essay

DHA 3245 Nonstore Retailing

(Sec 001); 3 cr; A-F only; prereq 1201

Instructor: Lee, Seung-Eun

An overview of retailing emphasizing issues related to multichannel options available to consumers. Features both store-based (e.g., specialty store, department store) and nonstore-based (e.g., Internet, catalog) issues of retailing.

Class time: 70% lecture, 20% Discussion, 10% Guest lecture

DHA 3352 Graphic Design II: Identity and Symbols

(Sec 002); 3 cr; A-F only; prereq 2351, DHA major

Instructor: Chu, Sauman

This course will build on previously learned graphic design principles. Students will learn to apply representation of abstract ideas in the form of symbols for the purpose of building identity. The class will focus on the understanding and application 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 additional collateral applications, keeping the identity consistent and intact throughout the process. Design concepts such as Gestalt, figure-ground and contrast within the structure of the grid to aid organization from piece to piece and within the whole of each separate piece will be included. A continued investigation of typography and its application will be studied. Students who enroll in this course are required to have completed DHA 2351 as prerequisite and must be admitted to the Graphic Design program.

Class time: 10% lecture, 20% Discussion, 70% studio time

Work load: design projects

Grade: 10% in-class presentations, 10% class participation, 70% problem solving, 10% Journal

DHA 3352 Graphic Design II: Identity and Symbols

(Sec 001); 3 cr; A-F only; prereq 2351, DHA major

Instructor: STAFF

This course will build on previously learned graphic design principles including a continued investigation of typography and its application. Students will explore the representation of abstract ideas in the form of symbols for the purpose of building identity. The class will focus on the development of visual identity through a systems approach to design with application to various printed collateral. This course will prepare students to design a symbol, a logotype, stationary system and collateral products, keeping the identity consistent and intact throughout the process. Students will apply gestalt design principles, figure-ground relationships, and contrast within the structure of the grid to aid organization from piece to piece and within the whole.

Class time: 10% lecture, 10% Discussion, 80% studio time

Work load: 5 projects

Grade: 60% special projects, 10% class participation, 30% problem solving

DHA 4196 Internship in DHA

(Sec 001, 004, 010, 020-024); 1-4 cr; max crs 4, 1 repeat allowed; S-N only; prereq Completion of at least one-half of professional sequence, plan submitted and approved in advance by adviser and internship supervisor, written consent of faculty supervisor, instr. consent

Instructor: STAFF

DHA 4215 Product Development: Softlines

(Sec 001); 4 cr; A-F only; prereq 2213 or Clothing Design major or Retail Merchandising major or Grad student or instr consent

Instructor: La Bat, Karen Louise

Use of product development process for softlines including apparel and other sewn products. Economics of quality, design for product effectiveness and reliability, quality specifications, conducting tests and interpreting results, inspection, acceptance sampling, and vendor relations. This course is intended for seniors in Clothing Design and Retail Merchandising and graduate students in apparel. The course combines lecture, presentations by professionals in the quality assurance field, laboratory testing of textile products and materials, and a major product development from a quality assurance perspective.

Class time: 25% lecture, 25% Discussion, 25% Laboratory, 25% Team discussion and project

Work load: 30 pages of reading per week, 50 pages of writing per semester, 2 exams, 1 papers, Major report; 1 major team product development project

Grade: 10% mid-semester exam(s), 15% final exam, 25% special projects, 5% quizzes, 5% in-class presentations, 10% class participation, 20% lab work, 10% problem solving

Exam format: Essay

DHA 4217 International Developments in Textiles and Apparel

(Sec 001); 4 cr; A-F only; prereq [1201, ApEc 1102, [jr or sr or grad student]] or instr consent; meets CLE req of International Perspect Theme

Instructor: Lee, Seung-Eun

The intent of this course is to introduce students to the principles of the internationalization of retailing and global issues involved in textiles and apparel business operations. Topics covered include: the internationalization of retailing, the effects of culture on the internationalization process, retailing in developing countries, method of entry in foreign markets, retailing in multinational market, global sourcing, and social responsibility issues. Junior, senior or graduate students only.

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

DHA 4242 Retail Buying

(Sec 001); 3 cr; A-F only; prereq 1201, Math 1031, [jr or sr]

Instructor: STAFF

COURSE DESCRIPTION: Principles and mathematics of merchandise inventory control and the merchandise selection process. **COURSE OBJECTIVES:** The objective of this course is to provide opportunities for students: 1. to compute profit, open-to-buy, markups, markdowns, seasonal sales plans, turnover, and evaluate sales results. 2. to analyze the store's responsibilities in executing sales and profitability goals. The course covers the following: Pricing/Invoice Math; Initial Markup Averaging Markup; Cumulative Markup; Repricing; Gross Margin; Operating Profit; Merchandise Budget; Purchase Planning and Control; Measuring and Evaluating Sales Results; Merchandising and Sales-related Reports. There are weekly quizzes and assignments. There is a comprehensive final examination. Course is primarily undergraduates.

Class time: 50% lecture, 50% Laboratory

Work load: 3 exams, weekly quizzes and assignments

Grade: 20% final exam, 70% quizzes, 10% problem solving

Exam format: Problem solving and short answer/interpretation

DHA 4340 Woven, Knit, and Non-Woven Fiber Design Workshop

(Sec 001); 4 cr; max crs 8; A-F only

Instructor: STAFF

Studio experience in development and production of woven, knit, and non-woven fiber projects with application to apparel and interior design. Students will explore several design methods and complete several projects. This course will be web enhanced with a goal of showing this year's work on web site.

Class time: 20% lecture, 80% studio

Work load: 3-5 major projects

Grade: 20% class participation, 80% projects

Exam format: critique of semester's work

DHA 4354 Graphic Design IV: Integrative Campaign (Sec 001); 4 cr; A-F only; prereq 3353, DHA major

Instructor: STAFF

This course will focus on a multi-faceted designed communication campaign involving substantial investigation and conceptual application. The project undertaken will be, in large part, developed by the individual student as a result of his/her research and specific interests. The multi-faceted character of the project will support a unified theme/concept/idea for an identified client that is aimed effectively at a specific market or interest group. The completed project will demonstrate the student's ability to maximally apply acquired knowledge, skill and understanding of design, including a high degree of thought and sophisticated creativity. The course will build on typographic, compositional and imaging skills that students have developed in earlier classes.

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

Work load: 5 projects

Grade: 25% class participation, 75% design project

DHA 4461 Multifamily Housing Management

(Sec 001); 4 cr; A-F only; prereq [2401, 2402, 2463] or instr consent

Instructor: Shio, Thadeus Joseph

This course focuses on management issues in multifamily housing. Development process, management approaches, impact of housing and community design, and management of property with specific resident populations such as the elderly and families with children are discussed. Students conduct a post-occupancy evaluation of a housing complex as part of the coursework. The project is a team effort and involves working collaboratively with managers and residents of multifamily developments in the Twin Cities metropolitan area.

Class time: 65% lecture, 20% Discussion, 10% In class active learning exercises

Work load: 50 pages of reading per week, 30 pages of writing per semester, 2 exams, 3 papers, Group work outside of class & in-class presentation

Grade: 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 10% special projects, 5% quizzes, 10% in-class presentations, 5% class participation

Exam format: Essay, multiple choice, and short answer

DHA 4465 Housing in a Global Perspective

(Sec 001); 3 cr; A-F only; prereq [2401, 2463] or instr consent; meets CLE req of International Perspect Theme

Instructor: Ziebarth, Ann

The purpose of this course is to develop a better understanding of the linkages among demographic changes, economic connections, and public policies for housing around the world. Issues such as housing and economic development, housing and human well-being, as well as public policies and the activities of international development agencies will also be covered. We will consider the concept of sustainable development and attempt to assess what it might require for the world to attain a more sustainable future. Other topics include impacts on housing of rural to urban migration, economic globalization, civil conflict and war, and land distribution.

Class time: 75% lecture, 25% Discussion

Work load: 50 pages of reading per week, 30 pages of writing per semester, 3 exams, 1 papers

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

Exam format: Essay, short answer

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DHA 5170 Special Topics in Design, Housing, and Apparel (Sec 001, 002); 3 cr; max crs 8, 8 repeats allowed; A-F only; prereq Depends on topic, check with dept

Instructor: STAFF

Travels in Typography: a hands-on survey" and here is the class description: 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.

DHA 5193 Directed Study in Design, Housing, and Apparel (Sec 001-024); 1-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq instr consent

Instructor: STAFF

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

Class time: 100% Working with supervising faculty

Work load: Depends upon numbers of credit

Grade: 100% written reports/papers, 0% Or may be related to a project

DHA 5196 Field Study: National/International

(Sec 001-024); 1-10 cr; max crs 10, 1 repeat allowed; A-F only

Instructor: STAFF

Faculty directed field study in a national or international setting. Appropriate for graduates and undergraduates. See supervising faculty.

Class time: 100% Related to travel experience and instruction.

Depends upon faculty supervising the course.

Work load: Depends upon criteria for that particular experience.

Grade: 100% Depends upon criteria for that particular experience

DHA 5381 Digital Illustration

(Sec 001); 3 cr; A-F only; prereq 4334, [DHA major or grad student]

Instructor: Chu, Sauman

This is an advanced computer design class which focuses on the integration of design knowledge with Macintosh computer applications. With the support of their understanding of design principles and strategies, students obtain experience using software to create drawings and illustrations. Students will also learn Flash Action Script to create computer game. Two programs are emphasized: Adobe Illustrator and Macromedia Flash. Previous experience with computer illustration is required. Course goals include: broadening students' experience of the applications of drawing software; enhancing the integration of design knowledge with the use of the computer as a medium; and producing sophisticated and professional illustrations and drawings. A co-operative learning environment is encouraged.

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

Work load: 3 projects

DHA 5399W Theory of Electronic Design

(Sec 001); 3 cr; A-F only; prereq [DHA major, sr] or grad student or instr consent; offered alternate yrs; meets CLE req of Writing Intensive

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

This course examines the aesthetic, functional, and design issues in multimedia. The class will discuss An extensive paper addressing a current issue in digital design is required; this paper will be copied and distributed to the members of the class and others in the graphic design and new media community of the University. A significant portion of the course will be conducted in an online [threaded] discussion group.

Class time: 80% Discussion, 5% Laboratory, 15% Projects

Work load: 30 pages of reading per week, 30 pages of writing per

semester, 1 exams, 2 papers, Participation in an online discussion group.

Grade: 20% mid-semester exam(s), 20% written reports/papers, 30% class participation, 30% Threaded discussion group

Exam format: Written essay questions examining issues of electronic design

Course URL: <http://160.94.18.249/5399/index.html>

DHA 5463 Housing Policy

(Sec 001); 3 cr; A-F only; prereq 2401, 2463 or instr consent

Instructor: Goetz, Edward Glenn

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

Class time: 80% lecture, 20% Discussion

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

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

Exam format: Essay and short answer.

Dutch

205 Folwell Hall: 612/625-2080

Dtch 1002 Beginning Dutch

(Sec 001); Credit will not be granted if credit has been received for: DTCH 4002; 5 cr; prereq 1001

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

This is the second course in the first-year language instruction sequence (1001-2), designed to develop a basic communicative proficiency in Dutch. Note: This is second semester beginning Dutch, so it is not a total beginner's course. Students will practice the four language skills (speaking, writing, reading, and listening) and learn to handle simple, everyday transactions. The main books are the text book and exercise book of "Code Nederland's" volume 1. The books are accompanied by two audio tapes which will be used by the instructor in class as well as by the students at home. Class time will be devoted to mostly speaking and listening skills. Supplementary materials about life and culture in Holland (short authentic and literary texts, songs, video, and pictures) will be an integral part of the course. The first-year courses encourage extensive student interaction, partner activities, and group work. A selection of new topics to be introduced includes: looking for housing, comparing school systems, politics, finding a job, going to the doctor etc. Students should expect an average of 2 hours of outside preparation for each class session. See the description for Dtch 4002 for an option for qualified students to register for this course for 2 credits instead of 5 credits.

Class time: 20% lecture, 80% Interactive exercises (inc. lab)

Grade: 40% quizzes, 0% 20% written homework; 40% participation and preparation

Exam format: Quizzes and essays

Course URL: [http:// Via WebCT](http://Via WebCT)

Dtch 1002 Beginning Dutch

(Sec 002); Credit will not be granted if credit has been received for: DTCH 4002; 5 cr; prereq 1001

Instructor: Van Der Hoek, Michel

This is the second course in the first-year language instruction sequence (1001-2), designed to develop a basic communicative proficiency in Dutch. Note: This is second semester beginning Dutch, so it is not a total beginner's course. Students will practice the four language skills (speaking, writing, reading, and listening) and learn to handle simple, everyday transactions. The main books are the text

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book and exercise book of "Code Nederland's" volume 1. The books are accompanied by two audio tapes which will be used by the instructor in class as well as by the students at home. Class time will be devoted to mostly speaking and listening skills. Supplementary materials about life and culture in Holland (short authentic and literary texts, songs, video, and pictures) will be an integral part of the course. The first-year courses encourage extensive student interaction, partner activities, and group work. A selection of new topics to be introduced includes: looking for housing, comparing school systems, politics, finding a job, going to the doctor etc. Students should expect an average of 2 hours of outside preparation for each class session. See the description for Dtch 4002 for an option for qualified students to register for this course for 2 credits instead of 5 credits.

Class time: 20% lecture, 80% Discussion

Grade: 10% mid-semester exam(s), 10% final exam, 40% quizzes, 40% class participation

Exam format: quizzes, tests, essays

Dtch 1004 Intermediate Dutch

(Sec 001); Credit will not be granted if credit has been received for: DTCH 4004; 5 cr; prereq 1003

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

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 GPT and OPI). We will finish "Code Nederlands." 2. The main book after that is the text/exercise book "Help" volume 3. This book is accompanied by audio tapes which will be used in class by the instructor and made available to the students for use in the audio lab. Class time will be devoted mostly to speaking and pre-writing activities. Students will write 5 formal essays, each of which will be followed by a rewrite. In addition, the student will read a Dutch novel and a number of short newspaper articles. The course includes a variety of supplementary materials on Dutch life and culture: video sections from Dutch TV, information from Dutch websites. Dutch film etc. Students should expect an average of three hrs 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.

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

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

Dtch 3012 Conversation and Composition

(Sec 001); 3 cr; prereq 3011

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

Telling Stories in Dutch - This course will explore the notion of storytelling in Dutch children and youth literature. We will read and discuss selected works that today are considered to be classical works by authors such as, for instance, Jan Terlouw, Tonke Dragt, Carry Slee, Miep Diekman and Thea Beckman. The books have been selected on the basis of what they could mean to us today: vehicles for children's knowledge of historical events, tools to explore and discuss issues of interest to children growing up in Dutch society, invitations to journeys into a world of fantasy, and much more. Beginning with works from as early as the nineteen-thirties and ending with the most recent bestseller on the Dutch children's bookmarket, the course hopes to provide an insight into how storytelling has changed over time without, however, leaving any doubts about what makes a good story. This course is taught in Dutch.

Class time: 10% lecture, 60% Discussion, 30% Writing exercises

Work load: 75 pages of reading per week, 15 pages of writing per semester, 5 papers

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

Exam format: Essays

Course URL: [http:// WebCT](http://WebCT)

Dtch 3993 Directed Studies

(Sec 001); 1-5 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent

Instructor: STAFF

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

(Sec 001); Credit will not be granted if credit has been received for: DTCH 1002, DTCH 1002; 2 cr; prereq passing score on GPT in another language or grad

Instructor: Oosterhoff, Jenneke A !!Outstanding Service Award!!
This is the second course in the first-year language instruction sequence (4001-2), designed to develop a basic communicative proficiency in Dutch. Note: This is second semester beginning Dutch, so it is not a total beginner's course. Students will practice the four language skills (speaking, writing, reading, and listening) and learn to handle simple, everyday transactions. The main books are the text book and exercise book of "Code Nederland's" volume 1. The books are accompanied by two audio tapes which will be used by the instructor in class as well as by the students at home. Class time will be devoted to mostly speaking and listening skills. Supplementary materials about life and culture in Holland (short authentic and literary texts, songs, video, and pictures) will be an integral part of the course. The first-year courses encourage extensive student interaction, partner activities, and group work. A selection of new topics to be introduced includes: looking for housing, comparing school systems, politics, finding a job, going to the doctor etc. Students should expect an average of 2 hours of outside preparation for each class session.

Class time: 20% lecture, 80% interactive exercises (incl lab)

Grade: 40% quizzes, 0% 20% written homework: 40% participation and preparation

Exam format: Quizzes and essays

Course URL: [http:// WebCT](http://WebCT)

Dtch 4002 Beginning Dutch

(Sec 002); Credit will not be granted if credit has been received for: DTCH 1002, DTCH 1002; 2 cr; prereq passing score on GPT in another language or grad

Instructor: Van Der Hoek, Michel
This is the second course in the first-year language instruction sequence (4001-2), designed to develop a basic communicative proficiency in Dutch. Note: This is second semester beginning Dutch, so it is not a total beginner's course. Students will practice the four language skills (speaking, writing, reading, and listening) and learn to handle simple, everyday transactions. The main books are the text book and exercise book of "Code Nederland's" volume 1. The books are accompanied by two audio tapes which will be used by the instructor in class as well as by the students at home. Class time will be devoted to mostly speaking and listening skills. Supplementary materials about life and culture in Holland (short authentic and literary texts, songs, video, and pictures) will be an integral part of the course. The first-year courses encourage extensive student interaction, partner activities, and group work. A selection of new topics to be introduced includes: looking for housing, comparing school systems, politics, finding a job, going to the doctor etc. Students should expect an average of 2 hours of outside preparation for each class session.

Class time: 20% lecture, 80% Discussion

Grade: 10% mid-semester exam(s), 10% final exam, 40% quizzes, 40% class participation

Exam format: quizzes, tests, essays

Dtch 4004 Intermediate Dutch

(Sec 001); Credit will not be granted if credit has been received for: DTCH 1004, DTCH 1004; 2 cr; prereq passing score on GPT in another language or grad

Instructor: Oosterhoff, Jenneke A !!Outstanding Service Award!!
This course continues the presentation of language skills (speaking, writing, listening and reading) begun in Dtch 4003 with special focus on the extension of speaking and writing skills (in preparation for the GPT and OPI). We will finish "Code Nederlands." 2. The main book after

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that is the text/exercise book "Help" volume 3. This book is accompanied by audio tapes which will be used in class by the instructor and made available to the students for use in the audio lab. Class time will be devoted mostly to speaking and pre-writing activities. Students will write 5 formal essays, each of which will be followed by a rewrite. In addition, the student will read a Dutch novel and a number of short newspaper articles. The course includes a variety of supplementary materials on Dutch life and culture: video sections from Dutch TV, information from Dutch websites, Dutch film etc. Students should expect an average of three hrs of outside preparation per class session.

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

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

Dtch 5490 Topics in Dutch Literature: Telling Stories in Dutch

(Sec 001); 3 cr; max crs 9, 3 repeats allowed

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

This course will explore the notion of storytelling in Dutch children and youth literature. We will read and discuss selected works that today are considered to be classical works by authors such as, for instance, Jan Terlouw, Tonke Dragt, Carry Slee, Miep Diekman and Thea Beckman. The books have been selected on the basis of what they could mean to us today: vehicles for children's knowledge of historical events, tools to explore and discuss issues of interest to children growing up in Dutch society, invitations to journeys into a world of fantasy, and much more. Beginning with works from as early as the nineteen-thirties and ending with the most recent bestseller on the Dutch children's bookmarket, the course hopes to provide an insight into how storytelling has changed over time without, however, leaving any doubts about what makes a good story. This course is taught in Dutch.

Class time: 10% lecture, 60% Discussion

Work load: 75 pages of reading per week, 15 pages of writing per semester, 5 papers

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

Exam format: Essays

Dtch 5993 Directed Studies

(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent

Instructor: STAFF

Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

East Asian Studies

214 Social Sciences Tower: 612/624-9007

EAS 3468 Social Change in Modern China

(Sec 001); Credit will not be granted if credit has been received for: HIST 3468, EAS 3468, HIST 3468W, EAS 3468W, HIST 3468, HIST 3468, HIST 5468; 3 cr; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core

Instructor: Downs, Jennifer Eileen

History/ EAS 3468 Social Change in Modern China This course will begin in the late imperial period (1800s) but will focus on the 20th century with an emphasis on the communist phase of the Chinese revolution. One of the major themes of the course will be the social change which accompanied changing government policies. The course will include lecture, film, and the reading and analysis of primary sources in English translation. Grades will be based on 3 essay exams, 2 book quizzes, and a paper.

EAS 3940 Topics in Asian History: Violence/Genocide in East Asia (Sec 001); 3 cr; max crs 16, 16 repeats allowed; prereq Jr or sr or instr consent

Instructor: Kagan, Richard

This course is divided into four parts: the legal and sociological aspects of genocide as well as crimes against humanity, and mass murder; a review of genocide in Europe; case studies of genocide and crimes against humanity;; and a comparison of genocidal and criminal regimes and organizations. The course will investigate the nature of genocide and evaluate ways to analyze and confront it. The course will include written papers, oral reports, and a final project. The final project will be chosen from several options: write a methodological and comparative history paper of 15 pages; prepare a display or project which could be used for a public history demonstration; report in detail on a community service project which addresses the issues of the course. The course is interdisciplinary-including history, sociology, human rights law, art, and literature. The course is designed for the undergraduate who wishes to understand the nature of the causes and consequences of genocide from a very broad perspective. This course will be web enhanced. The URL will be given in January. Texts:

Andreopoulos, George J. *Genocide: Conceptual and Historical Dimensions*. University of Pennsylvania Press. 1994. Chandler, David. *Voices from S-21*. Fogel, Joshua A. Ed. *The Nanjing Massacre in History and Historiography*. University of California Press, 2000. Maga, Tim. *Judgment at Tokyo*. Jardine, M. *East Timor. And a Course reader*.

Class time: 50% lecture, 30% Discussion, 20% Videos, excursions
Work load: 125 pages of reading per week

Grade: 30% written reports/papers, 30% class participation and oral reports; 40% final project

Ecology, Evolution, and Behavior

100 Ecology Building: 612/625-5700

EEB 3001 Ecology and Society

(Sec 001); Credit will not be granted if credit has been received for: BIOL 3407, BIOL 3407, BIOL 5407, BIOL 5407, BIOL 5407, BIOL 5407, BIOL 3807, BIOL 3807, BIOL 3807; 3 cr; A-F only; prereq [Jr or sr] recommended; biological sciences students may not apply cr toward major; meets CLE req of Environment Theme

Instructor: Morrow, Patrice Ann

We will study factors that affect the occurrence, functioning and distribution of organisms on our planet. We will emphasize current issues in ecology and management of ecological systems, from culture tubes to global issues. This course is designed for students with little or no background in biology. You can expect to obtain greater understanding of the influence of physical, chemical and geological processes on ecology, as well as the influence of ecological processes on population and geochemical dynamics. Human influences and ecological dilemmas will be illustrated in many cases with examples from current events. Includes recitation.

Class time: 66% lecture, 33% Discussion

Work load: 22 pages of reading per week, 10 pages of writing per semester, 3 exams

Grade: 44% mid-semester exam(s), 22% final exam, 33% discussion section, grade comes from participation, preparation, writing, projects
Exam format: short essay and multiple choice and related non-writing response questions

EEB 4134 Introduction to Ornithology

(Sec 001); Credit will not be granted if credit has been received for: EEB 4834, EEB 4844, EEB 4844; 4 cr; prereq Biol 1001 or Biol 2012

Instructor: Lanyon, Scott Merrill

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 most species of birds occurring in Minnesota through examination of specimens in lab and through field identification in weekly walks around the St. Paul

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campus, plus field trips in April to South Dakota. 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, but this is currently under construction. Target Audience: upper-division undergraduates and graduate students.

Class time: 50% lecture, 50% Laboratory

Work load: 25 pages of reading per week, 5 pages of writing per semester, 4 exams, 1 papers, field identification of birds

Grade: 20% mid-semester exam(s), 20% final exam, 60% lab work

Exam format: multiple choice, essay

EEB 4601 Limnology

(Sec 001); Credit will not be granted if credit has been received for: GEO 4601; 3 cr; A-F only; prereq Chem 1022

Instructor: Cotner, James B

In the Limnology course (EEB/Geo 4601) we will examine freshwater ecosystems, with a primary focus on lakes. Topics addressed will include geological (e.g., lake origins), physical (e.g., water movement, light attenuation), chemical (e.g., oxygen, carbon and nutrient dynamics), and biological (e.g., plankton, food webs) processes occurring in aquatic ecosystems, as well as human impacts (e.g., acidification, eutrophication).

Class time: 80% lecture, 20% Discussion

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

Grade: 20% mid-semester exam(s), 30% final exam, 15% written reports/papers, 15% problem solving, 20% 2nd mid-semester exam

Exam format: Multiple choice, True/False, short answer, some calculations

Course URL: <http://www.cbs.umn.edu/class/eeb/4601>

EEB 4609W Ecosystem Ecology

(Sec 001); 3 cr; prereq Biol 3407; meets CLE req of Writing Intensive

Instructor: Hobbie, Sarah E

Regulation of energy and elements cycling through ecosystems; dependence of the cycles on kinds and numbers of species within ecosystems; effects of human-induced global changes on the functioning of ecosystems The course is roughly divided into halves. The first half will provide some background on the history of ecosystem ecology and on climate and soils, but will focus primarily on element cycling, particularly carbon and nutrient cycles. We will examine the energy base of ecosystems?what controls carbon fixation by plants and what is the fate of that fixed carbon. We will also study nutrient inputs to, cycling through, and losses from ecosystems. The second half will focus on interactions and perturbations, including those resulting from human-induced global changes. We will examine transfers of energy from primary producers to higher trophic levels and how herbivory and disturbances such as fire affect primary production and nutrient cycling. We will examine how elevated CO₂, changing climate, increased atmospheric nitrogen deposition, biological invasions, and losses of biodiversity alter ecosystem processes. We will also discuss human dependence on ecosystems.

Class time: 66% lecture, 33% Discussion

Work load: 50 pages of reading per week, 24 pages of writing per semester, 3 exams, 1 papers

Grade: 35% mid-semester exam(s), 40% final exam, 20% written reports/papers, 5% class participation

Exam format: short-answer and essay

Course URL:

<http://www.cbs.umn.edu/labs/shobbie/EEB4609Web/index.html>

EEB 5961 Decision Analysis and Modeling in Conservation Biology

(Sec 001); 3 cr; A-F only; prereq Grad student or instr consent

Instructor: Starfield, Anthony Michael

This course has been designed primarily for graduate students in conservation biology, but is potentially of interest to a few adventurous undergraduate students and all graduate students working in the areas of natural resource management and ecology. This is an active

learning class: students formulate and solve problems in small cooperative groups. The course explores how decision analysis techniques and modeling can be used to clarify issues in conservation biology. A series of assignments introduces the students to: techniques--such as decision trees, simulation, optimization, linear programming, and expert systems; concepts--such as sensitivity analysis, evaluation of trade-offs, risk analysis, multi-criteria decision processes, and modeling as a form of communication, software--such as spread-sheets and expert system shell. The two textbooks are: Starfield, A. M., Smith, K.A. and Bleloch, A. L. "How to Model It: Problem Solving for the Computer Age". Burgess Press, 1994. Starfield, A.M. and Bleloch, A. L., "Building Models for Conservation and Wildlife Management". Burgess Press, 1991.

Class time: 30% lecture, 25% Laboratory, 45% working in small groups

Work load: 20 pages of reading per week, 30 pages of writing per semester, 2 exams, 10 project reports co-authored with 1 or 2 other students

Grade: 10% mid-semester exam(s), 15% final exam, 75% problem solving

Exam format: problem solving assignment

Economics

1035 Heller Hall: 612/625-6353

Econ 1101 Principles of Microeconomics

(Sec 001, 017, 033, 036, 038, 040, 042, 044); **Credit will not be granted if credit has been received for: APEC 1101, APEC 1101, APEC 1101, ECON 1104, ECON 1104, ECON 1104, ECON 1111, ECON 1101H, ECON 1101H; 4 cr; prereq knowledge of plane geometry and advanced algebra; credit will not be granted if credit received for: 1104, 1111, ApEc 1101; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core**

Instructor: STAFF

This is an introductory course in Economics. Topics covered include the behavior of consumers, firms, and markets in the domestic and world economy. Interdependencies in the global economy, and effects of global linkages on individual decisions.

Class time: 75% lecture, 25% in discussion section

Work load: 3 exams

Econ 1102 Principles of Macroeconomics

(Sec 001, 013, 025, 027, 029, 031, 033); **Credit will not be granted if credit has been received for: APEC 1102, APEC 1102, APEC 1102, APEC 1102, APEC 1102, ECON 1102, ECON 1105, ECON 1105, ECON 1105, ECON 1112, ECON 1102H, ECON 1102H; 4 cr; prereq [1101 or equiv], knowledge of plane geometry and advanced algebra; credit will not be granted if credit received for: 1105, 1112, ApEc 1102; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core**

Instructor: STAFF

This is an introductory course in Economics. It includes the study of macroeconomic indicators; the role of money; role of fiscal and monetary policy; international trade; interdependencies among nations.

Class time: 75% lecture, 25% in discussion sections

Work load: 3 exams

Econ 1102H Honors: Principles of Macroeconomics

(Sec 001); **Credit will not be granted if credit has been received for: APEC 1102, APEC 1102, APEC 1102, APEC 1102, APEC 1102, ECON 1102, ECON 1102, ECON 1102, ECON 1105, ECON 1105, ECON 1105; 4 cr; prereq [1111 or equiv], Math 1271, CSOM honors; meets HON req of Honors; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core**

Instructor: Dolar, Veronika

This is an introductory course in Economics. It includes the study of macroeconomic indicators; the role of money; role of fiscal and

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monetary policy; international trade; interdependencies among nations.

Class time: 75% lecture, 25% Discussion

Work load: 3 exams

Econ 1104 Principles of Microeconomics

(Sec 001); **Credit will not be granted if credit has been received for: APEC 1101, APEC 1101, APEC 1101, ECON 1101, ECON 1101, ECON 1101, ECON 1111, ECON 1101H, ECON 1101H; 4 cr; prereq Math 1271; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core**

Instructor: STAFF

This is an introductory course in Economics. Topics covered include the behavior of consumers, firms, and markets in the domestic and world economy. Interdependencies in the global economy, and effects of global linkages on individual decisions.

Class time: 75% lecture, 25% in discussion section

Work load: 3 exams

Econ 1105 Principles of Macroeconomics

(Sec 001); **Credit will not be granted if credit has been received for: APEC 1102, APEC 1102, APEC 1102, APEC 1102, APEC 1102, ECON 1102, ECON 1102, ECON 1102, ECON 1112, ECON 1102H, ECON 1102H; 4 cr; prereq [1104 or equiv], Math 1271; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core**

Instructor: Cho, Sang

This is an introductory course in Economics. It includes the study of macroeconomic indicators; the role of money; role of fiscal and monetary policy; international trade; interdependencies among nations.

Class time: 75% lecture, 25% Discussion

Work load: 3 exams

Econ 3101 Intermediate Microeconomics

(Sec 001-004); **Credit will not be granted if credit has been received for: APEC 3001, APEC 3001, APEC 3001, APEC 3001, APEC 3001, ECON 3105, ECON 3105, ECON 3111, ECON 3101H; 4 cr; prereq 1101, 1102 or equiv, Math 1271 or equiv**

Instructor: STAFF

This is a required course for Economics majors, and is a prerequisite for most upper-division Economics courses. Students should have completed Calculus I. It includes the study of consumer and producer behavior under competitive and monopolistic conditions; factors influencing production, price, and other decisions of the firm; applications of the theory.

Class time: 100% lecture

Work load: 3 exams

Econ 3102 Intermediate Macroeconomics

(Sec 001-004); **Credit will not be granted if credit has been received for: APEC 3006, APEC 3006, ECON 3112, ECON 3102H; 4 cr; prereq 3101 or equiv**

Instructor: STAFF

This is one of the basic tool courses for Economics majors. It includes determinants of national income, employment, and price level; effects of fiscal and monetary policies; with an emphasis on a general equilibrium approach. Economic Growth is also discussed.

Class time: 100% lecture

Work load: 40-50 pages of reading per week, 3 exams

Econ 3105 Managerial Economics

(Sec 001); **Credit will not be granted if credit has been received for: APEC 3001, APEC 3001, APEC 3001, APEC 3001, APEC 3001, ECON 3101, ECON 3111, ECON 3101H; 4 cr; prereq 1101, [1102 or equiv], [Math 1271 or equiv]; not open to Econ majors**

Instructor: Colonna, Fabrizio

This course is not for Economics majors. Students should have completed Calculus I. It focuses on the study of producer theory - managerial decision problems; technology and costs, pricing and output decisions under perfect and imperfect competition. Some demand theory.

Class time: 100% lecture
Work load: 2 exams

Econ 3701 Money and Banking

(Sec 001); Credit will not be granted if credit has been received for: ECON 4721, ECON 4729, ECON 4721V, ECON 4721H; 3 cr; prereq 1101, 1102 or equiv; not open to Econ majors

Instructor: STAFF

This course is for non majors in Economics. It includes an introduction to the history and role of financial institutions; the Federal Reserve system and banking; and Monetary Policy.

Class time: 100% lecture

Work load: 30-40 pages of reading per week, 2 exams

Econ 3951 Major Project Seminar

(Sec 001); 2 cr; prereq 3101, 3102 or equiv, EngC 3027

Instructor: STAFF

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 on ways to satisfy this requirement.

Class time:

Work load: 1 papers

Grade: 100% written reports/papers

Econ 4021 Economics, Ethics, and Economic Philosophy

(Sec 001); 3 cr; prereq [1101, 1102] or equiv; meets CLE req of Writing Intensive

Instructor: Smith, Harlan M

Ethics and economic applications. Different economic issues every semester.

Class time: 100% lecture

Work load: 2 exams

Econ 4100W Undergraduate Writing in Economics

(Sec 001); 1 cr; max crs 2; A-F only; prereq 3101, [concurrent enrollment in 4831 or concurrent enrollment in economics honors course], instr consent; meets CLE req of Writing Intensive

Instructor: STAFF

Students can sign up for this one credit course if they are concurrently registered for an Economics Honors course or for Econ 4831. This will enable them to make the honors course writing intensive. Students receive the assignment from the instructor of the honors course. The Econ 4100W TA works with students to help them write the paper. Students turn in various iterations to the TA and receive feedback on every assignment. The final product is the completed paper.

Work load: 1 papers

Grade: 100% written reports/papers

Econ 4113 Introduction to Mathematical Economics

(Sec 001); 4 cr; prereq 3101, 3102 or equiv, Math 1271-1272-2243 or equiv

Instructor: Mc Lennan, Andrew M

General introduction to methods and techniques in optimization, and applications to economic theory. Includes material from univariate and multivariate calculus, and matrix algebra. Some Real Analysis, topology.

Class time: 100% lecture

Work load: 2 exams

Econ 4171 History of Economic Thought

(Sec 001); 3 cr; prereq 3101, 3102 or equiv

Instructor: Galambos, Adam

Development of economic thought over time. Includes thoughts and work by Smith, Ricardo, Malthus, Marx, the neoclassicists, Keynes; mercantilist and physiocratic doctrines. Modern Economic theory.

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Class time: 100% lecture

Work load: 1 exams, 1 papers

Econ 4301 Economic Development

(Sec 001); Credit will not be granted if credit has been received for: ECON 4331, ECON 4331W; 3 cr; prereq [[1101, 1102] or equiv], non-econ major; meets CLE req of Writing Intensive

Instructor: Chatterjee, Partha Sarathi

Not for Economics majors. Offered concurrently with Econ 4331W - check for details.

Class time: 100% lecture

Work load: 2 exams, 1 papers, Paper is not as intensive as the one for Econ 4331W.

Econ 4311 Economy of Latin America

(Sec 001); 3 cr; prereq [1101, 1102] or equiv

Instructor: Diaz, Julian Primo

Study of the economy of Latin America since 1950's. Issues include trade, poverty, inflation, development strategies. Relationships between countries.

Class time: 100% lecture

Work load: 40-50 pages of reading per week, 1 exams, 1 papers

Econ 4315 The Japanese Economy

(Sec 001); 3 cr; prereq 1101, 1102 or equiv

Instructor: Takayama, Shino

Economic development of Japan - including issues of trade, development and growth, population, capital formation, agricultural and industrial policies. Role of the government in the economy. Current issues of interest.

Class time: 100% lecture

Work load: 2 exams, May require a paper or presentation.

Econ 4331W Economic Development

(Sec 001); Credit will not be granted if credit has been received for: ECON 4301, ECON 4301W, ECON 4301; 3 cr; prereq 3101, 3102 or equiv; meets CLE req of Writing Intensive

Instructor: STAFF

Econ 4331W is a writing intensive course. Economic growth and development - indicators, evidence in low and high income countries. Growth theory. Resource allocation.

Class time: 90% lecture, 10% Discussion

Work load: 2 exams, 1 papers

Econ 4337 Comparative Economic Systems

(Sec 001, 002); Credit will not be granted if credit has been received for: ECON 4307; 3 cr; prereq 3101, 3102 or equiv; meets CLE req of International Perspect Theme

Instructor: STAFF

Study of various economic systems; functions and comparisons. Post socialist transitions in Eastern Europe, Russia, and China. Economic reforms. Case studies of various countries.

Class time: 90% lecture, 10% Discussion

Work load: 35-50 pages of reading per week, 2 exams, May require a short paper

Econ 4401 International Economics

(Sec 001); 3 cr; prereq [[1101, 1102] or equiv], not open to econ majors; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive

Instructor: STAFF

Not for Economics majors. Includes material on international trade and international finance. Theories of trade, trade restrictions, Commercial policy. Exchange rates, international monetary systems.

Class time: 90% lecture, 10% Discussion

Work load: 30-40 pages of reading per week, 2 exams

Econ 4431W International Trade

(Sec 001); 3 cr; prereq 3101, 3102 or equiv; meets CLE req of

International Perspect Theme; meets CLE req of Writing Intensive

Instructor: Sahi, Simran

Offered mainly for Economics majors, though we happily accept other students if they have completed the prerequisites. It studies international trade including trade theories, trade and growth, trade restrictions, regional trading blocs, protection, and regional integration. It 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.

Class time: 90% lecture, 10% Discussion**Work load:** 30-40 pages of reading per week, 30-40 pages of writing per semester, 2 exams, 1 papers**Grade:** 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% problem solving, 0% Evaluation is subject to change.**Exam format:** essay and true/false explain.

Instructor: Buttet, Sebastien N.

Theories of money demand and supply. Financial intermediation, banking, nonbank financial institutions, banking practices, role of the Federal Reserve System. Monetary Policy.

Class time: 100% lecture**Work load:** 30-40 pages of reading per week, 2 exams, May require one paper.**Econ 4731H Honors Course: Macroeconomic Policy****(Sec 001); 4 cr; prereq [[3101, 3102] or equiv], Math 1271, honors; meets HON req of Honors; meets CLE req of Writing Intensive**

Instructor: De Nardi, Mariacristina

Monetary versus Fiscal policy. Comparison of Classical, Keynesian and Monetarist theories. Rational expectations, policy ineffectiveness, time inconsistency, rules versus discretion, budget deficits. Unemployment and inflation.

Class time: 100% lecture**Work load:** 2 exams**Econ 4432W International Finance****(Sec 001); 3 cr; prereq 3101, 3102 or equiv; 4431 or 4439 or equiv recommended; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive**

Instructor: Bidian, Florin Catalin

Includes material on balance of payments, exchange rates, international finance markets, international monetary system, international investment and capital flows, multinational firms and capital movements, open economy macroeconomic policy.

Class time: 90% lecture, 10% Discussion**Work load:** 30-40 pages of reading per week, 20-30 pages of writing per semester, 2 exams, 1 papers, This is a writing intensive course - students must receive at least a C on the paper to pass the course.**Econ 4751 Financial Economics****(Sec 001); Credit will not be granted if credit has been received for: ECON 4759, ECON 4751H; 3 cr; prereq 3101 or equiv, Math 1271 or equiv, 1 sem statistics**

Instructor: STAFF

Financial decisions of firms and investors. Determination of interest rates and asset prices. Role of risk and uncertainty. Emphasis on economic models rather than details of financial institutions.

Class time: 95% lecture, 5% Discussion**Work load:** 30-40 pages of reading per week, 2 exams**Econ 4621H Honors Course: Urban Economics****(Sec 001); 4 cr; prereq 3101 or equiv; meets HON req of Honors; meets CLE req of Writing Intensive**

Instructor: Holmes, Thomas Joseph

Economics of urbanization. Location of economic activity and cities. Urban problems and policies, including transport, poverty, housing, public economics.

Class time: 100% lecture**Work load:** 30-40 pages of reading per week, 2 exams**Econ 4631H Honors Course: Industrial Organization and Antitrust Policy****(Sec 001); Credit will not be granted if credit has been received for: ECON 4631, ECON 3601; 4 cr; prereq 3101 or equiv; meets HON req of Honors; meets CLE req of Writing Intensive**

Instructor: Figueroa, Nicolas Andres

Industrial policy. Firm and industry behavior, market structure, economic efficiency and welfare. Theories of Imperfect competition, monopoly, market imperfections. Economic effects and uses of Antitrust policy.

Class time: 100% lecture**Work load:** 30-40 pages of reading per week, 2 exams**Econ 4721 Money and Banking****(Sec 001); Credit will not be granted if credit has been received for: ECON 3701, ECON 3701, ECON 3701, ECON 4729, ECON 4721V, ECON 4721H; 3 cr; prereq 3101 or equiv**

Instructor: STAFF

Theories of money demand and money supply. Financial intermediation, banking, nonbank financial institutions, bank regulation. Role of the Federal Reserve System. Monetary policy.

Class time: 95% lecture, 5% Discussion**Work load:** 30-40 pages of reading per week, 2 exams**Econ 4721H Honors Course: Money and Banking****(Sec 001); Credit will not be granted if credit has been received for: ECON 3701, ECON 3701, ECON 3701, ECON 4721; 4 cr; prereq [3101 or equiv]; Math 1271; meets HON req of Honors; meets CLE req of Writing Intensive**

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Education and Human Development

110 Wulling Hall: 612/625-6501

EdHD 5001 Learning, Cognition, and Assessment**(Sec 001); Credit will not be granted if credit has been received for: EPSY 3119; 3 cr; prereq MEd/initial licensure student or CLA music ed or preteaching major or instr consent; psych course recommended**

Instructor: Samuels, S Jay !!Educ Distinguished Tchg Awd!!

The purpose of this course is to help pre-service teachers learn how to use psychology to improve all aspects of instruction.

Class time: 50% lecture, 50% Discussion**Work load:** 75 pages of reading per week**Grade:** 33% mid-semester exam(s), 33% final exam, 33% special projects**Exam format:** Multiple choice**EdHD 5007 Technology for Teaching and Learning****(Sec 001-006); 2 cr; A-F only; prereq [MEd/initial licensure or CLA music ed major or preteaching major or instr consent], basic computer skills**

Instructor: Doering, Aaron H

This course is designed to prepare students to become knowledgeable

and comfortable in the use of current technology in education. Students learn about the operation of technology and the ways in which it might be integrated into the classroom in support of learning. Upon completion of the course, students should be able to: 1) use a variety of software applications applicable to a classroom setting; 2) use various technologies effectively to deliver a lesson; 3) discuss how technology allows students to represent and communicate what they learn; 4) plan classroom instruction that integrates technology that provides an added value to the content; and 5) present a final project that demonstrates their knowledge of a successful lesson integrating technology. This course will be web enhanced using Webct.
Class time: 20% lecture, 30% Discussion, 50% Laboratory
Work load: 30 pages of reading per week, 6 projects with reflection
Grade: 20% in-class presentations, 80% class projects
Exam format: no exams; projects only

EdHD 5009 Human Relations: Applied Skills for School and Society (Sec 001); 1 cr; A-F only; prereq MED/init lic or CLA music ed or preteaching or instr consent

Instructor: Puncoschar PhD, Judith Marie !!UC Outstanding Teaching Award!!
 EdHD 5009 is an engaging workshop in human relations for students who are not previously licensed teachers. The course provides a "cognitive" psychological framework for looking at issues of racism, sexism, classism, ageism, language acquisition, homophobia, religious differences, cultural differences, and disability and ability differences. The course views prejudice as resulting from everyday cognitive processing of information and how and why prejudices and biases develop. EdHD 5009 uses an experiential learning approach to explore the ubiquitous nature of bias and provides strategies and tools for anti-bias teaching in a diverse society. All course topics and assignments focus on issues related to human interactions and cultural diversity. EdHD 5009 does NOT meet the State of Minnesota's Human Relations licensure requirement for PREVIOUSLY LICENSED professional educators.
Class time: 50% lecture, 50% structured activities & video/discussion
Work load: 20 pages of reading per week, 2 pages of writing per semester, 2 exams, 2 papers, One group project
Grade: 25% mid-semester exam(s), 25% final exam, 25% special projects, 25% Papers are graded as Accept or Revise; all papers must be accepted.
Exam format: multiple choice
Course URL: <http://www.coled.umn.edu>

Educational Policy and Administration

330 Wulling Hall: 612/624-1006

EdPA 5056 Case Studies for Policy Research (Sec 001); 3 cr; A-F only

Instructor: Fry, Gerald Walton
 This course, co-taught by Gerald W. Fry and R. Michael Paige, will introduce students to case study research. This research approach is highly flexible in the units of analysis that can be considered and the wide range of specific quantitative and qualitative research methods that can be applied. We will examine the different genres of case study research (e.g., historical, ethnographic, descriptive, evaluative) and the research methods that are appropriate to those genres. We will examine how case study research has been used in the social and behavioral sciences, with the focus on the field of Education. Students will read and critique case studies, and they will work in teams to conduct and present to the class a small scale example of case study research. The goals of the course are to: 1. familiarize students with case study research genres, units of analysis, and methods. 2. promote students' skills in reading and critiquing case study research. 3. introduce students to the literature on case study research, and, 4. provide students the opportunity to practice conducting case study research. The course text will be Sharan Merriam's book on case study
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research and a packet of reading selected by the course instructors. The course will be web enhanced but the URL is not yet available.
Class time: 40% lecture, 30% Discussion, 30% field research
Work load: 50-75 pages of reading per week, 25 pages of writing per semester, 1 papers, team research project: presentation
Grade: 60% written reports/papers, 40% team project
Exam format: Essay

EdPA 5102 Knowledge Formats and Applications: International Development Education Con (Sec 001); 3 cr

Instructor: Harkins, Arthur M
 Knowledge Formats and Applications describes and explains the growing presence of knowledge as a resource in the multi-institutional global economy. Knowledge is defined as the means by which information resources are transformed into valuable products and services. First identified by Peter Drucker over thirty years ago, knowledge workers are now 40% of the U.S. workforce and growing. Knowledge mining and refining, innovation, management and application are covered, together with the role of telecomputing in supporting these interrelated functions. Students' papers utilize course resources to explore potential applications of knowledge systems and workers at selected points within the global framework. The class is Web CT-supported
Class time: 40% lecture, 30% Discussion, 20% student reports
Work load: 100 pages of reading per week for the first eight weeks; one paper developed on a weekly basis; no exams
Grade: 40% written reports/papers, 30% class participation, 30% paper-support portfolio

EdPA 5356 Disability Policy and Services (Sec 001); 3 cr

Instructor: Johnson, David Richard !!Emma Birkmaier Educ Lead Prof!!
 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.
Class time: 50% lecture, 50% Discussion
Work load: 30 pages of reading per week, 20 pages of writing per semester, 1 exams, 1 papers
Grade: 35% final exam, 20% written reports/papers, 40% special projects, 5% class participation
Exam format: Essay

EdPA 5501 Principles and Methods of Evaluation (Sec 001, 002); Credit will not be granted if credit has been received for: EPSY 5243; 3 cr

Instructor: King, Jean A.
 This is an introductory course in designing program evaluations. Topics include: how to frame an evaluation study; examine a program's context; select appropriate methodology, and remain attentive to issues of diversity and multiple audiences. The course will also teach students survey and observation skills.
Class time: 30% lecture, 70% Discussion
Work load: 60 pages of reading per week, 30 pages of writing per semester, 2 exams, 4 papers
Grade: 15% mid-semester exam(s), 20% final exam, 55% written reports/papers, 10% class participation
Exam format: Midterm: short answer and essay..... Final: take home (essay)
Course URL: http://webct3.umn.edu/SCRIPT/EDPA5501_S01

Educational Psychology

204 Burton Hall: 612/624-1698

EPsy 3119 Learning, Cognition, and Assessment

(Sec 001); Credit will not be granted if credit has been received for: EDHD 5001; 3 cr; A-F only; meets CLE req of Social Science Core

Instructor: Samuels, S Jay !!Educ Distinguished Tchg Awd!!

The purpose of this course is to help pre-service teachers learn how to use psychology to improve all aspects of instruction.

Class time: 50% lecture, 50% Discussion

Work load: 75 pages of reading per week

Grade: 33% mid-semester exam(s), 33% final exam, 33% special projects

Exam format: Multiple choice

EPsy 3132 Psychology of Multiculturalism in Education

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

Instructor: STAFF

PSYCHOLOGY OF MULTICULTURALISM IN EDUCATION meets the cultural diversity requirement in the College of Liberal Arts. Processes of oppression, repression, stereotyping, prejudice, and social perception biases are the primary topics of the course. The course focuses on active learning and class activities, which help provide knowledge about issues of race, age, social class, religion, ethnicity and gender in the United States. The course develops an engaging context in which participants develop insights in the personal nature of prejudice. Learning about how and why prejudices develop help participants to understand their interactions with "diverse" others and help participants form competencies and sensitivities related to multicultural issues of diversity. The course presents models for personal and educational change that confront issues of racism, sexism, ageism, homophobia, and disability insensitivity, and multicultural perspectives, communication, conflict management, group dynamics, the human nature of prejudice and bias, and strategies for prejudice reduction.

Class time: 25% lecture, 25% Discussion, 50% videos and class activities

Work load: 60 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 6 papers, Interesting readings and paper topics

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

Exam format: multiple-choice and short answer

EPsy 3133 Practicum: Service Learning, Psychology of Multiculturalism in Education

(Sec 001); 1 cr; max crs 2; prereq [3132 or concurrent enrollment in 3132], instr consent

Instructor: Puncoschar PhD, Judith Marie !!UC Outstanding Teaching Award!!

EPsy 3133 is an optional one-credit service-learning course for EPsy 3132: Psychology of Multiculturalism in Education. Students work with children, youth, or adults in ESL tutoring or after-school youth programs for 30 hours of service learning in multicultural communities. Develop sensitivities and competencies related to multicultural issues in U.S. society. Concurrent enrollment in EPsy 3132 recommended. Requirements include a log of service hours and a 5-page guided reflection paper. Interesting! Rewarding experience! This class is highly recommended for the application of EPsy 3132 course concepts to real world settings.

Class time: 100% 30 hours of service learning work (2 hours per week)

Work load: 5 page service-learning reflection paper and log

Grade: 100% service learning work and reflection paper

EPsy 3264 Basic and Applied Statistics

(Sec 002); 3 cr; meets CLE req of Mathematical Thinking Core

Instructor: Kiss, Agnes

This course, which is designed for students interested in a basic

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introduction to statistical methods, covers a variety of topics in descriptive and inferential statistics. Students will learn how to collect, organize, graph, and analyze data, and they will learn about topics such as sampling, normal distributions, probability, correlation, regression, and tests of significance. Computer lab sessions are part of the course and students will become familiar with statistical software that can be used to explore and analyze data. A variety of methods, including lecture, small and large group discussions, in-class activities, and computer lab work will be used to explain introductory statistical topics.

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

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

Grade: 24% written reports/papers, 5% special projects, 47% quizzes, 5% class participation, 19% problem solving

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

EPsy 3264 Basic and Applied Statistics

(Sec 003); 3 cr; meets CLE req of Mathematical Thinking Core

Instructor: Lane-Getaz, Sharon Jacqueline

This course, which is designed for students interested in a basic introduction to statistical methods, covers a variety of topics in descriptive and inferential statistics. Students will learn how to collect, organize, graph, and analyze data, and they will learn about topics such as sampling, normal distributions, probability, correlation, regression, and tests of significance. Computer lab sessions are part of the course and students will become familiar with statistical software that can be used to explore and analyze data. A variety of methods, including lecture, small and large group discussions, in-class activities, and computer lab work will be used to explain introductory statistical topics.

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

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

Grade: 24% written reports/papers, 5% special projects, 47% quizzes, 5% class participation, 19% problem solving

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

EPsy 3264 Basic and Applied Statistics

(Sec 004); 3 cr; meets CLE req of Mathematical Thinking Core

Instructor: White, Mary Jane

This course, which is designed for students interested in a basic introduction to statistical methods, covers a variety of topics in descriptive and inferential statistics. Students will learn how to collect, organize, graph, and analyze data, and they will learn about topics such as sampling, normal distributions, probability, correlation, regression, and tests of significance. Computer lab sessions are part of the course and students will become familiar with statistical software that can be used to explore and analyze data. A variety of methods, including lecture, small and large group discussions, in-class activities, and computer lab work will be used to explain introductory statistical topics.

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

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

Grade: 24% written reports/papers, 5% special projects, 47% quizzes, 5% class participation, 19% problem solving

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

EPsy 3264 Basic and Applied Statistics

(Sec 001); 3 cr; meets CLE req of Mathematical Thinking Core

Instructor: Zieffler, Andrew S

This course, which is designed for students interested in a basic introduction to statistical methods, covers a variety of topics in descriptive and inferential statistics. Students will learn how to collect, organize, graph, and analyze data, and they will learn about topics such as sampling, normal distributions, probability, correlation, regression, and tests of significance. Computer lab sessions are part of

the course and students will become familiar with statistical software that can be used to explore and analyze data. A variety of methods, including lecture, small and large group discussions, in-class activities, and computer lab work will be used to explain introductory statistical topics.

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

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

Grade: 24% written reports/papers, 5% special projects, 47% quizzes, 5% in-class presentations, 19% problem solving

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

EPsy 5112 Knowing, Learning, and Thinking

(Sec 001); 4 cr; A-F only

Instructor: Rapp, David N

This course focuses on the underlying psychological theories that inform our understanding of thinking. The goal of the course is to describe behavioral, social, and cognitive psychological theories that are directly applicable not only to education, but also to understanding how we think, what we know, and how we learn. Some of the topics we will address include: how memory works (and why it fails), how perception and language influence comprehension, the influence of individual differences (e.g., differences between experts and novices), how learning incorporates social observation and modeling of others, and higher-order cognitive processes such as problem solving and communication. The course will be useful not only in providing a background for the ideas motivating research and practice in educational psychology, but for more generally considering human learning and thinking.

Class time: 60% lecture, 30% Discussion, 10% Film and video presentations

Work load: 30-50 pages of reading per week, 10-15 pages of writing per semester, 3 exams, 1 papers

Grade: 20% written reports/papers, 7.5% in-class presentations, 5% class participation, 7.5% lab work, 60% 3 exams

Exam format: Multiple choice and essay questions.

EPsy 5113 Psychology of Instruction and Technology

(Sec 001); 3 cr

Instructor: Rapp, David N

This course is an introduction to educational technology and informed instructional design. We will focus on research and theory that suggests how to construct and use effective learning environments. Topics will include philosophy, learning theories, instructional models, development and experience, individual differences, evaluation, assessment, and technology.

EPsy 5114 Psychology of Student Learning

(Sec 002); 3 cr; A-F only

Instructor: Rapp, David N

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

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

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

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

Exam format: combination multiple choice and essay

EPsy 5114 Psychology of Student Learning

(Sec 001); 3 cr; A-F only

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

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

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

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

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

Exam format: Combination multiple choice & essay

Course URL: [http:// WebCT](http://WebCT)

EPsy 5117 Problem Solving and Decision Making

(Sec 001); 3 cr; A-F only

Instructor: Puncochar PhD, Judith Marie !!UC Outstanding Teaching Award!!

This course presents an exciting variety of cognitive, social, and rational concepts for (pre-) professionals who want to understand how people make decisions. The course introduces psychological research, theory, and practice on judgment and decision-making. The information challenges intuitions and presents surprising experimental findings on social perception, human memory, context, group judgments, and common traps in judgment and decision-making. Topics include situation assessment, problem analysis, how questions affect answers, decision analysis, controversy and decision-making, heuristics and biases, managing human performance problems, analyzing potential problems (i.e., future problems), and group decision-making. The primary objective of this course is to present practical concepts from the behavioral sciences that can serve as guides to rational action. A series of group activities, videos, lectures, case studies, and in-class illustrations of judgment processes acquaint students with perspectives on critical thinking, problem solving, decision-making, and group processes. Taken together, these perspectives offer a guide to the uncertainty, complexity, and conflict of the academic, business, personal, and professional worlds. The target audience includes educational professionals, medical personnel, graduate students, advanced undergraduates, law enforcement officers, managers, supervisors, and others who desire more knowledge about the nature of bias.

Class time: 25% lecture, 25% Discussion, 50% Group activities, videos, problem-solving games, etc.

Work load: 50 pages of reading per week, 2 exams, Short one-page papers each week based upon the course concepts; one research paper of 5 to 7 pages

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

Exam format: Multiple-choice and short answer-INTERESTING COURSE!

EPsy 5135 Human Relations Workshop

(Sec 001); 4 cr

Instructor: Puncochar PhD, Judith Marie !!UC Outstanding Teaching

Award!!

EPsy 5135 is an engaging course that addresses social issues of prejudice and discrimination in educational settings. This course frames classism, racism, sexism, ageism, homophobia, handicappism, etc., in terms of history, power, and social perception across society, groups, and individuals. The course uses a "cognitive" perspective, which views prejudice as resulting from ordinary cognitive processing of information. The cognitive perspective explores how and why prejudices are developed and how people think about bias. The course has a non-traditional, multicultural framework that focuses on cooperative groupwork, small group theory, group skills. A series of videos and structured exercises compliment the lecture concepts and provide an opportunity for application of material from lectures, discussions, and readings. Participants include teachers, school nurses, graduate students, advanced undergraduates, police officers, managers, and others who desire more knowledge about the nature of bias. This course meets the Minnesota State Department of Education licensure requirement for Human Relations training.

Class time: 25% lecture, 25% Discussion, 50% Workshop and groupwork

Work load: 100 pages of reading per week, 3 exams, 10 papers, papers are one-page each and readings are interesting!

Grade: 20% mid-semester exam(s), 20% final exam, 20% special projects, 20% class participation, 20% Papers are graded as Accept or Revise, and all papers must be accepted.

Exam format: multiple-choice

EPsy 5151 Cooperative Learning (Sec 001); 3 cr

Instructor: Johnson, David W

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

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

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

Exam format: multiple choice, matching, short answer

EPsy 5155 Group Dynamics and Social Influence (Sec 001); 3 cr

Instructor: Johnson, David W

Overall of the field of group dynamics. Major theories, research, and figures in the field are covered. Group goals, communication, leadership, decision making, problem solving, conflicts, power, and minority influence will be covered. Class sessions will include lectures, discussions, simulations, role plays, and experiential exercises. The application of the theory and reserach to practical situations will be emphasized. The course will include skill building exercises to improve competencies in working in small groups. Diagnosing the effectiveness of groups will be emphasized. Both deductive and inductive approaches to learning about groups will be included.

Class time: 20% lecture, 30% Discussion, 50% Laboratory

Work load: 75 pages of reading per week, 50 pages of writing per semester, 1 exams, 2 papers

Exam format: multiple choice, matching, short answer

EPsy 5158 Power and Influence in Educational Settings (Sec 001); 3 cr; prereq 3xxx course in social sciences or instr consent

Instructor: Puncochar PhD, Judith Marie !!UC Outstanding Teaching Award!!

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Power and influence processes are pervasive and important in human interaction! Participants will gain an awareness and understanding of power and influence and act on their knowledge. This course has three main objectives: 1) increasing students' ability to recognize and analyze power and influence processes; 2) increase students' skills in exercising influence effectively; and 3) exposing the inherent dilemmas and choices involved in developing and exercising influence. Learn how to affect people's behavior, attitudes, thoughts, and/or feelings. Understand what factors shape the extent to which influence is successful, including individual differences in response to influence. Topics include sources of power, dealing with resistance and obstacles, obtaining allies and supporters, maintaining power, preparing to obtain power, and use of language and symbolism in exercising power. Learn about motivation, conformity, compliance, obedience, followership and leadership, attraction and liking, perception of power, controversy, minority influence, behavior management, indirect and direct influence processes, and how people can avoid manipulation. Articles from contemporary and historical researchers frame social influence in educational settings, immigration, politics, economics, law, and technology. The course is experiential and demonstrates various pedagogic influence strategies.

Class time: 25% lecture, 25% Discussion, 50% videos and class activities

Work load: 60 pages of reading per week, 15-25 pages of writing per semester, 2 exams, 7 papers

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

Exam format: multiple-choice and short answer

EPsy 5200 Special Topics: Psychological Foundations: Matrix Algebra for Applied Statistical Modeling (Sec 002); 1 cr; max crs 30, 30 repeats allowed

Instructor: Rodriguez, Michael C.

Class meets 5 times. Students will become familiar with basic vector and matrix notation and representations of systems of equations, and learn to manipulate vectors and matrices through investigating applications of the operations in statistics. Students will also learn to use the MATRIX command language in SPSS. Some emphasis will be put on the geometry of matrices to help clarify how they function in an applied setting. We will discuss statistical modeling and multivariate techniques; however, this course is meant to prepare students for further study, not replace multivariate statistics. The text is online.

Work load: Weekly assignments and 4 quizzes

Grade: 50% quizzes, 50% problem solving

Course URL: <http://www.edmeasurement.net>

EPsy 5261 Introductory Statistical Methods (Sec 002, 003); 3 cr

Instructor: Everson, Michelle G

This course covers basic topics in descriptive and inferential statistics. Students learn how to collect, graph, analyze, and interpret data. They learn basic rules of probability and how to interpret and use probability distributions. Students learn how to conduct different types of hypotheses tests and how to construct and interpret confidence intervals. Other topics covered in this class include normal distributions, correlation, regression, and sampling distributions. The class format includes large and small group discussion of context and problem, hands-on activity and demonstration, and computer simulation.

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

Work load: 20 pages of reading per week, 15 pages of writing per semester, 4 exams, 3 papers, Four homework assignments

Grade: 35% written reports/papers, 5% special projects, 43% quizzes, 17% problem solving

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

EPsy 5261 Introductory Statistical Methods (Sec 001); 3 cr

Instructor: Kendeou, Panayiota

This course covers basic topics in descriptive and inferential statistics. Students learn how to collect, graph, analyze, and interpret data. They

learn basic rules of probability and how to interpret and use probability distributions. Students learn how to conduct different types of hypotheses tests and how to construct and interpret confidence intervals. Other topics covered in this class include normal distributions, correlation, regression, and sampling distributions. The class format includes large and small group discussion of context and problem, hands-on activity and demonstration, and computer simulation.

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

Work load: 20 pages of reading per week, 15 pages of writing per semester, 4 exams, 3 papers, Four homework assignments

Grade: 35% written reports/papers, 5% special projects, 43% quizzes, 17% problem solving

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

EPsy 5261 Introductory Statistical Methods

(Sec 004); 3 cr

Instructor: Tiefenbruck, Brenda F.

This course covers basic topics in descriptive and inferential statistics. Students learn how to collect, graph, analyze, and interpret data. They learn basic rules of probability and how to interpret and use probability distributions. Students learn how to conduct different types of hypotheses tests and how to construct and interpret confidence intervals. Other topics covered in this class include normal distributions, correlation, regression, and sampling distributions. The class format includes large and small group discussion of context and problem, hands-on activity and demonstration, and computer simulation.

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

Work load: 20 pages of reading per week, 15 pages of writing per semester, 4 exams, 3 papers, Four homework assignments

Grade: 35% written reports/papers, 5% special projects, 43% quizzes, 17% problem solving

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

EPsy 5262 Intermediate Statistical Methods

(Sec 001); 3 cr; prereq 5261 or equiv

Instructor: Everson, Michelle G

This course continues where EPSY 5261 (Introductory Statistical Methods) ends. Together, these two courses provide an alternative to the sequence EPSY 8261-8262. It is assumed that students who are registered in EPSY 5262 have successfully completed EPSY 5261 or its equivalent. By the end of the course, students should be able to: (1) understand the basic ideas and types of experimental design and analysis of variance (ANOVA), (2) run and interpret analyses involving real data using SPSS statistical software, (3) decompose data based on different models, applying algebraic notation, (4) check assumptions for models and select appropriate models for data, and (5) complete an independent project where they design an experiment, gather data, analyze and interpret the data, and write up the results in a paper.

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

Work load: 20 pages of reading per week, 20 pages of writing per semester, 4 exams, 1 papers, Four homework assignments

Grade: 26% written reports/papers, 53% quizzes, 21% problem solving

Exam format: Short answer

EPsy 5401 Counseling Procedures

(Sec 001); 3 cr; prereq Upper div student

Instructor: Goh, Michael Pik-Bien

This course is designed as an introduction to the theory and practice of counseling. It is intended for students who have little or no training in counseling or psychology but who may need to use counseling skills in a professional capacity. The course also serves as a general overview for those who may be considering the counseling profession as a career. This course progresses from a general understanding of the helping profession and theories of counseling to a more personal aspect of counseling skill development, and practice. Instructional methods will include lecture, small group interaction, discussion, videos, and role-plays. The course and assignments provides

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opportunities for the student to practice his/her skills, to self-evaluate, receive initial feedback, and to reflect on a personalized approach to counseling.

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

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

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

EPsy 5616 Behavior Analysis and Classroom Management (Sec 002); 3 cr

Instructor: McComas, Jennifer

This course covers the assumptions, principles and procedures involved in a behavior analytic approach to classroom management. Emphasis is placed on specifying problems, conducting observations, analyzing data, developing interventions and evaluating behavioral change across settings. This course is well-suited to master's and doctoral students in education and related fields.

Class time: 70% lecture, 30% Discussion

Work load: 75-100 pages of reading per week, 20 pages of writing per semester, 2-3 exams, 1-2 papers

Exam format: multiple choice & essay

Course URL: <http://education.umn.edu/tel>

EPsy 5646 Reading and Writing Practices with Deaf/Hard of Hearing Children

(Sec 001); 3 cr; prereq 5644 or general educ methods in tchg reading and writing skills, or instr consent

Instructor: Schultz, Mary Hale

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 grad 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) Vacca J.L., Vacca R.T., & Gove M.K. (2000) *_Reading and Learning to Read_* (4th Edition) New York; Addison Wesley Long, Inc. This text has a web site which students will use on a weekly basis. (2) McAnnally P.L., Rose S. & Quigley S. P. (1999) *_Reading Practices with Deaf Learners_* Austin, TC: PRO-ED.

Class time: 60% lecture, 40% Discussion

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

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

EPsy 5649 Models of Instructional Programming With Deaf and Hard of Hearing Students

(Sec 001); 3 cr; prereq [5641, 5644] or instr consent

Instructor: Drawz, Jean Leininger A

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

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

Work load: Portfolio development

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

Exam format: Portfolio

EPsy 5657 Interventions for Social and Emotional Disabilities (Sec 001); 3 cr; A-F only; prereq 5616, 5656

Instructor: McComas, Jennifer

This course teaches students how to develop comprehensive behavioral programs for students with social and emotional disabilities and behavior problems. In addition, it will teach students basic instruction using the best practices for students with social and emotional disabilities and behavior problems.

Class time: 30% lecture, 70% Discussion

Work load: 70 pages of reading per week, 20 pages of writing per semester, 1 - 2 exams, 2 papers, Functional assesment and instructional intervention project.

Exam format: Short answer

EPsy 5849 Observation and Assessment of the Preschool Child (Sec 001); 3 cr; max crs 4, 1 repeat allowed

Instructor: McConnell, Scott Rushton

This course provides an overview of assessment principles and practices for children from birth through age 8, intended primarily for teachers in training and others interested in basic information regarding assessment and its relationship to intervention services for young children. Assessment practices will be described from a developmental perspective, with related discussion of assessment for children developing typically as well as those demonstrating some level of delay or deficit. Course content will include the purposes, practices, and stages of assessment, as well as more specific review of assessment and testing issues and techniques for infants, preschoolers, and early elementary students in various developmental domains.

Class time: 80% lecture, 20% Discussion

Work load: 60 pages of reading per week, 40 pages of writing per semester, 1 exams, 3 papers, 9 quizzes

Grade: 20% final exam, 60% written reports/papers, 20% quizzes

Exam format: Multiple choice, short answer

Course URL: [http:// TBA](http://TBA)

EPsy 5991 Independent Study in Educational Psychology (Sec 001, 011); 1-8 cr; max crs 20, 20 repeats allowed; A-F only; prereq instr consent

Instructor: STAFF

Electrical and Computer Engineering

4-178 EE/CSci Building: 612/625-3300

EE 2361 Introduction to Microcontrollers (Sec 001, 030); 4 cr; max crs 40, 1 repeat allowed; prereq 0301, 2301, CSci [1113 or 1901], concurrent registration in 0361

Instructor: STAFF

Computer organization, assembly language programming, arithmetic/logical operations, parallel/serial input/output. Microprocessor/microcontroller interfacing: memory design, exception handling, interrupts, using special-purpose features such as A/D converters, fuzzy logic, DSP operations. Integral lab.

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

Work load: 35 pages of reading per week, 3 exams, Work problems - 8 per week

Grade: 15% mid-semester exam(s), 40% final exam, 15% quizzes, 20% lab work, 10% problem solving

Exam format: Solve problems

Course URL: <http://www.ece.umn.edu/class/ee2361>

EE 4970 Directed Study

(Sec 001); 1-3 cr; max crs 3, 1 repeat allowed; prereq Cr ar [may be repeated for cr]; dept consent

Instructor: STAFF

Studies of approved projects, either theoretical or experimental.

EE 5960 Special Topics in Electrical Engineering III (Sec 001); 1-4 cr; max crs 4, 1 repeat allowed

Instructor: STAFF

Special topics in electrical and computer engineering. Topics vary.

Emergency Health Services

101 Wesbrook Hall: 612/624-4000

EHS 3112 First Responder for Coaches and Athletic Trainers (Sec 001, 002); 3 cr; A-F only

Instructor: Mc Neil, Mary Ann

Emergency medicine course for coaches and athletic trainers taught by a multidisciplinary faculty of health care professionals. Emphasis on critical thinking skills in emergency settings. Topics: patient assessment, airway management, CPR, splinting, spinal immobilization. Certifications: AHA-BLS, First Responder.

EHS 4021 EMS Planning and Fiscal Management (Sec 001); 3 cr; A-F only

Instructor: STAFF

Fundamentals of planning, fiscal, and process management as related to emergency medical systems (EMS). Regulatory requirements, EMS delivery models, contract negotiations, budgeting, scenario planning.

English as a Second Language

315 Nolte Ctr: 612/624-1503

ESL 10 TOEFL Preparation

(Sec 001); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override

Instructor: STAFF

Describes the format of the TOEFL test. Focuses on strategies for improving skills for each section of the test.

Class time: 25% lecture, 30% Discussion, 20% Laboratory, 25% practice tests

Work load: 10 pages of reading per week, 4 exams, Homework exercises

Grade: 20% written reports/papers, 30% quizzes, 50% class participation

Exam format: Variety of formats including, multiple choice & short answer essay.

ESL 193 Pronunciation

(Sec 002); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override

Instructor: STAFF

Addresses important aspects of English pronunciation necessary to improve comprehensibility and reduce foreign accents. Includes work on enunciation, word phrasal, and sentence stress; intonation, linking, thought groups and rhythm.

Class time: 10% lecture, 50% Discussion, 25% Laboratory, 15% Tutorial time

Work load: 10 pages of reading per week, 2 exams

Grade: 25% special projects, 25% quizzes, 25% in-class presentations, 25% class participation

Exam format: variety

ESL 211 High Beginning Grammar

(Sec 001); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override

Instructor: STAFF

Students review and add to skills with basic structures. The course focuses on increasingly complex structures with attention to form, meaning and use. Students practice structures in controlled speaking and writing activities.

Class time: 20% lecture, 70% Discussion, 10% Laboratory

Work load: 5 pages of reading per week, Four quizzes; homework exercises

Grade: 25% quizzes, 10% class participation, 10% lab work, 55% Homework, classwork

Exam format: Short answer

Students read for main ideas and supporting ideas with increased speed; vocabulary development, word formation, use of dictionary, spelling, punctuation, and paragraphing, as well as organization and writing as a process, are emphasized.

Class time: 10% lecture, 45% Discussion, 5% Laboratory, 40% Small-group work on readings and writing

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

Grade: 50% written reports/papers, 10% special projects, 10% quizzes, 15% class participation, 10% lab work

Exam format: Variety

ESL 221 High Beginning Reading/Composition

(Sec 001); 0 cr; max crs 16, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override

Instructor: STAFF

Students read longer passages of limited difficulty with increased speed, focusing on main ideas, vocabulary development, reading speed, and skimming and scanning skills. Writing focuses on fundamentals, spelling, punctuation, paragraphing, and organization. Writing exercises and free writing are used.

Class time: 10% lecture, 50% Discussion, 40% Conferencing with instructor, classwork

Work load: 6 pages of reading per week, 6 pages of writing per semester, 2 papers

Grade: 50% written reports/papers, 10% special projects, 10% quizzes, 10% class participation, 15% lab work

Exam format: Variety

ESL 331 Low Intermediate Oral Skills

(Sec 001); 0 cr; max crs 16, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override

Instructor: STAFF

Students practice speaking in structured and semi-structured situations with special attention to basic regularities in pronunciation.

Class time: 10% lecture, 75% Discussion, 15% Laboratory

Work load: 3 pages of reading per week, 3 pages of writing per semester, 2 exams, Homework

Grade: 25% special projects, 15% quizzes, 25% in-class presentations, 25% class participation, 10% lab work

Exam format: Short answers

ESL 231 High Beginning Oral Skills

(Sec 001); 0 cr; max crs 16, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override

Instructor: STAFF

This course stresses the ability to communicate in English in everyday situations. Emphasis is on listening and speaking and increasing vocabulary and fluency in spoken English.

Class time: 10% lecture, 75% Discussion, 15% Laboratory

Work load: 2 pages of reading per week, 3 pages of writing per semester, 2 exams, Homework

Grade: 25% special projects, 15% quizzes, 25% in-class presentations, 25% class participation, 10% lab work

Exam format: Short answers

ESL 411 Intermediate Grammar

(Sec 001); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Non-native speaker of English; see Minnesota English Center for override.

Instructor: STAFF

Students review and add to their skills with basic structures. The course focuses on increasingly complex structures with attention to form, meaning and use, especially with regard to verb phrases. Students practice structures in controlled speaking and writing activities.

Class time: 20% lecture, 70% Discussion, 10% Laboratory

Work load: 8 pages of reading per week, 1 exams, Six quizzes; homework exercises

Grade: 30% quizzes, 15% class participation, 10% lab work, 45% Homework, classwork

Exam format: Short answer

ESL 311 Low Intermediate Grammar

(Sec 001); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override

Instructor: STAFF

Students review and add to skills with basic structures. The course emphasizes increasingly complex structures with attention to form, meaning and use; structures are practiced in controlled speaking and writing situations.

Class time: 20% lecture, 70% Discussion, 10% Laboratory

Work load: 5 pages of reading per week, Five quizzes; homework exercises

Grade: 25% quizzes, 10% class participation, 10% lab work, 55% Homework, classwork

Exam format: Short answer

ESL 421 Intermediate Reading/Composition

(Sec 001); 0 cr; max crs 16, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override

Instructor: STAFF

Students read for main ideas and supporting ideas with increased speed. Vocabulary is developed through the study of word formation and use of the dictionary. Writing includes fundamentals, organization, and writing as a process.

Class time: 15% lecture, 45% Discussion, 10% Laboratory, 30% Small group work

Work load: 15 pages of reading per week, 12 pages of writing per semester, 2 papers

Grade: 50% written reports/papers, 10% special projects, 10% quizzes, 15% class participation, 10% lab work

Exam format: Variety

ESL 321 Low Intermediate Reading/Composition

(Sec 001); 0 cr; max crs 16, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override

Instructor: STAFF

ESL 431 Intermediate Oral Skills

(Sec 001); 0 cr; max crs 16, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override

Instructor: STAFF

This course focuses on developing fluency and accuracy, language for specific functions, communication strategies, standard forms of organization for academic lectures, and understanding natural conversational speech.

Class time: 20% lecture, 65% Discussion, 15% Laboratory

Work load: 4 pages of reading per week, 4 pages of writing per semester, 2 exams, Homework
Grade: 25% special projects, 15% quizzes, 25% in-class presentations, 25% class participation, 10% lab work
Exam format: Short answers

ESL 511 High Intermediate Grammar

(Sec 001); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override

Instructor: STAFF

Students review and add to their repertoire of structures with attention to meaning, use and form; emphasis is on use of verb phrases and control of grammar in writing.

Class time: 20% lecture, 70% Discussion, 10% Laboratory

Work load: 8 pages of reading per week, 1 exams, Six quizzes; homework exercises

Grade: 30% quizzes, 15% class participation, 10% lab work, 45% Homework, classwork

Exam format: Short answers

ESL 521 High Intermediate Reading/Composition

(Sec 001); 0 cr; max crs 16, 4 repeats allowed; S-N only; prereq Prerequisite: Nonnative English speaker. See Minnesota English Center for override.

Instructor: STAFF

Students read unadapted, as well as adapted, passages. This course focuses on efficiency, vocabulary, drawing inferences, identifying point of view, using knowledge of organization to aid understanding, and the writing process. Students complete academic-style assignments.

Class time: 15% lecture, 45% Discussion, 10% Laboratory, 30% Small group work

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

Grade: 50% written reports/papers, 10% special projects, 10% quizzes, 15% class participation, 10% lab work

Exam format: Variety

ESL 531 High Intermediate Oral Skills

(Sec 001); 0 cr; max crs 16, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override

Instructor: STAFF

Students focus on developing fluency and accuracy in everyday situations and in academic situations; special attention is given to communication strategies. This course prepares students for academic lectures by introducing standard forms of organization and note-taking skills. Students also work on understanding natural conversational speech using a variety of authentic materials.

Class time: 25% lecture, 70% Discussion, 5% Laboratory

Work load: 5 pages of reading per week, 4 pages of writing per semester, 2 exams

Grade: 25% special projects, 15% quizzes, 25% in-class presentations, 30% class participation, 5% lab work

Exam format: Various formats

ESL 611 Advanced Grammar

(Sec 001); 0 cr; max crs 4; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override

Instructor: STAFF

This course focuses on difficult areas of grammar and on providing the resources to work with them. Meaning, use, and form are emphasized with increased emphasis on complex sentence patterns.

Class time: 20% lecture, 70% Discussion, 10% Laboratory

Work load: 5 pages of reading per week, 2 exams, Six quizzes, homework exercises

Grade: 20% final exam, 25% quizzes, 5% lab work, 50% Homework

Exam format: Variety of formats.

ESL 621 Advanced Reading Composition: The Written Word

(Sec 001); 0 cr; max crs 16, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override

Instructor: STAFF

Students focus on reading efficiency, including strategy development, as well as vocabulary skill building. Some focus is on using reading to support academic writing.

Class time: 25% lecture, 50% Discussion, 25% In class work time, conferencing with instructor.

Work load: 35 pages of reading per week, 20 pages of writing per semester, 3 papers

Grade: 50% written reports/papers, 10% special projects, 15% quizzes, 25% class participation

Exam format: Multiple choice & essay

ESL 641 Advanced Listening Comprehension

(Sec 001); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override

Instructor: STAFF

This course focuses on lecture comprehension with attention to note taking, recognizing main ideas and support, and determining the attitude of the speaker toward the subject; comprehension of complex information presented in nonlecture format, as in television documentaries is included.

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

Work load: 8 pages of reading per week, 3 exams

Grade: 25% special projects, 25% quizzes, 25% lab work, 25% problem solving

Exam format: Multiple choice, some fill in the blank, some short answer essay.

ESL 651 Advanced Speaking/Pronunciation

(Sec 001); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override

Instructor: STAFF

This course emphasizes the use of spoken English in academic settings as well as in conversation. Pronunciation focuses on individual needs.

Class time: 10% lecture, 70% Discussion, 20% Laboratory

Work load: 8 pages of reading per week, 3 exams

Grade: 25% special projects, 25% quizzes, 25% in-class presentations, 25% class participation

Exam format: Various formats

ESL 671 Advanced Composition

(Sec 001); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override

Instructor: STAFF

Students develop skills needed at every stage of the writing process, including finding a topic, determining the approach to the topic, planing and drafting a composition, revising, and editing. Students also learn to suit their writing to the audience and topic and to look at their own writing critically.

Class time: 25% lecture, 50% Discussion, 25% In class writing, conferencing with the instructor.

Work load: 10 pages of reading per week, 20 pages of writing per semester, 3 papers

Grade: 65% written reports/papers, 10% quizzes, 20% class participation, 5% lab work

Exam format: The exams are the essay - some quizzes

ESL 700 Topics in the Media

(Sec 001); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Nonnative English speaker; see Minnesota English Center for override

Instructor: STAFF

Current Issues: This course focuses on skills necessary to understand news media as a means of English improvement and as a source of information and entertainment. Course content is based on major international news events of the day, using radio broadcasts, the daily paper, and other news sources.

ESL 711 Grammar Through Writing

(Sec 001); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Non-native speaker of English; see Minnesota English Center for override.

Instructor: STAFF

This course focuses on production of grammatically sophisticated structures in writing. Students edit their assignments.

Class time: 25% lecture, 65% Discussion, 10% Laboratory

Work load: 2 exams, 3 papers, Quizzes, homework exercises

Grade: 15% final exam, 25% written reports/papers, 25% quizzes, 35% Homework

Exam format: Variety

ESL 712 Grammar Through Writing

(Sec 001); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Non-native speaker of English; see Minnesota English Center for override

Instructor: STAFF

This course focuses on production of grammatically sophisticated structures in writing. Students edit their assignments.

Class time: 25% lecture, 65% Discussion, 10% Laboratory

Work load: 2 exams, 3 papers, Homework exercises, quizzes

Grade: 15% final exam, 25% written reports/papers, 25% quizzes, 35% homework

ESL 721 High Advanced Reading/Composition

(Sec 001); 0 cr; max crs 16, 4 repeats allowed; S-N only; prereq Non-native speaker of English; see Minnesota English Center for override.

Instructor: STAFF

Students work on reading for academic purposes. In reading, the course focuses on comprehension of scholarly reading selections and on increasing reading efficiency. In writing, this course focuses on the writing process and academic-style assignments.

Class time: 25% lecture, 50% Discussion, 25% In-class writings, conferencing with the instructor

Work load: 40 pages of reading per week, 20 pages of writing per semester, 3 papers

Grade: 60% written reports/papers, 20% quizzes, 20% class participation

Exam format: Variety

ESL 741 High Advanced Listening Comprehension

(Sec 002); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Non-native speaker of English; see Minnesota English Center for override

Instructor: STAFF

This course focuses on lecture comprehension with special attention to note-taking, recognizing main ideas and support, understanding relationship of ideas, implied information, and structure of speech. A wide variety of authentic materials are used to practice comprehension of information.

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

Work load: 8 pages of reading per week, 3 exams

Grade: 25% special projects, 25% quizzes, 25% class participation, 25% lab work

Exam format: Variety

ESL 751 High Advanced Speaking/Pronunciation

(Sec 002); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Non-native English speaker; see Minnesota English Center for override

Instructor: STAFF

This course emphasizes use of spoken English in academic settings,

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including presentation skills and discussion skills; pronunciation focuses on individual needs of students.

Class time: 10% lecture, 70% Discussion, 20% Laboratory

Work load: 8 pages of reading per week, 3 papers

Grade: 25% special projects, 25% quizzes, 25% in-class presentations, 25% class participation

Exam format: Variety

ESL 771 High Advanced Composition

(Sec 002); 0 cr; max crs 8, 4 repeats allowed; S-N only; prereq Non-native speaker of English; see Minnesota English Center for override

Instructor: STAFF

Students learn to refine skills needed in the writing process and their use of complex grammatical structures. Students conduct research to support their writing.

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

Work load: 8 pages of reading per week, 20 pages of writing per semester, 3 papers

Grade: 75% written reports/papers, 5% quizzes, 20% class participation

Exam format: Variety

English: Literature

207 Lind Hall: 612/625-3363

EngL 1181W Introduction to Shakespeare

(Sec 001); Credit will not be granted if credit has been received for: ENGL 1182, ENGL 1181V; 4 cr; meets CLE req of Literature Core; meets CLE req of Writing Intensive

Instructor: Clayton, Tom !!!Morse Alumni Award; Regents' Award!!!

The script of 'Shakespeare in Love' was one of playwright Tom Stoppard's gifts to the ages' dialogue with Shakespeare, whose writer's bloc is a pleasant invention in the film. Hamlet is able to speculate perennially on 'Whether 'tis nobler in the mind to suffer / the slings and arrows of outrageous fortune, / or to take arms against a sea of troubles / and by opposing end them?' because Shakespeare was born an imaginative genius in an age when a versatile and expressive modern English was aborning. This enabled the making of a literature and drama of extraordinary richness, social complexity, depth of perception, and even global vision: Shakespeare plays everywhere-- and has been especially powerful in Japanese, both in film and on stage. His gift for creating dramatic actions extravagant, disturbing, funny, and searching by turns was complemented by a verbal gift of astonishing range and wit, whether Hamlet or a gravedigger speaks. The language may seem remote on first acquaintance, but it readily comes into focus and color for most who are willing to make the effort-- and be rewarded evermore. 8-10 representative plays, with attention to contemporary contexts and antecedents, continuing social relevance, and some recent productions, and with emphasis on understanding Shakespeare's text. Caveat lector: a heads-on course not designed for casual attendance or passive absorption. More discussion if seating permits.

Class time: 80% lecture, 20% Discussion

Work load: 60 pages of reading per week, 10-15 pages of writing per semester, 3 exams, 3 papers, in-class written exercises

Grade: 20% mid-semester exam(s), 40% final exam, 25% written reports/papers, 15% quizzes

Exam format: Essay, with some objective questions

EngL 1501 Literature of Public Life

(Sec 001-003); 4 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Literature Core

Instructor: STAFF

This course will introduce students to the meaning and practice of citizenship. Through diverse literary materials, it explores themes and issues in American public life: debates about access to citizenship, the relation between social duties and individual freedoms, and the role of

moral values in public life. Topics will move from historical conflicts relating to native Americans, slavery and national independence to contemporary conflicts over race, economic inequality, and religion. Students will develop critical skills for assessing the ideas and means by which Americans have sought to imagine a shared identity. We will explore what American literature and culture can teach us about the practical importance of literacy in allowing us to participate in public life. What are the distinctive ways that American literature teaches us to value personal experience, to invest the shifting boundaries between public and private with psychological and moral significance? What are the changing terms by which Americans have sought to transform themselves in a democratic culture? Literature is uniquely suited to the task of civic imagination because it trains us to walk through the world in other people's shoes.

EngL 1701 Modern Fiction

(Sec 001); 4 cr; meets CLE req of Literature Core

Instructor: Weinsheimer, Joel !!Morse Alumni Award!!

This course is designed to give students an introduction to the techniques of modern fiction, especially short stories but one or two novels may be included. The class will be large. Nevertheless, students are given an opportunity to participate on a daily basis and are expected to do so. This means the format will consist almost entirely of discussion. The professor lectures very little.

Class time: 10% lecture, 90% Discussion

Work load: 20-100 pages of reading per week, 15 pages of writing per semester, 4 papers

Grade: 70% written reports/papers, 30% quizzes

EngL 3001V Honors: Textual Interpretation, Analysis, and Investigation

(Sec 001); Credit will not be granted if credit has been received for: ENGL 3001, ENGL 3001W, ENGL 3001W, ENGL 3001W, ENGL 3001W, ENGL 3001W, ENGL 3001W, ENGL 3001W; 4 cr; A-F only; prereq soph 1st term or higher or honors; meets HON req of Honors; meets CLE req of Writing Intensive

Instructor: Farber, Lianna

This class introduces students to the tools of literary analysis, some major literary genres, and some major schools of literary interpretation through an examination of lyric poetry (unit 1), multiple literary re-writings of a single myth (unit 2), and a modern re-writing of a Renaissance play (unit 3). Students will also be asked to participate in a series of in-class poetry colloquia and to engage in imitative writing exercises. Requirements: class participation, short writing exercises, participation in poetry colloquia, short essay, final paper.

Class time: 20% lecture, 80% Discussion

EngL 3001W Textual Interpretation, Analysis, and Investigation (Sec 002); Credit will not be granted if credit has been received for: ENGL 3801, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V; 4 cr; A-F only; meets CLE req of Writing Intensive

Instructor: Luke, David B

The course will involve practice in the analysis of various literary forms, including narrative fiction, poetry, and drama. The course will consider techniques of argument, the use of evidence, and methods of documentation in literary papers. It will also introduce some of the significant developments in modern literary criticism.

Class time: 75% lecture, 25% Discussion

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

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

Exam format: Essay and comments on selected passages.

EngL 3001W Textual Interpretation, Analysis, and Investigation (Sec 003); Credit will not be granted if credit has been received for: ENGL 3801, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V; 4 cr; A-F only; meets CLE req of Writing Intensive

Instructor: Ross Jr, Donald

Training and practice in the analysis of various literary forms, with a special emphasis on poetry. Use of argument, evidence, and

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documentation in literary papers; introduction to major developments in contemporary criticism. Goals: This is a course chiefly for majors, minors, or premajors in English language and literature. Other students who are considering an English major, or who are just interested in literary study may find this course helpful and interesting. The course's main focus is on training and practice in the analysis of various literary forms, with special emphasis on poetry. Practice includes the use of argument, evidence, and documentation in literary papers. The course also provides an introduction to some major trends in contemporary criticism, as well as to the terminology that critics and scholars use to describe the forms and styles of literary works. While it is impossible to anticipate all the reading, speaking, and writing assignments you will encounter in advanced English courses, this course will provide you with some basic concepts and vocabulary and frequent practice in practical criticism, as well as some guidance in seeing literature in the light of various critical approaches. (English 3002 provides a more thorough introduction to modern literary theory.)

Class time: 20% lecture, 80% Discussion

Work load: 75 pages of reading per week, 20 pages of writing per semester, 7 papers, Small writing exercises throughout the term.

Grade: 90% written reports/papers, 10%

Exam format: no exams

EngL 3001W Textual Interpretation, Analysis, and Investigation

(Sec 004, 005); Credit will not be granted if credit has been received for: ENGL 3801, ENGL 3001V, ENGL 3001V, ENGL 3001V, ENGL 3001V; 4 cr; A-F only; meets CLE req of Writing Intensive

Instructor: Weinsheimer, Joel !!Morse Alumni Award!!

This course aims to provide English majors with the tools necessary to progress through the program. We will be concentrating on techniques of close reading applied to poetry and fiction, as well as examining some of the literary theories in professional use at the present time.

Class time: 50% lecture, 50% Discussion

Work load: 50 pages of reading per week, 20 pages of writing per semester, Daily, short answer reading quizzes

Grade: 70% written reports/papers, 30% quizzes

EngL 3002 Modern Literary Criticism and Theory

(Sec 001); Credit will not be granted if credit has been received for: ENGL 3802, ENGL 3002H; 3 cr; prereq [3001, 12 cr in other literature courses] or instr consent

Instructor: Craig, Siobhan S

This course will focus on literary and cultural theory. Students will be encouraged to engage actively with a variety of theorists from different historical periods and ?schools? and to become participants in the lively debates and controversies that characterize the field. We will consider theories regarding the nature of language, authorship, reading, knowledge and desire. What ideas of subjectivity emerge at the intersection of these elements? Readings will be structured around several broad concepts or questions which have engaged a variety of theorists. These areas include: reading, writing and rupture; knowledge and epistemology; desire, performance and subjectivity; race, gender and hegemony. Writers to be considered may include, among others: Barthes; Derrida; DeMan; Foucault; Benjamin; Freud; Lacan; Kristeva; Said; Fanon; Spivak; Sedgwick; Halberstam; Haraway; Butler.

Class time: 25% lecture, 75% Discussion

Work load: 35 pages of reading per week, 16 pages of writing per semester, 2 papers, class presentation; brief, informal responses to readings

Grade: 80% written reports/papers, 10% in-class presentations, 10% class participation

EngL 3002H Honors: Modern Literary Criticism and Theory

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

Instructor: Craig, Siobhan S

This course will focus on literary and cultural theory. Students will be encouraged to engage actively with a variety of theorists from different historical periods and ?schools? and to become participants in the lively debates and controversies that characterize the field. We will

consider theories regarding the nature of language, authorship, reading, knowledge and desire. What ideas of subjectivity emerge at the intersection of these elements? Readings will be structured around several broad concepts or questions which have engaged a variety of theorists. These areas include: reading, writing and rupture; knowledge and epistemology; desire, performance and subjectivity; race, gender and hegemony. Writers to be considered may include, among others: Barthes; Derrida; DeMan; Foucault; Benjamin; Freud; Lacan; Kristeva; Said; Fanon; Spivak; Sedgwick; Halberstam; Haraway; Butler.

Class time: 25% lecture, 75% Discussion

Work load: 35 pages of reading per week, 16 pages of writing per semester, 2 papers, Group presentations, one-page reading responses

Grade: 80% written reports/papers, 10% in-class presentations, 10% class participation

EngL 3003W Historical Survey of British Literatures I

(Sec 001); 4 cr; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core

Instructor: Young, Jennifer Lynn

We will conduct a survey of British literature from the ninth century to the eighteenth century, tracking such themes as the development of genres, ideas of authorship, and emergent nationality. Class time will be evenly split between lecture and discussion. Students will be asked to write weekly one page response papers, two mid-length papers and a take home final.

Class time: 50% lecture, 50% Discussion

Work load: 50-60 pages of reading per week, 20-25 pages of writing per semester, 1 exams, 2 papers

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

Exam format: short answer and essay

EngL 3004W Historical Survey of British Literatures II

(Sec 001); 4 cr; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core

Instructor: Elfenbein, Andrew

This course will introduce students to some of the significant writers in British literature from 1800 to the present. We will also pay close attention to the historical circumstances in which this literature was written, as authors struggled to come to terms with the effects of modernity in Britain. We will highlight certain key issues, such as the changing role of sentiment and domesticity, the visibility of the British empire, and the perceived responsibility of the writer to interpret the present. This course introduces students to literature written in Britain from the late eighteenth century to the present. Britain, during this period became the most powerful nation on earth, and then saw its power decline catastrophically. The literature that grew out of this meteoric rise and fall is among the world's best, and we will be examining it in all its variety. Although this course fulfills a requirement for English majors, it is open to all students.

Class time: 20% lecture, 80% Discussion

Work load: 50-100 pages of reading per week, 10-15 pages of writing per semester, 3 papers

EngL 3004W Historical Survey of British Literatures II

(Sec 002); 4 cr; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core

Instructor: Goldberg, Brian B

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

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

EngL 3006W Survey of American Literatures and Cultures II

(Sec 001); 4 cr; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme

Instructor: Crain, Patricia A.

In this course we will read the literature produced in (and, with some regularity, outside of) the United States from the Civil War to the present, charting through novels, short stories, poetry, memoir, and

drama radical transformations in American culture. We will consider the 20th-century inventions of the "new," the "modern," and the "postmodern" in texts that often still have the power to shock. A diverse array of works variously register the effects of new immigration, of race and ethnicity, of U.S. domestic and global policies, of urbanization. These are often narratives of migration and Diaspora, from south to north, east to west, to and from Europe, from Africa and Asia. But they record as well subtler migrations---of sensibility and identity and ideology---performed against the cultural and historical landscape of World Wars and "World's" Fairs, and of deep and broad social and technological shifts, as the United States became "modern" and "post-modern." Readings might include fiction by Mark Twain, Henry James, Edith Wharton, Frank Baum, Willa Cather, Kate Chopin, Zora Neale Hurston, Gertrude Stein, Flannery O'Connor; poetry by T. S. Eliot, Edna St. Vincent Millay, Langston Hughes, Marianne Moore, Theodore Roethke, Robert Lowell, Allen Ginsberg, W.S. Merwin, Elizabeth Bishop, Sylvia Plath, Frank O'Hara, John Ashbery, and Li-Young Lee; memoir by Ignatia Broker and drama by Suzan-Lori Parks. Upper-division majors and non-majors welcome. .

Class time: 65% lecture, 35% Discussion

Work load: 150 pages of reading per week, 20-25 pages of writing per semester, 2 exams, 3 papers, (includes one revision)

Grade: 20% mid-semester exam(s), 30% final exam, 30% written reports/papers, 20% Class participation: includes quizzes and informal writing as assigned; attendance is required

Exam format: Essay and short identifications

EngL 3007 Shakespeare

(Sec 001); 3 cr; A-F only; prereq Engl [major or minor or pre-major] or instr consent; meets CLE req of Literature Core

Instructor: Garner, Shirley Nelson !!Morse Alumni Award; Outstanding Service Award!!

Plays from all of Shakespeare's periods, 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.

Class time: 15% lecture, 85% Discussion

Work load: 25 pages of reading per week, 12 pages of writing per semester, 4 papers

Grade: 85% written reports/papers, 15% class participation

EngL 3007 Shakespeare

(Sec 002); 3 cr; A-F only; prereq Engl [major or minor or pre-major] or instr consent; meets CLE req of Literature Core

Instructor: Griffin, Edward M !!CLA Distinguished Tchg Awd!!

This course covers selected plays of Shakespeare with occasional attention to selections from his sonnets. It is intended for upper-division students with a strong interest in literature and drama. The plays to be studied this semester are: "Twelfth Night", "Richard II", "A Midsummer Night's Dream", "Henry IV", "Henry V", "Much Ado About Nothing", "Hamlet", "King Lear", and "The Tempest". We shall also devote passing attention to "Henry I". The textbooks used are the Signet paperback editions of these plays and the sonnets along with "The Bedford Companion to Shakespeare", by Russ McDonald (Boston and New York: Bedford Books of St. Martin's Press). You will also need to purchase a small course packet of materials which we shall consult as the course goes along. You will write two brief papers, each due about three weeks apart. EXAMINATION: In addition to the quizzes, you will write a final examination. The final examination will be predominantly (90%) an essay exam, with a brief "objective" portion (10%). Study questions will be distributed during the last week of class. WEIGHTING: Each quiz, 10%; Paper 1, 25%; Paper 2, 25%; Final Exam, 40%..

Class time: 40% lecture, 35% Discussion, 25% Video

Work load: 50 pages of reading per week, 12 pages of writing per semester, 1 exams, 2-3 papers

Grade: 35% final exam, 40% written reports/papers, 10% quizzes, 5% class participation, 10% problem solving

Exam format: Essay

EngL 3007 Shakespeare**(Sec 003); 3 cr; A-F only; prereq Engl [major or minor or pre-major] or instr consent; meets CLE req of Literature Core**

Instructor: Luke, David B

A survey of Shakespeare's plays encompassing his major periods and genres. The course will study his plays from historical, philosophical, and psychological perspectives with further consideration of issues of language and theater.

Class time: 75% lecture, 15% Discussion, 10% selected film clips**Work load:** 75 pages of reading per week, 12-15 pages of writing per semester, 2 exams, 1 papers**Grade:** 20% mid-semester exam(s), 30% final exam, 30% written reports/papers, 10% class participation, 10% attendance**Exam format:** analysis of passages and/or essays**EngL 3007 Shakespeare****(Sec 005); 3 cr; A-F only; prereq Engl [major or minor or pre-major] or instr consent; meets CLE req of Literature Core**

Instructor: Sugnet, Charles J !!Morse Alumni Award!!

The class will read a selection of Shakespeare's mature plays including Othello, King Lear, Antony & Cleopatra, and the Tempest, and will pay some attention to contemporary revisions or rewritings of those plays. Class sessions will be conducted largely by focused discussion of reading questions distributed in advance; more class time will be given to some plays than to others. A course packet of historical and critical essays will also be provided. Some class time will be spent on watching portions of various filmed versions of the plays.

Class time: 20% lecture, 60% Discussion, 20%**Work load:** 2 exams, 1 papers**Grade:** 30% mid-semester exam(s), 40% final exam, 20% written reports/papers, 10% class participation**Exam format:** Mostly essay questions**EngL 3070 Studies in Literary and Cultural Modes: New Media****(Sec 001); 3 cr; max crs 9, 3 repeats allowed**

Instructor: Krapp, Peter O

New media transform our experience of language and reality, space and time, publicity and privacy, memory and knowledge. What is new about new media? The premise of this course is that competence in the virtual realm builds on our knowledge about fiction and art as well as media history and theory. At the same time, we need to immerse ourselves in the world wide web and its precursors, in MOOs and MUDs, in email, listservs, and newsgroups, as well as in the communications between mobile phones, PDAs, pagers, in technologies like GPS and surveillance, data mining and security. This interdisciplinary introduction to digital culture examines a variety of old and new media to investigate the ways in which information technologies are challenging and changing inherited ideas about thinking and acting in relation to others. Authors include Benjamin, McLuhan, Kittler, Virilio, Lovink, Ronell, Stephenson (Snow Crash) and Gibson (Neuromancer). No special expertise with computers or other gadgets is a prerequisite, but seminar work involving any one of several of them will be assigned.

Class time: 70% lecture, 15% Discussion, 15% Laboratory**Work load:** 40+ pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers**Grade:** 20% mid-semester exam(s), 20% final exam, 50% written reports/papers, 10% class participation**Exam format:** quiz format: multiple choice; paper format: essay**EngL 3090 General Topics: Literacy Lab Internships II****(Sec 003); 3 cr; max crs 9, 3 repeats allowed**

Instructor: Daigre, Eric Stephen

Students work as interns 6-8 hours a week in a participating community-based education project, attend weekly meetings with fellow interns, faculty and community representatives to reflect on their work and its implications for their academic studies. Interns implement their "spring projects" developed in the previous semester. This curricular initiative of the English Department's "Literacy Lab&" expands on students' previous semester of community work in Community Learning Internships I as interns explore the connections

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among a variety of literacy practices in diverse public settings, and learn to develop their academic skills within the real, relevant, and practical world of community work. Interns will have the unique opportunity to develop the connection between the "word" and the "world," combining writing and scholarship with engaged work in the public sphere. This is a great opportunity for students to bring their work to life outside the classroom by developing their public capacities as citizens and activists. Assignments include selected readings, reflective writing in a journal, the execution of a substantial, community-based project, a 10-15 page paper, and a presentation at a colloquium.

EngL 3090 General Topics: Grant Writing and Development**(Sec 006); 1-3 cr; max crs 9, 3 repeats allowed**

Instructor: Ferguson, Jeanine

EngL 3090, section005 Grant Writing and Development--Grant writing and development is designed for students in various disciplines. Its aim is to help you secure funding from public and private funding agencies. Special attention will be paid to identifying and locating funding sources, recognizing and addressing the interests of various audiences, as well as preparing effective, well-designed proposals. To that end, the course will familiarize you with everything from search engines to evaluation designs. It is intended for students at all levels as well as individual grant seekers and fundraisers. No prerequisite.

Class time: 35% lecture, 25% Discussion, 40% Web based tools**EngL 3090 General Topics: The Literature of Rock and Roll****(Sec 002); 3 cr; max crs 9, 3 repeats allowed**

Instructor: Gonzalez, Ramon

?You Bought a Guitar to Punish Your Ma?: The Literature of Rock and Roll Music is a discussion and music listening course that celebrates the mass art of rock and roll. Through the close reading and discussion of six books, individual and group presentations, guest speakers, short response papers, plus listening to various CDs, DVDs, and documentary videos, we will investigate two prime issues that have made rock music the largest and most influential form of mass art in our society. The first issue will be the power of the electric guitar and why it has influenced how we listen to music. The second will be an attempt to answer the question: Why do we worship rock stars? We will read approximately six books including novels by Nick Hornby, Don DeLillo, and non-fiction studies of music by Greil Marcus and other writers.

Class time: 10% lecture, 25% Closed Circuit TV, 25% Discussion, 40% Listening to CDs and watching DVDs and videos**Work load:** 100 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers**Grade:** 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% in-class presentations, 20% class participation**Exam format:** short essay answer**EngL 3090 General Topics: Theory and Practice of Translation****(Sec 004); 3 cr; max crs 9, 3 repeats allowed**

Instructor: Krapp, Peter O

What is translation? How do you distinguish modes of translation, evaluate the success of a translation, or set certain aims for translation? If translation is, pragmatically speaking, a useful and necessary communicative process, what are the skills and assumptions on which this view is based, and what are the risks associated with this transformation? This is a course about both the theory and practice of translation. Arguably, translation is best understood as a process based on the theory that it is possible to abstract the meaning of a text from its forms and reproduce that meaning with the very different forms of a target language. We will read in the history of translation, and try to acquire some of the skills of a translator. Special expertise in translation or foreign languages is not a necessary prerequisite for this course, but assignments involving the skill-set of translation, as well as reflecting on the tasks of translators, will be given and are mandatory for passing the course.

Class time: 70% lecture, 30% Discussion**Work load:** 40+ pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers

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

Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 20% weekly in-class writing

EngL 3102 Chaucer

(Sec 001); 3 cr; A-F only

Instructor: Krug, Rebecca L

This class is a focused study of the most famous English poet from the middle Ages. In the course, we will concentrate especially on Chaucer's Canterbury Tales. Students will learn to read (and pronounce!) Middle English, become familiar with aspects of medieval culture and literary traditions, and read some criticism. The course is designed for students who have done some work in early British literature, but students need have no prior experience with Chaucer or Middle English. Active discussion will form the basis of our course meetings. Assignments may include short essays and exams.

Class time: 100% Discussion

EngL 3122 Shakespeare II

(Sec 001); 3 cr; prereq 3007 or instr consent; credit will not be granted if credit received for: 3131

Instructor: Haley, David B

Intensive study of two to four plays, exploration of less familiar plays or of other works including the Sonnets, performance as interpretation with comparative analysis of multiple performances of a play or plays, critical study of multiple-text plays.

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

(Sec 001); 3 cr

Instructor: Watkins, John

The English seventeenth century witnessed a series of revolutionary developments that brought the modern world into being. In less than a hundred years, the country's government swung from monarchical absolutism through a disastrous experiment with republicanism to the establishment of a constitutional monarchy that has persisted to the present day. In the process, English kings were lauded as God's representatives on earth, deposed as traitors, satirized as adulterers, and in one horrifying case in the exact middle of the century, publically humiliated and executed. This period also witnessed a drastic expansion of English influence throughout the world, from Oliver Cromwell's massacre of the Irish to the establishment of brutal theocracies by English radicals immigrating to North America. The revolutions that toppled kings found their counterparts in every household as English men and women embraced new attitudes toward religion, science, the proper relationship between individuals of different ranks, gender, sexuality, and death. We will explore England's "Century of Revolution" with particular attention to poems by John Donne, George Herbert, Ben Jonson, Richard Crashaw, Aemilia Lanyer, Robert Herrick, Andrew Marvell, and John Dryden; prose works by Francis Bacon, Robert Burton, and Thomas Browne; and two deliciously macabre plays: The Duchess of Malfi and The Revenger's Tragedy.

Class time: 25% lecture, 75% Discussion

Work load: 100 pages of reading per week, The student will design their own course based on a menu of examination and paper options

EngL 3151 Romantic Literatures and Cultures

(Sec 001); 3 cr

Instructor: Goldberg, Brian B

During the Romantic period in England (1789-1832), established attitudes about war, sexuality, poverty, aesthetic experience, creativity, and political authority all came under assault, and the highly influential literature of the time reflects this intellectual and cultural ferment. This class will survey some of the highlights of the period. Authors may include the following: Mary Wollstonecraft, William Godwin, Edmund Burke, William Blake, Anna Letitia Barbauld, William Wordsworth, Samuel Taylor Coleridge, Charlotte Smith, Lord Byron, Mary Shelley, Percy Bysshe Shelley, John Keats, Thomas De Quincey, Jane Austen, and Felicia Hemans.

Work load: 2 exams, 2 papers, weekly in-class writing

This information is accurate as of: 10/30/2003 at 12:09 PM

EngL 3601W Analysis of English Language and Culture (Sec 001); 4 cr; meets CLE req of Writing Intensive

Instructor: Escure, Genevieve J

A general introduction to basic issues in language structure and language use, with specific application to English, and occasional extension to other languages. We outline the operation of universal mechanisms that enable humans to communicate meaning through speech or other codes such as sign language. After a brief outline of the physiological/biological foundations of language, and a review of crucial assumptions about language dynamics, the course is organized into two general sections: 1) a comprehensive examination of cognitive aspects of language, through concrete illustrations of its major components: the structure of sounds (phonetics and phonology); the structure of words (morphology); the structure of sentences (syntax); the structure of meaning (semantics); and the structure of discourse in context (pragmatics). 2) an overview of historical, social and behavioral aspects of language. Contemporary language variation is related to historical change and language universals. A sociolinguistic perspective is provided on the correlation between linguistic components (as presented before), 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). Finally, the process of native language acquisition is presented, and related to the other issues presented in class.

Class time: 70% lecture, 30% Discussion

EngL 3741 Literacy and American Cultural Diversity

(Sec 001, 002); 4 cr; S-N only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Cultural Diversity Theme

Instructor: Daigre, Eric Stephen

This course combines academic study with experiential and service learning in order to collectively build more complex understandings of the functions of literature, literacy, educational institutions, counter-institutional literacy programs, the grassroots and nonprofit sectors, and the different cultures and communities in the Americas. The goals of this ongoing learning are activist ones, specifically, developing more engaged higher educational institutions. Selected literary and non-literary texts, examining the varieties of literacy and the functions of education, with reference to revolutionary movements in Latin America and the Civil Rights movement in the United States. For "classwork" students will complete assigned readings, several short papers, in-class presentations, and a final project. Additionally, students will complete a "practicum" as literacy workers, working two hours a week outside of regularly scheduled classes, and an orientation and training seminar to assist them in this work. As we cross the borders between campus and our surrounding communities, we will apply and question our readings in the concrete context of our hands-on literacy work.

Work load: Includes required off-campus service learning practicum

EngL 3883V Honors Thesis

(Sec 001); 1-4 cr; max crs 4, 4 repeats allowed; A-F only; prereq Honors candidacy in English, consent of English honors advisor; meets HON req of Honors; meets CLE req of Writing Intensive

Instructor: Atkinson, Beverly Minear

This individually contracted course is required of English summa cum laude degree candidates. The resulting thesis (about 40 pages) may be analytical, theoretical, or creative. For complete information, students will read the relevant pages on <http://english.cla.umn.edu/undergradprogram/contents.htm>. Using a contract form available in the English Undergraduate Studies Office, 225 Lind, students make arrangements with a professor no later than the term preceding their last two terms. They can expect to spend two semesters to research, collect, discuss, create, write, revise and revise, and then to seek approval from the supervising professor and two additional readers. Students work somewhat independently, meet periodically with the professor, and attend the English honors thesis

writers' workshop as noted in the Class Schedule. It is recommended that they attend a thesis preparation and writing workshop offered by the CLA Honors advisors, consult with the English Honors advisor, and work closely with the professor. Some students also find it helpful to have a peer English honors student serve as a discussant and reader during the process of developing ideas and writing. Class time: average 50 minutes every other week in workshop.

Class time: 100% Discussion

Work load: The work load varies with the project

Grade: 100% written reports/papers, 0% 100% Grade is based on the completed thesis, the process leading to the final paper and the discussions with the faculty advisor

Course URL: <http://English.cla.umn.edu/>

EngL 3993 Directed Reading/Study

(Sec 001); 1-8 cr; max crs 3, 1 repeat allowed; prereq instr consent, dept consent, college approval

Instructor: STAFF

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

(Sec 001); 3 cr; A-F only

Instructor: Lee, Josephine D

This course will concentrate on selected works by African American, Latino, American Indian, and Asian American playwrights. Readings will focus on plays by writers such as Lorraine Hansberry, Amiri Baraka, Adrienne Kennedy, Suzanne Lori-Parks, Luis Valdez, Cherrie Moraga, David Henry Hwang, and others. 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 minority playwright.

Class time: 20% lecture, 80% Discussion

Work load: 50-100 pages of reading per week, 20 pages of writing per semester, 3 papers

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

EngL 4603W World Englishes

(Sec 001); 4 cr; credit will not be granted if credit received for: 3603W; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive

Instructor: Escure, Genevieve J

Historical background, psychosocial significance, and linguistic characteristics of diverging varieties of English spoken around world, especially in postcolonial contexts (Caribbean, Africa, Asia). Development of local standards/vernaculars. Sociolinguistic methods of analysis.

EngL 4613 Old English II

(Sec 001); Credit will not be granted if credit has been received for: ENGC 5613, ENGC 5613, ENGL 5613, ENGL 5613; 3 cr; prereq 3612; credit will not be granted if credit received for: 3613

Instructor: Davis, Glenn

This course is an in-depth study of Beowulf, the longest and, many critics would argue, the most accomplished extant piece of Anglo-Saxon poetry. In addition to reading and translating the poem, we will also undertake a more general study of Old English poetics, focusing particularly on those elements that feature prominently in Beowulf. Over the course of the semester, we will attempt to situate Beowulf in its various cultural contexts, drawing where appropriate on other works of Old English verse and prose, on the medieval Germanic archeological record, and on relevant linguistic evidence. Given the interests and goals of the members of the class, we may examine Beowulf in its modern critical contexts as well. Since we will read all 3,182 lines of the poem in its original language, knowledge of Old English is required. We will, however, begin the course with a brief

review of the important features of Old English grammar.

Class time: 30% lecture, 70% Discussion

EngL 4722 History of Writing Technologies

(Sec 001); 4 cr; credit will not be granted if credit received for: 3633

Instructor: Hancher, Michael

Technologies of writing -- the alphabet, handwriting, printing, and electronic text -- and their cognitive and social implications. Topics include writing and memory; literacy, power, and control; printing, language, and national identity; alphabetization and other ways of ordering the world; secrecy, privacy, and publicity; censorship and copyright; typography, legibility, and design; theories of technological determinism; the future of reading after the internet. Our readings will range from Homer and Plato to the most recent issue of Wired magazine.

Class time: 50% lecture, 50% Discussion

Work load: 70 pages of reading per week, 12-15 pages of writing per semester, 1 exams, 3 papers, 4 class presentations, online postings

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

Exam format: Brief essays

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

EngL 5622 Modern Irish Language II

(Sec 001); 5 cr; prereq 5621 or instr consent

Instructor: Stenson, Nancy J

Continuation of EngC 5621 - Further work on modern Irish language skills, speaking, reading, listening and writing. Choral, individual and group practice. Target audience - graduate or undergraduate.

Class time: 10% lecture, 90% Drill and language practice.

Work load: 2-4 pages of reading per week, 10 pages of writing per semester, 6 exams, Daily grammar exercises.

Grade: 25% final exam, 25% quizzes, 25% class participation, 25% problem solving

Exam format: Short answer.

EngL 5711 Introduction to Editing

(Sec 001); 4 cr; credit will not be granted if credit received for: 5401

Instructor: STAFF

Beginning editing, from substantive editing to the nature of the editor-writer relationship: manuscript reading, author queries, rewrite and style, some discussion of copy editing. Students develop editing awareness and skills by working on varied writing samples. For advanced undergraduates, graduate students, or working adults interested in continuing education. No prerequisite. Primary text: The Chicago Manual of Style.

EngL 5712 Advanced Editing

(Sec 001); 4 cr; prereq 5401, dept consent; credit will not be granted if credit received for: 5402

Instructor: Burnham, Laurie

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

Class time: 50% lecture, 50% Discussion

Work load: 50-100 pages of reading per week, 2 papers, 2-3 short

writing projects less than 3 pages each

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

Exam format: Final project; no final exam

English: Composition

225 Lind Hall: 612/625-2888

EngC 1011 University Writing and Critical Reading (Sec 001, 004-018); 4 cr; prereq placement in category [2 or 3]; some sections limited to non-native speakers

Instructor: STAFF

EngC 1011 fulfills the freshman writing requirement and helps students make the transition between high school and college by introducing them to academic writing. The freshman writing instructor guides students to communicate clearly, effectively, and creatively in a university setting and other communities. Emphasizing critical reading, writing, and thinking, the course teaches students how to discover and create knowledge by generating questions, investigating issues, and forming their own opinions. Although sections will differ according to the instructor's individual approach, students will receive a lot of feedback on their writing through writing workshops, instructor comments, and conferences. In all University Writing and Critical Reading courses (EngC 1011, 1012, 1013, 1014, 1015) students learn how to: (1) Use writing and reading to communicate, describe, analyze, and persuade. (2) Read critically to identify an author's audience, purpose, arguments, and assumptions. (3) Approach writing as a series of tasks that need collaboration with others and multiple drafts. (4) Make appropriate choices about content, rhetoric, structure, vocabulary, style, and format. (5) Develop strategies for generating and organizing ideas and arguments, revising, editing, and proofreading. (6) Locate and evaluate secondary sources; integrate sources with one's own ideas; document sources appropriately. (7) Write comfortably using the conventions of standard written American English.

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

EngC 1011H Honors: University Writing and Critical Reading (Sec 001); 4 cr; prereq honors, [placement in category 2 or 3]; meets HON req of Honors

Instructor: STAFF

See description for EngC 1011

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

EngC 1012 University Writing and Critical Reading: Perspectives on Multiculturalism

**(Sec 001, 006-013); 4 cr; prereq placement in category [2 or 3];
EngC 1012 does NOT meet CLE requirement of CLE Cultural
Diversity theme.; meets CLE req of Cultural Diversity Theme**

Instructor: STAFF

This course is EngC 1011 (please see the course description for EngC 1011) with a thematic focus. This course fulfills the Freshman Writing Requirement. Students explore race, nation, gender, and identity. Students might write "cultural diversity" autobiographies, research cultural resources on campus, view a film and write a review critiquing the ways it represents ethnic groups, or engage in persuasive writing for political action. In addition to the objectives for EngC 1011, a student in 1012 will learn how to: Describe how various groups have contributed to the nation's culture; Analyze the traditions of people from diverse backgrounds; Create arguments about how differences in race, ethnicity, and gender structure experience and influence social interactions.

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

EngC 1013 University Writing and Critical Reading: Nature and the Environment

**(Sec 001-005); 4 cr; prereq placement in category [2 or 3]; EngC
1013 does NOT meet CLE requirement of CLE Environment
theme.; meets CLE req of Environment Theme**

Instructor: STAFF

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

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

EngC 1014 University Writing and Critical Reading: Contemporary Public Issues

**(Sec 001-015); 4 cr; EngC 1014 does NOT meet CLE requirement
of CLE Citizenship and Public Ethics theme.; meets CLE req of
Citizenship/Publ Ethics Theme**

Instructor: STAFF

This course is EngC 1011 (please see the course description for EngC 1011) with a thematic focus. This course fulfills the Freshman Writing Requirement. Students think about writing in relation to the most challenging social and political issues facing the United States and the world today. Activities in this course might include debating the meaning of citizenship, evaluating candidates, and writing letters to newspapers and public officials. In addition to the objectives for EngC 1011, a student in 1014 will learn how to: Describe the range of past and present meanings of contemporary public issues; Analyze the rights and obligations of citizens in relation to public issues; Create arguments about the civic and ethical responsibilities of students, teachers, scientists, businesspersons, elected officials, and others.

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

EngC 1015 University Writing and Critical Reading: Perspectives on Globalization

(Sec 001, 002); 4 cr; prereq placement in category [2 or 3]

Instructor: STAFF

This course is a version of EngC 1011 with a thematic focus. Students explore how they relate to cultures and events globally to develop an inclusive understanding of the effects of globalization on contemporary life. Assignments will help students deal explicitly with important cultural, political, diplomatic and other interdependencies in today's world. Students will explore historical patterns as they explore current literature, media reports and analysis, and "hot issues" in regions inside and outside the US to help them understand how events, perspectives, and attitudes affect us as a global community. Students will read articles, view films, read international newspapers and media publications, and write papers from various cultural perspectives to help them with understanding events from beyond that of an American ethno-centric point of view, analyzing events around the world to understand how we are interconnected globally.

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

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

Instructor: STAFF

This course exposes students to the range of options they have available to them as writers and encourages a realization that successful or effective writing takes these options into account. It

teaches students to ask and answer the question: Given the audience and the context of this writing situation, what am I really being asked to do, and what choices can I make in tone, style, organization, and content to make my writing as effective as possible? In accomplishing this goal, students read, analyze, and produce a variety of different rhetorical styles. The course focuses primarily on the writing that students will face for the remainder of their academic career. Typical assignments: critical essays, research papers, literature reviews, essay exams and reports of various sorts. Many sections include additional practice in general research and library techniques. The preceding description is necessarily general; each instructor determines the specific content and requirements for the course.

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

EngC 3027W Advanced Expository Writing (Sec 001, 004-008); 4 cr; prereq Completion of freshman writing req; meets CLE req of Writing Intensive

Instructor: STAFF

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

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

English: Creative Writing
209 Lind Hall: 612/625-6366

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

Instructor: Fitzgerald, Maria J

Introduction to writing, poetry, fiction, and literary nonfiction. If you want to be a writer, this is the place to start. If you're not sure creative writing is a vocation for you, but want to improve your writing skills, become a sharper reader, and understand the creative process better, this course is also for you. The class will focus on students' individual writing through in-class writing exercises, take-home assignments, and small group workshoping of students' work. There is also a series of weekly lectures by local writers in which they discuss the creative process. Some of the topics they will address include: finding your material, creating characters, revision, writing from memory, and the creative imagination. Through a progression of exercises in creative writing, students will create three portfolios of writing: poetry, fiction, and nonfiction. By discussing and critiquing assigned readings and one another's work, students will improve their critical reading abilities and learn to read as writers.

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

Work load: 10 pages of writing per semester, 150 pages reading per semester

EngW 1102 Introduction to Fiction Writing (Sec 001, 002); 3 cr

Instructor: STAFF

Beginning instruction in the writing of prose fiction, taught in a workshop format. Revisions of your work as well as comments on

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fellow students' work will be required. Texts are drawn from collections of contemporary fiction and essays on technique. Topics covered will include characterization, plot, dialogue, and style.

EngW 1103 Introduction to Poetry Writing (Sec 001, 002); 3 cr

Instructor: STAFF

Beginning instruction in the art of poetry. Discussion of student poems and contemporary poetry, ideas for generating material, and writing exercises both in and out of class.

EngW 1104 Introduction to Literary Nonfiction Writing (Sec 001); 3 cr

Instructor: STAFF

This course will explore different ways to approach writing nonfiction through readings and workshops of student writing. Students will be encouraged to experiment with literary essays, memoir, and journalism.

EngW 3104 Intermediate Poetry Writing (Sec 001, 002); 3 cr; prereq 1101 or 1103 or dept consent

Instructor: STAFF

This intermediate level course is for writers who have some previous experience in writing poetry. The course will focus on craft and stylistic techniques using writing exercises and readings from a range of poets writing in different forms. The workshop portion of the class will be devoted to developing individual student work, critiquing other students' work, and reading in front of an audience.

EngW 3106 Intermediate Literary Nonfiction Writing (Sec 001); 3 cr; prereq 1104 or dept consent

Instructor: STAFF

This intermediate level course is for writers who have some previous experience in writing literary nonfiction. The course will focus on craft and stylistic techniques using writing exercises, and readings from a range of authors writing essays, memoir and other forms of literary non-fiction prose. The workshop portion of the class will be devoted to developing individual student work, critiquing other students' work, and reading in front of an audience.

EngW 3110 Topics in Creative Writing: Rogues, Wanderers, and Mystics (Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 1101 or 1102 or 1103 or 1104 or dept consent

Instructor: Tevis, Joni LeAnn

Rogues, Wanderers, and Mystics: Eco-critical Readings in Fiction and Nonfiction - In this class, we will explore the importance and impact of place upon narratives, characters, and philosophies of our chosen texts. Authors include Edward Abbey, Jack Kerouac, E. Annie Proulx, Rachel Carson, Jon Krakauer, Katharine Anne Porter, and others. Students will also have a chance to write their own fiction and nonfiction and to participate in

EngW 5102 Advanced Fiction Writing (Sec 001); 4 cr; max crs 8; prereq dept consent

Instructor: STAFF

This workshop-based class is intended for graduate students and, with permission of the instructor, advanced undergraduates. Class time will be primarily devoted to discussion of students' prose, and to analysis of assigned works, which will consist mainly of contemporary short fiction.

EngW 5204 Playwriting (Sec 001); 4 cr; max crs 8; prereq [Jr or sr], one EngW 3xxx course, dept consent [permission number available in creative writing office]

Instructor: STAFF

Students will read and critique student fiction, including short stories and chapters from novels. Instructor will hand out guidelines for doing so at the first meeting. Members of the workshop should expect to

have two, possibly three, manuscripts critiqued, each one approximately fifteen to twenty pages in length, and will also be reading and discussing short stories from an anthology, considering their formal properties. Instructor will expect active participation from everyone, including written comments to be turned in to the week's contributors and to the instructor.

EngW 5205 Screenwriting

(Sec 001); 4 cr; prereq [Jr or sr], one EngW 3xxx course, dept consent [permission number available in creative writing office]
Instructor: STAFF

A hands-on advanced workshop for students with experience in creative writing and/or a working knowledge of basic screenplay format. Students' scripts-in-progress may be either a complete short film or an excerpt from a feature-length film. Class critiques will emphasize issues of imagery, characterization, plot and structure, as well as creative process within screenwriting. Also expect in-class screenings, guests, and nuts and bolts discussion about story pitches, synopses and other vagaries of the professional industry. For advanced undergraduates, graduate students, and writers from the community interested in continuing education. Ask for a permission number in 209 Lind Hall.

EngW 5993 Directed Study in Writing

(Sec 001, 002); 1-4 cr; max crs 18, 18 repeats allowed; prereq instr consent, dept consent, college consent

Instructor: STAFF

By arrangement with individual faculty. For more information, contact the Creative Writing Program at (612) 625-6366.

Entomology

219 Hodson Hall: 612/624-3636

Ent 4015 Ornamentals and Turf Entomology

(Sec 001); 3 cr; prereq 1xxx course in biol or hort or forest resources

Instructor: Krischik, Vera Aber

This is an introductory course for undergraduate students, graduate students, and professionals with an interest in the management of insects in urban landscapes and in greenhouse, turf and nursery industries. The course examines the principles and implementation of Integrated Pest Management programs to manage pests. IPM is the practice of using a variety of cultural, biological and chemical methods to manage insects. IPM methods include biorational and biological pest controls, monitoring insect populations and the judicious use of chemical pesticides applied at the most vulnerable time in an insect's life history. Pest life histories, risk potential, and biological control potential are reviewed. One goal of IPM is to reduce any harmful impact chemicals may have on beneficial insects, wildlife or water quality. This is a web-based course using the CUES website (www.entomology.umn.edu/cues) and other IPM resources on the web. The required text is Johnson, W.T and Lyons, H.H., 1991, "Insects that Feed on Trees and Shrubs", Comstock Publishing Associates. If you have questions, contact the instructor at krisco01@umn.edu and/or visit the CUES website.

Class time: 80% lecture, 20% Discussion

Work load: 10 pages of reading per week, 1 papers, eight short essay quizzes, one oral report

Grade: 20% written reports/papers, 0% 70% take-home quizzes, 10% oral report

Exam format: Essay

Ent 4231 Insect Behavior

(Sec 001); 3 cr; A-F only; prereq Biol 1009 or equiv or instr consent; [3005 or EEB 3111] recommended

Instructor: Heimpel, George Eugene

Insects have evolved some of the most interesting and bizarre behaviors in the animal kingdom. These behaviors are evolutionary. This information is accurate as of: 10/30/2003 at 12:09 PM

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.

Class time: 100% lecture

Work load: 20 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers

Grade: 35% mid-semester exam(s), 35% final exam, 30% written 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 5021 Insect Taxonomy and Phylogeny

(Sec 001); 4 cr; prereq 3001 or equiv

Instructor: Holzenthal, Ralph W

This course covers evolution, classification, identification of orders and families of adult insects. The objectives are: 1. To familiarize the student with the characteristics used in the identification of adult insects to a family. 2. To familiarize the student with the evolution and classification of the insect orders. 3. To familiarize the student with the techniques of collecting and curating insects and with reconstructing phylogenies. Text: Borror, D.J., C.A. Tripplehorn, N.F. Johnson. 1989. "An Introduction to the Study of Insects", 6th ed. Saunders College Publishing.

Class time: 50% lecture, 50% Laboratory

Work load: 2 exams, Four lab quizzes

Grade: 33.3% mid-semester exam(s), 33.3% final exam, 33.3% quizzes

Exam format: Essay

Ent 5361 Aquatic Insects

(Sec 001); 4 cr; A-F only; prereq instr consent

Instructor: Ferrington, Leonard C

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), ?An Introduction to the Aquatic Insects of North America? Third Edition (1996), and photocopies of selected journal articles will be provided. Lectures will focus on taxonomy, external morphology, 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.

Class time: 50% lecture, 50% Laboratory

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

Grade: 60% mid-semester exam(s), 20% final exam, 20% lab work, 0% 20% each, on three mid-semester exams

Exam format: Combination of multiple choice and short answer essay

Ent 5900 Basic Entomology

(Sec 102-121); 1-6 cr; max crs 6, 1 repeat allowed; prereq instr consent

Instructor: STAFF

Opportunity to make up certain deficiencies in biological background.

Ent 5910 Special Problems in Entomology**(Sec 101-121); 1-6 cr; max crs 10, 10 repeats allowed; prereq instr consent**

Instructor: STAFF

Individual field, lab, or library studies in various aspects of entomology.

Environmental Science**120 Biosystem and Agricultural Engineering:
612/624-7254****ES 1011 Issues in the Environment****(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme**

Instructor: Philippon, Daniel J

This course is an introductory, interdisciplinary survey of environmental issues that explores the connections between scientific understanding and personal, professional, and civic responsibility. On Mondays and Wednesdays, the instructor and a variety of distinguished guest speakers will introduce students to topics of current environmental concern, and on Fridays students will discuss these issues in small groups. The course emphasizes the social, political, and economic factors involved in environmental decision-making, and lectures are supplemented with videos and a course web site. Questions we will ask include: Are environmental regulations too restrictive? Do environmentalists overstate their case? Should a price be put on nature's services? Should we limit population growth to protect the environment? Is biodiversity overprotected? Should the Arctic National Wildlife Refuge be opened to oil drilling? Should DDT be banned worldwide? Do environmental hormone mimics pose a serious health threat? Is genetic engineering a sound way to increase food production? Should the U.S. bury its nuclear waste in Yucca Mountain? Do human activities threaten to change the global climate? Is recycling a sound waste management strategy? Requirements include four 3-4 page papers, several short quizzes, a midsemester exam, and a final exam. This course has no prerequisites and is intended for students with little or no scientific background.

Class time: 70% lecture, 30% Discussion**Work load:** 30 pages of reading per week, 15 pages of writing per semester, 2 exams, 4 papers, Several short quizzes**Grade:** 15% mid-semester exam(s), 25% final exam, 40% written reports/papers, 10% quizzes, 10% class participation**Exam format:** Various formats**Course URL:** <http://www.agricola.umn.edu/es1011/spring04/>**ES 1425 Introduction to Meteorology****(Sec 001); Credit will not be granted if credit has been received for: GEOG 1425; 3 cr; both Soil 1425 and 1426 must be completed to count for Phys Sci/L CLE req; meets CLE req of Physical Science/Lab Core; meets CLE req of Environment Theme**

Instructor: Griffis, Timothy John

The goal of ES 1425 is to introduce the basic physical, chemical and biological processes that drive changes in Earth's weather and climate. Topics will include: radiation and energy exchange; greenhouse effect; stratospheric ozone depletion; severe weather hazards; general circulation of the atmosphere; climate teleconnections including El Nino, and impacts of human activities on climate. Weekly field and computer labs will be used to investigate how weather and climate data are measured, analyzed and interpreted. All lecture and lab material will be made available on the course web site.

Class time: 80% lecture, 20% Discussion**Work load:** 30 pages of reading per week, 4 exams, 8 lab assignments, and 1 review crossword per week**Grade:** 30% mid-semester exam(s), 30% final exam, 10% class participation, 30% lab work**Exam format:** Multiple choice, short answer, short essay**Course URL:** <http://www.soils.umn.edu/academics/classes/soil1425>**ES 1426 Introduction to Meteorology Laboratory****(Sec 001, 002); 2 cr; prereq both Soil 1425 and 1426 must be completed to count for Phys Sci/L CLE req; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive**

Instructor: Griffis, Timothy John

Be able to make observations and interpret weather events; gain insight into how weather reports are assembled; understand how to interpret climate statistics; become familiar with meteorological instrumentation; evaluate weather forecasts and their uncertainties. We will make extensive use of on-line weather resources available via the www. Some laboratory projects will be conducted outdoors, some "in the lab". Each student will be responsible for making her/his own series of weather observations over a period of one month. This course is targeted to non-science majors. When taken along with Geog/Soil 1425, the course fulfills the CLE "Physical Science with Lab" requirement. Geog/Soil 1426W serves as a Writing Intensive Course.

Class time: 15% lecture, 15% Discussion, 70% Laboratory**Work load:** 10 pages of reading per week, 30 pages of writing per semester, 1 papers**Grade:** 100% class participation**ES 3211 Environmental Physics****(Sec 001); 3 cr; A-F only; prereq Phys 1101**

Instructor: Wang, Dong

The science of environment constitutes many complex processes that may be studied collectively and synergistically from a physical, chemical, biological, or social-economic perspective. An apparent concern to environmental scientists is the understanding and resolution of environmental pollution that can be broadly defined as the addition of any substance or energy to parts of the ecosystem that ultimately harm mankind. The complexity of an even seemingly simple environmental problem can be enormous. In this class, we will, using basic concepts and principles of classic and modern physics, examine a broad range of environmental problems arising from the interaction between humans and the natural environment. We will cover various forms of pollution (land, water, and air), transport mechanisms of the pollutants, and anthropogenic greenhouse gas emissions and global climate change. In addition to the physical principles, we will also briefly discuss social and societal issues of environmental problems that place environmental science in a broader social-economic context. The course will be web enhanced.

Class time: 60% lecture, 10% Discussion, 30% Laboratory**Work load:** 30 pages of reading per week, 3 exams**Grade:** 30% mid-semester exam(s), 30% final exam, 10% quizzes, 30% lab work**Exam format:** closed book exam**ES 3221 Soil Conservation and Water Quality Impacts****(Sec 001); 3 cr; prereq 1125 or 2125 or instr consent**

Instructor: Mulla, D J

The content of this course involves the historical causes and consequences of accelerated soil erosion on soil productivity and water quality, the physical process of wind and water erosion, soil conservation techniques for agriculture, forestry, mining, and urban land-uses, case studies on water quality, and the economic, political, and sociological influences on soil conservation planning. The course includes two weekly lecture periods and one weekly discussion laboratory. The required textbook for the course is "Soil Conservation," by Norman Hudson (3rd ed., 1995). A set of course note outlines is also available to students. This course is targeted to undergraduate students.

Class time: 50% lecture, 20% Discussion, 30% Laboratory**Work load:** 20 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers**Grade:** 30% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% problem solving**Exam format:** Short answer and multiple choice.**ES 4021W Environmental Impact Statements****(Sec 001); 3 cr; prereq AgEc 4611 or instr consent, jr or sr, 16 cr of science; meets CLE req of Writing Intensive**

Instructor: Cooper, Terence H

Roles of governmental agencies, consultants, and private citizens in the EIS process. Students will read EIS, EAW and analyze their content and scope, and prepare an EAW and an EIS according to Minnesota EQB guidelines.

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

Work load: 20 pages of reading per week

Grade: 15% mid-semester exam(s), 15% final exam, 60% written reports/papers, 10% special projects

Exam format: Essay short answer

Course URL: <http://www.soils.umn./academic/classes/soil4021>

ES 5211 Environmental Biophysics and Ecology

(Sec 001); 2 cr; A-F only; prereq [[Biol 1009 or equiv], Math 1271, Phys 1101, [upper div or grad student]] or instr consent

Instructor: Wang, Dong

The course was developed for upper division undergraduate/graduate level students interested in the biophysics and ecology aspects of environmental sciences. The first part of the course will define basic concepts of environmental variables such as temperature, humidity, wind, and radiation that are important to biological processes. The second part will focus on the mechanics of heat and mass transfer between a living organism and its surrounding environment. The final portion consists of a set of practical examples that will help to integrate concepts and transport processes discussed in the course.

Class time: 90% lecture, 10% Discussion

Work load: 30 pages of reading per week, 315 pages of writing per semester, 3 exams

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

ES 5212 Environmental Biophysics and Ecology Laboratory

(Sec 001); 1 cr; A-F only; prereq Biol 1009, Math 1271, Math 1282, Phys 1101

Instructor: Wang, Dong

This laboratory course is designed to introduce students to experimental techniques used in environmental biophysics and ecological studies. The intent is to be able to quantitatively measure the biophysical parameters of plants, animals, and their surrounding environments in order to define or describe the physical status of a living organism, and to determine the rate of mass and energy exchange. The course objectives are (1) to introduce measurement principles and fundamentals in biophysics, (2) to gain basic skills in sensor selection and operation, and (3) to integrate measurement techniques in problem solving.

Class time: 100% Laboratory

Work load: 15 pages of reading per week, 30 pages of writing per semester

Grade: 70% written reports/papers, 30% lab work

Exam format: none

ES 5601 Principles of Waste Management

(Sec 001); 3 cr; A-F only; prereq 1125 or 2125, Biol 1002/1009 or Chem 1021, Stat 3011, ApEc 1101 or instr consent

Instructor: Halbach, Thomas R

The goal of this course is to provide the student with an understanding of the basic principles and issues of waste management. We consider regulations, problems, and solutions in managing and remediating the waste stream generated by today's society. Topics include: waste stream dynamics, municipal solid waste, composting, and waste to energy, ash disposal, recycling, landfills, land application, waste reduction, regulatory requirements, trends, soils and case studies. This course is taught from a soils perspective with emphasis on practical application and innovation. Teaching techniques include: lecture, readings, tours, 15 written assignments, a term paper, and a final written exam. Work load: 25 - 75 pages of reading per week, 30 - 40 pages of writing per semester.

Class time: 60% lecture, 20% Discussion, 15% Laboratory, 5% tours of compost sites

Work load: 75 pages of reading per week, 40 pages of writing per semester, 2 exams, 1 papers, 15 assignments

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

Exam format: closed book

Family Education

325 VoTech: 612/624-3010

FE 5301 Program Planning in Family Education

(Sec 001); 3 cr; A-F only

Instructor: Thomas, Ruth G. !!Educ Distinguished Tchg Awd!!

Research and theory, development of curriculum and programs, and evaluation of materials. Intended audience: FE 5301 is intended for educators, students of curriculum and those preparing for specialist, supervisory and other roles in education and family education. The course is intended for individuals who need an understanding of program planning concepts and principles and alternative approaches to program development so that they can identify directions and educational designs appropriate for programs in which they have responsibility. FE 5301 is intended to assist participants in: a) developing a critical awareness of alternative ways of viewing program development and their implications; b) becoming more deeply aware of their own perspectives concerning program development and the origins of those perspectives; c) analyzing existing curricular materials for perspectives reflected; d) generating new ways of thinking about family education programs and curriculum; e) articulating for themselves and others the principles and priorities upon which their ideas about curriculum and their programs are based. You will examine and evaluate curricular materials and learn skills, considerations, and perspectives involved in planning educational programs in family education.

Class time: 40% lecture, 60% Discussion

Work load: 30 pages of reading per week, 25 pages of writing per semester, 2 papers

Grade: 35% written reports/papers, 35% special projects, 30% in-class presentations

Family Social Science

290 McNeal Hall: 612/625-1900

FSoS 1101 Intimate Relationships

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

Instructor: Caron PhD, Wayne Allan !!Outstanding Service Award!!

Focuses on couple dynamics and gives an overview of how to develop, maintain, and terminate an intimate relationship. Relationship skills and issues including communication, conflict resolution, power, and roles are discussed. The course objectives are to provide an overview of these topics as well as a deeper appreciation and awareness of their importance. General topics to be covered include dating, cohabitation, marriage, sexual orientation, gender roles and power, communication and conflict resolution, relationship problems (abuse, infidelity, divorce) and couple enrichment and couple therapy.

Class time: 50% lecture, 50% Discussion

Work load: 50 pages of reading per week, 30-40 pages of writing per semester, 5 exams, 1 papers

Grade: 33% mid-semester exam(s), 33% final exam, 33% special projects

Exam format: multiple choice

Course URL: <http://fsos.che.umn.edu/courses/sp2000-ug.html>

FSoS 2101 Preparation for Working With Families

(Sec 001); 2 cr; A-F only

Instructor: Goodman, William Joseph

This course is designed to be a systematic preparation for upper division education, research and field internships, and career possibilities in Family Social Science. Central to the focus of this

course is also the advancement of students' thinking power by utilizing five levels of thinking outlined by Bloom, 1956. These five levels: knowledge, comprehension, application, analysis and synthesis are used in responding to the course text, "Becoming a Helper" by Marianne and Gerald Corey (2003) and workbook assignments. Book and class topics include the following: Are the Helping Professions for You? Getting the Most from Your Education and Training, Stages in the Helping Process, Common Concerns of Beginning Helpers, Ethical Issues Facing Helpers, Values and the Helping Relationship, Cultural Diversity in the Helping Professions, Working in the Community, Working with Groups, Working with the Family, Understanding Life Transitions, Stress and Burnout, and The Challenge of Retaining Your Vitality. To review course requirements, goals and objectives, and additional information about this course, students are encouraged to view the syllabus on the WEB.

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

Work load: 25 pages of reading per week, 100 pages of writing per semester, 1 papers, Contract grading

Grade: 0% Contract grading

Course URL: <http://fsos.che.umn.edu/goodman/fsos2101/default.html>

FSoS 2191 Independent Study in Family Social Science

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

Instructor: STAFF

The independent study course is for field, library, and laboratory research in family social science. The topics, course content and readings for the course are developed under the guidance of the supervising faculty member. Prior registration approval is necessary.

FSoS 3101 Personal and Family Finances

(Sec 001); 3 cr; prereq At least soph or instr consent

Instructor: Zuiker, Virginia Solis

This course is an analysis of personal and family financial management principles. Students will learn concepts pertaining to the financial planning of savings, investments, credit, mortgages, taxation, life, disability, health, and property insurance; public, private pensions, and estate planning. This course focuses on personal and family finances, not corporate or government finances. It is designed to be applicable to the student's personal life decisions and his/her professional role. This course will address financial pitfalls, economic security, and ways to accumulate wealth. Undergraduate students, students majoring in Family Social Science, and students from other majors are welcome to and could learn from this class.

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

Work load: 35 pages of reading per week, 20 pages of writing per semester, 4 exams, personal financial portfolio; pop quizzes

Grade: 26% mid-semester exam(s), 32% final exam, 10% quizzes, 32% Personal financial portfolio

Exam format: multiple choice

Course URL: <http://fsos.che.umn.edu/zuiker/fsos3101/default.html>

FSoS 3191 Independent Study in Family Social Science

(Sec 001); 1-5 cr; max crs 12, 12 repeats allowed; prereq Jr, instr consent; meets HON req of Honors

Instructor: STAFF

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 4101 Sexuality and Gender in Families and Close Relationships

(Sec 001); 3 cr; prereq 3102 or instr consent

Instructor: Meyer, Cynthia Jo

The course emphasizes scientific knowledge for the promotion of sexual health among individuals, couples, and families as they pass through various stages of life. The course is designed to: (1) increase understanding of the influence of sexuality in individual experience, interpersonal relationships and family life; (2) provide research-based

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knowledge of human sexuality; (3) promote consideration of sexual issues facing individuals, couples, and families in contemporary society, and (4) introduce students to sex-related problems and issues they are likely to encounter in future careers in human relations and/or human services.

Class time: 50% lecture, 40% Discussion, 10% films - inclass writing / projects

Work load: 50-75 pages of reading per week, 10 pages of writing per semester, 2 exams, 2 papers

Grade: 25% written reports/papers, 20% special projects, 50% quizzes, 5% class participation

Exam format: multiple choice, short answer

FSoS 4102 Global and Diverse Families

(Sec 001); 3 cr; prereq 3102 or instr consent; meets CLE req of Social Science Core; meets CLE req of Cultural Diversity Theme

Instructor: Rosenblatt, Paul C !!Morse Alumni Award; Outstanding Achievement Award!!

Multiple perspectives on family dynamics of various racial and ethnic populations in the United States and in other countries in the context of national and international economic, political, and social processes.

Class time: 40% lecture, 30% Discussion, 30% films, speakers, small-group work, in-class writing

Work load: 100 pages of reading per week

Grade: 42% final exam, 16% written reports/papers, 42% quizzes

Exam format: Essay

FSoS 4103 Family Policy

(Sec 001); 3 cr; prereq 3102 or instr consent

Instructor: Rueter, Martha A

In this course, we will examine the development of public policies that influence families. We will study family policies in the United States as well as those in countries throughout the world. We will discuss how and why specific policies develop within various contexts, how specific policies influence families, and how one could influence the policy process to help shape family policy. The class emphasizes class discussion and work within small groups. Students interested in learning more about government policies that affect families and how one might influence the public policy process would benefit from this class. Undergraduate students, graduate students, students majoring in Family Social Science, and students from any other major are all welcome to and could learn from this class.

Class time: 30% lecture, 40% Discussion, 30% Small group work

Work load: 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers, 1 Group presentation

Grade: 15% mid-semester exam(s), 15% final exam, 30% written reports/papers, 20% in-class presentations, 20% class participation, 0% Papers - graduate students only.

Exam format: Short answer.

FSoS 4104W Family Psychology

(Sec 001); 3 cr; prereq 3102 or instr consent; meets CLE req of Writing Intensive

Instructor: Meyer, Cynthia Jo

Family Psychology addresses processes that take place in families of origin, families of choice and other close relationships within diverse social contexts. Emphasis is place on evaluating current research on family dynamics within and across generations. In addition to looking at Family Systems Theory, specific topics include: family rituals, biology and family interactions, marital interactions, adoption, lesbian and gay families, aging, and family therapy. While the emphasis is on understanding current family research, the course also focuses on ways the material can be applied to the student's family and relationships as well as professional interactions with clients. Family Psychology is a writing intensive course which means that the course grade is directly tied to both the quality of writing as well as knowledge of the subject matter.

Class time: 50% lecture, 40% Discussion, 10% films and videos

Work load: 80-100 pages of reading per week, 22 pages of writing per semester, 1 exams, 2 papers, one small group presentation

Grade: 30% final exam, 60% written reports/papers, 5% in-class

presentations, 5% class participation

Exam format: multiple choice and short essay

FSoS 4105 Methods in Family Research (Sec 001); 3 cr; prereq [3102, one introductory course in statistics] or instr consent

Instructor: Caron PhD, Wayne Allan !!Outstanding Service Award!!

This course is designed to give students a basic understanding of social science research methods, particularly as they apply to questions about the family. The scientific method, the major questions and objectives of family research, data gathering, analysis, reporting and social issues will all be explored and examined. Upon completion of the course, students should be able to comprehend and critique family research studies; appreciate the social context of family research, including values and political issues; and understand how diversity issues (race, ethnicity, gender, class, and sexual orientation) are involved in the research process.

Class time: 50% lecture, 50% Discussion

Work load: 60 pages of reading per week, 25 pages of writing per semester, 5 exams, 5 papers

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

Exam format: multiple choice

FSoS 4106 Family Resource Management (Sec 001); 3 cr; prereq Soph or instr consent

Instructor: STAFF

An analysis of the managerial behavior of individuals and families, with an emphasis on how individuals and families make decisions and solve problems through the use of interpersonal, economic, natural, and community resources to achieve central life purposes.

FSoS 4150 Special Topics in Family Social Science: Alzheimer's Disease & Family Caregiving (Sec 001); 2 cr; max crs 12, 6 repeats allowed; prereq [Varies by topic], at least jr

Instructor: Caron PhD, Wayne Allan !!Outstanding Service Award!!

This course teaches concepts and skills in working with families living with Alzheimer's disease. Using a hands-on approach that includes contact with caregiving families, the course surveys the issues faced from the onset of the illness to the end of life. Issues of assessment and intervention will be reviewed emphasizing innovations in family caregiving support.

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

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

Grade: 50% written reports/papers, 50% quizzes

Exam format: multiple choice

FSoS 4152 Gay, Lesbian, and Bisexual People in Families (Sec 001); 3 cr; prereq 3102 or instr consent

Instructor: Goodman, William Joseph

This course is designed to examine gay, lesbian, bisexual people in families and their unique contribution to the understanding of diversity among families. Current research, theory, and opportunities for self-reflection will be pathways to learn more about the diverse experiences of those who participate in families with gay, lesbian, and bisexual members. Course topics will include: definitions of "family", mythologies, coming-out, identity, homophobia, gender, family of origin, social networks, intimacy, sexuality, children, parenting, aging, AIDS and ethnicity. Methodological issues in research and clinical issues for these families will also be examined. Additionally, developmental, economic, social-political, and feminist theory will be applied to enrich perspectives of gay, lesbian, and bisexual people in families. To review course requirements, goals and objectives, and additional information about this course, students are encouraged to view the syllabus on the WEB. All students are invited to take this course.

Class time: 50% lecture, 50% Discussion

Work load: 100 pages of reading per week, 30 pages of writing per semester, 1 papers, This course utilizes contract grading.

Grade: 10% written reports/papers, 40% special projects, 40% in-class presentations, 10% class participation, 0% This course utilizes contract grading.

Course URL: <http://fsos.che.umn.edu/goodman/fsos4152/default.html>

FSoS 4154W Families and Aging (Sec 001); 3 cr; prereq 3102 or instr consent; meets CLE req of Writing Intensive

Instructor: Detzner, Daniel Frank

Aging families from diverse socio-economic and cultural backgrounds are examined as complex multigenerational systems interacting within a changing social structure. Intergenerational family dynamics, late life developmental transitions, long-term marriages, and care giving for frail elders are analyzed from perspectives of social gerontology, family science, and critical theory. The practice and policy implications of family gerontology issues will be critically analyzed from the perspectives of race, class, and gender. Students will conduct an extensive life history of an elder as the major assignment in this writing intensive course. Web CT Vista will be used as a course management tool and students will be expected to regularly participate in the online threaded discussions. Lectures, discussions, and videos will be used in class. The course is designed for undergraduate majors and non-majors.

Class time: 35% lecture, 35% Discussion, 30% Video and small group work

Work load: 50-75 pages of reading per week, 25-30 pages of writing per semester, 5 exams, 3 papers, Online discussion participation is required. You will both read and react to the postings of your classmates on topics related to readings, class discussions, and video.

Grade: 10% final exam, 30% written reports/papers, 30% quizzes, 5% in-class presentations, 20% class participation, 5% problem solving

Exam format: Multiple choice and short answer

FSoS 4155 Parent-Child Relationships (Sec 001); 3 cr; A-F only; prereq 3102 or instr consent

Instructor: STAFF

History, theories, research and contemporary practices of parent-child relationships in diverse families and cultures across the life span. The course also helps to prepare students for professional work in education, social work and other human service occupations.

Class time: 30% lecture, 30% Discussion, 40% films, speakers and small group work

Work load: 100 pages of reading per week, 15 pages of writing per semester, 5 exams, 1 papers

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

Exam format: Multiple choice and essay

FSoS 4156 Legal-Economic Controversies in Families (Sec 001); 3 cr; prereq [3101] or instr consent

Instructor: Rettig PhD, Kathryn K.

The purpose of the course is to practice critical thinking applied to controversial family issues in order to develop competencies for effective participation in public decision-making processes. Competencies that are important for letters to editors, legislative testimony, public speeches, and written papers include: stating and analyzing the controversy, understanding types of reasoning, presenting affirmative and negative arguments, separating fact from judgement/beliefs from knowledge, and inductive and deductive reasoning. Competencies in reasoned public decision making are needed in a world where the issues that confront us are increasingly more complex and unprecedented. The course is intended for advanced undergraduates and beginning graduate students. It is multi-disciplinary and integrates content of family relationships, family economics and law, family policy, family financial management and decision making. The course is taught by lecture, discussion, small group controversial discussions, argumentation and debate, and written arguments. There are frequent short writing assignments and a final written paper presenting both pro and con arguments for a student-chosen controversy, as well as midterm and final exams.

Class time: 20% lecture, 40% Discussion, 20% Group work, controversy arguments in debate

Work load: 30 pages of writing per semester, 2 exams, 1 papers
Grade: 25% mid-semester exam(s), 25% final exam, 40% written reports/papers, 5% in-class presentations, 5% class participation

FSoS 4191 Independent Study in Family Social Science (Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq Sr, instr consent; meets HON req of Honors

Instructor: STAFF

The independent study course is for field, library, and laboratory research in family social science. The topics, course content and readings for the course are developed under the guidance of the supervising faculty member. Prior registration approval is necessary.

FSoS 4294 Research Internship (Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq FSOS major, instr consent

Instructor: STAFF

Students work on research projects w/ Family Social Science faculty that may include research planning, proposal writing, literature review, data collection, data coding and/or cleaning, data analysis and research reporting.

Course URL: <http://fsos.che.umn.edu/courses/sp2000-ug.html>

FSoS 4296 Field Study: Working With Families (Sec 001); 4-12 cr; max crs 12, 1 repeat allowed; S-N only; prereq 2101, instr consent

Instructor: Goodman, William Joseph

This course consists of 180 hours of directed paraprofessional work experience related to the student's applied interest. While the unit of focus is on families throughout this course, student involvement in agencies may range from working with the Minnesota State Legislature (Family Policy) to Family Financial Counseling (Family Economics) to Nursing Homes (Family Health Care). A multitude of Minnesota State, National, and International social service agencies are utilized in providing students with an experience that best advances their thinking and working. This course is further designed to integrate the whole of a student's undergraduate work by requiring students to complete a professional portfolio suitable for use during job interviews upon graduation. To review course requirements, goals and objectives, and additional information about this course, students are encouraged to view the syllabus on the WEB. This course is for Family Social Science undergraduate majors only.

Class time: 100% Discussion

Work load: 1 portfolio project

Grade: 5% in-class presentations, 5% lab work, 90% community service

Course URL: <http://fsos.che.umn.edu/goodman/fsos4296/default.html>

FSoS 5150 Special Topics in Family Social Science: Clinical Issues in MFT (Sec 001); 3 cr; max crs 12, 6 repeats allowed; prereq instr consent

Instructor: Turner, William Lofton

Family therapy assessment and treatment approaches to problems such as depression, alcoholism, and sexual abuse, and to the challenges of varying family structures such as single parent and remarried families.

FSoS 5193 Directed Study in Family Social Science (Sec 001); 1-6 cr; max crs 6, 1 repeat allowed; prereq FSoS or grad student in related field

Instructor: STAFF

The directed study course is for field, library, and laboratory research in family social science. The topics, course content and readings for the course are developed under the guidance of the supervising faculty member. Prior registration approval is necessary.

FSoS 5429 Counseling Skills Practicum I (Sec 001); Credit will not be granted if credit has been received

This information is accurate as of: 10/30/2003 at 12:09 PM

for: FSOS 3429, FSOS 3429, FSOS 3429; 3 cr

Instructor: Meyer, Cynthia Jo

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.

Class time: 50% lecture, 20% Discussion, 30% skills practice

Work load: 60 pages of reading per week, 6 pages of writing per semester, 1 exams, 1 papers, 10-12 workbook exercises and 1 small group presentation

Grade: 30% final exam, 25% written reports/papers, 10% special projects, 15% class participation, 20% Homework assignments

Exam format: multiple choice and short essay

Course URL: <http://fsos.che.umn.edu/courses/sp2000-ug.html>

Finance

**3-122 Carlson School of Management:
612/624-2888**

Fina 4241 Corporate Financing Decisions (Sec 001, 002); 4 cr; A-F only; prereq 3001

Instructor: Benzoni, Luca

For more information, please visit the class web page at

<http://www.umn.edu/~lbenzoni/html/fin4241/fin4241.html> or contact the instructor at lbenzoni@umn.edu.

Course URL: <http://www.umn.edu/~lbenzoni/html/fin4241/fin4241.html>

Finnish

205 Folwell Hall: 612/625-2080

Fin 1002 Beginning Finnish (Sec 001); Credit will not be granted if credit has been received for: FIN 4002; 5 cr; prereq 1001

Instructor: Karvonen, Daniel Howard

In this course, the second half of the first-year language sequence in Finnish, the acquisition of basic proficiency in Finnish that began in FIN 1001 will continue in all four areas of language: speaking, listening, reading, and writing. The main textbook for the course is "Hyvin menee" (chapters 13-24), accompanied by a CD and a glossary. 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, TV news broadcasts, etc.) will also be used. Much of class time will focus on interactive communicative activities designed to activate the material learned in class, with students working in groups or pairs. Qualified students may register for this course under the 4002 designator (see below) for 2 credits (and reduced tuition).

Class time: 20% lecture, 80% Interactive exercises

Work load: 3 exams, 3 papers, 9 quizzes, 1 final project

Grade: 10% final exam, 18% written reports/papers, 18% quizzes, 5% in-class presentations, 21% class participation, 18% tests, 10% oral interviews

Exam format: Short answer, essay, matching

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

Fin 1004 Intermediate Finnish (Sec 001); Credit will not be granted if credit has been received for: FIN 4004; 5 cr; prereq 1003

Instructor: Karvonen, Daniel Howard

In this course, the second half of the second-year language sequence in Finnish, students' skills in reading, writing, speaking, and

understanding will be further honed and refined. The main textbook for the course is "Elaman suolaa: Suomen kielen alkeita 2" (chapters 31-40) which is supplemented by "Finnish: An Essential Grammar." The cassette tape accompanying "Elaman suolaa" will be used in class, and students are also encouraged to listen to it in the language lab. Students will continue to learn both the written and spoken varieties of Finnish. Authentic materials reflecting Finnish culture (e.g., songs, movies, TV news broadcasts, newspaper articles, etc.) will also be used. Much of class time will focus on interactive communicative activities designed to activate the material learned in class, with students working in groups or pairs. This course will prepare students to take the Graduation Proficiency Test (GPT), which will be taken towards the end of the course. Qualified students may register for this course under the 4004 designator (see below) for 2 credits (and reduced tuition).

Class time: 20% lecture, 80% Interactive exercises

Work load: 3 exams, 3 papers, 7 quizzes, 1 final project

Grade: 18% written reports/papers, 14% quizzes, 5% in-class presentations, 30% class participation, 21% tests, 12% oral interviews

Exam format: Short answer, essay, matching

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

Fin 3012 Advanced Finnish

(Sec 001); 3 cr; prereq Passing score on GPT

Instructor: Karvonen, Daniel Howard

This course is designed to refine advanced students' skills in oral and written expression in Finnish. Students will read authentic Finnish texts, such as short stories and newspaper and journal articles, which will form the basis for classroom and online discussions. Advanced grammatical topics will also be reviewed as necessary. Students will write three essays, do three take-home exams and also complete a final project on a topic of their choice.

Class time: 20% lecture, 80% Discussion

Work load: 3 papers

Grade: 30% written reports/papers, 10% special projects, 30% class participation, 15% three take-home quizzes, 15% online chat

Exam format: short answer, essay

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

Fin 4002 Beginning Finnish

(Sec 001); Credit will not be granted if credit has been received for: FIN 1002, FIN 1002; 2 cr; prereq passing score on GPT in another language or grad

Instructor: Karvonen, Daniel Howard

In this course, the second half of the first-year language sequence in Finnish, the acquisition of basic proficiency in Finnish that began in FIN 4001 will continue in all four areas of language: speaking, listening, reading, and writing. The main textbook for the course is "Hyvin menee" (chapters 13-24), accompanied by a CD and a glossary. 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, TV news broadcasts, 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.

Class time: 20% lecture, 80% Interactive exercises

Work load: 3 exams, 3 papers, 9 quizzes, 1 final project

Grade: 10% final exam, 18% written reports/papers, 18% quizzes, 5% in-class presentations, 21% class participation, 18% tests, 10% oral interview

Exam format: Short answer, essay, matching

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

Fin 4004 Intermediate Finnish

(Sec 001); Credit will not be granted if credit has been received for: FIN 1004, FIN 1004; 2 cr; prereq passing score on GPT in another language or grad

Instructor: Karvonen, Daniel Howard

In this course, the second half of the second-year language sequence in Finnish, students' skills in reading, writing, speaking, and understanding will be further honed and refined. The main textbook for

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the course is "Elaman suolaa: Suomen kielen alkeita 2" (chapters 31-40) which is supplemented by "Finnish: An Essential Grammar." The cassette tape accompanying "Elaman suolaa" will be used in class, and students are also encouraged to listen to it in the language lab. Students will continue to learn both the written and spoken varieties of Finnish. Authentic materials reflecting Finnish culture (e.g., songs, movies, TV news broadcasts, newspaper articles, etc.) will also be used. Much of class time will focus on interactive communicative activities designed to activate the material learned in class, with students working in groups or pairs. This course will prepare students to take the Graduation Proficiency Test (GPT), which will be taken towards the end of the course.

Class time: 20% lecture, 80% Interactive exercises

Work load: 3 exams, 3 papers, 7 quizzes, 1 final project

Grade: 18% written reports/papers, 14% quizzes, 5% in-class presentations, 30% class participation, 21% tests, 12% oral interviews

Exam format: Short answer, essay, matching

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

Fisheries and Wildlife

200 Hodson Hall: 612/624-3600

FW 2001 Introduction to Fisheries, Wildlife, and Conservation Biology

(Sec 001); 3 cr; prereq Biol 1001 or Biol 1009; meets CLE req of Environment Theme

Instructor: Adelman, Ira R

This course introduces students to the theory and practice of conservation and management of living resources. It covers the general ecological principles applied to management of fish and wildlife including single species populations, ecosystem, and landscape approaches. Topics include the biota, habitat, and socio-political aspects of human use. The book, Song of the Dodo, and case studies are used to explore current issues in conservation. Target audience: 1) Most NRES majors are required to take this course 2) majors where ecological/environmental issues are of concern may wish to take this course to enhance their professional background 3) all other majors who have a personal interest in fish and wildlife and conservation of natural resources may wish to take this course to broaden their background. Students in environmental/ecological majors should take this course in their soph or jr years or they may find some material repetitious with previous courses. Course objectives: 1. Students will learn the concepts/theories/facts/principles related to fisheries, wildlife, and conservation biology. 2. students will learn to understand the perspectives and values associated with these disciplines. 3. Students will develop the ability to draw reasonable inferences from observations and to distinguish between fact and opinion. 4. Students will improve their communication skills by participation in discussion groups and short writing assignments.

Class time: 65% lecture, 35% Discussion

Work load: 60 pages of reading per week, 4 pages of writing per semester, 3 exams, 2 papers

Grade: 40% mid-semester exam(s), 20% final exam, 35% written reports/papers, 5% class participation

Exam format: Multiple choice and short answer, Exams will be based on information from the text books and lectures, including guest lecturers.

Course URL: <http://www.fw.umn.edu/fw2001fall/default.html>

FW 4104 Hunting and Fishing Traditions: Field Sports Reflected in Arts, Literature,

(Sec 001); 3 cr; S-N only; prereq instr consent

Instructor: Spangler, George R

Through lectures, presentations by invited guests and readings, students will be introduced to the philosophical foundations, history, traditions and current importance of the field sports in modern North American society, with emphasis on appreciation of hunting and fishing in the arts and literature. In the companion laboratory, students will be introduced to contemporary recreational fishing gear, its fabrication,

technology and use, and to the safe handling of firearms. The laboratory will provide an overview of the shooting sports, practical experience in shooting rifles, pistols and shotguns, and will meet the Minnesota Department of Natural Resources requirements for a firearms safety certificate. Preference will be given to students in resource management, and others with limited or no prior experience in fishing and hunting.

Class time: 33% lecture, 33% Discussion, 33% Laboratory

Work load: 50-70 pages of reading per week, 6-10 pages of writing per semester, 2 papers

Grade: 30% written reports/papers, 30% class participation, 30% lab work, 10% 90% attendance will be required

Exam format: Multiple choice (lab only)

Course URL: <http://www.fw.umn.edu/FW4104>

FW 4105 Hunting and Fishing Traditions: Field Sports Reflected in Arts, Literature,

(Sec 001); 2 cr; S-N only; prereq instr consent

Instructor: Spangler, George R

This is the LECTURE ONLY portion of the course (2 of the 3 credits) listed as FW4104. Through lectures, readings, and presentations by invited guests, students will be introduced to the philosophical foundations, history, traditions and current importance of the field sports in modern North American society, with emphasis on appreciation of hunting and fishing as expressed in the arts and literature. Text and reading packet are required; course materials also include videotapes on reserve in the library. Graduate and undergraduate students of all majors are welcome.

Class time: 50% lecture, 50% Discussion

Work load: 50-70 pages of reading per week, 6-10 pages of writing per semester, 2 papers

Grade: 45% written reports/papers, 45% class participation, 10% 90% attendance required

Course URL: <http://www.fw.umn.edu/FW4104>

FW 4136 Ichthyology

(Sec 001); 4 cr; prereq Biol 2012

Instructor: Simons, Andrew

This course covers the biology and diversity of fishes. Topics covered include evolution, classification, anatomy, locomotion, and behavior. Fishes are a large and diverse group of organisms; therefore these topics will be covered at a general level, focussing in large part on the constraints imposed by the aquatic environment. The laboratory will cover anatomy and diversity of fishes, focussing on the Minnesota fauna. Students will learn the use of dichotomous keys to identify Minnesota fishes and will be expected to learn common and game species by sight. There will be two afternoon field trips during the semester. Assessment is based on 3 lecture exams, 2 lab exams, 1 paper, and participation in lab. Lecture notes and other supplementary material will be available on the web. Students in this class are usually upper level undergraduates or graduate students.

Class time: 50% lecture, 50% Laboratory

Work load: 20 pages of reading per week, 10 pages of writing per semester, 5 exams, 1 papers, EXAMS: 2 midterm, 1 final, 2 lab exams

Grade: 30% mid-semester exam(s), 20% final exam, 5% written reports/papers, 45% lab work

Exam format: short answer, essay

Course URL: <http://www.fw.umn.edu/fw4136/home.html>

FW 4200H Honors Seminar

(Sec 001); 1 cr; prereq FW upper div honors, instr consent; meets HON req of Honors

Instructor: STAFF

Current topics presented by faculty/students. Lecture/discussion.

FW 4291 Independent Study: Fisheries

(Sec 001-012); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent

Instructor: STAFF

Individual field, library, and laboratory research in fisheries. Primarily

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for majors. Students work on special projects. Individual field, library, and lab research in fisheries biology

Class time:

Work load: varies with the number of credits which are arranged

Grade: 100% written reports/papers, 0% 100% written reports/papers; may have occasional exceptions

FW 4292 Special Lectures: Fisheries

(Sec 001); 1 cr; max crs 5, 1 repeat allowed; prereq instr consent

Instructor: STAFF

Lectures in special fields of fisheries given by visiting scholar or regular staff member.

FW 4391 Independent Study: Wildlife

(Sec 001-008); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent

Instructor: STAFF

Individual field, library, and laboratory research in wildlife. Primarily for majors. Students work on special projects. Individual field, library and lab research in fisheries biology.

Class time:

Work load: varies with number of credits which are arranged

Grade: 100% written reports/papers

FW 4701 Fisheries and Wildlife Problem Solving

(Sec 001); 2 cr; prereq FW sr or grad student or instr consent

Instructor: STAFF

Management problem identification/analysis, information gathering/analysis, oral/written reporting. Selected management issues.

FW 4801H Honors Research

(Sec 001); 2 cr; A-F only; prereq FW upper div honors, instr consent; meets HON req of Honors

Instructor: STAFF

Independent research project supervised by faculty member.

FW 4802H Honors Research

(Sec 001); 2 cr; A-F only; prereq FW upper div honors, instr consent; meets HON req of Honors

Instructor: STAFF

Completion of honors thesis. Oral report.

FW 5003 Human Dimensions of Biological Conservation

(Sec 001); 3 cr; prereq [Biol 1001 or Biol 1009], Biol 3407; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme

Instructor: Fulton, David C

The human dimensions of biological conservation concerns the application of theory and methods from the social, economic and policy sciences to address the challenges and issues of managing and conserving biological resources including fish, wildlife, and their habitats. Natural resource management agencies have traditionally managed wildlife and other natural resources using the best available scientific knowledge about habitat, population dynamics, life histories of species, and other biophysical information. However, many of the issues and problems related to biological conservation have their origins in human behavior and decision-making. Understanding and developing approaches for addressing these issues requires knowledge of how humans think and act toward fish, wildlife, and ecosystems and how the management of these resources affects humans. Such "human dimensions" knowledge is essential to effectively conserving biological resources in way desired by the public. Course material will emphasize the application of theories and approaches developed within anthropology, sociology, social psychology, economics and political science. The class is for graduate and upper-division undergraduate students in natural resources.

Class time: 35% lecture, 65% Discussion

Work load: 100 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 papers

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

Exam format: essay

FW 5604W Fisheries Ecology and Management

(Sec 001); 3 cr; prereq EEB 4601; meets CLE req of Writing Intensive; meets CLE req of Environment Theme

Instructor: Newman, Raymond M

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 critiques current management of specific fisheries resource and proposes new strategies, is required; the first draft will be graded and returned for final revision.

Class time: 85% lecture, 15% Discussion

Work load: 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers, 6 take home problem sets

Grade: 26% mid-semester exam(s), 26% final exam, 26% written reports/papers, 2% class participation, 20% problem solving

Exam format: Combination - short answer, true/false, analysis, essay

Course URL: <http://www.fw.umn.edu/FW5604/>

Food Science and Nutrition

225 Food Science & Nutrition: 612/624-1290

FScN 1012 Sports Nutrition

(Sec 001); 2 cr; meets DELM req of internet delivered

Instructor: Brady, Linda J

This course is web-based and will address: 1. physiological function and metabolic fate of all six classes of nutrients that are ingested by active individuals in the attempt to improve athletic performance; 2. impact on physiology of ergogenic aids and various dietary supplements ingested by athletes, presenting an overview of the involvement of these components in fulfilling energy/recovery needs for continual and progressive athletic performance. Course is totally online after the first two class meetings. Course Intended Audience: Student athletes or other students interested in the effect of nutrition on athletic performance Instructor: Linda J. Brady, PhD; Office--330 Andrew Boss Labs; Phone 612-624-9211; Home phone 651-647-1969; Email: lbrady@umn.edu. The FScN Department FAX number is: 612-625-5272. Course Teaching Assistant: Jose Suarez(suar0026@umn.edu). Feel free to contact us anytime by email, by phone, or make an in person appointment.

Class time:

Work load: 20-30 pages of reading per week, Homework required each week

Grade: 20% final exam, 60% quizzes, 20% critical thinking questions

Exam format: short answer-final exam only

Course URL: <http://www.ardilla.umn.edu/springsportsnutrition/>

FScN 1013 Dietary Supplements: scientific, regulatory, and cultural aspects

(Sec 001); 3 cr; meets CLE req of Citizenship/Public Ethics Theme; meets DELM req of internet delivered

Instructor: Brady, Linda J

The course will cover: 1. use of dietary supplements in the U.S.; how

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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; ethics of marketing; 4. FTC responsibilities and the ethics of advertising; 5. other cultures as sources of supplements; transference of use between cultures; 6. issues and ethics of intellectual property rights of indigenous cultures; 7. rational use of dietary supplements for health and sports performance; ethical decisions in use for athletic performance; 8. use of supplements for weight loss. This course has been approved for C/PE theme. The course will meet on campus the first two meetings of the semester to explain the syllabus and assignment submission, but students may request to receive materials and explanations online. All examples and explanations will be available online.

Class time:

Work load: 30 pages of reading per week, 20 pages of writing per semester, 1 exams, weekly homework

Grade: 20% final exam, 80% homework

Exam format: short answer

Course URL: <http://www.ardilla.umn.edu/springsupplements>

FScN 1102 Food: Safety, Risks, and Technology

(Sec 001); 3 cr; meets CLE req of Citizenship/Public Ethics Theme

Instructor: Labuza PhD, Theodore Peter

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.

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

Work load: 25 pages of reading per week, 6-8 pages of writing per semester, 2 exams, 3 papers, *best grade for two out of three papers counted

Grade: 33% written reports/papers, 67% quizzes

Exam format: Short essays, critical thinking, evaluation of issues

Course URL: <http://Fscn.che.umn.edu/04fscn-1s/>

FScN 1112 Principles of Nutrition

(Sec 001, 002); 3 cr; prereq High school [biology, chemistry]; meets CLE req of Environment Theme

Instructor: Hanson, Madge Nathe

This course covers the fundamental principles of the science of nutrition. Course content includes: major functions of essential nutrients in the body and nutritional requirements; digestion and absorption; metabolism and physical activity; relationship between nutrition and selected conditions, e.g. obesity, cancer, heart disease; food processing and food safety; and food, hunger and the environment. Students completing the course will be able to use knowledge acquired to critically examine nutrition issues and make informed decisions about food choices. The course, which meets the Environment Theme, is designed for undergraduate majors and nonmajors.

Class time: 90% lecture, 10% Discussion

Work load: 50 pages of reading per week, 4 exams, 1 papers, 1 diet analysis project

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

Exam format: Multiple choice

FScN 3615 Sociocultural Aspects of Food, Nutrition, and Health (Sec 001); 3 cr; prereq 1112; meets CLE req of Social Science Core; meets CLE req of Cultural Diversity Theme

Instructor: Smith, Cheryl F

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 4291 Independent Study (Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq Undergrads, instr consent

Instructor: STAFF

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 4332 Food Process Engineering II (Sec 001); 4 cr; A-F only; prereq 4331

Instructor: Reineccius, Gary A !!Outstanding Achievement Award!!

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.

Class time: 50% lecture, 50% Laboratory

Work load: 3 exams, six to eight lab reports

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

Exam format: Problems and short answers

FScN 4596 Field Experience: Community Nutrition (Sec 001); 3 cr; A-F only; prereq Admitted to first year Coordinated Program in Dietetics, instr consent

Instructor: Schlegel, Gail

Application of nutrition knowledge in the solution of problems related to maternal and child health. Clinical practice in community clinics and day care centers.

Class time: 10% tutorial; 90% supervised practice

Work load: 9 hours/week beyond supervised practice time

Grade: 75% written reports/papers, 10% quizzes, 15% clinical performance

FScN 4613 Experimental Nutrition (Sec 001); 2 cr; prereq 4612, BioC 3021, Stat 3011

Instructor: Parks, Elizabeth Jane

This course will provide 1) laboratory experience in chemical and biochemical methods of analysis of nutritional status, and 2) data interpretation from the literature. Students will interpret laboratory test data to determine health status, with special emphasis on nutritionally-related diseases. The course is intended for upper division nutrition science majors, dietetics majors, beginning nutrition graduate students and medical students.

Class time: 40% lecture, 20% Discussion, 20% Laboratory, 20% Field trips and learning via animations on CD

Work load: 10 pages of reading per week, 20 pages of writing per semester, 2 exams

Grade: 20% mid-semester exam(s), 30% final exam, 10% written

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reports/papers, 20% lab work, 20% problem solving

Exam format: Essay and some multiple choice

Course URL: <http://courses.che.umn.edu/04fscn4613-1s/>

FScN 4614 Community Nutrition (Sec 001); 3 cr; prereq 1112; meets CLE req of Cultural Diversity Theme

Instructor: Smith, Cheryl F

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 associate 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 4796 Field Experience in Food and Nutrition Management (Sec 001); 3 cr; A-F only; prereq Second year students in Coordinated Program in Dietetics or instr consent

Instructor: Schlegel, Gail

Prereq: Enrollment in the Coordinated Program in dietetics and concurrent enrollment in FScN 4732, Food and Nutrition Management. Application of principles of food service management to problems in community, commercial or health care facilities. Experience in the management of a food service operation. Involves assigned readings, projects and supervised practice in food service operations. Coordinated with FScN 4732 Food and Nutrition Management.

Class time: 5% lecture, 95% Supervised Practice

Work load: Preparation of 4-8 assigned projects for supervised practice site; minimum 9 hrs/week beyond supervised practice times.

Grade: 80% written reports/papers, 5% quizzes, 5% class participation, 10% Clinical performance.

Exam format: Short answer

FScN 5622 Vitamin and Mineral Biochemistry (Sec 001); 3 cr; prereq 4612, BioC 3021, Phsl 3051

Instructor: Gallaher, Daniel David

This course examines the nutritional, biochemical, and physiological aspects of vitamins and essential minerals in humans and experimental animal models. Emphasis is placed on an understanding of the metabolic functions of the vitamins and minerals, but absorption, transport, storage, excretion, and toxicity are also considered.

Deficiency signs are described and related to the biochemical alterations produced by the deficiency. Molecular aspects are considered whenever possible. The group project involves an in-depth report of some aspect of vitamin or mineral biochemistry, which is posted to the Internet and presented in class. The course is intended for graduate students and undergraduate nutrition science courses. This course demands a good understanding of organic chemistry and biochemistry.

Class time: 90% lecture, 10% Discussion

Work load: 10 pages of reading per week, 8 pages of writing per semester, 4 exams, 4 problem solving assignments

Grade: 45% mid-semester exam(s), 15% final exam, 20% special projects, 20% problem solving

Exam format: Essay.

Course URL: <http://courses.che.umn.edu/02fscn5622-1s/>

FScN 5623 Regulation of Energy Balance**(Sec 001); 2 cr; prereq 5621 or concurrent enrollment 5621**

Instructor: Parks, Elizabeth Jane

Regulation of energy balance in humans, including regulating of food intake and energy expenditure; methods used to measure energy expenditure; adaptations to energy deprivation and excess energy consumption; body composition and fat distribution; etiology of obesity; obesity treatments; energy requirements; critical evaluations of methods for determining requirements; technical and ethical problems in human experimentation. This course is writing intensive.

Class time: 80% lecture, 10% Discussion, 10% research paper critique**Work load:** 30 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 papers**Grade:** 30% mid-semester exam(s), 20% final exam, 38% written reports/papers, 12% paper critiques**Exam format:** Multiple choice, essay**Course URL:** <http://courses.che.umn.edu/02fscn5623-1S>**Exam format:** Short answer and multiple choice**Course URL:** <http://mallit.fr.umn.edu/fr4218>**FR 3262 Remote Sensing of Natural Resources and Environment (Sec 001); Credit will not be granted if credit has been received****for: FR 5262, FR 5262; 4 cr**

Instructor: Bauer, Marvin E

The course is designed to provide students with a working knowledge of the principles and applications of remote sensing. It provides a survey of the concepts and techniques of remote sensing and image analysis for natural resource inventory and mapping, land use analysis, and monitoring natural and environmental resources. Both photographic and digital sensing approaches are considered. The laboratory provides hands-on experience, including a practical/team project, in interpretation of aerial photographs and an introduction to digital image analysis techniques. The course will provide students from any natural resources, geography, agriculture or biology discipline an understanding of remote sensing systems and their applications to measuring, analyzing and managing earth resources.

Class time: 60% lecture, 40% Laboratory**Work load:** 30 pages of reading per week, 3 exams, 1 papers, applications project in team of 3 students**Grade:** 30% mid-semester exam(s), 30% final exam, 20% special projects, 20% lab work**Exam format:** Multiple choice**Forest Resources****115 Green Hall: 612/624-3400****FR 3131 Geographical Information Systems (GIS) for Natural Resources****(Sec 001); Credit will not be granted if credit has been received for: FR 5131, FR 5131; 4 cr; A-F only; prereq jr or sr**

Instructor: Jenks, Andrew Carl

Introduction to GIS. Focuses natural resources. Data structures, sources, collection, and quality. Lab exercises introduce geodesy, map projections, spatial analyses, and cartographic modeling.

FR 3203 Forest Fire and Disturbance Ecology**(Sec 001); Credit will not be granted if credit has been received for: FR 5203, FR 5203, FR 5203; 3 cr; A-F only; prereq [3104 or equiv], course fee**

Instructor: Frelich, Lee E

The ecology, history, management, and control of fire, wind, insect infestation, 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. Guest speakers on fire organization, training, and operations. Two-day field trip. Offered every spring.

FR 3218 Measuring & Modeling Forests**(Sec 001); Credit will not be granted if credit has been received for: FR 5218, FR 5218; 3 cr; A-F only; prereq [Math 1142 or [Math 1271, Math 1272]], Stat 3011**

Instructor: Burk, Thomas Edward !!Alumni Service Award!!

This course is intended for Forest Resources curriculum juniors and seniors who have completed courses in calculus and statistics. It is also appropriate for any graduate student who wishes to learn more about sampling methods generally, forest vegetation sampling specifically, as well as forest growth modeling methods. Topics covered will include sample survey designs, measurement and sampling methods for vegetation (primarily trees), tree and stand growth description and modeling, as well as landscape processes, characterization, and modeling. Upon completion of the course, students will be able to design, apply, and analyze efficient sample surveys, apply specialized measurement and sampling methods for vegetation and understand the processes of tree to landscape change and apply models of the same. The course will consist of three lectures per week with assignments requiring use of computers.

Class time: 100% lecture**Work load:** 20 pages of reading per week, 3 exams, 7 computer assignments**Grade:** 50% mid-semester exam(s), 25% final exam, 25% problem solving**FR 3411 Managing Forest Ecosystems: Silviculture****(Sec 001); Credit will not be granted if credit has been received for: FR 5411, FR 5411, FR 5411; 3 cr; prereq [3104, non FR [major or minor]] or [3104, concurrent enrollment in 5413, FR [major or minor]] or instr consent**

Instructor: Zenner, Eric K.

Changing public attitudes towards the environment during the last several decades have led to a philosophical shift in how we manage our forests. Sustaining ecological integrity of forest ecosystems, including the maintenance and restoration of native biological diversity and productivity, may be more important than focusing primarily on commodity production. The challenge of modern silviculture is the integration of diverse and sometimes conflicting demands between ecological integrity and society's demand for forest products into a program of effective forest management. Because no single approach to forestry will meet all of society's needs, a complementary system of production and ecological forestry is needed. This course deals with silvicultural methods to efficiently and sustainably grow timber based on ecological principles and introduces students to alternatives under the newly emerged paradigms of Ecosystem Management and Ecological Forestry. Introduction to management of forest stands, habitats and ecosystems in a landscape context. Philosophical approaches, silvicultural systems, methods and tools for reforestation, restoration techniques, and intermediate stand treatments, and the ramifications of management choices on quality, production, wildlife habitat, disturbance potential, aesthetics, old-growth development, and forest health. Lab section (Forest Vegetation Simulator, FVS) and weekend field trip required. Offered every spring.

Class time: 80% lecture, 20% Discussion**Work load:** 50 pages of reading per week, 3 exams, 1 papers**Grade:** 40% mid-semester exam(s), 25% final exam, 9% written reports/papers, 15% special projects, 5% class participation, 6% reading assignments**Exam format:** essay**FR 3431 Timber Harvesting and Road Planning****(Sec 001); Credit will not be granted if credit has been received for: FR 5431, FR 5431; 2 cr; prereq 3411 or instr consent**

Instructor: Blinn, Charles R

This course presents introductory information about timber harvesting and road planning processes. Topics addressed include timber harvesting and road planning terminology, basic concepts of harvesting, systems, equipment, costs, best management practices and forest management guidelines, road planning concepts, timber sale bidding, and the relationship of those factors to forest

management. Fundamentals of the preparation and administration of timber sales will also be introduced. One required all-day field trip to southeast Minnesota will be conducted to demonstrate and discuss concepts on-the-ground. A second field trip within the Twin Cities will be conducted to observe additional concepts. The course is designed for undergraduate and graduate students interested in forest management, silviculture, and timber harvesting operations.

Class time: 60% lecture, 30% Discussion, 10% Field trips
Work load: 20 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers

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

Exam format: True/false, multiple choice, matching, short answer

FR 3471 Forest Planning and Management (Sec 001); Credit will not be granted if credit has been received for: FR 4471, FR 5471, FR 5471, FR 5471; 3 cr; A-F only; prereq [3218, NRES 3261] or instr consent

Instructor: STAFF

Processes and techniques for scheduling forest management activities. Goals and objectives of landowners, industry, government, and society. Key issues in forest management and policies/regulations that influence management. Decision analysis: predicting forest outcomes, financial analysis, forest regulation, mathematical models, linear programming, tactical forest management, and economic analysis. Consideration of landscape-level management, desired future conditions, historical range of variability, wildlife management, carbon sequestration, resource monitoring, certification, and adaptive management. Offered every spring.

FR 3501 Arboriculture: Selection and Maintenance of Trees (Sec 001); 3 cr; prereq [1101 or Hort 1012], Biol 2022

Instructor: Johnson, Gary Ronald

This course is designed for the undergraduate student with a background in plant biology that desires more technical information on the selection, siting, and care of individual trees in the landscape.

Topics include: species selection, planting and transplanting, pruning, plant health care management, diagnosis of problems, risk management, and remedial treatments. The textbook is the 3rd edition of Arboriculture: Integrated Management of Landscape Trees, Shrubs, and Vines. Other assigned readings from journal and text authors such as Shigo, Watson, Johnson, and Neely are reserved in the Forestry library. Classes are discussion/demonstration lectures with professionals as occasional lecturers. Exams are short-answer and problem solving in nature.

Class time: 60% lecture, 20% Discussion, 20% Demonstration
Work load: 50 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers

Grade: 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% problem solving, 20% 3rd exam

Exam format: Short-answer, problem solving

FR 4200H Honors Seminar (Sec 001); 1 cr; A-F only; prereq FR upper division honors, instr consent; meets HON req of Honors

Instructor: STAFF

Current topics presented by faculty and/or students via lectures and discussions. Offered every fall and spring.

FR 4293 Directed Study (Sec 001, 010-024); 1-5 cr; max crs 15, 3 repeats allowed; prereq instr consent

Instructor: STAFF

Student conducts a study or project on a topic of personal interest in consultation with a faculty member. Course is documented by initial proposal and reports of accomplishments. Offered every fall.

Class time: 10% lecture, 90% Special study/ project
Work load: 10 pages of writing per semester, 1 papers, Varies with individual.

Grade: 90% written reports/papers, 10% problem solving

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Exam format: No exams

Course URL: <http://www.ncr.umn.edu/FR>

FR 4801H Honors Research (Sec 001); 2 cr; A-F only; prereq FR upper division honors, instr consent; meets HON req of Honors

Instructor: STAFF

First semester of an independent research project supervised by a faculty member.

Class time: 10% lecture, 10% Discussion, 80% Special project/study
Work load: 30 pages of reading per week, 10-20 pages of writing per semester, 1 papers, Other project findings/synthesis

Grade: 80% written reports/papers, 10% class participation, 10% problem solving

Exam format: n/a

Course URL: <http://www.CNR.umn.edu/FR>

FR 4802H Honors Research (Sec 001); 2 cr; A-F only; prereq FR upper division honors, instr consent; meets HON req of Honors

Instructor: STAFF

Students complete honors thesis and present an oral report

Class time: 10% lecture, 10% Discussion, 80% Special project/study
Work load: 30 pages of reading per week, 10-20 pages of writing per semester, 1 papers, Other project findings/synthesis

Grade: 80% written reports/papers, 10% class participation, 10% problem solving

Exam format: N/A

Course URL: <http://www.CNR.umn.edu/FR>

FR 5131 Geographical Information Systems (GIS) for Natural Resources (Sec 001); Credit will not be granted if credit has been received for: FR 4131, FR 3131, FR 3131; 4 cr; A-F only; prereq Grad student or instr consent

Instructor: Jenks, Andrew Carl

Introduction to GIS. Focuses natural resources. Data structures, sources, collection, and quality. Lab exercises introduce geodesy, map projections, spatial analyses, and cartographic modeling.

FR 5153 Forest and Wetland Hydrology (Sec 001); 3 cr; prereq Basic hydrology course or instr consent

Instructor: Brooks, Kenneth N

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.

Class time: 70% lecture, 10% Discussion, 20% Laboratory

Work load: 40 pages of reading per week, 10 pages of writing per semester, 2 exams, 4 problem solving exercises - computer lab.

Grade: 13% mid-semester exam(s), 13% final exam, 9% written reports/papers, 65% problem solving, 0% Problem solving with reports.

Exam format: essay and problem solving

FR 5203 Forest Fire and Disturbance Ecology (Sec 001); Credit will not be granted if credit has been received for: FR 3203, FR 3203; 3 cr; A-F only; prereq [Grad student or instr consent], course fee

Instructor: Frelich, Lee E

The ecology, history, management, and control of fire, wind, insect infestation, 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. Guest speakers on fire organization, training, and operations. Two-day field trip. Offered every spring.

reports/papers, 10% special projects, 10% quizzes, 5% class participation, 10% lab work

Exam format: multiple choice, short answer, brief essay

FR 5218 Measuring and Modeling Forests

(Sec 001); Credit will not be granted if credit has been received for: FR 4218, FR 3218, FR 3218; 3 cr; A-F only; prereq Grad student or instr consent

Instructor: Burk, Thomas Edward !!Alumni Service Award!!

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 5262 Remote Sensing of Natural Resources and Environment

(Sec 001); Credit will not be granted if credit has been received for: FR 4262, FR 3262, FR 3262; 4 cr; prereq Grad student or instr consent

Instructor: Bauer, Marvin E

The course is designed to provide students with a working knowledge of the principles and applications of remote sensing. It provides a survey of the concepts and techniques of remote sensing and image analysis for natural resource inventory and mapping, land use analysis, and monitoring natural and environmental resources. Both photographic and digital sensing approaches are considered. The laboratory provides hands-on experience, including a practical/team project, in interpretation of aerial photographs and an introduction to digital image analysis techniques. The course will provide students from any natural resources, geography, agriculture or biology discipline an understanding of remote sensing systems and their applications to measuring, analyzing and managing earth resources.

Class time: 60% lecture, 40% Laboratory

Work load: 30 pages of reading per week, 3 exams, 2 papers, Applications project with team of 3 students

Grade: 30% mid-semester exam(s), 30% final exam, 10% written reports/papers, 15% special projects, 15% lab work

Exam format: Multiple choice

FR 5411 Managing Forest Ecosystems: Silviculture

(Sec 001); Credit will not be granted if credit has been received for: FR 4411, FR 3411, FR 3411, FR 3411; 3 cr; prereq Grad student or instr consent

Instructor: Zenner, Eric K.

Changing public attitudes towards the environment during the last several decades have led to a philosophical shift in how we manage our forests. Sustaining ecological integrity of forest ecosystems, including the maintenance and restoration of native biological diversity and productivity, may be more important than focusing primarily on commodity production. The challenge of modern silviculture is the integration of diverse and sometimes conflicting demands between ecological integrity and society's demand for forest products into a program of effective forest management. Because no single approach to forestry will meet all of society's needs, a complementary system of production and ecological forestry is needed. This course deals with silvicultural methods to efficiently and sustainably grow timber based on ecological principles and introduces students to alternatives under the newly emerged paradigms of Ecosystem Management and Ecological Forestry. Introduction to management of forest stands, habitats and ecosystems in a landscape context. Philosophical approaches, silvicultural systems, methods and tools for reforestation, restoration techniques, and intermediate stand treatments, and the ramifications of management choices on quality, production, wildlife habitat, disturbance potential, aesthetics, old-growth development, and forest health. Lab section (Forest Vegetation Simulator, FVS) and weekend field trip required. Offered every spring.

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

Work load: 30 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 papers

Grade: 30% mid-semester exam(s), 20% final exam, 15% written

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FR 5431 Timber Harvesting and Road Planning

(Sec 001); Credit will not be granted if credit has been received for: FR 4431, FR 3431, FR 3431; 2 cr; prereq Grad student or instr consent

Instructor: Blinn, Charles R

This course presents introductory information about timber harvesting and road planning processes. Topics addressed include timber harvesting and road planning terminology, basic concepts of harvesting, systems, equipment, costs, best management practices and forest management guidelines, road planning concepts, timber sale bidding, and the relationship of those factors to forest management. Fundamentals of the preparation and administration of timber sales will also be introduced. One required all-day field trip to southeast Minnesota will be conducted to demonstrate and discuss concepts on-the-ground. A second field trip within the Twin Cities will be conducted to observe additional concepts. The course is designed for undergraduate and graduate students interested in forest management, silviculture, and timber harvesting operations.

Class time: 60% lecture, 30% Discussion, 10% Field trips

Work load: 20 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers

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

Exam format: True/false, multiple choice, matching, short answer

FR 5471 Forest Planning and Management

(Sec 001); Credit will not be granted if credit has been received for: FR 3471; 3 cr; A-F only; prereq Grad student or instr consent

Instructor: STAFF

Processes and techniques for scheduling forest management activities. Goals and objectives of landowners, industry, government, and society. Key issues in forest management and policies/regulations that influence management. Decision analysis: predicting forest outcomes, financial analysis, forest regulation, mathematical models, linear programming, tactical forest management, and economic analysis. Consideration of landscape-level management, desired future conditions, historical range of variability, wildlife management, carbon sequestration, resource monitoring, certification, and adaptive management. Offered every spring.

FR 5501 Urban Forest Management: Managing Greenspaces for People

(Sec 001); Credit will not be granted if credit has been received for: FR 4501; 3 cr; prereq Grad student or instr consent

Instructor: Johnson, Gary Ronald

Urban forest management is designed for undergraduate students majoring in natural resources, forestry, urban forestry, horticulture or landscape architecture. FR 3501 or instructor's permission is prerequisite. This course focusses on the sociological, biological and political issues that dictate the development and management of the urban, green infrastructure, therefore, the course is divided into three equal segments: society and urban/community forestry; the politics of urban and community forestry; urban forest health. Topics include: societal benefits of urban forests; working with and affecting local state and federal government; evaluating health and condition of the urban forest; urban forest design; integration of the urban green and gray infrastructures. Referenced reading assignments relevant to the topics are either distributed to the students or reserved in the forestry library.

Class time: 65% lecture, 35% Discussion

Work load: 50-70 pages of reading per week, 25 pages of writing per semester, 3 exams, 3 papers, 1 oral presentation

Grade: 15% mid-semester exam(s), 15% final exam, 30% written reports/papers, 10% special projects, 15% in-class presentations, 15% 3rd exam

Exam format: Short answer and essay

FR 5700 Colloquium in Natural Resources**(Sec 001); 1-3 cr; max crs 3, 1 repeat allowed; prereq instr consent**

Instructor: STAFF

Colloquium in specialized topics in natural resources.

Class time: 40% lecture, 30% Discussion, 30%**Work load:** 1 papers**Grade:** 50% written reports/papers, 30% special projects, 10% in-class presentations, 10% class participation**Exam format:** essay**Course URL:** <http://www.cnr.umn.edu/FR>**French****260 Folwell Hall: 612/624-4308****Fren 1 Reading French in the Arts and Sciences****(Sec 001); 0 cr**

Instructor: STAFF

This course is designed solely to impart a basic reading knowledge of the French language. Full time is devoted to intensive reading and translation of a variety of texts. Since this approach deals only with the reading aspect of the language, there are no sessions for oral-aural drills and composition, and great skill can be acquired in a short time. At the end of one semester a reading examination in French is given. Students successfully completing the course should obtain the Language Certification form from the Graduate School and present it to the Department of French and Italian for signature. Must be taken S-N.

Class time: 20% lecture, 60% Discussion
Work load: 30 pages of reading per week, 1 exams, regular translation exercises
Grade: 100% final exam
Exam format: single answer, translation of passages

Fren 1001 Beginning French**(Sec 001, 008-009); 5 cr**

Instructor: STAFF

This course is intended for students with no previous study of French, or students who have not studied French in recent years. If you have more than two years of high school French completed within the last year, you should register for Fren 1022 which provides students with an accelerated review of Fren 1001 material followed by material covered in Fren 1002. For further information on placement, see your advisor or contact the Department of French and Italian. Fren 1001 introduces students to the four language skills: speaking, writing, listening and reading. Topics include everyday issues (shopping, directions, family, housing, etc.). The text *Deux Mondes* 4th ed. is accompanied by a workbook and CDs that are designed to be used by students outside of class. In this text students will cover material from *Premiere Etape* through Ch. 6. Grammar is covered in the homework assignments and reinforced in class with a variety of pair and small-group activities. Since the majority of class is devoted to listening and speaking, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.

Class time: 100% Combination of whole-class and small-group activities
Work load: Exams: 5 written, 3 oral, 1 mid-term, and 1 final.
Grade: 10% mid-semester exam(s), 15% final exam, 12% written reports/papers, 8% special projects, 10% quizzes, 25% written exams; 12% oral tests; 8% workbook exercises
Exam format: All exams evaluate listening, vocabulary, grammar, reading and writing.

Fren 1002 Beginning French**(Sec 001, 006-009); 5 cr; prereq 1001 or equiv**

Instructor: STAFF

Fren 1002 is intended for students who have completed Fren 1001 or the equivalent. In this course students build on the communicative speaking, listening, reading and writing skills acquired in first-semester

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French. Topics covered in this course include everyday issues (student life, travel, health, environment). The text *Deux Mondes* 4th ed. is accompanied by a workbook and CDs that are designed to be used by students outside of class. In this text students will cover material from Ch. 7 through Ch. 13. Grammar is covered in the homework assignments and reinforced in class with a variety of pair and small-group activities. Since the majority of class is devoted to speaking and listening, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.

Class time: 100% Mostly discussion and student involvement in pair/group activities
Work load: Exams: 5 written, 3 oral, 1 mid-term and 1 final.
Grade: 10% mid-semester exam(s), 12% final exam, 12% written reports/papers, 8% special projects, 13% quizzes, 25% Written Exams; 12% oral tests; 8% workbook exercises
Exam format: All exams evaluate listening, vocabulary, grammar, reading and writing.

Fren 1003 Intermediate French**(Sec 001, 008, 012); 5 cr; prereq 1002 or Entrance Proficiency Test**

Instructor: STAFF

This course is designed for students who have completed Fren 1002 or 1022 with a C- or better or who have successfully passed the EPT (Entrance Proficiency Test) for this level. In this course students will review language structures acquired in beginning French. Students will expand their speaking, writing, listening, reading skills while engaging in culture learning. Topics covered in this course will include commerce, telecommunications, the media, youth and social issues, the francophone world. The text *Interaction* 6th ed. includes contemporary informational readings, historical information, and literary texts. The textbook is accompanied by a workbook and CDs that are designed to be used by students outside of class. In this text students will cover material from Ch. 1 through Ch. 5. Several class sessions will allow students to work with audio-visual resources to develop their listening and cultural competence, and with authentic web-based resources to develop their reading skills and expand their cultural knowledge. Intermediate language courses involve regular student interactions, partner activities and group work. Expect an average of 2 hours of outside preparation for each class session hour.

Class time: 100% Mostly discussion and student involvement in pair/group activities
Work load: Exams: 4 written, 3 oral and 1 final.
Grade: 15% final exam, 25% written reports/papers, 10% class participation, 30% Written Exams; 15% Oral Exams; 5% workbook exercises
Exam format: All exams evaluate listening, vocabulary, grammar, reading and writing.

Fren 1004 Intermediate French**(Sec 001, 004, 011, 014-015); 5 cr; prereq 1003 or Entrance Proficiency Test**

Instructor: STAFF

This course is for those who have successfully passed Fren 1003 with a C- or better or have passed all sections of the EPT (Entrance Proficiency Test) for this level. This course continues the building of speaking, writing, listening and reading skills acquired during the first three semesters of French while expanding cultural knowledge. Emphasis is placed on reading, writing and culture. Topics covered in this course are: cinema, transportation and technology, education, leisure, the francophone world. The text *Interaction* 6th ed. includes contemporary informational readings, historical information, and literary texts. The text is accompanied by a workbook and CDs designed to be used by students outside of class. In this text students will cover material from Ch. 6 through Ch. 10. Writing skills will be developed through process-writing essays. Several class sessions will allow students to work with audio-visual resources to develop their listening and culture skills, and to work with authentic web-based resources to develop their reading skills and cultural competence. Students will regularly participate in conversational activities, partner and small group work. Expect an average of 2 hours of outside preparation for each class session hour. Students enrolled in this course will have the

opportunity to take the Graduation Proficiency Test (GPT) during the second half of the term.

Class time: 100% Mostly discussion and student involvement in pair/group activities

Work load: Exams: 5 written, 3 oral

Grade: 25% written reports/papers, 7% quizzes, 10% class participation, 37% written exams; 15% oral exams; 6% workbook exercises

Exam format: All exams evaluate listening, vocabulary, grammar, reading and writing.

Fren 1022 Accelerated Beginning French

(Sec 001-003); 5 cr; prereq 2 or more yrs high school French

Instructor: STAFF

This course is intended for students who have previously studied French in high school or at a community college, or who are transfer students. The course begins with an accelerated review of Fren 1001 (Ch. preliminaire through Ch. 6 of Deux Mondes 4th ed.) followed by material covered in Fren 1002 (Ch. 7 through Ch. 13 of this same text). In other words, the course allows you to learn first-year materials in one semester. Upon entering this course students should be familiar with basic vocabulary, present and past tenses. The course will appear intensive for about the first three weeks during the accelerated review of Fren 1001 materials but it will proceed to a regular pace after that. The text Deux Mondes 4th ed. is accompanied by a workbook and CDs that are designed to be used by students outside of class.

Grammar is covered in the homework assignments and reinforced in class with a variety of pair and small-group activities. Since the majority of class is devoted to speaking and listening, class attendance is fundamental. Expect an average of 1.5 hours of outside preparation for each class session hour.

Class time: 100% Combination of whole-class and small-group activities

Work load: Exams: 7 written, 3 oral and 1 final.

Grade: 13% final exam, 12% written reports/papers, 12% quizzes, 35% written exams; 12% oral tests; 8% workbook exercises

Exam format: All exams evaluate listening, vocabulary, grammar, reading and writing.

Fren 3014 French Phonetics

(Sec 001); 2 cr; prereq 1004

Instructor: Akehurst, Frank Ronald

This course will focus on both the theoretical and practical aspects of French pronunciation, with a strong emphasis on improving pronunciation. In the theoretical portion of the course, the major aspects of French pronunciation will be examined, with particular attention given to areas of contrast between French and English pronunciation. Students will learn to use symbols from the International Phonetic Alphabet in order to do phonetic transcription, i.e. representing French sounds with phonetic symbols. Another important theoretical component is learning of rules governing the correspondence between written letters and their pronunciation.

In the practical portion of the course, students will be given extensive pronunciation practice so that they may identify and eliminate errors in their own pronunciation. NOTE: This is NOT a course in French conversation. This course is designed for non-native speakers of French and is a required course for students completing a French major under semesters. However, students with excellent pronunciation skills may gain exemption from this requirement by passing a practical pronunciation test (see the department for test information).

Class time: 30% lecture, 20% Discussion, 50% Practical exercises in pronunciation

Work load: 20-25 pages of reading per week, 3 exams, Submitting 6-7 tapes with dialogues (for a grade!)

Grade: 20% mid-semester exam(s), 20% final exam, 10% written reports/papers, 25% class participation, 25% 7 recorded dialogues

Fren 3015 Advanced French Grammar and Communication

(Sec 001-003); 4 cr; prereq 1004 or equiv or instr consent

Instructor: STAFF

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3015 is the first in a two-course sequence (with 3016) which combines an intensive review of grammar with a special focus on the articulation and organization of ideas through reading, writing, and textual analysis. In 3015, students will develop skills in a variety of writing forms, such as the portrait, description, narration and explication de texte. Course requirements include exams as well as regular writing assignments, which usually involve at least one rewriting. There will be oral practice (pronunciations) and dictations. Course programs may also include translation, conjugation quizzes and specialized grammar exercises, as well as the textual analysis of short stories, recent news articles, and films.

Class time: 100% Language instruction

Work load: 10 pages of reading per week, 10 pages of writing per semester, 5 exams

Grade: 20% mid-semester exam(s), 50% final exam, 30% written reports/papers

Exam format: Grammar exercises, essays

Fren 3016 Advanced French Composition and Communication

(Sec 001-003); 4 cr; prereq 3015 or equiv or instr consent

Instructor: STAFF

Advanced study of grammar in context; emphasis on writing for varied communicative purposes, reading for style and content, translation. Sequel to Fren 3015. Five graded compositions (approx. 2 pages each) representing various written genres (e.g. conte, recit, explication de texte, essai). Two step composition process (instructor indicates changes needed for final version) Past tenses (passe compose and passe simple, imparfait, plus-que-parfait); future and conditional; subjunctive; reflexive verbs, passive voice; indirect discourse. Written exams on grammar and reading. Note: students should have at least a B in 3015 before going on to 3016 in order to succeed in the course.

Class time: 100% Language instruction

Work load: 10 pages of reading per week, 10 pages of writing per semester, 4 exams

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

Exam format: Grammar exercises, essay

Fren 3022 The Language and Culture of Business in France

(Sec 001); 3 cr; prereq 3015; completion of 3016 recommended

Instructor: Mougel, Patricia M.

This course will examine business practices in France from a linguistic and cultural perspective. Course participants will: 1). Be introduced to French economy and its place in the global economy, 2). Gain insights into current socio-economic issues in France and the European Union, 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 practices between France and the United States. A selection of topics to be discussed includes: banking, office & management practices, employment/ unemployment, insurance, transportation, the stock exchange, imports/exports, computer technology, the euro and the European Union. Course activities will include: vocabulary-building tasks, translations, business letter-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.

Class time: 40% lecture, 60% discussion (pair, group, whole class)

Work load: 5-7 hours of outside of class practice per week

Grade: 15% final exam, 15% in-class presentations, 30% written exams; 10% vocabulary quizzes; 15% letter writing; 15% participation in discussions, role-plays

Fren 3101W Introduction to French Literature

(Sec 001); 4 cr; prereq 3015 or equiv; meets CLE req of Literature Core; meets CLE req of Writing Intensive

Instructor: Cherbuliez, Juliette

This course is an introduction to literature and methods of literary analysis for students preparing a major or minor in French. In it,

students will learn to identify the salient features of the major genres, to apply techniques of close textual reading, and to write critical analyses of poetry, prose fiction, and plays. 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. The principal text, "Poemes, piecec, proses: Introduction a l' analyse de textes litteraires francaise" by Schofer, Rice, and Berg, will be supplemented by additional readings.

Fren 3101W Introduction to French Literature (Sec 002); 4 cr; prereq 3015 or equiv; meets CLE req of Literature Core; meets CLE req of Writing Intensive

Instructor: Liu, Catherine

This course is an introduction to literature and methods of literary analysis for students preparing a major or minor in French. In it, students will learn to identify the salient features of the major genres, to apply techniques of close textual reading, and to write critical analyses of poetry, prose fiction, and plays. 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. The principal text, "Poemes, piecec, proses: Introduction a l' analyse de textes litteraires francaise" by Schofer, Rice, and Berg, will be supplemented by additional readings.

Fren 3371 Writing Crisis in (Post) Modern Times (Sec 001); 3 cr; prereq 3101

Instructor: Chaouat, Bruno

This course will examine the crisis of literary and visual representation in the aftermath of World War II. It will focus on works by French writers and literary critics who deal with questions of memory, experience, and childhood after the Holocaust. Bibliography will include works by Marguerite Duras, Maurice Blanchot, Claude Lanzmann, Georges Perec, Charlotte Delbo, Jean-Francois Lyotard, Sarah Kofman.

Fren 3541 Oral Discourse of French (Sec 001); 3 cr; prereq 3015; Ling 3001 recommended

Instructor: Kerr, Betsy Jean

This seminar will examine the nature of contemporary spoken French discourse, with a focus on spontaneous, multi-speaker discourse. Readings will include examples of various linguistic approaches to such discourse, with an emphasis on syntactic analysis, but also including phonological and lexical particularities. The main course texts are Ball, Colloquial French Grammar, and Blanche-Benveniste, *Approches de la langue parlee en francais*. Ball's text is a thorough treatment of the syntactic and morphological features which distinguish colloquial spoken French from more formal styles of the language. In addition to this 'micro-level' analysis, there will be some attention to more 'macro-level' analyses such as discourse analysis and conversation analysis approaches. Descriptions and analyses will be illustrated with data from the Minnesota Corpus and other available corpora. Readings in French and English, class discussion and assignments in French. The course is intended for advanced undergraduates with an interest in French linguistics. Note: This course is NOT A CONVERSATION COURSE. Ideally, students should have some background in linguistics (either French or general), but students with advanced proficiency in French (minimum Fren 3015, preferably 3016) may be admitted without prior linguistics coursework. (Graduate students should register for Fren 5541, which meets concurrently with 3541.)

Class time: 30% lecture, 55% Discussion, 15% Laboratory
Work load: Outside of class preparation (6 hours per week) will include readings, hands on work such as transcription of recordings of conversation and analysis of data by means of a concordancer (instruction provided)

Grade: 0% in class presentations, and one course project.

This information is accurate as of: 10/30/2003 at 12:09 PM

Fren 3650 Topics in French/Francophone Cultures (Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 3015

Instructor: Cherbuliez, Juliette

The symbolics of place, the limits of power. The chateau and gardens at Versailles were designed to contain "literally and figuratively " all of Louis XIV's kingdom. Originally built as the king's hunting lodge, this palace eventually became the legendary symbol of absolutist princely power: its architecture is said to have coerced a potentially rebellious nobility into submission; and its gardens and greenhouses were the repository for the cultural and technological "miracles divers" (Perrault) of seventeenth-century France. This course will be a cultural study of Versailles and the aesthetic, scientific, and philosophical which responded to it. We will consider the notion of a "discours versaillais" to determine in what ways Versailles represents a seventeenth-century French mentality. As we develop a definition of "absolutist culture," we will also examine its limits: to what extent was Louis XIV able to represent the totality of his kingdom in the geometric rigidity and seemingly infinite span of his royal palace? What other spaces were available to the seventeenth-century imaginary? What discourses and modes of behavior might have proposed alternatives to a versaillais universe? Using a variety of materials (literary, theoretical, historical, visual) we will also consider, more generally, how we may "read" culture. Readings to include Lafayette, Racine, d'Aulnoy, Perrault, LaFontaine, Louis XIV, and Sevigne. Theoretical pieces by Apostoldes, Weiss, Mukerji and Foucault.

Fren 3650 Topics in French/Francophone Cultures (Sec 002); 3 cr; max crs 9, 3 repeats allowed; prereq 3015

Instructor: Knutson, April A

This course will examine how America has been represented in French literature from the Age of Enlightenment to the present day. We will read and discuss short essays by the Enlightenment philosophers, a novel by Chateaubriand (Romanticism), Tocqueville's *Democracy in America*, a play about the American South by Satre, and the screen play of *Hiroshima Mon Amour* by Marguerite Duras. We will view that film, as well as Godard's *Breathless*. Finally, we will read articles from French newspapers and magazines about America, particularly those dealing with the war on Iraq. Students will be evaluated on the basis of participation in class discussions, oral presentations, in-class writings, and four short papers. All readings, discussions, presentations, and papers will be in French.

Fren 4101V Honors: Seminar in French Studies (Sec 002); 3 cr; prereq Completion of all pre-elective requirements for major or permission of DUS; meets HON req of Honors; meets CLE req of Writing Intensive

Instructor: Brewer, Daniel

Intended for advanced French majors, this course provides an introduction to the major theoretical approaches to interpreting literature and culture. Course readings will be taken from influential critics and thinkers in the French tradition (mainly), and will cover major critical and intellectual movements, including structuralism, Marxism, psychoanalysis, deconstruction, post modernism, feminism, and post colonialism. We will examine the assumptions, critical insights, and limitations associated with these positions. The research paper component of the course satisfies the senior project requirement. Students will design their own research project, in consultation with the instructor and with peer review. This seminar will be conducted in French; no prior knowledge of literary or cultural theory is assumed, although students are expected to have taken several advanced courses in the major program.

Class time: 40% lecture, 40% Discussion, 20%

Work load: 30 pages of reading per week, 15-20 pages of writing per semester, 1 exams, 1 papers

Grade: 25% mid-semester exam(s), 55% written reports/papers, 10% in-class presentations, 10% class participation

Exam format: Essay

Fren 4101V Honors: Seminar in French Studies (Sec 001); 3 cr; prereq Completion of all pre-elective requirements for major or permission of DUS; meets HON req of Honors; meets

CLE req of Writing Intensive

Instructor: Brewer, Maria M

The course provides an introduction to 20th-Century theoretical approaches to literature and culture. Major schools of thought will be analyzed, from formalism to structuralism, Marxist theories, psychoanalysis, deconstruction, postmodernism, feminism, and (inter)culturalism. We will explore the presuppositions, limitations, and critical potential of these theories, bearing in mind that in the French intellectual tradition they frequently serve as the focus for social and political debate. In the course we will read selected essays in critical theory in conjunction with experimental forms of writing (a novel and short stories), with the goal of gaining further understanding of language, communication, the sense of selfhood, and the narrative and symbolic dimensions of culture. Designed for undergraduate juniors and seniors, the course will be conducted in French. For the senior essay, students have considerable choice as to topic and texts. Requirements: two papers and a mid-term examination. Required texts: Bennett, Andrew and Nicholas Royle, *An Introduction to Literary Criticism and Theory: Key Critical Concepts.* Prentice Hall: Harvester Wheatsheaf, 1999.

Class time: 50% lecture, 50% Discussion**Work load:** 30 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers**Grade:** 20% mid-semester exam(s), 70% written reports/papers, 10% class participation**Exam format:** essay**Fren 4101W Seminar in French Studies****(Sec 002); 3 cr; prereq Completion of all pre-elective requirements for major or permission of DUS; meets CLE req of Writing Intensive**

Instructor: Brewer, Daniel

Intended for advanced French majors, this course provides an introduction to the major theoretical approaches to interpreting literature and culture. Course readings will be taken from influential critics and thinkers in the French tradition (mainly), and will cover major critical and intellectual movements, including structuralism, Marxism, psychoanalysis, deconstruction, post modernism, feminism, and post colonialism. We will examine the assumptions, critical insights, and limitations associated with these positions. The research paper component of the course satisfies the senior project requirement. Students will design their own research project, in consultation with the instructor and with peer review. This seminar will be conducted in French; no prior knowledge of literary or cultural theory is assumed, although students are expected to have taken several advanced courses in the major program.

Class time: 40% lecture, 40% Discussion, 20%**Work load:** 30 pages of reading per week, 15-20 pages of writing per semester, 1 exams, 1 papers**Grade:** 25% mid-semester exam(s), 55% written reports/papers, 10% in-class presentations, 10% class participation**Exam format:** Essay**Fren 4101W Seminar in French Studies****(Sec 001); 3 cr; prereq Completion of all pre-elective requirements for major or permission of DUS; meets CLE req of Writing Intensive**

Instructor: Brewer, Maria M

The course provides an introduction to 20th-Century theoretical approaches to literature and culture. Major schools of thought will be analyzed, from formalism to structuralism, Marxist theories, psychoanalysis, deconstruction, postmodernism, feminism, and (inter)culturalism. We will explore the presuppositions, limitations, and critical potential of these theories, bearing in mind that in the French intellectual tradition they frequently serve as the focus for social and political debate. In the course we will read selected essays in critical theory in conjunction with experimental forms of writing (a novel and short stories), with the goal of gaining further understanding of language, communication, the sense of selfhood, and the narrative and symbolic dimensions of culture. Designed for undergraduate juniors and seniors, the course will be conducted in French. For the senior

essay, students have considerable choice as to topic and texts.

Requirements: two papers and a mid-term examination. Required texts: Bennett, Andrew and Nicholas Royle, *An Introduction to Literary Criticism and Theory: Key Critical Concepts.* Prentice Hall: Harvester Wheatsheaf, 1999.

Class time: 50% lecture, 50% Discussion**Work load:** 30 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers**Grade:** 20% mid-semester exam(s), 70% written reports/papers, 10% class participation**Exam format:** essay**Fren 4970 Directed Readings****(Sec 001); 1-4 cr; max crs 9, 9 repeats allowed; prereq instr consent**

Instructor: STAFF

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.

Gay, Lesbian, Bisexual, and Transgender Studies

49 Johnston Hall: 612/625-2020

GLBT 1001 Introduction to GLBT Studies**(Sec 001); 3 cr**

Instructor: Elfenbein, Andrew

The summer of 2003 was a remarkable time: Canada voted to allow same-sex unions, the Supreme Court struck down sodomy laws, and queer-themed television was everywhere in the news. This course is designed to help students understand some of the long-term debates behind these landmark events and to envision some of their long-term effects. Why is sexuality such a hot-button issues anyway? In media coverage of these events, who gets to stand for? the GLBT population, and who remains invisible? What roles does homophobia play in society? We will use documentaries, memoirs, government documents, websites, theoretical writings, and other sources to help us answer these and other questions.

Class time: 20% lecture, 80% Discussion

General College

25 Appleby Hall: 612/625-3339

GC 713 Introductory Algebra, Part II**(Sec 001); 0 cr; prereq [4 cr equiv]; 0712, 0716, instr consent; credit will not be granted if credit received for: 0616, 0617, 0621, 0717, 0721, 0722, 1435;**

Instructor: STAFF

The primary source of new material will be discovery-based with mini-lectures given by the instructor, who will help student discover and explain concepts and procedures used to solve algebra problems. You will be listening to the instructor for about 25% of each class. The rest of the time you will be working individually and in small groups solving problems, and taking quizzes and exams. During individual and group work the instructor will provide individual help as time permits. See GC 0717 for a version of this course done via interactive multimedia computer software. Purpose: For students who need a brief review of arithmetic before studying algebra and who would like to study algebra at a slower pace than that of GC 0721. Along with 0712, 0713 covers the concepts and procedures of a first course in algebra at a level of difficulty and abstraction that is geared for students enrolled at a research university. Prerequisite: Builds on skills developed in GC 0712 which are: 1) Skill at working problems involving whole numbers, decimals, and fractions; 2) solving linear equations and inequalities using algebraic and graphical approaches; and 3) Skill in problem

solving. Content: Solving systems of linear equations and inequalities using algebraic and graphical approaches; performing mathematical operations with exponents and polynomials; and factoring polynomials.

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

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

Grade: 50% mid-semester exam(s), 20% final exam, 10% quizzes, 10% problem solving

Exam format: Problems to solve.

GC 721 Introductory Algebra

(Sec 001); 0 cr; prereq [4 cr equiv]; GC math placement; credit will not be granted if credit received for: 0616, 0617, 0621, 0712, 0713, 0716, 0717, 0722, 1435;

Instructor: STAFF

Type: The primary source of new material will be lectures given by the instructor, who will explain concepts and procedures used to solve algebra problems. You will be listening to the instructor for about 50% of each class. The rest of the time you will be working individually and in small groups solving problems, and taking quizzes and exams. During individual and group work the instructor will provide individual help as time permits. See GC 0722 for a version of this course done via interactive multimedia computer software. Purpose: Covers the concepts and procedures of a first course in algebra at a level of difficulty and abstraction that is geared for students enrolled at a research university. Prerequisite: Skill at working problems involving whole numbers, fractions, decimals, and percents. Content: Real number operations, equations, inequalities, absolute value, rectangular (x-y) graphs, systems, exponents, polynomials, factoring, and word problems. Time (hours per week) Class: 4, Reading: 1, Writing: 1, Studying: 2, Homework: 6 Homework: Read text, work 10-40 problems each day. Exams: Quiz each week. Six 50 minute closed-book exams; two hour comprehensive closed-book final. Exams are problem oriented (e.g., "Solve this equation") Next course in sequence: Intermediate Algebra, GC 0731 or GC 0732.

Class time: 50% lecture, 50% Discussion

Work load: 40 pages of reading per week, 6 exams, Some sections use computer mediated instruction.

Grade: 60% mid-semester exam(s), 20% final exam, 10% quizzes, 10% problem solving

Exam format: Problems to solve.

GC 722 Introductory Algebra (Computer)

(Sec 001-003); 0 cr; prereq [4 cr equiv]; GC math placement; credit will not be granted if credit received for: 0616, 0617, 0621, 0712, 0713, 0716, 0717, 0721, 1435

Instructor: STAFF

Type: Computer mediated instruction where students learn new material using interactive multimedia computer software. You will be on the computer about 70% of each class period. The rest of the time you will be working individually and taking quizzes and exams. During the class period the instructor will provide individual help. This course is not self-paced; you must follow a set schedule for homework, quizzes, and exams. For a traditional lecture/discussion version see GC 0721. Purpose: Covers the concepts and procedures of a first course in algebra at a level of difficulty and abstraction that is geared for students enrolled at a research university. Prerequisite: Skill at working problems involving whole numbers, fractions, decimals, and percents. Content: Real number operations, equations, inequalities, absolute value, rectangular (x-y) graphs, systems, exponents, polynomials, factoring, and word problems. Time (hours per week) Class: 4, Reading: 1, Writing: 1, Studying: 2, Homework: 6 Homework: Read text, work 10-40 problems every two class days. Exams: Six 50 minute closed-book exams; two hour comprehensive closed-book final. Exams are problem oriented (e.g., ?; solve this equation?) Next course in sequence: Intermediate Algebra, GC 0731 or GC 0732.

Class time: 100% Work on computer, take exams and quizzes

Work load: 40 pages of reading per week, 6 exams

Grade: 70% mid-semester exam(s), 20% final exam, 10% problem solving

Exam format: Problems to solve

GC 731 Intermediate Algebra

(Sec 001-004); 0 cr; prereq [4 cr equiv]; grade of at least C in [0713 or 0717 or 0721 or 0722] or GC math placement; credit will not be granted if credit received for: 0618, 0625, 0631, 0732, 1443, 1444, 1445, 1446

Instructor: STAFF

Type: The primary source of new material will be lectures given by the instructor, who will explain concepts and procedures used to solve algebra problems. You will be listening to the instructor for about 50% of each class. The rest of the time you will be working individually and in small groups solving problems, and taking quizzes and exams. During individual and group work the instructor will provide individual help as time permits. See GC 0732 for a version of this course done via interactive multimedia computer software. Purpose: Covers the concepts and procedures of a second course in algebra at a level of difficulty and abstraction that is geared for students enrolled at a research university. Prerequisite: Ability to work problems from elementary algebra including real number operations, equations, inequalities, absolute value, x-y graphs, exponents, polynomials, factoring, and word problems. Content: Rational expressions, roots, radicals, quadratic, exponential, and logarithmic functions, and word problems Time (hours per week) Class: 4, Reading: 1, Writing: 1, Studying: 2, Homework: 6 Homework: Read text, work 10-40 problems each day. Exams: Six 50 minute closed-book exams; two hour comprehensive closed-book final. Exams are problem oriented (e.g., "Solve this equation") Next course in sequence: This course prepares you for Math 1031 College Algebra, Math 1051/1151 Precalculus, and GC 1454 Statistics (which satisfies the CLE Mathematical Thinking requirement).

Class time: 50% lecture, 50% Discussion

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

Grade: 60% mid-semester exam(s), 20% final exam, 10% quizzes, 10% problem solving

Exam format: problems to solve

GC 732 Intermediate Algebra (Computer)

(Sec 001-003); 0 cr; prereq [4 cr equiv]; grade of at least C in [0713 or 0717 or 0721 or 0722] or GC math placement; credit will not be granted if credit received for: 0618, 0625, 0631, 0731, 1443, 1444, 1445, 1446

Instructor: STAFF

Type: Computer mediated instruction where students learn new material using interactive multimedia computer software. You will be on the computer about 70% of each class period. The rest of the time you will be working individually and in small groups, and taking quizzes and exams. During the class period the instructor and teaching assistant will provide individual help. This course is not self-paced; you must follow a set schedule for homework, quizzes, and exams. For a traditional lecture/discussion version see GC 0731. Purpose: Covers the concepts and procedures of a second course in algebra at a level of difficulty and abstraction that is geared for students enrolled at a research university. Prerequisite: Ability to work problems from elementary algebra including real number operations, equations, inequalities, absolute value, x-y graphs, exponents, polynomials, factoring, and word problems. Content: Rational expressions, roots, radicals, quadratic, exponential, and logarithmic functions, and word problems Time (hours per week) Class: 4, Reading: 1, Writing: 1, Studying: 2, Homework: 6 Homework: Read text, work 10-40 problems each day. Exams: Six 50 minute closed-book exams; two hour comprehensive closed-book final. Exams are problem oriented (e.g., "Solve this equation") Next course in sequence: This course prepares you for Math 1031 College Algebra, Math 1051/1151 Precalculus, and GC 1454 Statistics (which satisfies the CLE Mathematical Thinking requirement).

Class time: 100% Work on computers, take exams and quizzes

Work load: 40 pages of reading per week, 6 exams

Grade: 60% mid-semester exam(s), 20% final exam, 10% quizzes, 10% problem solving

Exam format: Problems to solve

GC 1042 Reading in the Content Area**(Sec 001, 004); 2 cr; max crs 6, 3 repeats allowed; prereq Non-native speaker of English, CE enrollment, instr consent**

Instructor: STAFF

GC 1042 is a reading course for students in the Commanding English Program. GC 1042 is connected to another GC course (for example, Human Anatomy, People and Problems, General Art or Cultural Anthropology). The textbook in GC 1042 is the same text(s) used in the paired content course. Course objectives include: developing vocabulary and concepts for a given field of study, developing reading strategies, and building study and test-taking strategies for academic success. Specifically, students will work to take accurate lecture notes, predict test questions, analyze multiple choice test questions, use previewing, pre-reading and post-reading strategies, understand the use of referents, punctuation, transitions, and definition cues in academic reading.

Class time: 25% lecture, 75% Discussion**Work load:** 30 TO 50 pages of reading per week, 30 pages of writing per semester, Reading notes, vocabulary work and other activities related to readings in the content area**Grade:** 30% special projects, 15% quizzes, 30% in-class presentations, 10% class participation, 15% reading notebook**Exam format:** Quizzes/ short answer essay**GC 1042 Reading in the Content Area****(Sec 003); 2 cr; max crs 6, 3 repeats allowed; prereq Non-native speaker of English, CE enrollment, instr consent**

Instructor: Trites, Jill K

GC 1042 is a paired reading course with GC 1135: The Human Body for students in the Commanding English Program. In this course, students will be working on improving reading, note-taking, and study skills related to learning science. Many of these skills will also be applicable to courses you take in the future, whether in the sciences or some other subject area. Course objectives include developing vocabulary and concepts for biology, developing reading strategies, and building study and test-taking (primarily true/false and multiple choice) strategies for academic success. Specifically, students will work to take accurate lecture notes, predict test questions, analyze multiple choice test questions, use previewing, pre-reading and post-reading strategies, understand the use of referents, punctuation, transitions, and definition cues in academic reading.

Class time: 25% lecture, 75% Discussion**Work load:** 30-50 pages of reading per week, 10 pages of writing per semester, Reading notes, vocabulary work and other activities related to readings in the content area.**Grade:** 30% quizzes, 30% in-class presentations, 10% class participation, 30% study guides, diagramming, affixes**Exam format:** Multiple choice and true/false**Course URL:** http://www.gen.umn.edu/faculty_staff/trites/1042.htm**GC 1076 Career Planning Strategies****(Sec 001-004); 2 cr; prereq Recommend 12 credits minimum**

Instructor: STAFF

How to become more effective in work and personal life through knowledge of/and skills in career development. Course reflects major issues in career and major planning. Aspects of self-understanding and self-management, the importance of human relations in career success, and information to help career-minded students capitalize on their education, experiences, and talents in the job search.

Class time: 40% lecture, 20% Discussion, 40% small group**Work load:** 10-15 pages of reading per week, 10 pages of writing per semester, 3 papers**Grade:** 40% final exam, 20% written reports/papers, 10% special projects, 10% in-class presentations, 10% class participation, 10% problem solving**GC 1082 Academic Development Seminar: Supplemental Instruction in the Sciences****(Sec 001-004); 1 cr; A-F only; prereq [1081 or 1085], concurrent enrollment [specific content course], adviser approval**

Instructor: STAFF

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GC 1082 001 is designed as a companion class to GC 1135 Biological Sciences: The Human Body (also see:

http://gen.edu/faculty_staff/jensen/1135/). GC 1082 002 is designed as a companion class to GC 1166 Principles of Chemistry. GC 1082 003 is designed as a companion class to GC 1163 Physical Systems: Principles and Practices. The purpose of these classes is to provide the students with additional time to process the materials presented in the companion class lectures. The course is developmental in nature and offers a variety of relevant exercises including: small group discussions, interactive in-class activities, worksheets, and practice tests and quizzes. An element imbedded into this course is study skills such as note taking, time management, previewing and reviewing materials, and test taking strategies, which can be applied to other University course work.

Class time: 10% lecture, 40% Discussion, 50% group activities**Work load:** 2 hrs/wk on worksheets, flashcards, and activities**Grade:** 10% quizzes, 25% class participation, 65% worksheets**Exam format:** multiple choice**GC 1112W Ecological Evaluation of Environmental Problems****(Sec 001, 002); 3 cr; prereq BC; meets CLE req of Writing Intensive; meets CLE req of Environment Theme**

Instructor: Rusnak, Rae Ann

GC1112W is an introductory course in environmental science and is approved as both a Designated Theme course in the category of Environment and as a Writing Intensive course. Ecological principles are used to evaluate the causes of environmental problems, and potential interventions. About two hours per week is spent in lecture and discussion. Four multiple choice exams and eleven short answer quizzes are used to measure mastery of the lecture material. Early in the semester, students take a field trip to a local pond and collect field data on water quality. One hour of class per week is then spent analyzing the data and writing a scientific research paper in fulfillment of the Writing Intensive component. Approximately 15 pages of finished text are required of each student. The data collected by the students is also sent to the Minneapolis Park Board - Environmental Services Division and posted to the class website as a service to the community. Required texts for this course are "Environmental Science - Working with the Earth" by G. Tyler Miller and the GC1112 Course Packet by Rae Hoisve.

Class time: 60% lecture, 10% Discussion, 30% Field trip; research; data analysis; writing**Work load:** 10-20 pages of reading per week, 15 pages of writing per semester, 4 exams, 5 papers, 11 short quizzes**Grade:** 45% mid-semester exam(s), 15% final exam, 25% written reports/papers, 10% quizzes, 5% class participation**Exam format:** Multiple choice**Course URL:** http://www.gen.umn.edu/faculty_staff/hoisve/1112/default.htm**GC 1135 Human Anatomy and Physiology****(Sec 001, 018); 4 cr; prereq BC; meets CLE req of Biological Sciences/Lab Core**

Instructor: Jensen, Murray Stowe !!Morse Alumni Award!!

GC 1135, Human Anatomy and Physiology, is a developmental education course intended for freshmen in General College. The course has both a traditional lecture and laboratory component. The lecture section of the course is organized around body systems, e.g., the digestive system. While in lecture, students will take notes, see multi-media presentations, and do some group work. The lab sections of the course focus primarily on organ dissection, e.g., eye, heart, etc. In addition to lecture and lab, the course also meets for one hour per week in a computer lab where students work in groups to complete quizzes, work on review activities, and complete computer projects, such as authoring web pages. Assignments completed in the computer room involve extensive use of cooperative groups. Please look up the GC 1135 website for more details:

http://www.gen.umn.edu/faculty_staff/jensen/1135/**Class time:** 60% lecture, 10% Discussion, 30% Laboratory**Work load:** 30 pages of reading per week, 5 exams, 1 papers**Grade:** 20% mid-semester exam(s), 20% final exam, 15% special

projects, 15% quizzes, 30% lab work

Exam format: multiple choice

Course URL: http://www.gen.umn.edu/faculty_staff/jensen/1135/

**GC 1163 Physical Systems: Principles and Practices
(Sec 001, 005); 4 cr; prereq 0713 or 0721 or equiv; meets CLE req of Physical Science/Lab Core**

Instructor: Hsu, Leon

The purpose of this course is to expose you to what scientists do and what science is. In class, you will work through the lab manual, performing various experiments and making detailed observations of the results of those experiments. You will then try to develop theories of how things work based on your observations and to make predictions about further experiments based on your theories. This course emphasizes learning by doing. There will be no lectures! Your grade is based more heavily on lab participation and homework than on quizzes and exams. Since this course emphasizes group work, it is important that you attend class regularly and on time. If you have commitments that will cause you to miss a significant number of classes or to be late for class, you should strongly consider taking another course that is taught in a more traditional manner.

Class time: 25% Discussion, 75% Laboratory

Work load: 6 pages of writing per semester, 4 exams, 2 papers

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

Exam format: All exams are open-notes and open book. The exam questions emphasize explanations and reasoning so even if your answer to a test question is correct, you will receive full credit only if you justify and explain the reasoning leading to your answer.

Course URL: http://www.gen.umn.edu/faculty_staff/hsu/GC1163

**GC 1166 Principles of Chemistry
(Sec 001); 3 cr; prereq 0713 or 0721 or equiv**

Instructor: Uthe, Richard E

Topics covered in GC 1166 include: Chemical Measurements: Introduction to Atoms and Elements: Electron Structure of Atoms and Ions: Names and Formulas of Inorganic Compounds: Molecular Weight: Percent Composition: Empirical Formulas: Chemical Reactions, Equations and Stoichiometry: Chemical Bonds in Molecules: Energy in Chemical Reactions: Enthalpy: Gases and Gas Laws: Solutions and Solution Concentrations: Acids, Bases and pH: Chemical Equilibrium. If you are planning to take further chemistry classes, GC 1166 should give you a good foundation in chemical concepts and quantitative manipulations. Introductory chemistry courses in the U of MN's Chemistry Department require "some prior background in chemistry" as a prerequisite; GC 1166 will do nicely. Check your specific program to see which chemistry course you should schedule next.

Class time: 75% lecture, 25% Discussion

Work load: 4 exams

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

Exam format: short-answer and problems

**GC 1171 Physical Geology
(Sec 001); 4 cr; prereq BC; meets CLE req of Physical Science/Lab Core; meets CLE req of Environment Theme**

Instructor: Uthe, Richard E

You are required to successfully complete a laboratory experience for this course. The laboratory is "student-paced" ("self-paced"); you work at your own rate of learning. The lab room will be open several hours each week for you. Lab quizzes are "practicals"; that is, they involve identifying and interpreting mineral and rock samples or reading and interpreting topographic maps and landforms depicted on them. Your textbook author constantly uses examples of everyday applications of geology. The first part of this course covers some basic principles of geology. Part of the "general education" component of the course consists of those areas of applied geology (also called "environmental geology") discussed in Chapters 12 through 20 of your textbook. Select any four (4) of these nine chapters which are of special interest and read each of these chapters carefully.

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

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Work load: 4 exams, Your homework assignment is to answer a set of 10 questions per chapter for the four chapters you have chosen, a total of 40 questions. The grade you receive on those answers constitutes 10% of your course grade.

Grade: 25% mid-semester exam(s), 25% final exam, 10% special projects, 40% lab work

Exam format: multiple choice

**GC 1173 Geology of the National Parks
(Sec 001); 4 cr; prereq BC; meets CLE req of Physical Science/Lab Core; meets CLE req of Environment Theme**

Instructor: Uthe, Richard E

GC 1173 uses a "regional approach" to the ecology of the United States, with selected national parks as spectacular examples of the geology of each natural region. This course is not designed for "passive learners". There won't be much actual lecturing. During most class days, groups of three or four students will have written assignments to turn in for grading, where all students in each group will receive the same grade. Group composition will vary during the school term. The assignments might include such things as identifying minerals or rocks, reading and interpreting maps, or relating specific parks to landscape regions (physiographic provinces).

Class time: 20% Discussion, 80% Group written assignments (see description)

Work load: 4 exams

Grade: 15% mid-semester exam(s), 15% final exam, 35% written reports/papers, 5% special projects, 20% quizzes, 10% in-class presentations, 0% Two lecture tests (take-home, essay) 30%; Geography Review 5%; Daily class attendance 5%; Questions concerning color slides 5%; Two lab tests 20%; in-class group work 35%

Exam format: essay

**GC 1211 People and Problems
(Sec 001, 005); 4 cr; prereq BC; meets CLE req of Social Science Core; meets CLE req of Cultural Diversity Theme**

Instructor: Barajas, Heidi Lasley

This course is designed as an introduction to sociological thinking and methods of research. People and Problems seeks to engage students in the study of our culturally diverse society and its social issues. Areas of study include socialization, culture, deviance, inequality, stratification 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. Because ideas emerging from feminist, historical, anthropological, and cultural studies are an important part of the mixture which creates the sociological perspective, readings and discussions will be interdisciplinary in nature. The specific social issues highlighted include race, class, and gender stratification. Students are taught to critically evaluate how different social phenomena are explained through various social research methods and theories. These sections have a library research or service learning option. Papers for the course are based on course readings and either library research or field notes students gather while doing 20 hours of community service during the semester. Group work and class participation are required aspects of the course.

Class time: 50% lecture, 25% Discussion, 25% small group work and peer review

Work load: 50 pages of reading per week, 15-21 pages of writing per semester, 3 papers, weekly short writing assignments

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

Exam format: quizzes are multiple choice or short answer

**GC 1231W U.S. Growth of National Power
(Sec 001-003); 4 cr; prereq BC; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core**

Instructor: Ghore, David Lynn

This course is a general survey of American history which addresses the major political, economic, social, and diplomatic issues from a multicultural perspective. Course spans the entire length of American history beginning with Native American civilizations and culture and

concluding in the recent past. The textbook has a social history orientation while providing the basic political, diplomatic, and economic developments in United States history. Classroom simulations are used in the course to place the student in the role of a political or diplomatic decision maker. Historical documents are examined to stimulate class discussion and historical issues and events are discussed and critiqued from a variety of multicultural perspectives. Course grades will be based on three exams, a 8-10 page formal research paper and student involvement in the course. The paper assignment and each exam will be worth a possible 100 points with the exams consisting of an essay (50 points) focusing on a major theme and an objective portion (50 points) assessing overall historical knowledge. Student involvement (50 points) will be assessed at the end of the course based on contributions to class discussion, attendance, participation in simulations, questions after class, e-mail contacts and use of instructor office hours. Final course grade and scores for the exams, paper and student participation will be assessed by the instructor. A maximum of 450 points is possible for the entire course.

Class time: 60% lecture, 30% Discussion, 10% Classroom simulations

Work load: 40 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers

Grade: 44% mid-semester exam(s), 22% final exam, 22% written reports/papers, 12% in-class presentations

Exam format: Half essay, half multiple choice

**GC 1233 U.S. Government and Politics
(Sec 001); 4 cr; prereq BC; meets CLE req of Citizenship/Publ
Ethics Theme; meets CLE req of Social Science Core**

Instructor: Kahn, Peter T.

General introduction to politics and political process dealing with structure, organization & function of American government; conflicting values, philosophies and beliefs underlying how government institutions address demands made on them to manage societal problems are examined in the context of: historical/philosophical foundations of American government; explaining nature & interaction among federal/state government institutions; understanding relationships between people and government; affect of social science thinking patterns, research tools and findings on formulating, evaluating and implementing domestic and foreign policy initiatives. Course objectives: 1) appreciate government's impact in our everyday lives; 2) understand philosophical framework & conflicting values underlying historical background of American government; 3) identify minority influences on development of American Government; 4) explain interaction among government institutions at different levels of government; 5) distinguish viewpoints regarding interrelationship of politics, political decision-making processes and institutions of government; 6) explain how individuals and groups within society affect workings of government; 7) identify interdisciplinary perspectives on basic principles & practices concerning how government responds to areas of domestic and foreign policy controversy.

Class time: 30% lecture, 40% Discussion, 30% Guest speakers/videos

Work load: 35-50 pages of reading per week, 20-25 pages of writing per semester, 4 exams, 7 papers, 4 Exams:100 pts each; take home essay; in class T/F & Multiple choice; 7 Quizzes, 20 pts each, all T/F; 7 papers, 10 pts each, 3-4 pages in length

Grade: 14% written reports/papers, 27% quizzes, 14% problem solving, 45% 4 mini finals

Exam format: Multiple choice,65%; Essay 35%

Course URL:

http://www.gen.umn.edu/faculty_staff/kahn/1233/course_description.htm

**GC 1235W Law in Society
(Sec 001-003); 4 cr; prereq BC; meets CLE req of Citizenship/Publ
Ethics Theme; meets CLE req of Social Science Core; meets CLE
req of Writing Intensive**

Instructor: Kahn, Peter T.

Study of how America's legal system deals with areas of major social conflict and controversy, focusing on how social science theoretical

constructs, thinking patterns and research methods affect lawmaking process. Topics include: cultural/historical/philosophical foundations of and value/belief conflicts underlying America's legal system; understanding organization and interactional dynamics among lawmaking institutions; comparative effectiveness/efficiency of various alternatives for participation in lawmaking processes; effects of conflicting ethical beliefs and bias on lawmaking policies and practices; how social forces, conditions and developments shape the law's recognition of response to problems/issues arising from family, criminal, employment, and environmental areas such as abortion conflicts, pollution, child abuse, minority rights, death penalty, right to die, hate crime, pornography and workplace discrimination/harassment. Necessary Skills: undergraduate college level reading and writing skills. Evaluation techniques: curve grading based on exam, quiz, paper and lesson assignment point totals for each students, evaluated on all class, total points curve. Optional extra credit: additional work opportunities are available and announced in class.

Class time: 30% lecture, 40% Discussion, 30% Guest speakers, videos

Work load: 35-50 pages of reading per week, 25-30 pages of writing per semester, 3 exams, 7 papers, Note: Papers: 10 pts each; 3-4 pps in length; Exams:100 pts each/each exam closes out area studied; 8 of 9 Quizzes: 20 pts each, all true/false.

Grade: 45% mid-semester exam(s), 14% written reports/papers, 27% quizzes, 14% problem solving

Exam format: Exams: 65% in-class multiple choice/35% take-home essay

Course URL: http://www.gen.umn.edu/faculty_staff/kahn/1235/course_description.htm

**GC 1251 World History: Since 1500
(Sec 001); 4 cr; prereq BC; meets CLE req of International
Perspect Theme; meets CLE req of Historical Perspective Core**

Instructor: Arendale PhD, David R

While this course is targeted for first-year students who are non-majors in history, it has broad appeal and utility for students who wish to expand their knowledge and perspectives. It is designed to examine world history and the profound and enduring ideas that have influenced the development of global, political, social, and economic systems. It will explore civilizations of the world, by placing historical events, customs and cultures in a global context. The format will focus development of civilizations from a broad viewpoint. Outcomes include: Identify and discuss intellectually the themes, concepts, and influences central to the development of the modern world; Read, critically discuss, and evaluate in both written and oral form the major themes in world history; Further develop intellectual skills of analysis, synthesis, critical evaluation, and application through completion of course; Encourage the development of a critical perspective toward the study of history by promoting the reevaluation of student assumptions, opinions, myths, and historical interpretations; Develop an aesthetic appreciation; Promote the understanding of the effects historical developments had on the lives of women and common people; and Develop an informed historical perspective and greater awareness of and respect for individual, cultural, ethnic, and religious differences.

Class time: 75% lecture, 20% Discussion, 5% Audio-visual presentations; The use of historical documents, computer resources, texts, films, small group discussions, and lecture presentations will be combined to create a comprehensive view of the major cultures of the world.

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

Grade: 25% final exam, 15% quizzes, 60% Three unit exams during the term

Exam format: Combination of matching, multiple choice, and short answer essay

Course URL: <http://arendale.org>

**GC 1285W Introduction to Cultural Anthropology
(Sec 002-005); 4 cr; prereq BC; meets CLE req of International
Perspect Theme; meets CLE req of Social Science Core; meets
CLE req of Writing Intensive**

Instructor: Goette, Susan A

This course is a comparative study of societies around the world. It will introduce you to the the study of human behavior from a socio-cultural perspective. Since anthropologists document, describe, and attempt to explain cultural behavior we will explore the ways our lives are influenced by the cultural patterns we learn. Course Objectives: 1) Develop an understanding of the concept of culture; 2) Cultivate an appreciation of culture - ones own and others; 3) Introduction to methods of fieldwork; 4) Create an awareness of the role of Anthropology in addressing contemporary issues. This course attempts to accomodate multiple learning styles, as well as multi-lingual speakers, by utilizing both collaborative activities and individual projects. The course format includes small and large group discussion, films, and lecture. Assignments are varied. Differing assignments require different skills, thereby providing students with the opportunity to work to their strengths.

Class time: 30% lecture, 20% Discussion, 20% Films, 30% group work

Work load: 40 pages of reading per week, 15-18 pages of writing per semester, 3 exams

Grade: 20% written reports/papers, 25% special projects, 10% problem solving, 20% essay; 25% group work; 20% exams; 10% development

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

Course URL: http://gen.umn.edu/falculy_staff/goette

GC 1311 Art: General Art

(Sec 001-005); 3 cr; prereq BC; meets CLE req of International Perspective Theme; meets CLE req of Other Humanities Core

Instructor: Chapman, Jeffrey T

How do we make sense of art? What is metaphoric thinking? How and why do artists communicate ideas and feelings? How are the arts relevant to our lives? This is an introductory art course in which students learn about art by actively looking, listening, reading, talking, and writing about it. We will explore art forms made in diverse American and international cultures. By looking at the visual arts, listening to music, and watching videos of artists and performances, students will experience art in a number of different ways. As a class and individually, students will take several trips to art galleries and museums. Assignments include reflective, expressive, and critical writing; quizzes; reading responses; and small group and all-class discussions and exercises.

Class time: 30% lecture, 30% Discussion, 40% Videos, music, and in-class activities

Work load: 15 pages of reading per week, 20 pages of writing per semester

Grade: 50% written reports/papers, 20% special projects, 10% class participation, 20% outside class assignments

GC 1364 Literature of the American Immigrant Experience

(Sec 001-003); 3 cr; prereq BC; meets CLE req of Literature Core; meets CLE req of Cultural Diversity Theme

Instructor: STAFF

This course explores American immigrant experiences, both historical and contemporary, through literature generated by and about immigrants to this country. Readings in fiction, expository prose, biography and oral history will be used to explore common themes and issues of the immigrant experience: conditions leading to emigration; adjustments to and impact on the U.S.; change over time; inter-generational conflict, and historical contexts for specified waves of immigration. Students will read four novels, plus additional background material. Grading will be based on class discussion, journal writing, essays and a class project. Space in the class is reserved for GC students in the Commanding English Program.

Class time: 25% lecture, 65% Discussion, 10% Films, guest lectures

Work load: 100 pages of reading per week, 40 pages of writing per semester, 4 papers, 1 course project

Grade: 60% written reports/papers, 20% special projects, 5% class participation, 15% in-class writing and homework

Exam format: take-home essay papers

GC 1365W Literatures of the United States

(Sec 001, 002); 3 cr; prereq BC; meets CLE req of Literature Core; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme

Instructor: Hodne, Barbara Downs

This course examines literary trends and social concerns of American writers of various ethnic heritages, both men and women, examining how their heritages and gender shaped their thinking, how they viewed American culture, and how they reveal our history. With careful attention and responsible completion of assignments, you will leave the course more aware of differences, similarities, and issues on the minds of people writing in America over the last 100 years. This introductory course is designed for undergraduate non-majors. It is designated as a writing-intensive course and fulfills a CLE Humanities requirement.

Class time: 25% lecture, 50% Discussion, 25% Groupwork and in-class writings which serve as reading checks

Work load: 60 pages of reading per week, 10-15 pages of writing per semester, 3 exams, 3 papers

Grade: 45% written reports/papers, 10% special projects, 45% quizzes

Exam format: One-half objective (short answer or matching); one-half take-home essay

GC 1366 Images of Women in Literature

(Sec 001, 002); 4 cr; prereq BC; meets CLE req of Literature Core; meets CLE req of Cultural Diversity Theme

Instructor: Barnum, Jill !!Morse Alumni Award!!

Welcome to an interesting and demanding introductory course that examines how women are portrayed in literature by both male and female authors. As we examine "difference" and "limitation", we will look at not only stereotypical images of women, but also images that smash these stereotypes, as well as how women are impacted by them. We'll distill commonality in experiences in the feminine literary figure among women of different ethnic backgrounds--their fears, preoccupations, dreams, and realities--and along the way, you'll be introduced to some terrific writers you may not have studied before. Note: this is not a course in feminist theory and it does not presume a particular political or gender-oriented stance. We examine the literature "as literature" to see what roles women traditionally have been given in it.

Class time: 25% lecture, 25% Discussion, 25% Laboratory, 25% multi-media

Work load: 75 pages of reading per week, 25 pages of writing per semester, 2 exams, 2 papers, 1 journal entry/week

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

Exam format: 50% objective; 50% essay

GC 1374W The Movies

(Sec 001); 3 cr; prereq BC; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive

Instructor: Hyland, Ezra St

GC 1374W The Movies

(Sec 002); 3 cr; prereq BC; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive

Instructor: Yahnke, Robert Eugene

GC 1374 introduces students to the aesthetics of feature-length films and to the work of selected directors of contemporary cinema. Students will learn some of the fundamentals of film study, such as the art of the shot, editing, lighting, movement, acting, and sound. Aspects of the art of the screenplay and directing will be discussed. After learning a basic vocabulary of film study, students will examine these concepts in the context of films viewed in class, complete writing assignments on several of these films, participate in group-related discussion and activities in class, and demonstrate skills of public speaking and analytical writing.

Class time: 25% lecture, 60% Discussion, 15% Viewing films in class

Work load: 20 pages of reading per week, 25 pages of writing per semester, 3 papers, In-class writing exercises; 4 on-line quizzes

Grade: 50% written reports/papers, 20% quizzes, 30% On-line

activities: Web-CT and on-line quizzes=15% and study guides on online text=15%

Exam format: Essay

Course URL: http://www.gen.umn.edu/faculty_staff/yahnke

GC 1421 Writing Laboratory: Basic Writing

(Sec 001-004); 3 cr; prereq BC

Instructor: STAFF

This course introduces students to basic writing strategies that are encountered in college-level courses. It operates under the assumption that students will practice their writing frequently and gain regular feedback from the instructor. The course is given in computer labs, and active learning is an emphasis in all sections. Authors in the course center around the topic of education. This course is for undergraduates.

Class time: 10% lecture, 15% Discussion, 75% various writing exercises. (Percentages vary by section)

Work load: 60-80 pages of reading per week, 35-40 pages of writing per semester, 1 exams, 11 papers

GC 1422 Writing Laboratory: Communicating in Society

(Sec 001-041); 3 cr; prereq grade of at least D in [1421 or equiv]; credit will not be granted if credit received for: 1423 or 1424

Instructor: STAFF

The content in this course, as in GC 1421, is writing for college. Topics around which student writing is assigned varies, but in all cases, the emphasis for the course is on developing such skills as argumentation, writing with the use of sources, and research documentation. Undergraduates take this course.

Class time: 10% lecture, 25% Discussion, 65% writing

Work load: 70 pages of reading per week, 40 pages of writing per semester, 1 exams, 1 extended research paper; several shorter papers

Grade: 0% varies by section

GC 1423 Writing Laboratory: Community Service Writing

(Sec 001-003); 3 cr; prereq grade of at least D in [1421 or equiv], instr consent; credit will not be granted if credit received for: 1422, 1424; meets CLE req of Citizenship/Publ Ethics Theme

Instructor: STAFF

In this course students gain experience producing and interpreting source-based writing. They develop familiarity with common practices of research including finding source materials, analyzing those materials, and positioning themselves in written conversation with others. All students in the class participate throughout the term in community projects that provide an additional, public, rhetorical context for their writing.

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

Work load: 50 pages of reading per week, 60 pages of writing per semester, One extended writing project, several shorter papers

Grade: 0% Varies by section

GC 1424 Writing Laboratory: Communicating in a Diverse Society

(Sec 001, 002); 3 cr; prereq grade of at least D in [1421 or equiv]; credit will not be granted if credit received for: 1422, 1423; meets CLE req of Cultural Diversity Theme

Instructor: STAFF

The content of this course, as with GC 1421, is writing for college. Topics are expressly multi-cultural. The emphasis in instruction is to help students develop analytical writing skills. Students practice their writing through assignments that ask them to perform research tasks that result in papers. Undergraduates take this course.

Class time: 10% lecture, 25% Discussion, 65% could vary by section

Work load: 75 pages of reading per week, 40 pages of writing per semester, 1 exams, 1 extended research paper, several shorter papers

GC 1454 Statistics

(Sec 001-005); 4 cr; prereq grade of at least C in 0731 or equiv; credit will not be granted if credit received for: Stat 1001; meets CLE req of Mathematical Thinking Core

Instructor: Loch, Suzanne Yvette

This course is an introduction to statistics that emphasizes problem

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solving and decision making through the collection, analysis, and interpretation of data. Course topics include the organization and presentation of data, summary statistics, sampling, 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.

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

Work load: 50 pages of reading per week, 15 pages of writing per semester, 4 exams, 2 papers

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

Exam format: Open-ended problems and short answer questions

Course URL:

http://www.gen.umn.edu/faculty_staff/delmas/gc_1454_course/syllabus/html

GC 1456 Functions and Problems of Logic

(Sec 001-004); 3 cr; prereq BC; meets CLE req of Mathematical Thinking Core

Instructor: STAFF

This course introduces students to the concepts and methods of modern symbolic logic. We will develop a formal (or symbolic) system and use it to represent and evaluate the forms of English arguments. To evaluate argument forms, students will (1) learn the basics of the system (its symbols, rules, and proof conventions), (2) become proficient at translating between English and logic, and (3) learn how to construct proofs within the system. Time allowing, we will use the formal tools we've developed to explore how logic can be useful in understanding, for example, legal reasoning, scientific reasoning, analytic puzzles that appear on the GRE and LSAT, or some of the metatheoretical theorems of 20th century logicians. This course assumes no background in mathematics, logic, or philosophy. It is geared towards first and second year General College students.

Class time: 70% lecture, 10% Discussion, 20% small group sessions

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

Grade: 75% mid-semester exam(s), 10% quizzes, 15% problem solving

Exam format: problem solving

GC 1464 Group Process and Discussion in a Multicultural Society

(Sec 001); 3 cr; prereq BC; meets CLE req of Cultural Diversity Theme

Instructor: Trites, Jill K

This course explores the theoretical and practical issues related to multicultural and group communication and attempts to improve each student's ability to communicate across and within diverse cultural groups in the United States. The term "culture" is broadly defined to include race, ethnicity, national origin, economic class, gender, age, sexual orientation, and other markers of social identity. By examining how groups function within academic, workplace, and social settings, students will learn how to work more effectively within a variety of contexts and with a variety of people. A major focus of the course will be the examination of the multicultural context of the modern world and how to effectively communicate within it. Students are encouraged to use their personal experiences to form their own understanding of the relationship between communication and culture. Instructional methods include a combination of assigned readings, lecture, discussion, individual written work, classroom exercises, and group presentations. Much of the work students will be doing in class will be with a randomly assigned course work group. Students who are interested in learning more about personal identities and improving their interpersonal, group, and multicultural communication skills would greatly benefit from this

class. Many students who are majoring in education, communication, business, and management have benefited from this class.

Class time: 20% lecture, 35% Discussion, 35% small group work
Work load: 50-60 pages of reading per week, 10-15 pages of writing per semester, 4 exams, 2 papers, 15 one-page weekly e-mail journals
Grade: 35% written reports/papers, 20% quizzes, 15% in-class presentations, 30% class participation
Exam format: Students have the choice of taking either multiple choice/true-false or essay quizzes.
Course URL: http://www.gen.umn.edu/faculty_staff/trites/1464.htm

GC 1481 Creativity Art Laboratory: Experiences in the Media (Sec 001, 002); 3 cr; prereq BC; meets CLE req of Other Humanities Core

Instructor: James, Patricia

This is an introductory art course in which students learn about art by creating it. It is about turning things upside down and inside out so that we see the world in new ways. It is also about using the arts to better understand our own and others' experiences. Although we focus on the visual arts, we use a multi-disciplinary approach including masks, text, spoken word, expressive movement, and music. Students will make photomontages and then create a small group performance. Students explore imaginative thinking and artistic problem solving by engaging in hands-on art making, creativity exercises, discussion, and writing. An important emphasis in the class will be on finding your own ways to transform ordinary materials. You will learn to take creative risks, to think metaphorically, to explore the unknown, to improvise, to brainstorm, and to invent your own methods of working. We also look at multicultural approaches to art through slides and videos. Students develop critical skills that enable them to perceive, analyze, interpret and evaluate their own and others' art work. Journal writing and a reflective paper are additional ways for students to understand their own creative process.

Class time: 10% lecture, 30% Discussion, 60% Creativity exercises, making art, and performing

Work load: 5 pages of reading per week, 20 pages of writing per semester, 1 papers, 2 major art projects

Grade: 15% written reports/papers, 30% special projects, 30% class participation, 25% reflective writing

Exam format: Reflective writing

GC 1513 Principles of Small Business Operations (Sec 001); 3 cr; prereq TC

Instructor: STAFF

This course is for current and future entrepreneurs who want to expand their knowledge about starting and/or expanding a small business. Topics include: researching business opportunities, determining target markets, analyzing potential business sites, marketing, financing the small business and writing the prospectus (the plan for starting the business). The course is set up as a "nuts and bolts" course for people serious about becoming entrepreneurs.

Class time: 30% lecture, 5% Closed Circuit TV, 30% Discussion, 35% In-class exercises on setting up and operating a small business

Work load: 50 pages of reading per week, 10 pages of writing per semester, 2 exams, 4 papers, 2 "field" exercises examining existing small businesses

Grade: 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 15% special projects, 10% quizzes, 0% writing a business plan

Exam format: 50% multiple choice; 50% essay

GC 1534 Practical Law (Sec 001); 4 cr; prereq TC

Instructor: Kahn, Peter T.

General introduction to American legal process covering such practical-law related topics as courts, crimes, torts, contracts, employment, consumer, property insurance, banking, secured transactions, bankruptcy and international business law. Course objectives: 1) appreciate law's impact on our everyday lives and activities; 2) understand philosophical framework/historical background of America's legal system; 3) know nature of interaction among various

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branches of lawmaking authority; 4) develop awareness of how individuals and groups in society are affected by, and in turn influence, policies, principles and practices associated with specific areas of law; 5) identify basic principles and practices associated with how the legal system responds to public/private issues, problems and conflicts in various fields of law; 6) develop principles and standards to critically evaluate the effectiveness and efficiency of America's legal system in specific areas of law; understand complex, interdisciplinary nature of America's legal system. Necessary skills; undergraduate college level reading and writing skills. Evaluation: curve grading based on exam, quiz, and paper total scores combined into single points, all class, curve. 4 credits.

Class time: 30% lecture, 40% Discussion, 30% Guest speakers/videos

Work load: 50 pages of reading per week, 15-20 pages of writing per semester, 4 exams, 7 papers, 4 Exams: 100 pt each; each exam closes out area of study: 7 papers; 10 pts each, 3 to 4 pages in length; 7 quizzes; 20 pts each, all T/F

Grade: 15% written reports/papers, 35% quizzes, 50% 4 mini finals

Exam format: Multiple choice, 65%; Essay 35%; all take-home

Course URL:

http://www.gen.umn.edu/faculty_staff/kahn/1534/Course_Description.htm

GC 1571 Introduction to Microcomputer Applications

(Sec 001-005); 4 cr; prereq 0713 or 0717 or 0721 or 0722 or equiv; credit cannot be granted if credit has already been received for: 1573, or 1574

Instructor: STAFF

Type: Hands-on lab course where class time is spent working on computers. Background reading of procedures and concepts outside of class is required. Instructor helps students individually during class and does not lecture. Students may do much of the work on their own computer (Mac or Windows) outside of class if they have Word and Excel. Purpose: Designed for non-computer science majors who need an introduction to the concepts and skills of word processing and spreadsheets. Course assumes no prior computer experience and moves student to advanced beginner level. Prerequisite: Elementary algebra. Content: Basic concepts (5%); word processing (50%) where students learn about entering, editing, formatting, and manipulating text, tables, footnotes, headers, footers, mail merge, styles, and a little word art; spreadsheets (45%) where students learn about entering numeric and text data, formatting cells and worksheets, creating formulas, making decisions using IF/THEN/ELSE logic, lookup tables, creating graphs, and integrating graphs in Word documents. Time (hours/week) Class: 4; Reading: 2; Writing: 0; Studying: 1; Homework: 5. Students have to do a significant amount of work outside of class reading and working on their own computer or a computer in a University Microcomputer lab.

Class time: 100% Work on computers

Work load: 50 pages of reading per week, 1 exams, Homework: 15 computer-based projects.

Grade: 40% final exam, 60% problem solving

Exam format: One closed-book final exam done on the computers in the classroom.

GC 1816 African-American Literature

(Sec 001, 002); 3 cr; prereq BC; meets CLE req of Literature Core; meets CLE req of Cultural Diversity Theme

Instructor: Hyland, Ezra St

The course is designed to initiate and advance the study and appreciation of African-American literature through careful analysis of designated works in the tradition. Texts range from classical to lesser-known narratives from the nineteenth century to the present. With an emphasis on close reading, we will be concerned with literary and rhetorical aspects of the literature within the context of cultural, political, racial, and gender dynamics during specific moments in American history.

Work load: 140 pages of reading per week, 12-15 pages of writing per semester, 2 exams, 4 papers

Grade: 20% mid-semester exam(s), 20% final exam, 40% written

reports/papers, 5% quizzes, 5% in-class presentations, 5% class participation, 5% Attendance

Exam format: Multiple choice and short answer

GC 1851 Multicultural Relations

(Sec 001-004); 3 cr; prereq BC; meets CLE req of Cultural Diversity Theme

Instructor: STAFF

This course is designed for undergraduate students. The course examines the nature of historical and contemporary multicultural relationships within American society. It looks at inter-cultural, inter-ethnic, interracial and cross-gender relationships from both a historical and contemporary perspective. The examination of these issues will help develop methods to analyze and construct connections between systems that devalue, degrade, dehumanize and destroy individuals and groups. The goals and purposes of this course are to enhance effectiveness in analyzing how power, resources, cultural standards and institutional practices and procedures are used to perpetuate the oppression of various groups in the past and the present. History impacts what we think and do today. The past is in our business with each other today. A result of this analysis is that student's knowledge and skills can be strengthened in helping heal or transform relationships with others who are different and have been negatively impacted by racism, sexism, classism and other oppressive elements in personal, institutional and public life. Consideration of these complicated issues will enhance student's ability to formulate ways of developing more healthy human and multicultural relationships.

Class time: 50% lecture, 50% Discussion

Work load: 75 pages of reading per week, 25 pages of writing per semester, 3 exams, 5 papers, 4 quizzes.

Grade: 15% mid-semester exam(s), 30% final exam, 30% written reports/papers, 5% quizzes, 20% class participation

Exam format: multiple choice

GC 2283W Psychology of Human Development

(Sec 002, 003); 4 cr; prereq [1281 or Psy 1001], [1421 or EngC 1011]; credit will not be granted if credit received for: 1283;; meets CLE req of Social Science Core; meets CLE req of Writing Intensive

Instructor: Wambach, Cathrine A

The course is designed as an overview of developmental psychology for students who intend to take only one course in this area, typically students interested in careers in health or human services. The content covers the entire lifespan, from conception through old age. For each stage of development, the physical, cognitive, and social features associated with the stage are described. The course emphasizes the contributions of theories of development and describes the strategies used to conduct research in the field. The course is intended for students who have completed the prerequisite introductory psychology course and who have an interest in careers in human services. Assignments will require use of computer both during and outside of class. The course is approved as writing intensive by the Council on Liberal Education.

Class time: 5% lecture, 25% Discussion, 70% Laboratory

Work load: 70 pages of reading per week, 45 pages of writing per semester, 4 exams, 1 papers

Grade: 47% mid-semester exam(s), 33% written reports/papers, 17% quizzes, 3% in-class presentations

Course URL: <http://www2.gen.umn.edu/psych>

GC 2375W Film and Society

(Sec 001); 4 cr; prereq instr consent; credit will not be granted if credit received for: 1375; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive

Instructor: Yahnke, Robert Eugene

Students are given an introduction and historical perspective on the development of documentary films, study representative examples of contemporary documentary films, and learn how films (through the documentary medium) explore serious and complex social issues. Class time will be devoted to brief introductions of the films, viewing of relevant films, and discussions of the films. Much of class discussion is

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student-generated in formal groups--ending in presentations summarizing discussion content. Students will participate in groups and produce a documentary video.

Class time: 25% lecture, 75% Discussion

Work load: 20 pages of reading per week, 20 pages of writing per semester, 4 papers, Students write a prospectus for a documentary video.

Grade: 35% written reports/papers, 10% quizzes, 30% for documentary video (as a member of a team); 25% online discussions on films

Exam format: Essay

Genetics, Cell Biology and Development

6-160 Jackson Hall: 612 6243110

GCD 4025 Cell Biology Laboratory

(Sec 001); 2 cr; prereq Biol 4004 or instr consent

Instructor: STAFF

Students will acquire hands-on knowledge of techniques used in modern cell / molecular biology research. Laboratory module led by different faculty members will focus on different model systems and experimental approaches used by researchers in this field. Laboratory experiments may include cell fractionation, gel electrophoresis, immunoblotting of proteins, phase and fluorescence microscopy, in vitro motility assays, and analysis of reporter gene expression.

GCD 4034 Molecular Genetics

(Sec 001); 3 cr; prereq Biol 4003, Biol 4004; advanced bioscience undergrad recommended

Instructor: Simon, Jeffrey A

Molecular genetics of prokaryotes and eukaryotes. Topics include gene structure and organization, regulation of gene expression, RNA splicing and processing, chromatin structure and function, and comparative genome analysis. The course will also cover techniques used in molecular genetics research such as recombinant DNA technology, targeted mutations, DNA sequencing, genome manipulation, gene chip technology, and generation of transgenic organisms. The course will provide an introduction to the major model systems that are used in molecular genetics research, including bacteriophage, fungi, nematodes, insects, and mice. Assigned readings will be from the textbook Lewin "Genes VII" and will also include 4-6 articles from the primary research literature. The course is intended for advanced bioscience undergraduates including those considering postgraduate training in biological or biomedical sciences.

Class time: 100% lecture

Work load: 25-40 pages of reading per week, 3 exams, 4 take-home quizzes

Grade: 50% mid-semester exam(s), 40% final exam, 10% quizzes

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

GCD 4111 Histology: Cell and Tissue Organization

(Sec 001); 4 cr; prereq Biol 4004 or instr consent

Instructor: Bauer, G Eric

Structure and function of vertebrate tissues and organs. Lectures combine electron microscopic and light microscopic structure, physiology, and cell biology of higher animals, including humans. Laboratory sessions concentrate on the light microscopic structure of mammalian tissues. Course is intended for undergraduate majors and non-majors, and pre-professional students. Textbooks: Junqueira, Carneiro and Kelly "Basic Histology" (9th edition). Appleton & Lange, Stamford, Connecticut, 1998. Atlas: See instructor for available atlases. (Magney & Erlandsen, Di Fiore, Gartner & Hiatt, etc. will be made available for examination and use during lab). Audio visual: HistoTime (in labs and in BioMed Library, Diehl Hall).

Class time: 50% lecture, 50% Laboratory

Work load: 20 pages of reading per week, 4 exams, Lecture exams

are short answer/short essay on written material and light and electron micrographs. Lab exams are on identification and interpretation of light microscopic material.

Grade: 25% mid-semester exam(s), 25% final exam, 50% lab exams

GCD 4143 Human Genetics

(Sec 001); 3 cr; prereq 3022 or Biol 4003 or instr consent

Instructor: STAFF

This course covers the basics of human genetics, focusing on medical aspects of genetic based human disease. Lectures include information of different modes of inheritance including recessive, dominant, X-linked and mitochondrial, tri-nucleotide expansions and genetic imprinting. This course also includes information on genetic linkage analysis, cytogenetics and other aspects of human genetics. This course is intended for undergraduates who have had previous courses in genetics and biochemistry. This course will be web-enhanced, but the URL is not yet known.

Class time: 100% lecture

Work load: 10 pages of writing per semester

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

Exam format: Multiple choice, short answer

GCD 4793W Directed Studies: Writing Intensive

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

Instructor: STAFF

Writing Intensive Guidelines (Directed Studies 4793W): Students will be required to write a 10 to 15 page paper in the format of a scientific review article. This paper will contain an introduction that presents an overview of the research topic and several subsections that describe aspects of the topic in detail. The conclusion section will summarize the information presented in the review article, comment on its significance, and propose future research directions. Articles from the literature, or other reference sources, that were cited in the paper will be listed in the Reference section. The faculty mentor will provide students with general guidelines on writing a scientific review article that outlines the sections to be included. A recently published review article in the student's research area may serve as a model. The mentor will help guide the student in selection of an appropriate topic to be reviewed and be available for discussions. Throughout preparation of the initial drafts of the paper, the mentor will advise the student with regard to organization and presentation of the information (graphs, diagrams, tables, etc.). The mentor will read the draft of the paper and comment on format, content, and writing style. The student will then prepare a final version of the review article based on the mentor's comments.

GCD 4794W Directed Research: Writing Intensive

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

Instructor: STAFF

Writing Intensive Guidelines (Directed Research 4794W): Students will be required to write a 10 to 15 page paper in the format of a scientific article. This paper will contain an introduction that surveys the current literature in the student's area of research. The materials and methods section will outline the techniques and approaches used in the research project, and the results section will present the experimental findings. The discussion section will analyze the data, present interpretations of the data, and compare their results with the experimental findings reported by others. Students will receive general guidelines on writing a scientific paper that outlines the sections to be included. A recent published article in the student's research area will serve as a model. Throughout preparation of the initial drafts of the paper, the mentor will advise the student in data presentation (graphs, figures, etc.). The mentor will read the draft of the paper and comment on format, content, and writing style. The student will then prepare a final version of the paper based on the mentor's comments.

GCD 4993 Directed Studies

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

Instructor: STAFF

Permit students who desire to learn about a specialized topic not already presented in a regularly scheduled lecture course to explore that area through individualized independent reading, analysis, and writing of a term paper. Directed study course involves student workload of a minimum of 45 hours work per credit (workload totaled over entire semester). Some of this effort involves consultation with the faculty member who is directing the study and the remainder would be time spent by the student reading appropriate literature, conducting laboratory exercises, analyzing data and/or writing one or more summary reports.

GCD 4994 Directed Research

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

Instructor: STAFF

Provide opportunity for undergraduates to experience laboratory research. Research experience as an undergraduate is a very important preparation for those who intend to apply for graduate study. Research experience provides a new perspective on the body of knowledge about which students learn in standard lecture classes. Having research experience provides the student with a sense of reality about the subject matter. Directed Research is an individualized research experience under the direction of a faculty mentor. Overall student effort will be at least 45 hours per semester per credit. Student effort is expected to include contact time with the mentor (number of hours varies) to discuss direction of the project, methods to be used, results and interpretation, as well as future directions. In addition, the student will spend time doing experiments, collecting data, organizing results, as well as reading pertinent literature.

Geographic Information Science

414 Social Science Building: 612/625-6080

GIS 5575 Surveying and the Global Positioning System (GPS)

(Sec 001); 2 cr; prereq Geog 5561 or equiv, status in MGIS program or instr consent

Instructor: Zenk, David A

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. GPS is a substantial part of the course.

Class time: 80% lecture, 10% Discussion, 10% Laboratory

Work load: 30 pages of reading per week, 3 exams, About 10 problems/week, homework

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

Exam format: Multiple choice

Geography

414 Social Sciences Building: 612/625-6080

Geog 1301V Honors: Introduction to Human Geography

(Sec 001); 4 cr; prereq Honors; meets HON req of Honors; meets CLE req of International Respect Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive

Instructor: Sheppard, Eric Stewart

Have you wondered how your life is connected to others around the world? Are you curious about other parts of the world; about inequalities in wealth; or conflict in Kosovo or the Middle East? Do you wonder whether and why the Twin Cities are hurting the environment?

Geographers ask these questions and many more. We don't just look places up in the atlas, but we study how and why people transform the world into concrete places, like cities, farms and nations, and why these places develop where they do. This is an entry level course, designed for first and second year students, introducing what it means to think geographically about the world and about human development. The course supports diverse learning styles, through a combination of lectures, discussion sections, videos, field trips, and group work. The course is oriented to web-based instruction; all information is on the Web, and students are encouraged to balance this with off-line learning. We ask only that all class participants respect the rights of other students to learn, and fully participate in the range of learning activities. After taking this class you will see your surroundings in new ways, as you learn to ask why peoples and cultures differ from place to place, how they are interconnected, and whether globalization is making the world smaller and less diverse.

Class time: 55% lecture, 30% Discussion, 15% film and videos
Work load: 50 pages of reading per week, 15 pages of writing per semester, 2 exams, 4 papers
Grade: 25% mid-semester exam(s), 25% final exam, 40% special projects, 10% quizzes
Exam format: mostly essay; some short answer
Course URL: <http://www.geog.umn.edu/courses/1301>

Geog 1301W Introduction to Human Geography (Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive

Instructor: Sheppard, Eric Stewart
 Have you wondered how your life is connected to others around the world? Are you curious about other parts of the world; about inequalities in wealth; or conflict in Kosovo or the Middle East? Do you wonder whether and why the Twin Cities are hurting the environment? Geographers ask these questions and many more. We don't just look places up in the atlas, but we study how and why people transform the world into concrete places, like cities, farms and nations, and why these places develop where they do. This is an entry level course, designed for first and second year students, introducing what it means to think geographically about the world and about human development. The course supports diverse learning styles, through a combination of lectures, discussion sections, videos, field trips, and group work. The course is oriented to web-based instruction; all information is on the Web, and students are encouraged to balance this with off-line learning. We ask only that all class participants respect the rights of other students to learn, and fully participate in the range of learning activities. After taking this class you will see your surroundings in new ways, as you learn to ask why peoples and cultures differ from place to place, how they are interconnected, and whether globalization is making the world smaller and less diverse.

Class time: 55% lecture, 30% Discussion, 15% film and videos
Work load: 50 pages of reading per week, 15 pages of writing per semester, 2 exams, 4 papers
Grade: 25% mid-semester exam(s), 25% final exam, 40% special projects, 10% quizzes
Exam format: mostly essay; some short answer
Course URL: <http://www.geog.umn.edu/courses/1301>

Geog 1403W Biogeography of the Global Garden (Sec 001); 4 cr; meets CLE req of Biological Sciences/Lab Core; meets CLE req of Writing Intensive; meets CLE req of Environment Theme

Instructor: Brown, Dwight A
 The geographies of plants and animals are in constant change and these changes contribute to the evolving diversity of places. The course examines the evolution of Earth's biota and spatial differences in the biodiversity and productivity of plant and animal assemblages. In addition, students we will examine the legal and political processes that make decisions that affect the biosphere. In the laboratory sections, students will make observations, and use mapping and computer-based simulation modeling to test hypotheses about the distributions and spatial behavior of plants and animals. Mapping data

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and using simulation models to evaluate the sensitivity of organism to environmental variables are a primary way of knowing about the geography of biological organisms. These tools help students to understand (1) how the outcomes from the interactions of organisms with their environment vary geographically, and (2) how the outcomes frequently fail to support commonly held assumptions about the climate controls on biotic distributions. They also help students understand the importance of plants to the hydrologic cycle, energy balance, and soil forming process at different locations and observe indirect links of distributions with atmospheric dynamics. In addition, students we will examine the legal and political processes in which decisions are made that affect the biosphere.

Class time: 60% lecture, 40% Laboratory
Work load: 40 pages of reading per week, 25 pages of writing per semester, 6 exams, 1 papers
Grade: 15% special projects, 60% quizzes, 25% lab work
Exam format: Mixture of multiple choice, essay and map questions

Geog 1426 Introduction to Meteorology Laboratory (Sec 001, 002); 2 cr; prereq both Geog 1425 and 1426 must be completed to count for Phys Sci/L CLE req; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive
 Instructor: Griffis, Timothy John

Be able to make observations and interpret weather events; gain insight into how weather reports are assembled; understand how to interpret climate statistics; become familiar with meteorological instrumentation; evaluate weather forecasts and their uncertainties. We will make extensive use of on-line weather resources available via the www. Some laboratory projects will be conducted outdoors, some "in the lab". Each student will be responsible for making her/his own series of weather observations over a period of one month. This course is targeted to non-science majors. When taken along with Geog/Soil 1425, the course fulfills the CLE "Physical Science with Lab" requirement. Geog/Soil 1426W serves as a Writing Intensive Course.

Class time: 15% lecture, 15% Discussion, 70% Laboratory
Work load: 10 pages of reading per week, 30 pages of writing per semester, 1 papers
Grade: 100% class participation

Geog 3101 Geography of the United States and Canada (Sec 001); Credit will not be granted if credit has been received for: GEOG 3102; 4 cr; meets CLE req of Social Science Core; meets CLE req of Cultural Diversity Theme

Instructor: Hart, John Fraser
 A visual tour of the continent, with ca. 80 slides in each lecture. Emphasis on the ways in which different groups of people have interacted with different physical environments to produce distinctive regions. Satisfies the Social Science Core and Cultural Diversity theme requirements. The instructor has a quirky sense of humor, and the lectures are interesting.

Class time: 100% lecture
Work load: 25 pages of reading per week, 8 pages of writing per semester, 3 exams, 1 papers
Grade: 60% mid-semester exam(s), 30% final exam, 10% written reports/papers
Exam format: Multiple choice based on maps

Geog 3111 Geography of Minnesota (Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme

Instructor: Squires, Roderick H
 The modern state can be characterized as the outcome of numerous debates about the role of government, commonly termed public policy or law, and the behavior of individuals and corporations in reaction to such public policy. The political and legal entity we know as Minnesota - comprising landscapes and people - reflects the result of several iterations of debate and consequential behavior. Most, if not all, of its tangible and intangible characteristics have evolved as we have "muddled through" 150 years. Only through this approach can we understand the modern landscape of Minnesota and present behavior of Minnesotans. The class period will be divided into two, a lecture

followed by a computer lab in which you will be free to work on your projects. The grades are based on class attendance and on performance in five projects, a long one worth 50% of the grade, and four smaller ones. The course is designed for both undergraduate majors and non-majors, anyone interested in the history and geography of Minnesota and the relations of the state with other parts of the country and the world.

Class time: 50% lecture, 50% Laboratory

Work load: 5 papers, one worth 50%, 4 worth 10% of the grade

Grade: 100% written reports/papers

Exam format: no exam

Course URL:

<http://www.geog.umn.edu/faculty/squires/courses/311100.html>

Geog 3181 Russia and Environs

(Sec 001); Credit will not be granted if credit has been received for: GEOG 5181; 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive

Instructor: VanDrasek, Barbara J

Have you been tempted to think that Russia no longer is an important actor on the world stage? Think again! Russia and Environs is an introduction to the physical and human geography of Russia and the other former Soviet republics, ten years after the breakup of the Soviet Union. The physical setting of the region, the legacy of central planning, the problems of political restructuring and the transition to a market economy are organizing themes of the course, along with the geographic concepts necessary to understand these substantive themes. We explore such topics as urban systems and city structure, environmental issues, ethno-cultural and religious diversity, demography, social and political problems, and economic change. The major focus is on Russia, as the center of the former Soviet empire. We also examine the other post-Soviet republics and their unique identities and challenges, as they struggle to survive and thrive as independent states. The course assumes no prior knowledge of the region.

Class time: 65% lecture, 20% Discussion, 15% videos, student presentations

Work load: 30-40 pages of reading per week, 15 pages of writing per semester, 4 exams, 2 papers

Grade: 30% written reports/papers, 60% quizzes, 5% in-class presentations, 5% class participation

Exam format: mixed fill-in, short essay, map questions

Course URL: http://www.geog.umn.edu/courses/3181_5181

Geog 3373 Changing Form of the City

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

Instructor: Miller, Roger P !!Morse Alumni Award!!

Cities first appeared about 7,000 years ago. Only in the past 100 years have they become the dominant form of settlement in the "developed" world. We study cities not only because we are interested in them for their own sake, but because they serve as mirrors that reflect their makers and inhabitants, albeit imperfectly. In this course you will learn not just about cities, but about the civilizations that made them. The course pays particular attention to ancient cultures and cities; the medieval European city; Renaissance and Baroque cities; mercantile and industrial cities; the development of planning; colonial cities; utopian cities; and planning triumphs and disasters. Although the course draws broadly on world history, enough material will be covered in class to provide at least the rudimentary knowledge needed for this course. The course is primarily lecture, but class discussion is encouraged and solicited. Extensive use is made of slides and other visual aids. The course is intended for undergraduate majors and non-majors. It satisfies the History Core CLE requirement, and the International Perspectives Theme requirement. Texts include Lewis Mumford, *The City in History*; John Reys, *Town Planning in Frontier America*; and James E. Vance Jr. *The Continuing City*; *Urban Morphology in Western Civilization*.

Class time: 90% lecture, 10% Discussion

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

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

Exam format: Essay-questions, distributed before exam, 1 handwritten page of notes allowed

Geog 3374V Honors: The City in Film

(Sec 001); Credit will not be granted if credit has been received for: GEOG 3374, GEOG 3374W, GEOG 5374, GEOG 5374W; 4 cr; prereq honors; meets HON req of Honors

Instructor: Miller, Roger P !!Morse Alumni Award!!

Same as for Geog 3374W, with an honors/grad recitation section.

Students complete one additional paper (same as for Geog 5374W) on a topic worked out with the instructor.

Class time: 30% lecture, 30% Discussion, 40% film viewing

Work load: 50 pages of reading per week, 25 pages of writing per semester, 1 papers, 3 comparative film reviews

Grade: 70% written reports/papers, 20% quizzes, 5% class participation

Exam format: Short answer, short essay (for quizzes)

Geog 3374W The City in Film

(Sec 001); Credit will not be granted if credit has been received for: GEOG 5374, GEOG 5374W, GEOG 3374V, GEOG 3374V; 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive

Instructor: Miller, Roger P !!Morse Alumni Award!!

Movies are one of our key modes of discourse today. We have grown up with the movies, and most of us are at least as familiar with cinematic portrayals as we are with novels, poetry, painting and sculpture. Our understanding of the increasingly urban world is mediated, in part, through cinematic representations. The nature of cities, and our reactions to them, have also changed during the approximately one hundred years of cinematic portrayal. This is the period in which the US became an urban nation, and then a suburban one. It is also the era in which an international metropolitan culture has blossomed, and in which urban landscapes have been challenged by corporate cityscapes. As these changes have occurred, they have been mirrored in the cinematic record. In this course, we will view about a dozen films in which urban issues play an important role, from the 1920s through today, from a variety of North American, European, and Third World settings. We will concentrate on a number of themes: attitudes toward urban form and technology; social and cultural conflict; political and economic processes; and utopian and dystopian views of the urban future. We will also learn about the language of cinema, from both a technical and artistic standpoint, and how to critique films. Students will complete three comparative movie reviews. A significant portion of the class activity takes place in the required recitation sections, where the films will be discussed.

Class time: 30% lecture, 30% Discussion, 40% Film viewings

Work load: 50 pages of reading per week, 15 pages of writing per semester, 6 quizzes in recitation

Grade: 30% quizzes, 10% class participation, 60% Three movie reviews, each comparing one in-class film and one outside-of-class film

Exam format: Quizzes -- short answer, short essay, definitions

Geog 3441 Quaternary Landscape Evolution

(Sec 001); 3 cr; A-F only; prereq 1403 or 3401 or instr consent

Instructor: Shuman, Bryan Nolan

Many physical processes cause landscapes to change over time. This course will consider the roles of climate change, geomorphic history, vegetation change, and soil development in the evolution of landscape patterns during the Quaternary Period, with emphasis on North America. We will study how the climates, ecosystems, and landforms changed and by doing so influenced each other.

Geog 3900 Topics in Geography: Identities, Iconography, and Political Landscapes

(Sec 001); 3 cr; max crs 9, 3 repeats allowed

Instructor: Raento, Pauliina

This class examines visual representations of cultural and political identities. It is structured around three themes: (1) Visual methodologies and image interpretation; (2) Construction and dissemination of national narratives through political identity projects; and (3) Imagineries of conflicting identities and contested spaces. Cartography, propaganda, postage stamps, money, flags, national landscapes, monuments, and cemeteries are among the discussed topics. Finland, the United States, and Spain will be emphasized, but other regional examples will be used as well. Critical discussion, based on exercises, and learning from the field are underscored and support the lectures.

Geog 4002W Social Theory and the Environment**(Sec 001); 3 cr; prereq Jr or sr; meets CLE req of Writing Intensive**

Instructor: Braun, Bruce Philip

How do we understand 'nature' in an age of technoscience? What is the relation between capitalism, science and nature? What does it mean to do the 'cultural studies' of nature? This course surveys competing approaches to understanding nature-human relations in contemporary social and political thought. The course will draw from a diverse literature, including cultural ecology, Marxist political ecology, feminist theory, literary criticism and science and technology studies. Its objective will be to develop theoretical and analytical tools for investigating the social production of nature (both human and non-human). In the process, students will be challenged to think critically about knowledge formation, the construction of environmental imaginaries, the emergence of eco-movements, and the ideological frameworks and social conditions that organize and relate resource struggles, culture and identity. The course will be reading intensive and students should expect to take part regularly in class discussions.

Class time: 50% lecture, 40% Discussion, 10% film/video**Work load:** 60-75 pages of reading per week, 15 pages of writing per semester, 2 exams**Grade:** 20% mid-semester exam(s), 20% final exam, 60% written reports/papers**Exam format:** Essay/multiple choice**Geog 4121W Latin America****(Sec 001); Credit will not be granted if credit has been received for: LAS 4121W; 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets CLE req of Environment Theme**

Instructor: Weil, Connie H

This course surveys people's relationships with their environments in Latin America (Mexico, Central America, the Caribbean, and South America). Case studies examine how people create and experience places, and how these processes reflect and affect their connections to other places both within and beyond Latin America. Topics include agricultural change, urbanization, health and other aspects of well-being, and tourism.

Class time: 60% lecture, 20% Discussion, 20% Multi-media**Geog 4393 The Rural Landscape****(Sec 001); 4 cr**

Instructor: Hart, John Fraser

This course is designed for anyone who wants to understand and appreciate rural areas better. The instructor uses color slides lavishly as a substitute for first-hand observation. The three principal components of the rural landscape are: the shape of the land surface; the vegetation that cloaks the surface; and the structures that people have added for mining, or forestry, or farming, or residence, or recreation. Emphasis on the rural landscape shows how dramatically farming has changed since 1980. The instructor has a quirky sense of humor, and the lecture are interesting.

Class time: 95% lecture, 5% Discussion**Work load:** 23 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 papers**Grade:** 50% mid-semester exam(s), 25% final exam, 25% written

reports/papers

Exam format: Essay**Geog 5181 Russia and Environs****(Sec 001); Credit will not be granted if credit has been received for: GEOG 3181, GEOG 3181W, GEOG 3181; 3 cr; meets CLE req of International Perspect Theme**

Instructor: VanDrasek, Barbara J

Have you been tempted to think that Russia no longer is an important actor on the world stage? Think again! Russia and Environs is an introduction to the physical and human geography of Russia and the other former Soviet republics, ten years after the breakup of the Soviet Union. The physical setting of the region, the legacy of central planning, the problems of political restructuring and the transition to a market economy are organizing themes of the course, along with the geographic concepts necessary to understand these substantive themes. We explore such topics as urban systems and city structure, environmental issues, ethno-cultural and religious diversity, demography, social and political problems, and economic change. The major focus is on Russia, as the center of the former Soviet empire. We also examine the other post-Soviet republics and their unique identities and challenges, as they struggle to survive and thrive as independent states. The course assumes no prior knowledge of the region.

Class time: 65% lecture, 20% Discussion, 15% videos, student presentations**Work load:** 30-40 pages of reading per week, 15 pages of writing per semester, 4 exams, 2 papers**Grade:** 30% written reports/papers, 60% quizzes, 5% in-class presentations, 5% class participation**Exam format:** mixed fill-in, short essay, map questions**Course URL:** http://www.geog.umn.edu/courses/3181_5181**Geog 5361 Geography and Real Estate****(Sec 001); 4 cr**

Instructor: Squires, Roderick H

Through lectures and field trips the course will examine the nature and history of land ownership in the United States with special reference to Minnesota. The focus will be on the mechanistic, legalistic, and historic characteristics of land ownership not the uses to which land has been put or the philosophical, sociological, or economic aspects of land ownership. More attention will be paid to the published and unpublished primary materials that characterizes the nature of land ownership in the United States than to the secondary literature. The course is designed for relatively senior undergraduates, both majors and non-majors, and graduates, anyone interested in understanding the role that land ownership plays in our modern society and has played in our nation's history.

Class time: 50% lecture, 50% field trips**Work load:** 6 projects, five written, one oral.**Grade:** 100% written reports/papers**Exam format:** no exam**Course URL:**<http://www.geog.umn.edu/faculty/squires/courses/536100.html>**Geog 5372W American Cities II: Land Use, Transportation, and the Urban Economy****(Sec 001); Credit will not be granted if credit has been received for: PA 5202W; 4 cr; meets CLE req of Writing Intensive**

Instructor: Adams, John S !!Outstanding Service Award!!

This course presents economic and geographic frameworks and methods for evaluating the structure and operation of the metropolitan economy, theories of urban land use, and the development of transportation systems to serve the metropolis. There are no specific prerequisites, but it is helpful if students have some background in urban studies, urban geography, or urban and regional planning. Planners at state departments of transportation (like MnDot) and the metropolitan planning organizations (Metropolitan Council of the Twin Cities) are currently working together to consider policies that go well beyond more and better highways, which have been traditional engineering solutions to expanded highway demands and traffic

congestion. New approaches involve complementary changes in land use and transportation policies. Course uses a lecture/discussion format. Target audiences include juniors, seniors, and graduate students majoring in geography, urban studies, city and regional planning, public affairs, civil engineering, architecture and landscape architecture, and social science students generally.

Class time: 75% lecture, 25% Discussion

Work load: 50 pages of reading per week, 25 pages of writing per semester, 2 exams, 1 papers

Grade: 25% mid-semester exam(s), 25% final exam, 40% written reports/papers, 10% class participation

Exam format: Short essays

Geog 5374W The City in Film

(Sec 001); Credit will not be granted if credit has been received for: GEOG 3374, GEOG 3374W, GEOG 3374V, GEOG 3374V; 4 cr; prereq grad student or instr consent; meets CLE req of International Perspective Theme; meets CLE req of Writing Intensive

Instructor: Miller, Roger P !!Morse Alumni Award!!

Movies are one of our key modes of discourse today. We have grown up with the movies, and most of us are at least as familiar with cinematic portrayals as we are with novels, poetry, painting and sculpture. Our understanding of the increasingly urban world is mediated, in part, through cinematic representations. The nature of cities, and our reactions to them, have also changed during the approximately one hundred years of cinematic portrayal. This is the period in which the US became an urban nation, and then a suburban one. It is also the era in which an international metropolitan culture has blossomed, and in which urban landscapes have been challenged by corporate cityscapes. As these changes have occurred, they have been mirrored in the cinematic record. In this course, we will view about a dozen films in which urban issues play an important role, from the 1920s through today, from a variety of North American, European, and Third World settings. We will concentrate on a number of themes: attitudes toward urban form and technology; social and cultural conflict; political and economic processes; and utopian and dystopian views of the urban future. We will also learn about the language of cinema, from both a technical and artistic standpoint, and how to critique films. Students will complete three comparative movie reviews. A significant portion of the class activity takes place in the required recitation sections, where the films will be discussed.

Class time: 30% lecture, 30% Discussion, 40% film viewings

Work load: 50 pages of reading per week, 25 pages of writing per semester, 1 papers, 3 comparative film reviews

Grade: 75% written reports/papers, 20% quizzes, 5% class participation

Exam format: Short answer, short essay (for quizzes)

Geog 5900 Topics in Geography: Identities, Iconographies and Political Landscapes

(Sec 002); 3 cr; max crs 9, 3 repeats allowed; prereq sr or grad, instr consent

Instructor: Raento, Pauliina

This class examines visual representations of cultural and political identities. It is structured around three themes: (1) Visual methodologies and image interpretation; (2) Construction and dissemination of national narratives through political identity projects; and (3) Imaginaries of conflicting identities and contested spaces. Cartography, propaganda, postage stamps, money, flags, national landscapes, monuments, and cemeteries are among the discussed topics. Finland, the United States, and Spain will be emphasized, but other regional examples will be used as well. Critical discussion, based on exercises, and learning from the field are underscored and support the lectures.

Geo 1001 The Dynamic Earth: An Introduction to Geology (Sec 001, 004, 101-118); Credit will not be granted if credit has been received for: GEO 5001, GEO 5001, GEO 2111, GEO 2111H, GEO 1101, GEO 1005; 4 cr; meets CLE req of Physical Science/Lab Core; meets CLE req of Environment Theme

Instructor: STAFF

An introduction to the principles of geology with an emphasis on the physical processes that shape the Earth. Through lectures, slides, videos, and demonstrations, students learn how volcanoes, earthquakes, plate tectonics, wind, rivers, and glaciers have shaped our planet's landscape. In the laboratory sessions students learn to identify rocks and minerals, use them to interpret the Earth's past history, and understand how they affect our society. They will create and interpret geologic maps; locate earthquakes and choose environmentally sound landfill sites. A major goal of the course is to provide students with a better understanding of our planet in the context of current environmental issues and global change. GEO 1001 satisfies the Diversified Core Curriculum's requirements for both the environmental theme and as a physical science with lab. This course is designed for undergraduate students that are not geology majors.

There are no college prerequisites.

Class time: 55% lecture, 40% Laboratory, 5% Videos

Work load: 40 pages of reading per week, 6 exams

Grade: 65% quizzes, 35% lab work

Exam format: Lecture quizzes are primarily multiple choice, with some short answer questions possible.

Course URL: <http://www.geo.umn.edu/courses/1001/>

Geo 1003 Dinosaur Evolution, Ecology, and Extinction: Introduction to the Mesozoic W

(Sec 001); Credit will not be granted if credit has been received for: GEO 5003; 3 cr

Instructor: Kirkby, Kent Charles

Dinosaurs and the Mesozoic Era are used to introduce four of the most important contributions of geology: geologic time; organic evolution; plate tectonics; and the integration of Earth systems. Our world's dynamic nature is revealed by focusing on an era when the Earth began to evolve its present geography, climate and ecological systems. The course also looks at the history and social implications of dinosaur interpretations. Our views of dinosaurs continues to change with new data and new concepts. Previous interpretations are considered in light of the then-existing evidence and social paradigms. Relatively few workers and a short history make dinosaur studies an excellent case study of the social aspects of scientific investigation. A variety of past and present controversies are covered during the course including: the recognition of fossils as remains of past life, organic evolution, continental drift, dinosaur physiology, the origin of mass extinctions and global warming. Evidence, pro and con, are presented with extended class discussions of the unresolved controversies. This course was designed for undergraduate, non-geology majors. There is an optional (but recommended) trip to the Science Museum.

Class time: 85% lecture, 15% Discussion

Work load: 30 pages of reading per week, 5 of 7 biweekly quizzes and final quiz

Grade: 100% quizzes

Exam format: Multiple choice, short answer/short essay

Course URL: <http://www.geo.umn.edu/courses/1003>

Geo 1101 Introduction to Geology

(Sec 100); Credit will not be granted if credit has been received for: GEO 1001, GEO 1001, GEO 1001, GEO 5001, GEO 5001, GEO 2111, GEO 2111H, GEO 1005; 3 cr; meets CLE req of Environment Theme

Instructor: STAFF

A lecture-only version of GEO 1001, this course will provide an introduction to the principles of geology with an emphasis on the physical processes that shape the Earth. Through lectures, slides, videos, and demonstrations, students learn how volcanoes, earthquakes, plate tectonics, wind, rivers and glaciers have shaped our planet's landscape. A major goal of the course is to provide students with a better understanding of our planet in the context of current

Geology and Geophysics

106 Pillsbury Hall: 612/624-1333

environmental issues and global change. Geo 1101 satisfies the Diversified Core Curriculum's requirement for the environmental theme. This course is designed for undergraduate students that are not geology majors. There are no college prerequisites.

Class time: 95% lecture, 5% Video

Work load: 40 pages of reading per week, 6 exams

Grade: 0% 100% lecture quizzes.

Exam format: Quizzes: Multiple choice, short answer/short essay possible

Course URL: <http://www.geo.umn.edu/courses/1101/index.html>

Geo 3003 Geohazards

(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme

Instructor: Moskowitz, Bruce Matthew

This course is designed for non-science majors and will introduce students to the specific basis and social/technical issues of natural hazards associated with earthquakes and volcanoes, and how society confronts the dangers posed by these natural phenomena. This course will provide students with the scientific background needed for understanding a variety of phenomena related to earthquakes and volcanoes, including both a global perspective on the nature of earthquakes and volcanoes and the fundamental causes of these phenomena as well as local perspectives on specific events.

Discussion of natural hazards will be facilitated by the use of numerous case studies of recent and past earthquakes and volcanic eruption.

Emphasis will be placed on both the geological context of the hazard and its impact on society and individuals. The course will also consider political and ethical questions related to the roles of scientists, citizens, and government in hazard prediction, management, risk assessment, and mitigation. A main objective is to improve the scientific awareness of students so that they can be more informed citizens when confronted with complex and controversial public policy and community issues related to natural hazards.

Class time: 70% lecture, 30% Discussion

Work load: 15 pages of reading per week, 3 exams

Grade: 30% mid-semester exam(s), 30% final exam, 20% special projects, 20% in-class presentations

Exam format: Short answer, multiple choice, simple problems

Course URL: <http://www.geo.umn.edu/courses/2003>

Geo 3093 Problems in Geology and Geophysics: Junior

(Sec 001); 1-4 cr; max crs 6, 6 repeats allowed; prereq instr consent

Instructor: STAFF

Students interested in working on a particular problem or issue in either geology or geophysics can contact the department office for referral to appropriate faculty members. Students will work on a one-to-one basis with a faculty member. Projects may include literature review, laboratory or field work, or computer modeling. Depending on the scope of the project students can earn from 1-4 credits for each project. This course may be taken more than once when different problems are pursued.

Class time:

Work load: varies with instructions

Grade: 0% varies with instructions

Exam format: varies with instructions

Geo 3880 Laboratory Workshop

(Sec 002); 1 cr; max crs 2; prereq Geo or Geophys or GeoEng major or instr consent

Instructor: Ito, Emi

In this course students will learn the basics of lake sediment research (limnogeology) working with faculty and staff of the Limnological Research Center. The class consists primarily of hands-on study of lake mud cores, supported by minimal lecture material on lake dynamics, the relationship of lakes to the surrounding landscape, clastic, chemical, and biological sedimentation, and change over time as reflected in lake sediments. Students will help define a research problem that can be answered using short (1-2m) sediment cores. The class will take a one-day field trip to collect cores and water samples

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from a local lake, and then conduct initial core description and various chemical and physical analyses in the Core Lab and other laboratories on campus. Analytical methods include digital imaging of the cores, visual documentation of macroscopic and microscopic features, and logging for physical properties (magnetic susceptibility, density, porosity). Students will develop a hypothesis and determine what further analyses should be conducted to answer the research question. They may use various physical and geochemical analytical techniques on core subsamples, including grain size analysis, x-radiography, quantification of organic carbon and carbonate abundance, x-ray diffraction mineralogy, and scanning electron microscopy. A course fee of \$20 will be collected in class. The course is primarily for Geo or Geophys or GeoEng majors

Class time: 10% lecture, 85% Laboratory, 5% Fieldwork to collect sediment core from a lake

Work load: 10 pages of reading per week, 15 pages of writing per semester, 1 papers, The paper is a collective endeavor by the entire class. Students will compile data and write a final report as a class, and post the report on the Web and/or prepare a poster for presentation to the Department and at a scientific meeting.

Grade: 50% written reports/papers, 50% lab work

Exam format: <http://lrc.geo.umn.edu/education.html>

Geo 4093 Problems in Geology and Geophysics: Senior (Sec 001); 1-4 cr; max crs 6, 6 repeats allowed; prereq instr consent

Instructor: STAFF

Students interested in working on a particular problem or issue in either geology or geophysics can contact the department office for referral to appropriate faculty members. Students will work on a one-to-one basis with a faculty member. Projects may include literature review, laboratory or field work, or computer modeling. Depending on the scope of the project students can earn from 1-4 credits for each project. This course may be taken more than once when different problems are pursued.

Geo 4094 Senior Thesis

(Sec 001); 2 cr; max crs 4; prereq Sr, Geo or GeoPhys major, instr consent

Instructor: STAFF

This course is intended for senior level majors to engage in independent research under faculty supervision. Students select problems according to individual interests and in consultation with faculty committee. Year long project results in a written thesis and oral defense.

Class time:

Work load: varies with instructions

Grade: 0% varies with instructions

Exam format: varies with instructions

Geo 5001 Earth Systems Science for Teachers

(Sec 001, 002); Credit will not be granted if credit has been received for: GEO 1001, GEO 1001, GEO 1001, GEO 2111, GEO 2111H, GEO 1101, GEO 1005; 3 cr; prereq educ degree

Instructor: STAFF

Class time:

Geo 5353 Electron Microprobe Theory and Practice

(Sec 001, 002); 2-3 cr; max crs 3, 1 repeat allowed; prereq [One yr chem, one yr physics] or instr consent

Instructor: Frahm, Ellery Edward

Please visit the course webpage for additional information. This course aims to familiarize students with the physics behind and instrumentation of electron microprobe analysis and to train students to use the JEOL 8900 Electron Probe Microanalyzer. There are two components to this course: lectures and labs. Students can either attend just the lectures for 2 credits or attend both lectures and labs for 3 credits. The number of slots for students in the lab sections is limited, but additional students can take the lecture without the labs. This course is not mathematically based; there will be no weekly problem

sets. Instead, the lectures and readings are intended to develop a conceptual and qualitative or semi-quantitative understanding of the principles and instrumentation of electron microprobe analysis. Concepts are emphasized so that, if and when one is interested in the mathematical details, one can have a firm foundation on which to build. The only prerequisites are one year of physics and/or chemistry or instructor consent. Coursework in geology is helpful but not required -- students from Physics, Materials Science, Archaeology, and other departments have very successfully completed this course.

Class time: 33% lecture, 67% Laboratory

Work load: 15-35 pages of reading per week, Two quizzes, a mid-semester exam, and a final exam; graduate students are required to do two or three article critiques

Exam format: Multiple choice, short answer, essay; no mathematical problems

Course URL: <http://probelab.geo.umn.edu/course.html>

German

205 Folwell Hall: 612/625-2080

Ger 1001 Beginning German

(Sec 001-005); 5 cr

Instructor: STAFF

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 *Schriftbilder*, which focuses on family life in Germany, and grammar reference materials. Students will also complete a variety of writing activities, including essays. First-year language courses involve extensive student interaction, partner activities, and group work. Expect an average of 1.5 hours of outside preparation for each class session hour.

Class time: 100% mostly discussion and student involvement and interaction.

Grade: 20% final exam, 40% quizzes, 24% class participation, 16% reading/group work assignments.

Exam format: written.

Ger 1002 Beginning German

(Sec 001-009); 5 cr; prereq 1001

Instructor: STAFF

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 *Schriftbilder*, and grammar reference materials. By the end of the course students should be able to compare the German and American educational systems, and describe free-time activities and career choices. They will also have become familiar with various contemporary social issues in the German-speaking countries. Several class sessions will help familiarize students with computer and Internet resources. This course includes process writing assignments. First-year language courses involve extensive student interaction, partner activities, and group work. Expect an average of 1.5 hours of outside preparation time for each class session hour.

Class time: 100% Mostly discussion and student involvement and interaction.

Grade: 20% final exam, 12% written reports/papers, 28% quizzes, 26% class participation, 14% reading/group work assignments

Exam format: written

Ger 1003 Intermediate German

(Sec 001-006); 5 cr; prereq 1002 or Entrance Proficiency Test

Instructor: STAFF

Students in this course will be using the textbook *Spiralen*, which is accompanied by a workbook and both audio and video tapes. Topics covered in this course will include fairy tales, living situations, free-time activities and social interactions, the German educational system, and career decisions. The program has a communicative and functional orientation. The textbook includes authentic materials, many visuals, contemporary informational readings, and literary texts. 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, and role-plays. Several class sessions will familiarize students with available computer drills, spell-checkers, and Internet resources. Process-writing essays and interviews are part of the course work.

Class time:

Work load: Expect around 2 hours preparation time for each class session.

Grade: 20% final exam, 12% written reports/papers, 4% special projects, 32% quizzes, 8% in-class presentations, 24% class participation

Exam format: written, oral interviews

Ger 1004 Intermediate German

(Sec 001-008); 5 cr; prereq 1003 or completion of Entrance Proficiency Test at 1004 level

Instructor: STAFF

This course continues the review of language structures begun in German 1003, using the textbook *Spiralen* and the accompanying workbook, audio and video tapes. Topics covered in this course will include the media, social issues and environmental questions. The program has a communicative and functional orientation. The textbook includes authentic cultural materials, many visuals, contemporary informational readings, and literary texts. The special focus of German 1004 is the extension of listening and writing skills. Regular recycling of grammar and vocabulary encourages students to become more fluent in their use of the language and to apply it creatively in new contexts. Students will participate regularly in conversational activities, small group work, and role-plays. Several class sessions will familiarize students with available computer drills, spell-checkers, and Internet resources. Process-writing essays and interviews are part of the course work. Student enrolled in this course will have the opportunity to take the Graduation Proficiency Test (GPT) during the second half of the term.

Class time: 100% varies with instructor.

Work load: Expect around 2 hours preparation time per class session.

Grade: 20% final exam, 12% written reports/papers, 32% quizzes, 12% in-class presentations, 24% class participation

Exam format: written, oral interviews

Ger 1022 Beginning German Review

(Sec 001, 002); 5 cr; prereq Placement above 1001

Instructor: STAFF

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. 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. URL not known can be found in class web.

Work load: 2 hours expected per class session.

Grade: 20% final exam, 12% written reports/papers, 28% quizzes,

24% class participation, 16% 14% reading/group assignments, 2% interviews

Exam format: Written

Ger 3011W Conversation and Composition

(Sec 001, 002); 4 cr; prereq Passing score on the Graduation Proficiency Test; meets CLE req of Writing Intensive

Instructor: STAFF

This course is communicatively oriented and designed to refine students' oral and written expression and aid in the development of critical analysis skills. The textbook *Ubergänge* will guide students through an introduction to several important communicative modes of language (description, narrative, debate, report, text analysis), while *Sprachbau* will provide a comprehensive grammar review which includes finer, level-appropriate grammar points. Computer exercises, video clips, and feature films will complement the other instructional materials. Active class participation, essay writing and revision, individual and group oral presentations and projects, and informal writing assignments of varying lengths will form the basis of your grade.

Class time: 100% varies with instructor

Work load: Expect at least 2 hours preparation time per class session.

Grade: 10% final exam, 30% written reports/papers, 20% quizzes, 10% in-class presentations, 10% class participation, 20% oral interview and weekly journals

Exam format: written, oral

Ger 3012W Conversation and Composition

(Sec 001); 4 cr; prereq 3011; meets CLE req of Writing Intensive

Instructor: STAFF

This course, the continuation of German 3011, is communicatively oriented and designed to refine students' oral and written expression and aid in the development of critical analysis skills. The textbook *Ubergänge* will guide students through an introduction to several important communicative modes of language (description, summary, film and literary reviews, persuasive speaking, text analysis). We will also work to improve individual problem grammar areas for students and reach a greater level of abstraction and sophistication in German. Computer exercises, video clips, and feature films will complement the other instructional materials. Active class participation, essay writing and revision, individual and group oral presentations and projects, and informal writing assignments of varying lengths will form the basis of your grade.

Class time:

Work load: Expect at least 2 hours preparation time per class session.

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

Ger 3014 German Media

(Sec 001); 3 cr; prereq 3011

Instructor: STAFF

In this course students will continue to develop their language skills while learning about the role the various media play in Germany. The focus is journalistic prose, especially newspaper articles, as well as newscasts and feature programs broadcast on German television. The language of the media is often quite challenging, and this course will present strategies for advanced-level reading and listening comprehension. The class will follow social, cultural, and political debates in Germany. Class discussions will offer the opportunity to compare positions and attitudes, and to explore current issues. The topics to be covered will depend in part on current news developments. Students should expect to actively participate in discussions about the role of the media and current events.

Class time: 10% lecture, 20% Closed Circuit TV, 60% Discussion, 10% Laboratory

Course URL: <http://classweb.cla.umn.edu/>

Ger 3431 19th-Century Literature

(Sec 001); 3 cr; prereq 3011

Instructor: McBride, Patrizia Carollo

Tales of the Supernatural. The concepts of art and literature formulated

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by the German Romantics at the end of the 18th century revolve around the belief in the existence of an invisible, supernatural reality parallel to ordinary experience - a reality art is called upon to disclose. At stake is the emergence of a realm that neither the empirical sciences nor the traditional discourses of religion and philosophy can account for and that manifests itself in dreams, in the liberation of untapped, non-rational forces, and in the fantastic elements that populate Romantic folk and fairy tales. This course focuses on literary depictions of the supernatural realm throughout the 19th and in the early 20th century - as a reality that can either heighten and fulfill or, alternatively, threaten and disrupt ordinary human existence. Drawing on texts by Dorothea Schlegel, E.T.A. Hoffmann, Stifter, Storm, Hofmannsthal, and Kafka, among others, we will examine how the themes of the fantastic and the supernatural are codified in response to social, political, economic, and cultural developments. We will also analyze the modes of writing and representation spurred by interest in this realm, as well as the realignments it caused in the relations between literature and other cognitive discourses, particularly science and philosophy. Class will be conducted in German.

Class time: 30% lecture, 70% Discussion

Work load: 40 pages of reading per week, 15 pages of writing per semester, 3 papers

Grade: 60% written reports/papers, 40% class participation

Exam format: essay

Ger 3510 Topics in German Studies: The German Colonial

Imagination

(Sec 002); 3 cr; max crs 9, 3 repeats allowed; prereq 3011

Instructor: Muellner, Beth Ann

Despite Germany's relatively short period of colonization in the late nineteenth century, Germans since the Enlightenment have been as much imbued with a desire to venture forth, to conquer and appropriate foreign territories and to generate a national self in the process as were their more successful colonialist neighbors France and England. The present state of Germany as a multicultural nation has led to a renewed interest in this earlier phase of German history, previously overlooked and considered insignificant. Our focus will be on the nineteenth and twentieth centuries, and we will investigate a variety of historical, political and cultural themes, such as: Orientalism and the fascination with 'the other,' racial theory, women's experiences in the colonies as 'emancipated,' Afro-German history past and present, and the relationship between colonialism, nationalism, and fascism. Authors, filmmakers, artists will include Karl May, Frieda von Buelow, Gerhard Hauptmann, Uwe Timm, Fritz Lang, Hanna Hoeh, May Ayim, and Leni Riefenstahl. We will also take a look at some postcolonial theory from Edward Said and others. Students will be evaluated on the basis of participation in class discussions, oral presentations, in-class writings, and short papers. Primary readings, discussions, presentations, and papers will be in German. Some minimal secondary reading (theory) will be in English.

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

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

Exam format: essay

Ger 3510 Topics in German Studies: Film and Contemporary

Germany

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq 3011

Instructor: Reutter, Werner

To a very large degree our understanding of history, politics, and society is shaped - very often even manipulated - by movies or other kind of artistic treating. Based on movies made in East and West Germany but also in Hollywood we will examine how major events and problems in postwar Germany had been addressed in these films and how far the cinematic interpretations hold up against reality. Even though we will also look into the history of the German postwar cinema the focus of the course is not cinematic in a narrow sense. We rather will address the question what we can learn from the films about contemporary Germany.

Class time: 60% Discussion, 40% watching movies

Work load: 40-50 pages of reading per week, 12-15 pages of writing

per semester, 1 exams, 4 papers

Grade: 25% final exam, 50% written reports/papers, 10% in-class presentations, 15% class participation

Exam format: essay

Ger 3512W German Civilization and Culture: 1700 to the Present (Sec 001); 4 cr; meets CLE req of Writing Intensive

Instructor: McBride, Patrizia Carollo

This course provides an overview of the cultural and social developments in the German-speaking countries from 1700 to the Second World War. It will cover events and issues that are key to understanding the social, political, economic, and cultural profile of present-day Germany and other central European countries. Topics to be discussed include: the Enlightenment in philosophy and literature; the rise of the bourgeoisie and its effects on literary culture; the Romantic revolution in literature and the arts; the formation of a national identity in the time spanning the upheavals of the Napoleonic period and Germany's unification in 1871; the transformations linked to phenomena such as industrialization, urbanization, and the rise of mass politics in the latter decades of the 19th century; the attraction and fear of modernity expressed in the aestheticism and cultural despair at the turn of the century, as well as in radical cultural politics of the avant-garde; the shock of World War I and the experiment of the Weimar Republic; the rise of Fascism and the collapse of the Third Reich in World War II. Readings will be drawn from both primary and secondary texts.

Class time: 70% lecture, 30% Discussion

Work load: 70-100 pages of reading per week, 15-20 pages of writing per semester, 1 exams, 2 papers

Grade: 30% final exam, 50% written reports/papers, 20% class participation

Exam format: essay

Ger 3593 Directed Studies: German-Speaking Countries (Sec 001); 4 cr; max crs 12, 3 repeats allowed; prereq 3011, dept consent

Instructor: STAFF

Preparation for research abroad during semester before departure. Written and oral reports upon return.

Ger 3604W Introduction to German Cinema (Sec 001); 3 cr; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive

Instructor: Mc Cormick, Richard W

This is an introductory course in German cinema, one of the most influential national cinemas of the 20th-century. We will examine selected German films from the 1920s all the way to the 1990s and into our own century, with a special focus on three topics: a) the relation of German cinema to traumatic political events in 20th-century German history (especially the "Third Reich," the Holocaust, and World War II); b) the relation of changing notions about gender and sexuality to cinema in general and German cinema in particular; and c) film theory and debates about cinematic form itself. The films to be studied include: classic films like Robert Wiene's "The Cabinet of Dr. Caligari" and Fritz Lang's "Metropolis" from the "golden age" of German cinema during the 1920s; at least one film from the Nazi era; Wolfgang Staudte's "The Murderers Are Among Us," the very first postwar German film, made in the rubble of Berlin in 1946; "I Was 19," an "anti-fascist" film made in 1967 by East Germany's Konrad Wolf; art films exploring the trauma of German history by West German directors like Rainer Fassbinder and Margarethe von Trotta of the "New German Cinema" of the 1970s & 1980s; and the more popular "New German Comedy" after reunification in 1990. German 3604 meets the CLE requirement for "Other Humanities;" it is also designated as "Writing Intensive." It will be taught in English; German majors and minors can get German credit by doing extra reading in German.

Class time: 36% lecture, 36% Discussion, 28% film viewing

Work load: 25-50 pages of reading per week, 10-20 pages of writing per semester, 2 papers, 12 pp. informal writing (WebCT responses)

Grade: 60% written reports/papers, 15% in-class presentations, 15% WebCT responses (one page; one per film)

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Exam format: No exam

Course URL: <http://web.ct.umn.edu/>

Ger 3701 History of the German Language (Sec 001); 3 cr; prereq 1004

Instructor: Firchow, Evelyn S

This course is directed at undergraduate majors and non-majors who want to learn about the development of the language from the time of the first German writings to present-day German. The textbook will be "A Short History of the German Language" by W.W. Chambers and J.R. Wilkie. There will be German lectures and class discussions based on the readings. Students will write a mid-term and a final exam.

Ger 3993 Directed Studies

(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent

Instructor: STAFF

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 5722 Middle High German: Advanced Readings

(Sec 001); 3 cr; prereq 5721

Instructor: Firchow, Evelyn S

This course is directed to graduate students who are interested in reading and analyzing medieval literature in the original. A basic reading knowledge of MHG is expected and translation will be into English. MHG grammar will be studied in some depth. Will be reading selections from major authors and works in standardized MHG, as well as a selection from a non-normalized text taken directly from a medieval manuscript. Students will write a paper on a topic of their choice.

Ger 5993 Directed Studies

(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent

Instructor: STAFF

Guided individual reading or study. The student approaches an appropriate professor with a topic of interest, and if the professor has time and is willing to guide the student, the student, along with the professor, fills out a form which is available in the department office (205 Folwell). On this form, they specify the topic, reading and study materials, and form of evaluation.

Global Studies

214 Social Science: 612/624-9007

GloS 3550V Honors Course: Supervised Research Paper

(Sec 001); 4 cr; meets HON req of Honors; meets CLE req of Writing Intensive

Instructor: Jeganathan, Pradeep

This course provides honors majors in the Institute of Global Studies with a vehicle for completing their senior projects. Students work closely with the instructor on individual projects. See description for GloS 3981.

GloS 3900 Topics in Global Studies: Gender Islam Politics

(Sec 002); 3 cr; max crs 9, 3 repeats allowed

Instructor: Al-Zoby, Mazher A

Few issues have attracted more interest-- and yet proven so susceptible to cultural stereotyping and generalization --as issues involving Islam and women. Muslim women are perceived as the embodiment of oppressive Islamic traditions which Muslim societies, it's argued, desperately need to break up in order to reach the level of

civilization the West achieved long time ago. While acknowledging the very real obstacles to women's conditions in most Muslim societies, this course examines the ideological roots, colonial fantasies, and orientalist imagination of the discourse of Islam and gender. Arguing against the image of Islam as monolithic, shut-down, sealed-off structure, the class insists that women and gender in Islam must be examined through the effects of the cultural and political projects of colonialism, nation-state, Western civilizational triumphalism, fictional representations, and most importantly, the struggle over contemporary Muslim identities. Combined together, these factors reveal the complexity and diversity of the issues and conditions of women in Islam, and in particular the various ways Muslim women have been contesting conventional patriarchal structures from within Islam and not from outside of it.

Class time: 40% lecture, 40% Discussion, 20%

Work load: 40 pages of reading per week, 15 pages of writing per semester

Grade: 30% Attendance/participation; 25% One in-class exam; 30% research paper; 5% group presentation; 10% In-class writing

GloS 3920 Topics in European Studies

(Sec 001); 3 cr

Instructor: Knutson, April A

This course will examine how America has been represented in French literature from the Age of Enlightenment to the present day. We will read and discuss short essays by the Enlightenment philosophers, a novel by Chateaubriand (Romanticism), Tocqueville's 'Democracy in America?', a play about the American South by Satre, and the screen play of 'Hiroshima Mon Amour' by Marguerite Duras. We will view that film, as well as Godard's 'Breathless'. Finally, we will read articles from French newspapers and magazines about America, particularly those dealing with the war on Iraq. Students will be evaluated on the basis of participation in class discussions, oral presentations, in-class writings, and four short papers. All readings, discussions, presentations, and papers will be in French.

GloS 3920 Topics in European Studies

(Sec 002); 3 cr

Instructor: Muellner, Beth Ann

Despite Germany's relatively short period of colonization in the late nineteenth century, Germans since the Enlightenment have been as much imbued with a desire to venture forth, to conquer and appropriate foreign territories, and to generate a national self in the process, as were their more successful colonialist neighbors France and England. The present state of Germany as a multicultural nation has led to a renewed interest in this earlier phase of German history, previously overlooked and considered insignificant. Our focus will be on the nineteenth and twentieth centuries, and we will investigate a variety of historical, political and cultural themes, such as: Orientalism and the fascination with 'the other,' racial theory, women's experiences in the colonies as 'emancipated,' Afro-German history past and present, and the relationship between colonialism, nationalism, and fascism. Authors, filmmakers, artists will include Karl May, Frieda von Buelow, Gerhard Hauptmann, Uwe Timm, Fritz Lang, Hanna Hoeh, May Ayim, and Leni Riefenstahl. We will also take a look at some postcolonial theory from Edward Said and others. Students will be evaluated on the basis of participation in class discussions, oral presentations, in-class writings, and short papers. Primary readings, discussions, presentations, and papers will be in German. Some minimal secondary reading (theory) will be in English.

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

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

Exam format: essay

GloS 3930 Topics in Latin American Studies

(Sec 001); 3 cr

Instructor: STAFF

With the triumph of liberal projects in most nations during the nineteenth century, Latin America as a whole rejected the idea of becoming colonized by Europe yet again. The United States appeared

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as a new ally, already powerful itself, but holding the promise of keeping repeated European incursions in Latin America at bay. A strong alliance between the two nations was formed then, and still continues today. In this course we will investigate: The condition of Latin America (in the nineteenth century) that allowed the United States to establish such a powerful presence; How this relationship formed (politically, economically, socially, culturally, etc.); What groups benefited from the new alliance (give examples); How the presence of the United States in Latin America has changed over time; What kinds of historical similarities and/or differences exist. The course will be taught entirely in Spanish, all readings, writing assignments and class discussion will be in Spanish. We will focus specifically on the Latin American perspective, but will welcome U.S. scholars as visiting lecturers to discuss their views and research on the same topic.

GloS 3993 Directed Study

(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent

Instructor: STAFF

Guided individual reading or study. Open to qualified students for one or more semesters.

GloS 5993 Directed Studies

(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent

Instructor: STAFF

Guided individual reading or study. Open to qualified students for one or more semesters.

GloS 5994 Directed Research

(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent

Instructor: STAFF

Qualified students work on a tutorial basis.

Greek

330 Folwell Hall: 612/625-5353

Grk 1002 Beginning Classical Greek II

(Sec 001); 5 cr; prereq 1001 or equiv

Instructor: Beck, Timothy R

Poetry, history, religion, medicine, philosophy, drama, political science, biology, literary criticism, astronomy, rhetoric, mythology, geography... Whether you want to read Homer or Hippocrates, Aristotle or Aristophanes, Paul or Plato, Greek 1001-1002 is the place to start. In this class you will learn the elements of classical Attic Greek, the dialect spoken and written in Athens during the fifth and fourth centuries BC: a language of tragedy, comedy, oratory, history, and philosophy. With a knowledge of the basic grammar and vocabulary of Attic, you can later go on to read the epics of Homer, the letters of Paul, the comedies of Aristophanes, or whatever you'd like from texts spanning 1200 years of history. The prerequisite for this course is completion of Greek 1001 or the equivalent.

Class time: 30% lecture, 70% recitation

Work load: written homework, frequent quizzes

Exam format: translation, grammatical analysis

Grk 1002 Beginning Classical Greek II

(Sec 002); 5 cr; prereq 1001 or equiv

Instructor: Fanning, Eric William

Poetry, history, religion, medicine, philosophy, drama, political science, biology, literary criticism, astronomy, rhetoric, mythology, geography... Whether you want to read Homer or Hippocrates, Aristotle or Aristophanes, Paul or Plato, Greek 1001-1002 is the place to start. In this class you will learn the elements of classical Attic Greek, the dialect spoken and written in Athens during the fifth and fourth centuries BC: a language of tragedy, comedy, oratory, history, and

philosophy. With a knowledge of the basic grammar and vocabulary of Attic, you can later go on to read the epics of Homer, the letters of Paul, the comedies of Aristophanes, or whatever you'd like from texts spanning 1200 years of history. The prerequisite for this course is completion of Greek 1001 or the equivalent.

Class time: 30% lecture, 70%

Work load: written homework, frequent quizzes

Exam format: translation, grammatical analysis

Grk 3960H Honors Course: Advanced Undergraduate Greek

Reading

(Sec 001); 3 cr; max crs 12, 4 repeats allowed; prereq enroll in honors program or high ability as indicated by transcript; meets HON req of Honors

Instructor: STAFF

Herodotus' history of the Persian Wars earned him the title "Father of History," but he was more than that. He was also one of the world's first travel writers, arguably the world's first anthropologist, and the first to describe geopolitics as a 'clash of civilizations' between East and West. He wrote in smooth, elegant Ionian Greek (easy to read after a couple of weeks). His narrative blends suspense with quirky observations and hilarious digressions. We will read the better part of book 7 and portions of book 8 (covering Xerxes' invasion) in Greek, as well as the rest of the Histories in translation, so that we can discuss the work as a whole. We will spend about 60 percent of our time dealing with translation, grammar and syntax, and 40 percent discussing broader issues, such as Herodotus' conception of history, his methods of research, his attitudes toward other cultures, and the literary themes of his work. The workload will be substantial (for this author, it's worth it): 10-15 pages of Greek per week plus approximately 60 pages of English. Grading (for undergraduates) will be based on biweekly quizzes (40%), a midterm (20%), a final (30%), and participation (10%). Quizzes and the midterm will consist of translation and grammar questions; the final, translation and two short essays. Graduate students will write a 15-25 page paper on a topic of their choice, and their grade break down will be quizzes (30%), midterm (20%), final (20%), and paper (30%).

Hebrew

330 Folwell Hall: 612/625-5353

Hebr 1002 Beginning Hebrew II

(Sec 001, 002); Credit will not be granted if credit has been received for: HEBR 4002, HEBR 4002; 3 cr; prereq 1001 or instr consent

Instructor: Schneller, Renana Segal

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, Harnafteach - The Key, Hebrew for Americans, units 5-8. The book is accompanied by audio tapes that are designed to be studied outside class. Grammar is covered in the homework assignments and reinforced in class with a variety of paired and small group activities. Hebrew is spoken almost exclusively in class. Class attendance is critical. The course prepares students for the CLA language requirements.

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

Grade: 20% mid-semester exam(s), 25% final exam, 20% written reports/papers, 25% quizzes, 10% in-class presentations

Hebr 3012 Intermediate Hebrew II

(Sec 001); 5 cr; prereq 3011 or qualified fr or instr consent

Instructor: Schneller, Renana Segal

Students in this course will be using the textbook "Modern Hebrew Prose and Poetry" by Ora Band, and selected articles. The program has a communicative and functional orientation. Current events will be discussed in Hebrew. Once a week the students will be introduced to

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primary features of Biblical Hebrew. Regular use of grammar and vocabulary encourages students to become more fluent in their use of Hebrew and to apply it creatively in new contexts. The course prepares students for the CLA language requirements.

Class time: 33% lecture, 33% Discussion, 33% Recitation.

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

Hebr 3951W Major Project

(Sec 001); 4 cr; prereq [Hebr major, three 3xxx Hebrew courses] or instr consent; meets CLE req of Writing Intensive

Instructor: STAFF

Student may contact the instructor or department for information.

Hebr 3980 Directed Instruction

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

Instructor: STAFF

Student may contact the instructor or department for information.

Hebr 4002 Beginning Hebrew II

(Sec 001, 002); Credit will not be granted if credit has been received for: HEBR 1002, HEBR 1002; 3 cr; prereq [1001 or equiv], [grad student or passing score on GPT]

Instructor: Schneller, Renana Segal

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, Harnafteach - The Key, Hebrew for Americans, units 5-8. The book is accompanied by audio tapes 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.

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

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

Hebr 5992 Directed Readings

(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq 3012 or instr consent

Instructor: STAFF

Student may contact the instructor or department for information.

Hindi

453 Folwell Hall: 612/625-6534

Hndi 3132 Intermediate Hindi

(Sec 050); Credit will not be granted if credit has been received for: HNDI 4004; 5 cr; prereq 3131 or instr consent

Instructor: STAFF

This course is based on Sheela Verma's textbook. With regular interactive group activities, video and lab sessions, the emphasis of the course will be on the ability to engage in reasonably fluent discourse in Hindi, on comprehensive knowledge of formal grammar and advanced reading, writing and comprehension.

Class time: 25% lecture, 25% Closed Circuit TV, 25% Discussion, 25% Laboratory

Work load: 5 pages of reading per week, 25 pages of writing per semester, 2 exams, 2 papers

Grade: 25% mid-semester exam(s), 25% final exam, 25% quizzes, 10% in-class presentations, 10% class participation, 5% lab work

Exam format: Essay questions, translations, oral interviews

Course URL: http://www.all.umn.edu/hindi_language

Hndi 5990 Directed Research**(Sec 001); 3-5 cr; max crs 5, 1 repeat allowed; prereq instr consent, dept consent, college consent**

Instructor: STAFF

Guided research in selected areas of Hindi language, linguistics, literature and culture. Introduction to bibliography and research skills.
Class time: 100% one hour consultation/week, reading assignments, library research**Work load:** 20 pages of reading per week, 1 papers**Grade:** 100% special projects**Hndi 5993 Directed Readings****(Sec 001); 1-4 cr; max crs 12, 3 repeats allowed; prereq instr consent, dept consent, college consent**

Instructor: STAFF

Guided individual reading of Hindi texts. The focus differs from student to student, from short-story to novel, drama and poetry. Various genres of Hindi literature are studied from a variety of disciplinary perspectives: linguistic, literary and socio-cultural.

Class time: 100% one hour consultation/week**Work load:** 20 pages of reading per week, 1 papers**Grade:** 100% special projects**History****614 Social Sciences Building: 612/624-2800****Hist 1011V Honors:World History****(Sec 001); Credit will not be granted if credit has been received for: HIST 1017, HIST 1017, HIST 1017, HIST 1011, HIST 1011W, HIST 1011W, HIST 1011W; 4 cr; prereq Fr or soph, honors student; meets HON req of Honors; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core**

Instructor: Tracy, James D

The Honors section meets twice a week and the mode of instruction is discussion rather than lectures. In addition to the major paper assigned for all sections of the class (see Hist 1011 description), students in this section will be asked to do some additional reading in order to engage in debate about major issues in the interpretation of the past.

Class time: 100% Discussion**Work load:** 100 pages of reading per week, 20 pages of writing per semester, 2 exams**Grade:** 20% mid-semester exam(s), 40% final exam, 40% written reports/papers**Exam format:** essay**Hist 1011W World History****(Sec 001); Credit will not be granted if credit has been received for: HIST 1017, HIST 1017, HIST 1017, HIST 1013, HIST 1011V, HIST 1011V; 4 cr; prereq fr or soph; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core**

Instructor: Tracy, James D

This is an introduction to the development of civilization to about 1550, with an emphasis on the formation of human communities and the beliefs that have sustained them. The textbook and the twice-a-week lectures provide an overview. The twice-a-week TA sections focus on the primary-source readings (classical texts from three different civilizations) and the writing assignments geared to these readings (short essays, plus a 7 to 10 page paper that is to be written and then re-written after criticism). The course meets the "Historical Perspectives" requirement and is also certified as Writing Intensive.

Class time: 100% lecture**Work load:** 100 pages of reading per week, 15-20 pages of writing per semester, 2 exams**Grade:** 20% mid-semester exam(s), 40% final exam, 40% written reports/papers**Hist 1019 Introduction to Global History Since 1950****(Sec 090); 3 cr; credit will not be granted if credit received for: 1015W, 1015V, Glos 1015W, Glos 1015V; meets CLE req of International Perspect Theme; meets CLE req of Historical Perspective Core**

Instructor: Mortenson, Peter Andrew

This course is designed to be a general survey of world history during the postwar period and is suitable for students with no prior coursework in history. We will use a case study approach to illuminate larger themes; class topics include international relations, decolonization, economic development, nationalism, and various political systems. The major cases are the United States, the Soviet Union, China, South Africa, Japan, the Republic of Congo, Egypt, Israel, Argentina, and Panama, although we will touch on many others.

Class time: 60% lecture, 40% Discussion**Work load:** 20-30 pages of reading per week, 12-15 pages of writing per semester, 2 exams, 3 papers**Grade:** 15% mid-semester exam(s), 25% final exam, 20% written reports/papers, 15% special projects, 15% quizzes, 10% class participation**Exam format:** Essays and identifications**Hist 1032V Honors: Western Civilization, From 1500 to Present****(Sec 001); Credit will not be granted if credit has been received for: HIST 1032, HIST 1032W, HIST 1032W, HIST 1027; 4 cr; prereq fr or soph, honors student; meets HON req of Honors; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core**

Instructor: Weitz, Eric D

This course introduces undergraduate students to the major themes of European history in the modern period. Topics will range from changes in marital practices to the rise of powerful states, from the shifting nature of work to the total wars of the twentieth century. The class will also explore western expansion around the globe, and the ideas and cultural practices Europeans have created in their effort to understand and shape the world around them. While learning about these topics, students will also gain an understanding of the practice of history, especially of the kinds of sources historians use and how they reconstruct and interpret the past. Students will read various kinds of works - historical studies, fiction, primary sources like memoirs, political pronouncements, and theories of human development. The course consists of three lectures and two discussion sections per week, and is designed for both potential history majors and non-majors. Serious attention will be given to writing skills.

Class time: 60% lecture, 40% Discussion**Work load:** 70-90 pages of reading per week, 18 pages of writing per semester, 2 exams, 3 papers, two short papers, one five-ten page paper**Grade:** 15% mid-semester exam(s), 25% final exam, 40% written reports/papers, 20% class participation**Exam format:** essays and identification**Hist 1032W Western Civilization, From 1500 to Present****(Sec 001); Credit will not be granted if credit has been received for: HIST 1027, HIST 1034, HIST 1032V, HIST 1032V; 4 cr; prereq Fr or soph; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core**

Instructor: Weitz, Eric D

This course introduces undergraduate students to the major themes of European history in the modern period. Topics will range from changes in marital practices to the rise of powerful states, from the shifting nature of work to the total wars of the twentieth century. The class will also explore western expansion around the globe, and the ideas and cultural practices Europeans have created in their effort to understand and shape the world around them. While learning about these topics, students will also gain an understanding of the practice of history, especially of the kinds of sources historians use and how they reconstruct and interpret the past. Students will read various kinds of works - historical studies, fiction, primary sources like memoirs, political pronouncements, and theories of human development. The

course consists of three lectures and two discussion sections per week, and is designed for both potential history majors and non-majors. Serious attention will be given to writing skills.

Class time: 60% lecture, 40% Discussion

Work load: 70-90 pages of reading per week, 18 pages of writing per semester, 2 exams, 3 papers, two short papers, one five-ten page paper, midterm and final exams

Grade: 15% mid-semester exam(s), 25% final exam, 40% written reports/papers, 20% class participation, 0% Papers: 15% short papers, 25% long paper

Exam format: essays and identification

Hist 1302V Honors: U.S. History, From 1880 to present (Sec 001); Credit will not be granted if credit has been received for: HIST 1302, HIST 1302W, HIST 1302W, HIST 1302W, HIST 1302W, HIST 1308; 4 cr; prereq [Fr or soph], honors; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core

Instructor: Evans, Sara M

History 1302 surveys the history of the United States from the end of the Civil War to the end of the 20th century with attention not only to major events and figures but also to the daily lives of Americans in all their diversity. It introduces students to historical methods and analysis through a combination of lectures (2 hours/week) covering larger topics and historical interpretations and small group discussions (2 hours/week) in which students analyze historical documents and write a paper based on historical research. Readings include a textbook, a book of documents, and one book on a more specific topic (e.g. an autobiography, historical novel, or monograph). Assignments include several short document analyses, a 6-7 page paper based on newspaper research requiring two drafts, and two examinations, mid-term and final. .

Hist 1302W U.S. History From 1865 to Present (Sec 001); Credit will not be granted if credit has been received for: HIST 1308, HIST 1304, HIST 1302V, HIST 1302V, HIST 1302V; 4 cr; prereq fr or soph; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core

Instructor: Evans, Sara M

History of the U.S. from Reconstruction to the present. Lectures provide overview. Discussion sections emphasize analysis of historical problems and primary documents. Writing assignments build analytical and research skills.

Class time: 50% lecture, 50% Discussion

Work load: 50-75 pages of reading per week, 10-15 pages of writing per semester, 2 exams, 3 papers

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

Exam format: Essay

Hist 1307 American History, Through Reconstruction (Sec 091); Credit will not be granted if credit has been received for: HIST 1301, HIST 1301W, HIST 1301W, HIST 1303, HIST 1301V, HIST 1301V; 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core

Instructor: Gendron, Robin Stewart

This course is a survey of American history from the founding of the first permanent English settlements in mainland North America through the colonial and revolutionary periods to the breakdown of the union and the Civil War of 1861-65. The course concludes with a summary of the restoration of the union after the Civil War. The lectures and reading materials are organized chronologically. The major focus in the course is on the historical development of the political and social culture of the United States within a broader North American perspective. Students will be expected to complete all course assignments, participate in all class discussions, and complete all assigned readings. The assignments will include document analyses, an article review, and a mid-term and final exam.

Hist 1308 U.S. History: 1880 to Present

(Sec 090-092); Credit will not be granted if credit has been received for: HIST 1302, HIST 1302W, HIST 1302W, HIST 1302W, HIST 1302W, HIST 1304, HIST 1302V, HIST 1302V, HIST 1302V; 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core

Instructor: STAFF

Since its founding the United States has been an expansive nation state. Expansionism as cultural identity and national mission is revealed in the Indian Wars, the Spanish-American War, the Philippine War, World War I, and World War II. Rather than herald in an age of peace, World War II spawned the cold war and a host of hot wars. Since 1945, the United States has been in a perpetual state of war against perceived enemies at home and abroad. Presently, the U.S. is engaged in an ambiguous ?War on Terror? to bolster the perception that ?United We Stand.? Armed conflict, and its military-industrial requirements, has had a dramatic influence on American politics, culture, and foreign affairs. Conversely, domestic politics has shaped foreign policy. This course examines the evolution of the United States from a nineteenth-century continental power to a twentieth-century superpower. Emphasis is placed on the dynamic interaction between overseas expansionism and domestic issues related to gender, race, ethnicity, economics, the environment, and political culture.

Class time: 70% lecture, 10% Closed Circuit TV, 20% Discussion

Work load: 100 pages of reading per week, 3 exams

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

Hist 1905 Freshman Seminar: Food and Famine (Sec 001); 3 cr; max crs 3, 1 repeat allowed; A-F only; prereq fr or max 29 credits

Instructor: Giles-Vernick, Tamara L

Food and Famine in African History - This seminar introduces freshmen students to the histories of food and famine in Africa. The first part of the course explores the many ways in which Africans have produced and consumed food, and the political, social, and cultural importance that particular foods have acquired in selected African societies. The second part of the course examines the causes of hunger and famine in African history.

Class time: 20% lecture, 80% Discussion

Work load: 75-100 pages of reading per week

Grade: 25% class participation, 25% Weekly informal writing; 25% Written review; 25% Paper based on oral history

Hist 1905 Freshman Seminar: Historicizing Race (Sec 002); 3 cr; max crs 3, 1 repeat allowed; A-F only; prereq fr or max 29 credits

Instructor: Lindquist, Melinda A

While the notion of distinct racial groups is taken for granted in the twenty-first century, 'race' has not always been the primary system for classifying nations and peoples. An invention of the 16th century, popularized during the eighteenth century, and an entrenched international ideology by the nineteenth century, the idea of race has a remarkable national and international history. Exploring the rise of 'race' over five centuries, students will examine the scientific, cultural, social, legal, economic, and political foundations of the concept. The latter half of the course will focus on case studies of modern racial systems. Students will compare and contrast racial systems in various nations and consider how racial policies and ideas change when implemented in specific historical and national contexts. Students will be encouraged to pursue an in-depth analysis of race in a country of their choosing for a final project.

Class time: 100% Discussion

Work load: 100 pages of reading per week, short weekly thought papers (1 page)

Grade: 35% final exam, 30% written reports/papers, 35% class participation

Hist 3053 Ancient Civilization: Rome (Sec 090); 3 cr

Instructor: Evans, John Karl

A broad survey of the history and culture of Rome from its prehistoric

origins in the 8th century BC to the decline and fall of the Roman Empire in the 3rd and 4th centuries AD. It is designed for undergraduates with no previous college-level coursework in ancient history. Emphasis is given to reading original sources in translation, and to the lectures that pursue broad historical themes such as the rise and fall of the Roman Republic, and the decline and fall of the Roman Empire. Secondary texts supplement the original sources and lectures.

There are no term papers; all examinations are essay in format, and take-home. The syllabus can be found at:

<http://www.tc.umn.edu/~evans002/>

Class time: 100% lecture

Work load: 100 pages of reading per week, 3 exams

Grade: 0% 100% on mid-term and final exam; breakdown not yet determined

Exam format: Essay

Course URL: <http://www.tc.umn.edu/~evans002/>

Hist 3211 History of Sexuality in Europe

(Sec 001); 3 cr; A-F only

Instructor: Clark, Anna Kirsten

History of sexuality in Europe, from ancient Greece to present. Target audience: undergraduate majors and non-majors with open minds.

This course will examine the roots of our contemporary sexual cultures in European history. We will explore how the ancient Romans saw sexuality as dominance, and how the early Christians defined sex as original sin. However, in medieval times cities ran brothels. The Enlightenment also examined sex in new scientific ways. Gay subcultures emerged in cities, and lesbians used coded languages to communicate desires. Married couples used illegal birth control. But sexual regulation became an important part of imperialism. In the 20th century, revolutionary regimes wanted to change sexual cultures; the Nazi regulation of sex was part of its racist regime. Even today, European attitudes toward sex can be very different than those of Americans.

Class time: 50% lecture, 50% Discussion

Work load: 80 pages of reading per week, 15 pages of writing per semester, 1 exam, 3 papers

Grade: 70% written reports/papers, 20% quizzes, 10% class participation

Exam format: Essay

Hist 3212 Dissident Sexualities in U.S. History

(Sec 001); 3 cr; A-F only; prereq Jr or sr or instr consent

Instructor: Murphy, Kevin P

This course examines the history of sexuality in the United States with an emphasis on sexualities that have challenged dominant social and cultural norms. Major topics include the clash over sexual and gender norms during the period of European conquest and colonization; the growth and policing of commercialized sex in the nineteenth century; the centrality of "miscegenation" to racial politics in the nineteenth and twentieth centuries; the development of "modern" categories of homosexuality and heterosexuality; the formation and contestation of transgender, bisexual, lesbian, and gay identities and communities; the politics of sexual oppression and resistance in the twentieth century; and public debates over sex work and sexual representation.

Class time: 50% lecture, 50% Discussion

Work load: 70-100 pages of reading per week, 1 exam, 4 papers

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

Exam format: take-home essay

Hist 3402W Modern Latin America 1825 to Present

(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core

Instructor: STAFF

This course surveys the social, cultural, economic, and political transformation of Latin America from the formation of new republics to the present. Broad processes and comparisons are emphasized, including: the formation of nations and national cultures, the struggles

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for social reform, the destruction of slavery and peonage, the changing roles of women and men, the origins and trajectories of revolutionary movements, the influence of demographic change and urbanization, and the influence of industrialization and world capitalism. The history of U.S. relations with Latin America is examined from a Latin American perspective. Although the scope of the course is broad, we do not intend to understate the complexity and subtlety of Latin American historical development. Rather, the course outline recognizes that it is unrealistic to approach a more detailed study of Latin American society and culture without a solid foundation in some of the recurring themes that characterize Latin American history.

Class time: 70% lecture, 30% Discussion

Work load: 100 pages of reading per week, 15 pages of writing per semester, 1 exam, 2 papers

Grade: 20% final exam, 50% written reports/papers, 10% class participation, 20% informal writing assignments

Exam format: essay

Hist 3424 Women and Gender in Latin American History

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

Instructor: Chambers, Sarah C

This course for undergraduates examines changing gender norms in Latin America over time as compared to the lives of real women and men of diverse classes and ethnic groups. The course will explore how representations of femininity and masculinity affected Latin American society and politics. We will analyze how women responded to their position in society on a continuum from accommodation to resistance. Readings include a particular focus on life histories and oral testimonies. Topics include: doing women's history, women in pre-Columbian societies, women under colonialism, gender division of labor, education, religion, the arts and literature, and political and social movements. Format will combine lecture and discussion.

Students will read about 100 pages a week, including books, articles, literature, and primary sources. There will likely be 3 short papers and several shorter assignments (about 18-20 pages total), quizzes and a final essay exam. Professor Chambers will be offering a May Session 2004 topics course on "Women in Latin America through history, fiction, and film." HIST 3424 is not a pre-requisite but would provide excellent background for those interested in also taking the May course.

Class time: 70% lecture, 30% Discussion

Work load: 100 pages of reading per week, 3 short papers and several shorter assignments (about 18-20 pages total) and a final essay exam.

Grade: 20% final exam, 50% written reports/papers, 20% quizzes, 10% discussion

Exam format: essay

Hist 3428 History of Relations Between U.S. and Mexico: 1821 to Present

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

Instructor: Winkler, Anne

In this class we will consider the relationship between Mexico and the United States from a world history perspective to see what we can learn about global trends and local particularities. The history of U.S./Mexican relations provides an excellent case study for examining global distribution of economic and political power among so called "first" and "third" world nations, in the 19th and 20th centuries, and exploring how those relations have shifted over time. For over 180 years the relationship between Mexico and the United States has been one of unequal exchange. Although Mexico has struggled with the United States for control of Mexican resources with some important successes, the level of inequality has multiplied from 1820 to 2004. We will explore the historical roots of this system of dependency, examine successful and unsuccessful efforts to change it and try to understand why it has persisted. The study of Mexican /U.S. relations, however, is much more complex than the story of inequalities and dependent development. Contending interests within each nation, including workers, corporations, peasants, farmers, agri-business, indigenous groups, artists and intellectuals, have helped shape the

relationship, sometimes forming alliances with peers across the border. We will pay particular attention to these contending interests and their influence on cross-border relations.

Class time: 40% lecture, 40% Discussion, 20% Movies, other audio-visuals

Work load: 80 pages of reading per week, 5 pages of writing per semester, 2 exams, 1 papers

Grade: 15% mid-semester exam(s), 15% final exam, 10% written reports/papers, 5% quizzes, 10% in-class presentations, 25% class participation, 20% Journal writing

Exam format: Essays

Hist 3432 History of Africa Since 1800

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

Instructor: Wagner, Michele Diane

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

Class time: 50% lecture, 50% Discussion

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

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

Exam format: identification, short essay, map

Hist 3442 Chicana/o History: 1900 to Present

(Sec 001); Credit will not be granted if credit has been received for: CHIC 3442, HIST 3442, LAS 3442, CHIC 3442, LAS 3442; 3 cr; meets CLE req of Cultural Diversity Theme

Instructor: Winkler, Anne

This course surveys the history of Chicanos in the twentieth century, focusing on political, economic, social and cultural themes. It simultaneously addresses theories of history and approaches to inequality (race/class/gender). Specific topics include migration and settlement, community formation, the Mexican Revolution in the U.S., the Great Depression and Repatriation, World War II and the Mexican-American Generation, the Chicano Movement, and current Chicana/o history.

Class time: 50% lecture, 50% Discussion

Work load: 80 pages of reading per week, 2 exams, 1 papers

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

Exam format: Essay

Hist 3462 Introduction to East Asia II: 1600-2000

(Sec 001); Credit will not be granted if credit has been received for: EAS 3462; 3-4 cr; max crs 4, 1 repeat allowed; meets CLE req of International Perspect Theme; meets CLE req of Historical Perspective Core

Instructor: Nagata, Mary Louise (none)

This course will be a broad survey of East Asia from 1600 to the present. The main focus will be on China, Korea and Japan with attention to Mongolia, Manchuria and Southeast Asia. We will address the material Chronologically skipping back and forth as necessary. This period Necessarily addresses the issues of imperialism, modernity, and the meeting and clashing of cultures. Requirements: 100 pages of reading per week, lecture attendance is Mandatory, 5 short quizzes, 1 short 5-10 page paper and a final exam. Grading: participation 25%, 5 quizzes total 25%, final paper 25%, and final exam 25%. Tests will be a combination of multiple choice, short answer and paragraph questions with topics taken from readings, discussion and lecture.

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Work load: 100 pages of reading per week, 5 exams, 1 papers, + final exam

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

Exam format: Multiple choice, short answer, paragraph questions

Hist 3468 Social Change in Modern China

(Sec 090); Credit will not be granted if credit has been received for: HIST 5468, EAS 3468W, EAS 3468; 3 cr; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core

Instructor: Downs, Jennifer Eileen

History/ EAS 3468 Social Change in Modern China This course will begin in the late imperial period (1800s) but will focus on the 20th century with an emphasis on the communist phase of the Chinese revolution. One of the major themes of the course will be the social change which accompanied changing government policies. The course will include lecture, film, and the reading and analysis of primary sources in English translation. Grades will be based on 3 essay exams, 2 book quizzes, and a paper.

Hist 3472 Early Modern Japan

(Sec 001); Credit will not be granted if credit has been received for: EAS 3472; 3 cr

Instructor: Nagata, Mary Louise (none)

This course is designed as a general survey of early modern Japan, Particularly under the Tokugawa regime. We will address the material Chronologically with focus on topics such as labor and business, family and demography, music and literature. Requirements: 100 pages of reading per week, lecture attendance is Mandatory, 5 short quizzes, 1 short 5-10 page paper and a final exam. Grading: participation 25%, 5 quizzes total 25%, final paper 25%, and final exam 25%.

Work load: 100 pages of reading per week, 5 exams, 1 papers, + final exam

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

Hist 3493 Islam: Religion and Culture

(Sec 001); Credit will not be granted if credit has been received for: ARAB 3036, HUM 3036, RELA 3036, ARAB 3036, HUM 3036, RELA 3036, ARAB 3036, HUM 3036, RELA 3036; 3 cr; prereq Soph or jr or sr; meets CLE req of International Perspect Theme; meets CLE req of Other Humanities Core

Instructor: AKCAM, TANER

In this course we shall examine the Islamic religious tradition and culture. We will study the basic principles of Islam and its impact on the Muslim community. We will start with the examination of the conditions in Arabia that induced the coming of Islam. The first part of the course will focus on the Qur'an, the life and experience of Muhammad, and the major beliefs and practices of Islam. We shall then turn to the political, religious, and legal developments in the early centuries of Islam, focusing on the theological foundation of Islam, the architects of its system and those who chose to espouse a different path, ie. Shi'ahs vs. Sunnis. We will deal with the different theological, philosophical, and mystical movements in Islam such as Sufism. Finally, we will examine a few specific modern social issues and political movements, both inside and outside the Middle East.

Grade: 25% mid-semester exam(s), 35% final exam, 20% written reports/papers, 20% class participation

Hist 3608W History of the Catholic Church in the Middle Ages

(Sec 090); 3 cr; prereq Intro course in European history before 1500 recommended; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core

Instructor: Lower, Michael T

This is a course on the history of the Catholic Church in the Middle Ages (400-1500), a period when the Church exerted a greater influence over the religious, political, social, cultural, and economic life of Europe than it ever has before or since. We will examine the history of the Medieval Church from the inside-out, considering first the Church itself, then relations between the Church and the Christian faithful, and finally relations between the faithful and the non-Christian

world. Topics will include relics, saints, and pilgrimage; demons, spirits, and ghosts; heretics, witches, and inquisitors; crusaders, Muslims, and Jews. We will approach these topics by reading the original documentary remains of the Medieval period. The course has been designed to meet the writing-intensive requirement.

Class time: 40% lecture, 60% Discussion

Work load: 50-70 pages of reading per week, 10-14 pages of writing per semester, 1 exams, 3 papers, informal writing assignments

Hist 3619 Chivalry, Crisis, and Revival: Medieval History 1050-1500 (Sec 001); 3 cr; max crs 4, 1 repeat allowed

Instructor: Phillips, William D

A survey of European history in the later medieval period. Topics include: chivalry and courtly love, crusades, revival of towns and trade, monarchies, religious developments, Black Death, famine, and wars.

Class time: 50% lecture, 10% Closed Circuit TV, 40% Discussion

Work load: 100 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers

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

Exam format: essay and identifications

Hist 3633 Modern Germany, 1870-Present (Sec 001); 3 cr; max crs 4, 1 repeat allowed

Instructor: Lungerhausen, Matthew Robert

This course is designed to introduce students to the major themes and topics of modern German History. Class materials include a textbook, e-reserve readings, and a novel, as well as, art, photographs and movies. Topics include: German unification, Industrial development and political instability; Bourgeois culture and the growth of socialism; World War I and revolution; Weimar Republic, Great Depression, Nazi seizure of power, Hitler's state, World War II and the Holocaust; Cold War and two Germanies; The Second German unification and the New Europe. The course will be taught as 60% lecture and 40% discussion. Class assignments include a mid-term, book review and final exam.

For advanced students there will be the option for a directed research paper and oral exam instead of the book review and written final exam. Writing varies according to optional assignments.

Class time: 60% lecture, 40% Discussion

Work load: 50-60 pages of reading per week, 5-15 pages of writing per semester, 2 exams, 1 papers, Writing varies according to optional assignments

Hist 3722 20th-Century Europe From the End of World War II to the End of the Cold War

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

Instructor: Lippman, Erich Douglas

European History, 1945-1991, is a course directed at undergraduates (both history majors and non-history majors). This course will focus on the political, social, cultural, and intellectual trends evident in the historical development of contemporary Europe. It will deal with the role of European states in the Cold War and will consider the various attempts by Europeans to reconstruct their societies after the destruction of World War II and in the context of the growing US-Soviet rivalry. The chronology of the period will take us to the present, and a special emphasis will be placed on the collapse of Yugoslavia for the post-1991 period.

Class time: 80% lecture, 20% various audio and video presentations

Work load: 2 exams, 2 papers

Grade: 20% mid-semester exam(s), 30% final exam, 50% written reports/papers

Exam format: identification/essay

Hist 3727W History of the Holocaust

(Sec 001); Credit will not be granted if credit has been received for: RELS 3521, JWST 3521, RELS 3521W, JWST 3521W, RELS 3521W, JWST 3521W; 3 cr; meets CLE req of Writing Intensive

Instructor: Feinstein, Stephen

This course will attempt to document and analyze the Holocaust--in

particular, the background, development and systematic extermination of European Jews and Roma/Sinti (gypsies) by the Nazis. Not only were Jews affected by policies of the Third Reich ?Nazi Germany? but others labeled ?undesirable? or ?subhuman?; were also exterminated in this process. There were also political enemies of the regime. In this course, particular attention will be given to the phenomenon of anti-Semitism, in both its religious and secular forms, to the relationship between mass murder or genocide and the growth of bureaucracy and technology, and to the challenges posed by the Holocaust for religious and humanistic beliefs and values. There are a wide variety of historiographical approaches that have tried to analyze why the Holocaust happened in Germany, the most enlightened and ?modern? country in Europe. As a subject of history, however, the facts and analytical skills derived from many disciplines should be able to provide answers that fit into an overall framework of historical knowledge. Voluntary discussions sections are offered occasionally during the semester as needed and staffed by teaching assistants.

Class time: 90% lecture, 10% Discussion

Work load: 250 pages of reading per week, 35 pages of writing per semester, 1 exams, 3 papers

Grade: 25% final exam, 70% written reports/papers, 5% class participation

Course URL: <http://webct3.umn.edu>

Hist 3747 Habsburg Central Europe: 1740-1918 (Sec 001); 3 cr; meets CLE req of Writing Intensive

Instructor: Cohen, Gary B.

This course treats the evolution of Habsburg rule in Central Europe from the reforms of Maria Theresa to the imperial collapse at the end of World War I. It emphasizes economic and social development and the changing relationship between society and government in the nineteenth-century era of modernization. Major themes include the impact of modern industrial society on politics and culture, the rise of modern nationalist movements, mass politics, political radicalism, the emergence of modernist culture around 1900, and the Habsburg Monarchy's role in the coming of World War I

Class time: 60% lecture, 40% Discussion

Work load: 140 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers

Grade: 20% mid-semester exam(s), 20% final exam, 25% written reports/papers, 15% class participation, 20% second midsemester exam

Exam format: 5 identification items and 1 essay (from a choice of 3 questions)

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

Hist 3812 The Civil War and Reconstruction (Sec 090); 3 cr

Instructor: Schneiders, Robert Kelley

The Civil War represents a defining event in U.S. history. The Civil War possesses unmatched historical significance. Contemporary Americans still live with the ramifications of the conflict. The war reshaped race relations, strengthened the federal government's role in society, remade economies, and spawned myths. The Civil War remains an amazingly popular topic of historical research and analysis. The American people continue to look to the war for meaning. The leadership qualities of Abraham Lincoln and Robert E. Lee, the proper use of presidential power, Union and Confederate military strategies, and the staying power of Southern conservatism are all topics that provide lessons for 21st century American society. This class will examine the Civil War era, paying particular attention to the relationship between economics, race relations, and warfare. Specific topics addressed in the course include: the origins of slavery in North America, the transformation of the North's economy after the War of 1812, the spread of the Cotton Kingdom, the Mexican War and its divisive influence on North-South relations, the turbulent decade of the 1850s, Abraham Lincoln's rise to the presidency, the conduct of the war from 1861 to 1865, the attempts of the federal government to reconstruct a more economically equitable South, and the role that the Plains Indian Wars played in continental consolidation and Euro-American unity.

Hist 3822 United States in the 20th Century Since 1945**(Sec 001); 3 cr; meets CLE req of Historical Perspective Core**

Instructor: Welke, Barbara Young

This is a survey course designed for upper-division undergraduates. For a general description of the course and list of lecture topics, see the course website noted below.

Class time: 75% lecture, 25% Discussion**Work load:** 90 pages of reading per week, 12-15 pages of writing per semester, 2 exams, 4 short (3-4 pages) papers**Grade:** 30% mid-semester exam(s), 30% final exam, 40% written reports/papers**Exam format:** short answer (in-class portion) and essay (take home portion)**Course URL:** <http://www.hist.umn.edu/~bywelke/H3822.htm>**(Sec 001); 3 cr; max crs 16, 5 repeats allowed; prereq Jr or sr or instr consent**

Instructor: Lindquist, Melinda A

This class explores the relationship between race, gender, and the struggle for equality, focusing especially on African-Americans. We will examine changing definitions of manhood and womanhood (over the past 130 years,) and analyze the critical role race and racial thought have played in these changes. We will also consider how ethnicity, class, and sexuality have transformed black gender experiences.

Class time: 100% Discussion**Work load:** 100-150 pages of reading per week, short weekly thought papers (1 page)**Grade:** 15% mid-semester exam(s), 35% final exam, 15% written reports/papers, 35% class participation**Hist 3878 American West****(Sec 001); 3 cr; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core**

Instructor: Stone, Paul Clois

History 3878, "The North American West Since 1845" combines cultural and social approaches to the study of the Trans-Mississippi West since the American annexation of the Republic of Texas. The course explores concepts of Western regionalism and identity in their relationships to nationality, nationalism and statehood. A major theme of the course is an examination of the processes by which western lands, including Alaska and Hawaii, which were once part of large international empires, became states in the American republic. Reading is relatively heavy but the course also relies on guest lectures, films and field trips and students have a wide degree of flexibility in choosing areas of particular interest in which they wish to work.

Hist 3882 History of American Foreign Relations: 1914 to Present**(Sec 001); 3 cr; meets CLE req of International Perspect Theme**

Instructor: Gendron, Robin Stewart

This course will examine the role of the United States in world affairs and the effect of global events on the United States from the outbreak of the First World War to the present. It will emphasize a variety of exchanges between the United States and North American, European, Latin American, Asian, and African nations, as well as the principal international issues/events of this period including the two world wars, the Great Depression, the Cold War, decolonization, and the development of international institutions. Though primarily a course dealing with the United States, particular attention will be paid to perceptions of the United States and international events in these other countries. Students will be responsible for attending class, participating in all class discussions, and completing all the readings and assignments. The assignments will include document analyses, a book review, and a mid term and a final exam.

Hist 3891 American Military History**(Sec 090); 4 cr**

Instructor: Buckley, Thomas Cotter

A survey of military history from colonial times through the Vietnam War. The course looks at the interaction of factors such as geography, politics, and technology in the growth of the military and its impact on America and the World. The three major units are: The military and the formation of the nation 1607-1860, the modernization of the military 1861-1916, and the global range of American military power 1917-1990's. Student's written work in the course will focus on adding to their knowledge of sources in military history, and enhancing their ability to critically evaluate what they have read.

Class time: 85% lecture, 15% Discussion**Work load:** 60-90 pages of reading per week, 10-12 pages of writing per semester, 6 exams, 1 papers**Grade:** 20% final exam, 20% written reports/papers, 40% quizzes, 10% class participation**Exam format:** Short answer and essay**Hist 3910 Topics in U.S. History: Gender in African American History**

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Hist 3940 Topics in Asian History: Mass Violence and Genocide in East Asia**(Sec 090); 3 cr; max crs 16, 5 repeats allowed; prereq Jr or sr or instr consent**

Instructor: Kagan, Richard

This course is divided into four parts: the legal and sociological aspects of genocide as well as crimes against humanity, and mass murder; a review of genocide in Europe; case studies of genocide and crimes against humanity;; and a comparison of genocidal and criminal regimes and organizations. The course will investigate the nature of genocide and evaluate ways to analyze and confront it. The course will include written papers, oral reports, and a final project. The final project will be chosen from several options: write a methodological and comparative history paper of 15 pages; prepare a display or project which could be used for a public history demonstration; report in detail on a community service project which addresses the issues of the course. The course is interdisciplinary-including history, sociology, human rights law, art, and literature. The course is designed for the undergraduate who wishes to understand the nature of the causes and consequences of genocide from a very broad perspective. This course will be web enhanced. The URL will be given in January. Texts: Andreopoulos, George J. Genocide: Conceptual and Historical Dimensions. University of Pennsylvania Press. 1994. Chandler, David. Voices from S-21. Fogel, Joshua A. Ed. The Nanjing Massacre in History and Historiography. University of California Press, 2000. Maga, Tim. Judgment at Tokyo. Jardine, M. East Timor. And a Course reader.

Class time: 50% lecture, 30% Discussion, 20% Videos, excursions**Work load:** 125 pages of reading per week**Grade:** 30% written reports/papers, 30% class participation and oral reports; 40% final project**Hist 3980W Supplemental Writing in History****(Sec 001); 1 cr; max crs 4, 4 repeats allowed; A-F only; prereq instr consent; must take a 3-cr 3xxx or 5xxx course taken concurrently; meets CLE req of Writing Intensive**

Instructor: STAFF

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**(Sec 090); 3 cr; max crs 4, 1 repeat allowed; prereq instr consent**

Instructor: Murphy, Kevin P

This section of HIST3990 requires that students conduct an intensive internship (minimum of 10 hrs. per week) in the field of public history. This course is restricted to students who have completed HIST3001 (Public History) or equivalent. In addition to internship work, students must participate in biweekly seminar meetings, keep journals and hourly logs documenting internship experiences, attend periodic individual meetings with instructor to discuss progress, and present a final project (in written and oral form) at the end of the semester. Prior to the start of the semester, student will work with instructor and graduate assistant to identify host institution and internship project and will sign a ?learning agreement? setting out internship goals and requirements. Successful completion of the course requires a

favorable evaluation by project supervisor at host institution. Students interested in devoting more hours to the internship (minimum of 15 hrs. per week) may receive 4 credits for course with instructor approval.

Class time: 20% lecture, 80% Discussion

Work load: 20-30 pages of reading per week, 12 pages of writing per semester, 1 papers, minimum 10 hrs/week internship; journals and internship logs

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

Exam format: N/A

Hist 4071 History of Rome to 78 B.C.

(Sec 001); 3 cr; prereq An appropriate introductory course is recommended

Instructor: Evans, John Karl

The syllabus can be found at: <http://www.tc.umn.edu/~evans002/>

Course URL: <http://www.tc.umn.edu/~evans002/>

Hist 4337 Bill of Rights and the Supreme Court Since 1865

(Sec 090); 4 cr; prereq Jr or sr or grad student; meets CLE req of Citizenship/Publ Ethics Theme

Instructor: Samaha, Joel B !!CLA Distinguished Tchg Awd!!

CONTENT: U.S. Supreme Court and the Bill of Rights from 1860 to the present. Topics include some of the following: property rights; free speech and association; free exercise of religion; separation of church and state; the right to bear arms; civil liberties in crisis times; the death penalty; the right to privacy; and equal protection of the laws. The course takes a critical look at the role of the U.S. Supreme Court in defining and expanding rights to all people and imposing those rights on the states. It asks the question: Why should the least democratic branch of the U.S. government make policy regarding rights and equality? **TEACHING METHODS:** Discuss court opinions and non legal primary sources. **BOOKS AND OTHER READINGS:** U. S. Supreme Court opinions; newspapers and other non legal primary and secondary sources; Howard Smead, "Blood Justice: The Lynching of Matt Parker."

Class time: 10% lecture, 90% Discussion

Work load: 75 pages of reading per week, 50 pages of writing per semester, 1 papers

Grade: 90% written reports/papers, 10% class participation, 0% Written reaction papers based on assigned readings and class discussion.

Exam format: No exams. You'll submit reaction papers to the readings at the beginning of each class and reaction papers to the class discussion at the end of each class; write a 10 page essay elaborating on the non legal context on one case discussed in class.

Course URL: <http://www.soc.umn.edu/~samaha/>

Hist 4959 How to Do History

(Sec 001); 3 cr; A-F only; prereq [Jr, hist major] or instr consent

Instructor: Wagner, Michele Diane

This course gives history majors the opportunity to develop the skills and research experience they need in order to successfully complete their senior papers. It is both a practical and an intellectual course. Intellectually, it helps students to find answers to questions such as: what is history? What is a historical analysis (as opposed to journalism or simply telling a story)? What is the purpose of examining history? How do we know what we think we know about the past? How do we deal with bias and with the existence of multiple and differing perspectives? Practically, the courses teaches students how to work with historical sources -- not only written sources, but also oral and material ones. It also explores how to work in archives and museums, how to find primary sources reflecting different perspectives, how to find a senior paper topic, and how to develop a rough idea into a full research proposal.

Class time: 25% lecture, 25% Discussion, 50% visits to archives, museums, etc.

Work load: 25 pages of reading per week, 15-20 pages of writing per semester, 2 exams, 2 papers, written assignments relating to visits and to the student's senior paper

Grade: 10% mid-semester exam(s), 20% final exam, 20% written

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reports/papers, 20% special projects, 10% in-class presentations, 10% class participation, 10% problem solving

Exam format: essay

Hist 4961W Major Paper

(Sec 001, 090-091); 4 cr; A-F only; prereq dept consent, instr consent; sign up in Undergraduate Studies Office two sem in advance; meets CLE req of Writing Intensive

Instructor: STAFF

The major paper seminar is the capstone course for history majors. After spending many semesters reading other scholars' ideas and interpretations, you now have the opportunity to research, analyze, and write your own original work of scholarship. It can be one of the most rewarding intellectual experiences of your time at the University of Minnesota. The senior paper consists of a 20-30 page paper based on original research in primary sources (sources like letters, diaries, newspaper articles, interviews, government documents, etc., rather than scholarly articles or books). It can be on a topic of your choosing, but you are highly encouraged to discuss your paper topic with the instructor before the course begins. Refining the topic and even changing it often occurs during the course of the semester, but it is important to have some ideas before hand. This semester long course introduces students to the primary methods of historical research, analysis, and writing and guides students through the process of defining a topic, finding relevant secondary and primary sources, writing a research proposal, conducting the research, outlining and writing a first draft, and revising that draft to create a final paper.

Hist 5439 Environment and Society in Africa

(Sec 001); 3 cr; prereq instr consent

Instructor: Giles-Vernick, Tamara L

HIST 5439 Environment and Society in African History This seminar introduces graduate students to the major historiographical, methodological, and theoretical debates in African environmental history. It begins by addressing the diverse ways that historians have sought to understand people-environmental relations. It then investigates major topics in the African environmental history literature, including environment and the rise of civilizations; climate change; "green imperialism;" "indigenous" knowledge; deforestation; game hunting and parks; agriculture and food; fishing and water management; and disease and environmental change.

Hist 5901 Latin America Proseminar: Colonial

(Sec 001); 3 cr; prereq instr consent

Instructor: Chambers, Sarah C

This pro-seminar for graduate students will focus on the historiography of Colonial Latin America. The class will be entirely discussion of readings, and students will take a turn leading discussion. Possible topics to be covered include: pre-columbian societies, the conquest, religion, gender, the economy, and independence movements. Students will have a choice of writing four short reaction papers, or one short paper and a longer review paper. The grading will be based upon 60% written work and 40% class participation. The course will not be web enhanced, but will likely have a listserv for discussion.

Hist 5910 Topics in U.S. History: Environmental History

(Sec 090); 3 cr; max crs 16, 5 repeats allowed; prereq Grad or advanced undergrad student with instr consent

Instructor: Schneiders, Robert Kelley

This class examines the dynamic interaction between societies, technologies, and environments. Special emphasis will be placed on the relationships between Indian peoples, European peoples, and North American environments. The collision between competing environmental visions for North America altered landscapes, waterscapes, and societies. That transformative process, and its repercussions for biological diversity and human cultures, is a principal focus of this course. The course also examines the Euro-American settlement of the Trans-Appalachian West, the Great Plains, and the Far West and the consequences of that settlement for Euro-Americans, Indian peoples, Native geographies, and ancient ecologies. Other

topics examined throughout the semester include: changing human perceptions of nature, the efforts by government and business elites to organize the American land and waterscape into an organic machine to compete in global markets and fight the cold war, the increasing industrialization of the American landscape and the corresponding rise of environmentalism in the 1960s and 1970s, and nature writing as self expression and political activism.

Class time: 25% lecture, 75% Discussion

Work load: 250 pages of reading per week, 100 pages of writing per semester, 15 papers, A book critique will be due each week

Grade: 50% written reports/papers, 25% in-class presentations, 25% class participation

History of Medicine

510 Diehl Hall (Box 506 Mayo): 612/624-4416

HMed 3002W Health Care in History II

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

Instructor: Gunn, Jennifer Lee

This course is the second semester of a two-semester chronological survey of the social and intellectual history of western medicine. It does not require special technical knowledge of the biomedical sciences, nor is Health Care in History I a prerequisite for enrolling in Health Care in History II. The approach of this course is to look at medicine not as an isolated set of ideas and practices in a linear march of scientific progress, but as an integral part of a culture. We seek to understand how ideas about the cause of disease, treatments, and the organization of care for the sick reflect the particular social historical context. HMed 3002 will focus on the period from the early nineteenth century to the present. We will investigate changing medical and scientific ideas about the body and disease, alternative medical systems, relationships between health care providers and patients, and the social organization of health care delivery from charity hospitals to HMOs and national health services. The course will examine the growth of medicine's cultural authority along with professionalization, the increased incorporation of science and technology, and changing standards for education and practice. Public health, prevention, and responses to infectious disease also occupy a prominent place in this history. Students will have the opportunity to touch the past directly through the use of rare books and documents in the Wangenstein Historical Medical Library.

Class time: 65% lecture, 35% Discussion

Work load: 60-100 pages of reading per week, 15 pages of writing per semester, 2 exams, 3 papers, Library exercise

Grade: 10% mid-semester exam(s), 15% final exam, 60% written reports/papers, 15% class participation

Exam format: Essay and short answer

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

HMed 3040 Human Health, Disease, and the Environment in History (Sec 001); 3 cr; A-F only; meets CLE req of Environment Theme; meets CLE req of Historical Perspective Core

Instructor: Eyler, John M

This course is an introduction to the changing relationship of human health and disease and the environment in which humans exist. We will explore the complex ecological determinants of human health, and employ historical analysis to demonstrate how human-induced environmental changes have altered our experiences with disease and our prospects of health. In the process we will follow some of the major themes which historians interested in human health and its relationship to the environment have pursued. We will explore the changing patterns of human disease from the Neolithic Period to the present and discuss the types of evidence used to reconstruct and explain those changing patterns. Such evidence is drawn from a variety of scientific and scholarly fields. We will not only discuss what this diverse evidence can suggest about the history of human disease and environmental change but also the very significant problems of

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interpreting such evidence. This course is intended to form part of a general liberal arts education and assumes no special technical knowledge of the biomedical sciences.

Class time: 75% lecture, 25% Discussion

Work load: 100 pages of reading per week, 5 pages of writing per semester, 2 exams, 1 papers

Grade: 20% mid-semester exam(s), 50% final exam, 30% written reports/papers

Exam format: Essay

HMed 5201 History of Medicine from 1700 to 1900

(Sec 001); 3 cr; prereq 5200

Instructor: Gunn, Jennifer Lee

This course is the second semester of a two-semester chronological survey of the social and intellectual history of western medicine. It does not require special technical knowledge of the biomedical sciences, nor is Health Care in History I a prerequisite for enrolling in Health Care in History II. The approach of this course is to look at medicine not as an isolated set of ideas and practices in a linear march of scientific progress, but as an integral part of a culture. We seek to understand how ideas about the cause of disease, treatments, and the organization of care for the sick reflect the particular social historical context. HMed 3002 will focus on the period from the early nineteenth century to the present. We will investigate changing medical and scientific ideas about the body and disease, alternative medical systems, relationships between health care providers and patients, and the social organization of health care delivery from charity hospitals to HMOs and national health services. The course will examine the growth of medicine's cultural authority along with professionalization, the increased incorporation of science and technology, and changing standards for education and practice. Public health, prevention, and responses to infectious disease also occupy a prominent place in this history. Students will have the opportunity to touch the past directly through the use of rare books and documents in the Wangenstein Historical Medical Library.

Class time: 65% lecture, 35% Discussion

History of Science and Technology

381 Physics: 612/624-7069

HSci 1715 Technology and Western Civilization: Since the Industrial Revolution

(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Historical Perspective Core

Instructor: STAFF

HSci 1715 is designed for undergraduates interested in technology and history, and enrolls students with wide interests in the liberal arts, science, and engineering. There is no prerequisite. We explore the historical background and development of the most powerful technological system the world has ever known: Western Europe's. We cover relations between technology and culture since the Industrial Revolution, the diffusion of industrial technologies around the world and how various cultures adopted/adapted them, and technology's social impact, especially on Western society. We begin with case studies of industrialization in Britain, Germany, and the United States, and the connection between industrialization and exploration and discovery. We next focus on how different societies created/reacted to technologies such as the steam engine and electricity, and how the small technologies of daily life contributed to the growth of a society increasingly dependent on technology. Finally, we look at the increasingly complex technological system that nations and corporations developed to manage people and machines, and how these technologies related to social, cultural, and scientific attitudes. We end by considering the technologies of violence and hope that have dominated much of the twentieth-century.

Class time: 65% lecture, 35% Discussion

Work load: 10-50 pages of reading per week, 2 exams, 2 papers

Grade: 20% mid-semester exam(s), 20% final exam, 40% written

reports/papers, 20% class participation

Exam format: Short identifications and essay

HSci 1814 Introduction to History of Science: Ancient Science to the Scientific Revol

(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Historical Perspective Core

Instructor: Allchin, Douglas

We use case episodes to understand the origins of science and how it became transformed into "modern" practice: how many cultures came to systematize knowledge of the natural world and how our current system of investigation evolved in the West. We consider ideas, methods, institutions and cultural contexts. We also develop analytical skills of historical interpretation. Student projects include a map interpretation and historical debate simulation. Students read original documents.

Class time: 40% Discussion, 60% interactive lecture

Work load: 35 pages of reading per week, 12 pages of writing per semester, 1 exams, 3 papers, Students enrolled in HSci 3814 read additional book.

Grade: 25% written reports/papers, 20% special projects, 5% in-class presentations, 50% student designated (exam, journal, book, writing)

Exam format: Essay

Course URL: <http://www.pclink.com/allchin/hsci1814/home.htm>

HSci 1815 Introduction to History of Science: Modern Science (Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Historical Perspective Core

Instructor: Janssen, Michael HP

No one area of theory and research is more identified with the field of social psychology than the study of attitudes and persuasion processes. This course therefore has been designed to review and examine critically both traditional and current theory and research on the psychology of attitudes and persuasion in social psychology and allied fields within psychology and in other social sciences. The first part of the course will cover the historical background of the field, attitude theory and measurement, the cognitive structure and functions of attitudes, and the complex relationship between attitudes and behavior. The second part of the course will cover various social psychological theories of persuasion and their diverse applications. Class time will involve lectures by the instructor and guest lecturers, discussion of the text readings, and an occasional video or in-class demonstration.

Class time: 75% lecture, 25% Discussion

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

Grade: 10% mid-semester exam(s), 10% final exam, 20% written reports/papers, 15% class participation, 45% 3 short take-home essays

Exam format: combination of short essay questions and multiple choice

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

HSci 3211 Biology and Culture in the 19th and 20th Centuries (Sec 001); Credit will not be granted if credit has been received for: HSCI 5211; 3 cr; meets CLE req of Historical Perspective Core

The word "biology" first appeared buried in a footnote in an obscure German medical publication of 1800. A hundred years later, "biology" had become the blanket term for the science of life in all its aspects. The broad connotations of the word "biology" obscure a tremendous diversity of intellectual traditions, research methods, and subject areas, however. Biology has numerous different components, each with their own unique history. Embryology, morphology, genetics, cytology, physiology, biochemistry, systematics, evolutionary theory, ecology, and biogeography all interacted in meaningful and complex ways, but still followed their own distinct historical trajectories. The course is organized into three segments. The first looks at the natural-history tradition, which emphasizes the description of organic form and its adaptive significance, the classification of organisms, and the relationship between organisms and their natural environment. The This information is accurate as of: 10/30/2003 at 12:09 PM

second looks at the physiological tradition, which investigates the functional processes of the organism. The final segment examines the mutual influence between biological and social thought. The course will be web enhanced via WebCT.

Class time: 65% lecture, 35% Discussion

Work load: 50-80 pages of reading per week, A final exam plus the choice of two midterm exams and one paper, or one midterm and two papers. Papers are five to eight pages. All students will lead discussion once during the semester.

Grade: 25% final exam, 75% (Midterm assignments (papers/midterm exams) 21% each; attendance 5%; leading discussion 7%)

Exam format: Short answer identifications and essay

HSci 3331 Technology and American Culture (Sec 001); Credit will not be granted if credit has been received for: HSCI 5331, HSCI 5331; 3 cr; meets CLE req of Historical Perspective Core

Instructor: Yost, Jeffrey R

This course will survey American technology in its cultural and intellectual contexts from 1790 to the present. We will examine how a nation founded, at least in large part, on agrarian and rural ideals became an industrial and urbanized power by the advent of the 20th century, and the role of technology in this transformation. We will address how new ideas and practices, such as the American System of Manufacturers, Scientific Management, Fordism, and Sloanism, helped prompt change and create many new opportunities as well as many new problems. We will look at how the government's role in promoting technology changed in form and degree over time and contributed to the advent and growth of a military-industrial-academic complex during middle of the twentieth century. We will trace relationships between technology and gender, technology and the environment, technology and politics, and technology and ethics throughout different eras. As part of this process we will focus on technologies not just as objects, but as part of increasingly complex systems, be they technological, social, or ideological. The readings, lectures, discussion topics, assignments, and exams were all chosen or designed to help reinforce and expand upon the aforementioned topics and themes. The course is intended for undergraduates of any major. Graduate students may take the course as 5331 and will have different (more extensive reading, research requirements, and a semester paper).

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

Work load: 75-125 pages of reading per week, 8 pages of writing per semester, 2 exams, 1 papers

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

Exam format: Short answer and essays

Course URL: <http://www.cbi.umn.edu/about/yost/syllabus.html>

HSci 3401 Ethics in Science and Technology (Sec 001); Credit will not be granted if credit has been received for: HSCI 5401, HSCI 5401; 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Historical Perspective Core

Instructor: Seidel, Bob

Ethics in science and technology are critical to the safe and humane functioning of a technological society. I will present a number of historical episodes that indicate the issues that scientists and engineers have faced in the past, the ethical systems that have been based on science and technology and issues raised by contemporary science and technology. In addition to weekly discussions of ethical practices and problems, students will devise and present their own ethical codes based upon their values and vocations.

Class time: 65% lecture, 35% Discussion

Work load: 75 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers

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

Exam format: Essay

Course URL: <http://webct.umn.edu/hsci3401>

HSci 3715 Technology and Western Civilization: Since the Industrial Revolution**(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Historical Perspective Core**

Instructor: STAFF

HSCI 3715 is designed for undergraduates interested in technology and history, and enrolls students with wide interests in the liberal arts, science, and engineering. There is no prerequisite. We explore the historical background and development of the most powerful technological system the world has ever known: Western Europe's. We cover relations between technology and culture since the Industrial Revolution, the diffusion of industrial technologies around the world and how various cultures adopted/adapted them, and technology's social impact, especially on Western society. We begin with case studies of industrialization in Britain, Germany, and the United States, and the connection between industrialization and exploration and discovery. We next focus on how different societies created/reacted to technologies such as the steam engine and electricity, and how the small technologies of daily life contributed to the growth of a society increasingly dependent on technology. Finally, we look at the increasingly complex technological system that nations and corporations developed to manage people and machines, and how these technologies related to social, cultural, and scientific attitudes. We end by considering the technologies of violence and hope that have dominated much of the twentieth-century.

Class time: 65% lecture, 35% Discussion**Work load:** 10-50 pages of reading per week, 2 exams, 2 papers**Grade:** 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 20% class participation**HSci 3814 Introduction to History of Science: Ancient Science to the Scientific Revol****(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Historical Perspective Core**

Instructor: Allchin, Douglas

We use case episodes to understand the origins of science and how it became transformed into "modern" practice: how many cultures came to systematize knowledge of the natural world and how our current system of investigation evolved in the West. We consider ideas, methods, institutions and cultural contexts. We also develop analytical skills of historical interpretation. Student projects include a map interpretation and historical debate simulation. Students read original documents.

Class time: 40% Discussion, 60% interactive lecture**Work load:** 35 pages of reading per week, 12 pages of writing per semester, 1 exams, 3 papers, Students in HSci 3814 read additional book**Grade:** 25% written reports/papers, 20% special projects, 5% in-class presentations, 50% student designated (exam, journal, book, writing)**Exam format:** Essay**Course URL:** <http://www.pclink.com/allchin/hsci1814/home.htm>**HSci 3815 Introduction to History of Science: Modern Science (Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Historical Perspective Core**

Instructor: Janssen, Michael HP

This class is the second part of a two-semester introductory survey of the history of science. The two parts can be taken independently of one another. This class covers a selection of developments in physics, chemistry, biology, and geology from the 18th-20th C. We examine the reasoning of some of the leading scientists involved, while being sensitive to the broader social and cultural contexts in which they worked. We also pay attention to the ways in which we obtain knowledge in the history of science. To allow for meaningful analysis of the material, the course is clustered around a few pivotal episodes: the chemical revolution of the late-18th C., the Darwinian revolution of the 19th C and the relativity and quantum revolutions of the early-20th C. We also study the impact of these scientific developments on society. In particular, we look at the reaction of various religious groups to Darwin's theory and at the development of nuclear weapons made possible by the development of modern physics. We pay special

attention to the increasingly international character of science during the period covered in this class, while emphasizing differences between the developments in various countries (notably Britain, Germany, France, and the United States). The objective of the course is to give you a better understanding not just of the historical development of scientific ideas but also of the role science plays in modern societies by tracing how it came to play that role.

Class time: 72% lecture, 3% Closed Circuit TV, 25% Discussion
Work load: 50 pages of reading per week, 11 pages of writing per semester, 2 exams, 1 papers**Grade:** 15% mid-semester exam(s), 20% final exam, 25% written reports/papers, 10% class participation, 30% 2 short take-home essays**Exam format:** combination of short essay questions and multiple choice**HSci 4050 Special Topics in History of Science: Pursuit & Persuasion by Newton, Darwin, & Einstein****(Sec 001); 3 cr**

Instructor: Janssen, Michael HP

This year's topic is: "Pursuit and Persuasion by Newton, Darwin, and Einstein." How do scientists decide that some embryonic idea is worth pursuing? How, having satisfied themselves that an idea has merit, do they persuade their colleagues? We take a look at how scientists in different fields, periods, and countries dealt with these issues. It turns out that they often relied on a pattern of reasoning that I have dubbed "Common Origin Inferences" (or COIs). A COI traces a number of otherwise puzzling coincidences to a common origin. This then provides an explanation for these coincidences, which in turn provides strong evidence for the explanation. In class we examine how scientists such as Copernicus, Newton, Darwin, and Einstein used this pattern of reasoning. The students will then, individually or in small groups, research a COI story of their own choice in a science and a period they are interested in, present their story to the rest of the class, and write it up in a term paper. This class should be of interested to students in history of science, philosophy of science, physics, biology, and other natural sciences. There are no prerequisites. No background in the relevant sciences is assumed.

Class time: 70% lecture, 30% Discussion**Work load:** 50 pages of reading per week, 20 pages of writing per semester, 1 papers, one class presentation, a few short homework assignments**Grade:** 30% written reports/papers, 30% in-class presentations, 30% class participation, 10% short homework assignment**Course URL:** <http://webct.umn.edu/>**HSci 5211 Biology and Culture in the 19th and 20th Centuries (Sec 001); Credit will not be granted if credit has been received for: HSCI 3211; 3 cr**

Instructor: Bellon, Richard Donald

The word "biology" first appeared buried in a footnote in an obscure German medical publication of 1800. A hundred years later, "biology" had become the blanket term for the science of life in all its aspects. The broad connotations of the word "biology" obscure a tremendous diversity of intellectual traditions, research methods, and subject areas, however. Biology has numerous different components, each with their own unique history. Embryology, morphology, genetics, cytology, physiology, biochemistry, systematics, evolutionary theory, ecology, and biogeography all interacted in meaningful and complex ways, but still followed their own distinct historical trajectories. The course is organized into three segments. The first looks at the natural-history tradition, which emphasizes the description of organic form and its adaptive significance, the classification of organisms, and the relationship between organisms and their natural environment. The second looks at the physiological tradition, which investigates the functional processes of the organism. The final segment examines the mutual influence between biological and social thought. The course will be web enhanced via WebCT.

Class time: 65% lecture, 35% Discussion**Work load:** 50-80 pages of reading per week, A final exam plus the choice of two midterm exams and one paper, or one midterm and two

papers. Papers are five to eight pages. All students will lead discussion once during the semester.

Grade: 25% final exam, 75% (Midterm assignments (papers/midterm exams) 21% each; attendance 5%; leading discussion 7%)

Exam format: Short answer identifications and essay

HSci 5331 Technology and American Culture

(Sec 001); Credit will not be granted if credit has been received for: HSCI 3331, HSCI 3331; 3 cr

Instructor: Yost, Jeffrey R

This course will survey American technology in its cultural and intellectual contexts from 1790 to the present. We will examine how a nation founded, at least in large part, on agrarian and rural ideals became an industrial and urbanized power by the advent of the 20th century, and the role of technology in this transformation. We will address how new ideas and practices, such as the American System of Manufacturers, Scientific Management, Fordism, and Sloanism, helped prompt change and create many new opportunities as well as many new problems. We will look at how the government's role in promoting technology changed in form and degree over time and contributed to the advent and growth of a military-industrial-academic complex during middle of the twentieth century. We will trace relationships between technology and gender, technology and the environment, technology and politics, and technology and ethics throughout different eras. As part of this process we will focus on technologies not just as objects, but as part of increasingly complex systems, be they technological, social, or ideological. The readings, lectures, discussion topics, assignments, and exams were all chosen or designed to help reinforce and expand upon the aforementioned topics and themes. Graduate students may take the course as 5331 and will have different (more extensive reading, research requirements, and a semester paper).

HSci 5401 Ethics in Science and Technology

(Sec 001); Credit will not be granted if credit has been received for: HSCI 3401, HSCI 3401; 3 cr; meets CLE req of Citizenship/Publ Ethics Theme

Instructor: Seidel, Bob

This course aims to prepare scientist and engineers to evaluate, analyze and act on ethical issues arising in research and professional practice. Our discussions focus on case studies drawn from history, e.g., the Three-Mile Island nuclear meltdown, the Challenger Explosion, the Bhopal Tragedy, Apollo 1, and the Titanic. Students will devise and present their own ethical codes based upon values.

Class time: 65% lecture, 35% Discussion

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

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

Exam format: Essay

Course URL: <http://webct.umn.edu/hsci3401>

HSci 5993 Directed Studies

(Sec 001); 1-15 cr; max crs 15, 1 repeat allowed; prereq instr consent

Instructor: STAFF

Guided individual reading or study.

HSci 5994 Directed Research

(Sec 001); 1-15 cr; max crs 15, 1 repeat allowed; prereq instr consent

Instructor: STAFF

Student may contact instructor or department for information.

HCol 1020H Honors Colloquium: Intl Democracy: Dangerous Utopia or Realistic Goal

(Sec 001); 2 cr; max crs 12, 4 repeats allowed; A-F only; prereq [Fr or soph], honors; meets HON req of Honors

Instructor: Guisan-Dickinson, Catherine Blanche

International Democracy: Dangerous Utopia or Realistic Goal?

Learning from the European Experience As the US attempts to devise with other nations solutions to the global challenges of poverty, pollution and terrorism, there is an increasingly heated debate in this country on the merits and the dangers of rule-based and democratically accountable international governance. How to assess a system of government that has never existed before? In order to gain a more realistic appraisal of international democracy based on a concrete case, we will examine in this course the state of democracy in the European Union (EU). Indeed, the EU with 15 member states (soon to be 25) and 370 million citizens is the most deeply integrated system of political governance in the world. But many of its leaders, academics and citizens consider the system flawed because of its lack of transparency and accountability. In the first part of the course we will become acquainted with the EU's historical roots, purpose and complex system of governance through readings, class discussions, short lectures, media presentations, and role-playing games simulating current political debates. In the second half of the course, students will engage in an original research project, each choosing a different member state of the EU (or future member state) and writing an 8-10 page paper analyzing the EU democratic deficit from the point of view of the country chosen.

HCol 1030H Honors Colloquium: Women in Science

(Sec 001); 2 cr; max crs 12, 4 repeats allowed; A-F only; prereq [Fr or soph], honors; meets HON req of Honors

Instructor: Himes, Katherine Elizabeth

This course will offer students the opportunity to make history come alive! Students will closely examine the history of women in science through an analysis of their backgrounds, including childhood and school experiences, role models, and management of career and family. Students will gain an understanding of and appreciation for why these women were and are successful scientists. The course will be centered on student presentations, in which each student will role-play the life of one famous female scientist, ranging from past Nobel Laureates to modern women in science. Course readings will come from the book Nobel Prize Women in Science by Sharon Bertsch McGrayne, as well as supplemental readings from other texts and journals. Teaching format includes short lectures, small and large group discussion, student presentations, films, and a panel of real women scientists from the area.

Work load: 10-40 pages of reading per week

Grade: 25% written reports/papers, 50% in-class presentations, 25% class participation

HCol 1040H Honors Colloquium: Violent Screen: Cinema, Viol. & Pol. of Postmodernity

(Sec 001); 2 cr; max crs 12, 4 repeats allowed; A-F only; prereq Fr or soph, honors div enroll; meets HON req of Honors

Instructor: Johnson, Kjel Wayne

Violent Screen: Hollywood Cinema, Violence, and the Politics of Postmodernity (1990-2001) Columbine. War. Terrorism. Bruce Willis, Brad Pitt and Keanu Reeves. In our media culture, how do we relate to violence, in ?reality? or otherwise? What, indeed, is violence, and how does our definition of it inform and reveal not only the structure of our ?postmodern era?, but also our place (or placement) within it? And how, in the age of its supposed decline, might the cinema in particular provide us with a key for unlocking these tangled considerations? This course will navigate through a landscape of contested and highly politicized concepts ? ?violence? and ?postmodernity? foremost among them ? to attempt to make sense of how we make sense of the role of violence in contemporary cinema and society. The course is organized in seven 2-session units (i.e., two weeks per unit), each considering key concepts and contestations. The first session of each unit will be a lecture devoted to the introduction and exploration of key concepts as they emerge from course readings and assigned films, the

Honors Colloquia

115 Johnston Hall: 612/624-5522

second session dedicated to class discussion, screening of selected clips, and small group presentations. The goal here is to foster a directed and expansive dialogue on a pervasive yet often narrowly-considered issue.

Grade: 20% in-class presentations, 10% class participation, 70% one long (8-10 pg) essay, or two 4-5 pg essays

HCoI 1060H Honors Colloquium: Engineering Better People: 20thCent. Eugenics&Gen

(Sec 001); 2 cr; max crs 12, 4 repeats allowed; A-F only; prereq Fr or soph, honors div enroll; meets HON req of Honors

Instructor: Rensing, Susan Marie

This course will encourage students to analyze current social questions raised by genetics in the light of a historical understanding of the eugenics movement in the early twentieth century. Topics to be discussed include immigration restriction, birth control, intelligence testing, race, sterilization, and crime. The course format will consist of discussion, guest speakers, student presentations, and lectures. The readings for each week will be approximately 20-30 pages.

Grade: 20% written reports/papers, 25% in-class presentations, 25% class participation, 30% Final paper

HCoI 1070H Honors Colloquium: Visions of America: The German Perspective

(Sec 001); 2 cr; max crs 12, 4 repeats allowed; A-F only; prereq Fr or soph, honors div enroll; meets HON req of Honors

Instructor: Soderman-Olson, Marcia

What do artistic responses to war have to teach us? In this interdisciplinary seminar we will explore and discuss how artists have responded to war, through reading literature, e.g. a portion of Tolstoy's *War and Peace* (1865-69), through music, e.g. Beethoven's third symphony, the *Eroica* (pub. 1806), and through the visual arts, e.g. Picasso's *Guernica* (1937) and the Vietnam War Memorial (1982) by Maya Lin. Students will be graded on their participation in seminar discussion and the creation of a final project which will be presented to the class. Review and feedback for the final project will be handled by a continuous process approach and graded in stages (proposal, initial outline, mid-term progress, and completed project). Students may work individually or in small groups on their final project. The final project, which must be an original work, or an original re-interpretation of an existing work, could be completed in a variety of humanities and fine arts media, including musical composition or arrangement, literature, poetry, the visual arts, computer art, dance or performance.

HCoI 1080H Honors Colloquium: Biology Through the Eyes of a Honeybee

(Sec 001); 3 cr; max crs 3, 1 repeat allowed; A-F only; prereq Fr or soph, honors div enroll; meets HON req of Honors

Instructor: Spivak, Marla

This course will cover a range of topics in biology using the honey bee as a model. The goal is to have students understand how biological concepts function in the "real world" of this fascinating and complex social insect. We will begin with a discussion of the honey colony as a super-organism, a collection of individuals that function with no central authority, and then dissect the colony into its integral components. Topics will cover the role of bee pollinators in our ecosystem, the evolution of social behavior, collective decision making and self-organization among bees, division of labor, chemical communication, anatomy and physiology of bees, developmental biology of queen and worker bees, the role of the nervous system in integrating and modulating behaviors, and current topics in honey bee genetics. There will be field trips to observe live bee colonies when weather permits (protective gear will be provided). The course format will be a combination of lectures and class discussion. Exams will be short essay format, and often open-book. More emphasis will be placed on independent and creative thinking than on rote memorization. Minimum workload will consist of 20-50 pages of reading a week, and several hours of thought.

Honors Seminar

115 Johnston Hall: 612/624-5522

HSem 3020H Honors Seminar: Health Care in the U.S.

(Sec 001); 3 cr; max crs 12, 4 repeats allowed; A-F only; prereq [Jr or sr], honors; meets HON req of Honors

Instructor: Block, Lester E

The purpose of this course is to provide the opportunity for students interested in becoming health care professionals and/or wiser consumers of health care services to become more knowledgeable about the attributes, dynamics, strengths, weaknesses and deficiencies of the U.S. health care delivery system. Emphasis will be placed on recent attempts to reform the country's current system with a focus on the system's history, current status, and future. Emphasis will be placed on the topics of managed care, health insurance, quality of care, alternative delivery systems, competition and regulation, rationing of care, access to care, licensure of providers and the roles of the public and private sectors in the provision of care. Grading/Evaluation: Oral report, a seminar paper, class discussion, and an essay.

HSem 3020H Honors Seminar: Gender, Work and Family

(Sec 002); 3 cr; max crs 12, 4 repeats allowed; A-F only; prereq [Jr or sr], honors; meets HON req of Honors

Instructor: Kelly, Erin L

This course will explore the competing responsibilities of market work (i.e. paid work, which we usually call "work") and family work (managing a home, caring for children and other relatives) in the contemporary United States. Early in the course, we will discuss historical variation in the way Americans have combined work and family responsibilities and social, psychological, institutional and feminist perspectives on gender, work, and family. We will then use recent scholarly studies to investigate work-family conflict from the perspective of women, men and children and we will ask how work-family conflicts differ across occupations and types of families. We will consider how patterns of combining work and family responsibilities affect inequality between men and women, and, ultimately, between different racial and ethnic groups. Grade: Student will write six short response papers raising questions about the readings, critiquing or applying the readings to their research sites or their own lives. The professor will work with students as they prepare a "case study" of a workplace, an occupation, or a family. The project will involve interviews with key participants in that workplace or family, or with several people in a particular occupation about their work and family lives and their experiences, which student will use to write an 8-10 page paper on their case study.

HSem 3030H Honors Seminar: Sites of Childhood in Modernity

(Sec 001); 3 cr; max crs 12, 4 repeats allowed; A-F only; prereq [Jr or sr], honors; meets HON req of Honors

Instructor: Brewer, Maria M

The Sites of Childhood in Modernity In this honors seminar we will study the emergence and construction of the concept of the child and childhood in France. Focusing on particular contextual moments, we will elaborate ways of reading the diverse sites of childhood as they emerge in literature and cultural history. As we identify the registers, idioms, and images through which childhood is symbolically articulated in modernity, we will examine representations of the child's experience of language, memory, and identity as well as the child's relation to the permeable and shifting borders between public and private culture. Readings and discussions are to be divided into three "sites": 1) Representations of the Child in History 2) Literary Sites of the Child in Modernity, 3) The Child in French film.

Work load: 70-100 pages of reading per week, 20-25 pages of writing per semester, 1 exams, 2 papers

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

HSem 3050H Honors Seminar: Music in the Lives of 19th Century Europeans
(Sec 001); 3 cr; max crs 12, 4 repeats allowed; A-F only; prereq [Jr or sr], honors; meets HON req of Honors
Instructor: Damschroder, David A

First, we will explore a broad panorama of contexts for musical activity in the lives of nineteenth-century Europeans. Each student will select topics for research and presentation. For example, one student might explore the activities and repertoire of those evenings when Schubert and his friends convened to make music and recite poetry; another might explore the proliferation of amateur choral societies in Germany or England and the repertoire that they sang; another might explore the Gilbert and Sullivan phenomenon. Second, we will sample and assess historical writings intended for musical amateurs: primers on how to read music notation, handbooks on proper technique for singing or playing, biographies of famous composers, magazines that reported regional goings-on and provided music for household use. Third, we will call upon the musical talents of all class members to create our own course-culminating musical event, devoted to a variety of solo and chamber musical works, choral singing, and other activities representative of nineteenth-century life. Class members who are new to performance will learn about performing music in much the same way as one sibling learned from another in a nineteenth-century household. Student effort will focus on reading and listening assignments as preludes to class discussions; independent research in the pursuit of special projects for class presentations and written papers; and practice/rehearsal on an instrument or voice.

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

HSem 3060H Honors Seminar: Machiavelli, In and Out of Hell
(Sec 001); 3 cr; max crs 12, 4 repeats allowed; A-F only; prereq [Jr or sr], honors; meets HON req of Honors

Instructor: Dietz, Mary G !!CLA Distinguished Tchg Awd!!

The seminar will address the political, literary, and historical writings of Niccolò Machiavelli and secondary interpretations and commentaries in the field of social and political theory. Students will read a range of Machiavelli's letters and texts, including *The Prince*; *The Discourses on Livy*; *The Art of War*; *Mandragola*; and *The History of Florence*, with a view toward deconstructing the familiar yet strange notion of the "Machiavellian," or "Machiavellianism," particularly as these terms are applied to the world of politics, and to ethical conduct within the political realm. We will also consider themes in Machiavelli studies that address contemporary problems of political significance, including the interplay between republican government and imperial expansion; the conflict between elite and mass; nation-building; the meaning of political freedom; the characteristics of successful political leadership or rule; and the existential tension between virtue and fortuna (skill and luck) in the action context of politics. Students will stage their own production of Machiavelli's play, *Mandragola*, and maintain a Machiavelli And US "Thinkbook" throughout the semester, in addition to writing a series of short papers that address themes and problems attendant to Machiavelli studies.

HSem 3080H Honors Seminar: Large Dams, Security & Conflict over Water
(Sec 002); 2 cr; max crs 3, 1 repeat allowed; A-F only; prereq [Jr or sr], honors; meets HON req of Honors

Instructor: Isaacman, Allen F !!CLA Distinguished Tchg Awd!!

This honors seminar explores the well documented global dam building phenomenon. Hydrologists, engineers and state planners have long contended that large hydro-electric projects represented the ultimate confirmation that nature could be conquered and biophysical systems could be transformed to serve "mankind." This contention is the very essence of high modernism. Often lost in all the accolades, are the far reaching and quite deleterious social and ecological consequences of dams on riverine communities. The coercive power of the state, in tandem with global capital, to achieve its economic and strategic objective at the expense of the rural poor is often ignored or understated. These are the very issues which this seminar seeks to explore with a particularly emphasis on the ways that rural

communities, copied, creatively adapted and, at times, resisted, effort to dam their rivers and transform their physical and cultural world.

HSem 3090H Honors Seminar: Cultural Effects of Globalization
(Sec 001); 3 cr; max crs 12, 4 repeats allowed; A-F only; prereq [Jr or sr], honors; meets HON req of Honors

Instructor: Sugnet, Charles J !!Morse Alumni Award!!

"Globalization" and Culture. Taking as its objects of study selected novels, feature and documentary films, music videos, and spoken word poetry, this seminar will attempt to demystify the process currently called "globalization" by tracing its roots in colonial history, and by exploring its limitations as a way of understanding. Related conceptions such as "development" and "postcolonialism" will also be subjected to critical examination. Course level will be introductory enough to accommodate students without much previous study, but at the same time interesting enough to hold the attention of advanced students. Honors students from all majors welcome (and needed). For reasons largely but not entirely accidental (having to do with the instructor's experience) course materials will be drawn heavily (but not exclusively) from former English and French colonies in Africa, the Caribbean, and South Asia. Related metropolitan cultures will also come under scrutiny. Course will explicitly seek multiple perspectives rather than reading only "experts" from the Euro-American academy.

Horticultural Science

305 Alderman Hall: 612/624-5300

Hort 1001 Plant Propagation

(Sec 001); 4 cr; meets CLE req of Biological Sciences/Lab Core

Instructor: Markhart, Albert Henry

The overall objective of Plant Propagation is to teach the principles and practice of asexual and sexual propagation of plants. In the process of learning about how plants are propagated, students will learn the basic biological systems as they relate to plant propagation. A second objective is to teach the scientific method beginning with the hypothesis, conducting experiments, taking and interpreting data, and sharing the results in report form. During the course students get to propagate hundreds of plants, using techniques ranging from planting seeds through taking cuttings, grafting, and layering. Most of the plants students propagate they get to take home to wow their friends and relatives.

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

Work load: 20 pages of reading per week, 30 pages of writing per semester, 4 exams, 12 lab reports

Grade: 30% mid-semester exam(s), 15% final exam, 55% lab work

Exam format: short answer

Hort 1003 Master Gardener Core Course: Horticulture for Home & Garden

(Sec 001); 3 cr

Instructor: Meyer, Mary Hockenberr

This class provides a basic foundation in soils, botany, entomology, plant pathology, indoor, herbaceous and woody plants, lawns, fruits, vegetables, pesticides, and wildlife. Geared at an introductory level, with an emphasis on Extension publications and resources useful in answering consumer horticulture questions. NOTE special term: January 13, 2004 - February 7, 2004, T, TH 6-9 PM; Sat 9-4. No prereq. Participants who wish to volunteer as Master Gardeners must apply and be accepted into their local county Extension Master Gardener programs. Non-volunteers can take the class for personal or professional development and register for non-credit, ProHort, by calling the State Master Gardener Office, 952-443-1442 or register for university credit directly with University College, cce.umn.edu Additional sections will be offered in online, and in Grand Rapids and Cloque, MN in 2004. Call 952-443-1442 or see www.mg.umn.edu for more information.

Class time: 95% lecture, 5% Discussion

Work load: 50 pages of reading per week, 6 pages of writing per

semester, 2 exams, 1 papers, Class attendance is part of grade
Grade: 25% mid-semester exam(s), 25% final exam, 25% written reports/papers, 25% attendance
Exam format: multiple choice, short answer

**Hort 1011 Herbaceous Landscape Plants
 (Sec 001); 4 cr**

Instructor: Galatowitsch, Susan M !!COAFES Distinguished Tchg Awd!!
 A portion of the semester focuses on selection, identification, care, growth, and use of plants in the home and other human environments. Taxonomy, ecology, and landscape uses of perennial and annual flowers, ferns, weeds, tender and hardy bulbs, grasses, herbs and native plants. Lecture and lab.
Class time: 70% lecture, 10% Discussion, 20% Laboratory
Work load: 10 pages of reading per week, 8 pages of writing per semester, 10 exams, 1 papers
Grade: 10% final exam, 5% written reports/papers, 10% special projects, 65% quizzes, 5% lab work
Exam format: short answer, plant ID for quizzes

**Hort 3002W Greenhouse Management
 (Sec 001); 3 cr; A-F only; prereq 1001; meets CLE req of Writing Intensive**

Instructor: Anderson, Neil Owen
 The purpose of this course is to familiarize students with the floriculture industry standards and practices of greenhouse management. In this class, students will be trained in the following subject areas; greenhouse construction and design, heating and cooling, greenhouse cost analysis and accounting, soil media components, sanitation, water, nutrition, chemical growth regulator applications, light, temperature, gas exchange, soil pasteurization, and post-harvest handling. Students will grow crops in laboratory experiments to study various greenhouse management practices. The results from these experiments will be shared in laboratory presentations (oral and written). Field trips to observe greenhouse structures, glazing types, and greenhouse management techniques will be held periodically throughout the semester. Teaching methods used will include interactive student learning exercises.
Class time: 30% Discussion
Work load: 20 pages of reading per week, 15 pages of writing per semester, 4 exams, 1 papers
Grade: 25% mid-semester exam(s), 5% final exam, 10% written reports/papers, 10% in-class presentations, 5% class participation, 45% lab work
Exam format: Essay

**Hort 3090 Horticultural Practicum
 (Sec 001); 2-4 cr; max crs 12, 6 repeats allowed; prereq Jr or sr Hort major, instr consent**

Instructor: STAFF
 Approved field, lab or greenhouse experiences in application of horticultural information and practices.

**Hort 4096 Professional Experience Program: Internship
 (Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; S-N only; prereq COAFES undergrad, instr consent, complete internship contract available in COAFES Career Services before enrolling; UC only**

Instructor: STAFF
 Professional experience in horticulture firms or government agencies through supervised practical work evaluation or reports and consultation with faculty advisors and employers.

**Hort 5021 Landscape Design, Implementation, and Management II
 (Sec 001); 4 cr; prereq 4021**

Instructor: Pedersen, Brad !!COAFES Distinguished Tchg Awd!!
 This course builds on the competencies developed in Landscape Design, Implementation and Management I. Students whose career goals include landscape design or architecture, landscape contracting, turf and grounds management, retail nursery, urban forestry, and garden centers will benefit from this course. Course content includes
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residential, commercial, and recreational sites. Problems are larger, more detailed, and require advanced design solutions. This course includes architectural and graphic techniques, plan drawings, sections, elevations, perspectives, and working drawings. Emphasis will be placed on grading and site manipulations including surveying, irrigation, and drainage. Laboratories and class projects include student participation in hands-on implementation activities and the development of business and grounds management plans. Special attention will be given to the process involved in landscape estimating and bidding.

Class time: 33% lecture, 33% Discussion, 33% Laboratory
Work load: 10 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers, 9 landscape design projects
Grade: 15% mid-semester exam(s), 15% final exam, 10% written reports/papers, 60% landscape designs
Exam format: Multiple choice, essay
Course URL: <http://www.sustland.umn.edu>

**Hort 5023 Public Garden Management
 (Sec 001); 2 cr**

Instructor: Olin, Peter Joel
 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. The following areas of operations will provide an overview of the knowledge and skills necessary for an individual looking toward a career in public garden management.
Class time: 30% lecture, 30% Discussion, 40% Site visits.
Work load: 20 pages of reading per week, 1 exams, 1 papers, Attendance and class participation.
Grade: 20% final exam, 30% written reports/papers, 20% class participation, 30% Attendance
Exam format: varies

**Hort 5032 Sustainable Commercial Vegetable Production Systems
 (Sec 001); 3 cr; A-F only; prereq [3005, Ent 3005, PIPa 2001, Soils 2125] or instr consent**

Instructor: Thill, Christian A
 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.
Class time: 60% lecture, 30% Discussion, 10% field trips, hands on
Work load: 50 pages of reading per week, TBD pages of writing per semester, 2 exams, 1 papers, Project
Grade: 20% mid-semester exam(s), 20% final exam, 20% special projects, 10% in-class presentations, 30% problem solving
Exam format: Essay

**Hort 5090 Directed Studies
 (Sec 001); 1-6 cr; max crs 18, 18 repeats allowed; prereq 8 cr upper div Hort courses, instr consent**

Instructor: STAFF
 Opportunities for in-depth exploration of concepts, technology,

materials, or programs in specific areas to expand professional competency and self-confidence. Planning, organizing, implementing, and evaluating knowledge obtained from formal education and experience.

Human Ecology

32 McNeal Hall: 612/624-1717

HE 1908W Freshman Seminar: Citizenship/Public Ethics and Writing Intensive: The Freshman 15: Do's and Don'ts of Diets (Sec 001); 2 cr; max crs 6; A-F only; prereq fr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive

Instructor: Brady, Linda J

The course will cover: 1. current U.S. dietary guidelines and RDAs and how these were established; how the government establishes and publicizes advice on nutrition; 2. comments and controversies over "what is a healthy diet?"; interaction of government agencies, organizations and consumer groups about nutrition and supplementation; 3. legal advertising and labeling of foods and supplements; ethics of labeling and advertising; 5. caloric needs and how are they calculated; 6. why do people diet? weight loss, improved health, improved athletic performance, etc; 6. various popular diets and supplements-rationale, evidence, marketing, popular practice-The Zone, Atkins, Ornish, etc. This section would include integrating the ethics of marketing with the ethics of science about these diets; 7. Unpopular diets-dorm food; how are choices determined; do students have choices and input? Class sessions will include speakers? nutrition professionals, persons from organizations like Dairy Council and Heart Association, persons from various "diet" plans, persons from marketing, persons from U Dining Services.

Class time: 50% lecture, 50% Discussion

Work load: 20-30 pages of reading per week, 10-20 pages of writing per semester, 1 papers

Grade: 20% written reports/papers, 80% Homework

Course URL: <http://www.ardilla.umn.edu/diets>

HE 4160H Honors Capstone Project (Sec 001); 2 cr; max crs 4; A-F only; prereq CHE honors, instr consent; A-F only; meets HON req of Honors

Instructor: STAFF

A scholarly "Capstone" project that provides students with an opportunity to individualize the Honors Experience and make connections between aspects of their major program and personal interests.

Human Resources and Industrial Relations

3-300 Carlson School of Management: 624-2500

HRIR 3021 Human Resource Management and Industrial Relations (Sec 001, 002); Credit will not be granted if credit has been received for: HRIR 8021; 3 cr; prereq 1102, Econ 1101, Psy 1001, 60 cr

Instructor: STAFF

This course is intended to provide an overview of selected critical topics in human resources management and to deal with their relationships to other aspects of business management. The course emphasizes external and internal environments, acquiring and developing human resources, work and job design, performance management, global implications for HR leaders, evaluating, and compensating human resources, including union environments. Students will leave this course with a broad understanding of how and

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why various HR practices are used and their impact on the business, from the attraction and development of talent through labor relations and global implications. Course reading requirements and activities are approximate and are subject to change.

Class time: 44% lecture, 20% Discussion, 36% Laboratory

Work load: 30 pages of reading per week, 12 pages of writing per semester, 3 exams, 1 papers

Grade: 30% final exam, 20% written reports/papers, 20% special projects, 30% quizzes

Exam format: multiple choice, short answer

HRIR 5000 Topics in Human Resources and Industrial Relations (Sec 001); 2 cr

Instructor: Benraouane, Sid A.

Online Course: This course is designed to provide you with an overview of leadership as a field of study and as a profession. In looking at leadership as a field of study, this course will provide you with an intellectual understanding of major theories, concepts and models discussed in the field. In looking at leadership as a managerial tool, this course will equip you with the fundamental skills for leading a group. Whether you are a leader or you aspire to be one, you will learn in this course what motivates people, the laws of leading people, as well as how to define tasks, establish a vision, gain a commitment, and build a relationship with your employees. Asynchronous online course.

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

Exam format: Cumulative; will be a face-to-face exam

HRIR 5023 Personnel and Industrial Relations Law (Sec 001); 2 cr; prereq CSOM upper div undergrad major grad

Instructor: Otoole, Carol Ann Berg

This course covers the growing body of laws and their application to the workplace; human rights, equal employment opportunity, compensation and benefits, employee protection, and labor relations. Special issues (e.g., wrongful discharge, sexual harassment, defamation) are also discussed in the context of statute, case law, and their application to work settings.

Work load: 100 pages of reading per week, 50 pages of writing per semester, 2 exams

Exam format: True False, Multiple Choice, Short Answer

HRIR 5025 Comparative and International Human Resources and Industrial Relations

(Sec 001); 2 cr; prereq CSOM upper div undergrad major grad; Grad majors must register A-F; meets CLE req of International Perspect Theme

Instructor: STAFF

Emergence, evolution, structures, functions, current challenges of labor movements in industrialized societies. Critical differences in key human resource management practices. Industrial relations systems, collective bargaining in comparative perspective. International Labor Organization.

Humanities

831 Heller Hall: 612/625-6563

Hum 1001 Humanities in the West I (Sec 001); 4 cr; prereq Jr or sr or instr consent; meets CLE req of Other Humanities Core

Instructor: Norwood, James

Heritage of Greece and Rome - This course focuses on the influence of Ancient Greece and Rome in the Western tradition of art, literature, history, and ideas. Classes will cover the range of artistic expression in those eras. Readings will include selected works of Aeschylus, Sophocles, Euripides, Aristophanes, and Plato from Greece. From the period of Rome, we will study the works of Seneca, Marcus Aurelius, Plautus, Horace, Virgil, and Ovid. The format of the course will be that of both lecture and discussion. 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. In our interdisciplinary work, we will assimilate a significant body of information, but we will also seek to discover a way of thinking about our culture then and now. Video and slide presentations will accompany many of the classes. The course may be taken for upper-division credit by registering for Hum 3001. **IMPORTANT:** 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 constituted from a wide range of students throughout the university. Please address any questions to James Norwood via e-mail: norwo001@tc.umn.edu
Class time: 40% lecture, 40% Discussion, 20% Video and slide presentations

**Hum 1004 Humanities in the West IV
 (Sec 001); 4 cr; meets CLE req of International Perspect Theme;
 meets CLE req of Other Humanities Core**

Instructor: Norwood, James
 THE ENLIGHTENMENT. This course focuses on the far-reaching impact of the eighteenth century on the Western tradition of art, literature, history, and ideas. Classes will cover the range of artistic expression in the period of Western Europe known as the Enlightenment. Readings will include selected works of Voltaire, Rousseau, Diderot, Beaumarchais, Defoe, Pope, Gay, Sheridan, Wollstonecraft, Lessing, Goethe, and others. The format of the course is that of both lecture and discussion. Slide and video presentations will accompany many of the classes. 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. In our interdisciplinary work, we will assimilate a significant body of information; but we will also seek to discover a way of thinking about our culture then and now. Class attendance is required and will be a component of grading. This is intended as a lively learning experience with the class constituted from a wide range of students throughout the university.

Class time: 60% lecture, 30% Discussion, 10% video and slide presentations

Work load: 80-150 pages of reading per week, 2 exams, class attendance (required)

Grade: 45% mid-semester exam(s), 45% final exam, 10% class attendance (required)

Exam format: objective and/or essay

**Hum 1005 Humanities in the West V
 (Sec 001); 4 cr; meets CLE req of International Perspect Theme;
 meets CLE req of Other Humanities Core**

Instructor: Baker, Eric
 This interdisciplinary undergraduate course focuses on the impact of science, especially of evolution theory (Darwin) and historical materialism (Marx, Engels) on religious and humanistic thought in the 19th century. Topics include: The Industrial Revolution, liberalism, socialism, the theory of evolution and positivism, the roots of existentialism and cultural pessimism. Other major writers include: Adam Smith, Wordsworth, Mill, Dostoevsky, Kierkegaard, Zola, Schopenhauer, Nietzsche, Ibsen, Darwin, Baudelaire, Joyce, Chekhov. In addition to these literary and philosophical works, we will also discuss the symphonies and operas of Beethoven and Wagner, along with the paintings of Delacroix, Courbet, and Monet. The course (same as HUM 3005, 4.0 cr.) meets CLE req of International Perspect Theme as well as CLE req of Other Humanities Core.

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

Work load: 70 pages of reading per week, 15 pages of writing per semester, 2 papers, informal short writing assignments on readings

Grade: 30% mid-semester exam(s), 30% final exam, 10% written reports/papers, 5% quizzes, 5% in-class presentations, 20% class participation

Exam format: take home essay for mid-term and final

**Hum 1006 Humanities in the West VI
 (Sec 001); 4 cr; meets CLE req of International Perspect Theme;
 meets CLE req of Other Humanities Core**

Instructor: Norwood, James
 TWENTIETH CENTURY. This course addresses developments in art, literature, history, and ideas in the period of 1914 to the present. A special focus in the course will be on the philosophical movement of existentialism and the body of literature known as theatre of the absurd in the mid-twentieth century. Additionally, there will be coverage of other significant cultural movements in the past century. Readings will include selected works of Sartre, Camus, Beauvoir, Beckett, Ionesco, Woolf, Pirandello, Brecht, O'Neill, Hellman, Miller, Albee, Kosinski, Wilson, and others. Our study of primary works will be framed within the context of major historical developments in the past hundred years. The format of the course is that of both lecture and discussion. Slide and video presentations accompany many of the classes. In examining art, literature, history, philosophy, and cultural values, we will seek connections among the various disciplines. Throughout the course we will study how the tradition of Western humanities has shaped institutions, social roles, and personal values we still possess. In our interdisciplinary work, we will assimilate a significant body of information; but we will also seek to discover a thoughtful understanding of our culture today. Class attendance is required and will be a component of grading. This is intended as a lively learning experience with the class constituted from a wide range of students throughout the university.

Class time: 60% lecture, 30% Discussion, 10% video and slide presentations

Work load: 80-150 pages of reading per week, 2 exams, class attendance (required)

Grade: 45% mid-semester exam(s), 45% final exam, 10% class attendance (required)

Exam format: Objective and/or essay

**Hum 3001 Humanities in the West I
 (Sec 001); 4 cr; meets CLE req of Other Humanities Core**

Instructor: Norwood, James
 Heritage of Greece and Rome - This course focuses on the influence of Ancient Greece and Rome in the Western tradition of art, literature, history, and ideas. Classes will cover the range of artistic expression in those eras. Readings will include selected works of Aeschylus, Sophocles, Euripides, Aristophanes, and Plato from Greece. From the period of Rome, we will study the works of Seneca, Marcus Aurelius, Plautus, Horace, Virgil, and Ovid. The format of the course will be that of both lecture and discussion. 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. In our interdisciplinary work, we will assimilate a significant body of information, but we will also seek to discover a way of thinking about our culture then and now. Video and slide presentations will accompany many of the classes. The course may be taken for upper-division credit by registering for Hum 3001. **IMPORTANT:** 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 constituted from a wide range of students throughout the university. Please address any questions to James Norwood via e-mail: norwo001@tc.umn.edu
Class time: 40% lecture, 40% Discussion, 20% Video and slide presentations

**Hum 3004 Humanities in the West IV
 (Sec 001); 4 cr; meets CLE req of International Perspect Theme;
 meets CLE req of Other Humanities Core**

Instructor: Norwood, James
 THE ENLIGHTENMENT. This course focuses on the far-reaching impact of the eighteenth century on the Western tradition of art, literature, history, and ideas. Classes will cover the range of artistic expression in the period of Western Europe known as the Enlightenment. Readings will include selected works of Voltaire, Rousseau, Diderot, Beaumarchais, Defoe, Pope, Gay, Sheridan,

Wollstonecraft, Lessing, Goethe, and others. The format of the course is that of both lecture and discussion. Slide and video presentations accompany many of the classes. 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. In our interdisciplinary work, we will assimilate a significant body of information; but we will also seek to discover a way of thinking about our culture then and now. Class attendance is required and will be a component of grading. This is intended as a lively learning experience with the class constituted from a wide range of students throughout the university. **IMPORTANT:** Students with Freshman and Sophomore status should register for Hum 1004. Hum 3004 is intended for upper-division undergraduates.

Class time: 60% lecture, 30% Discussion, 10% video and slide presentations

Work load: 100-150 pages of reading per week, 5-10 pages of writing per semester, 2 exams, 1 papers, class attendance (required)

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

Exam format: objective and/or essay

Hum 3005 Humanities in the West V

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

Instructor: Baker, Eric

This interdisciplinary undergraduate course focuses on the impact of science, especially of evolution theory (Darwin) and historical materialism (Marx, Engels) on religious and humanistic thought in the 19th century. Topics include: The Industrial Revolution, liberalism, socialism, the theory of evolution and positivism, the roots of existentialism and cultural pessimism. Other major writers include: Adam Smith, Wordsworth, Mill, Dostoevsky, Kierkegaard, Zola, Schopenhauer, Nietzsche, Ibsen, Darwin, Baudelaire, Joyce, Chekhov. In addition to these literary and philosophical works, we will also discuss the symphonies and operas of Beethoven and Wagner, along with the paintings of Delacroix, Courbet, and Monet.

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

Hum 3006 Humanities in the West VI

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

Instructor: Norwood, James

TWENTIETH CENTURY. This course addresses developments in art, literature, history, and ideas in the period of 1914 to the present. A special focus in the course will be on the philosophical movement of existentialism and the body of literature known as theatre of the absurd in the mid-twentieth century. Additionally, there will be coverage of other significant cultural movements in the past century. Readings will include selected works of Sartre, Camus, Beauvoir, Beckett, Ionesco, Woolf, Pirandello, Brecht, O'Neill, Hellman, Miller, Albee, Kosinski, Wilson, and others. Our study of primary works will be framed within the context of major historical developments in the past hundred years. The format of the course is that of both lecture and discussion. Slide and video presentations accompany many of the classes. In examining art, literature, history, philosophy, and cultural values, we will seek connections among the various disciplines. Throughout the course we will study how the tradition of Western humanities has shaped institutions, social roles, and personal values we still possess. In our interdisciplinary work, we will assimilate a significant body of information; but we will also seek to discover a thoughtful understanding of our culture today. Class attendance is required and will be a component of grading. This is intended as a lively learning experience with the class constituted from a wide range of students throughout the university.

Class time: 60% lecture, 30% Discussion, 10% video and slide presentations

Work load: 100-150 pages of reading per week, 5-10 pages of writing per semester, 2 exams, 1 papers, class attendance (required);

IMPORTANT: Students with Freshman and Sophomore status should register for Hum 1006. Hum 3006 is intended for Juniors and Seniors

who wish to fulfill upper-division elective requirements.

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

Exam format: objective and/or essay

Hum 3970 Directed Studies

(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent

Instructor: STAFF

Student may contact instructor or department for information.

Industrial Engineering

125 Mechanical Engineering: 612/625-0705

IE 5522 Quality Engineering and Reliability

(Sec 001); 4 cr; prereq [4521 or equiv], [upper div or grad student or CNR]

Instructor: STAFF

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 Balridge Award.

Class time: 80% lecture, 20% Discussion

Work load: 80 pages of reading per week, 3 exams, 1 papers

Grade: 20% mid-semester exam(s), 40% final exam, 30% special projects, 10% problem solving

Exam format: problems

IE 5545 Decision Analysis

(Sec 001); 4 cr; prereq 4521 or equiv

Instructor: Gupta, Diwakar

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. Major topics covered in this course are: 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.

Class time: 60% lecture, 20% Discussion, 20% Discussion of assigned cases

Work load: 60 pages of reading per week, 50 pages of writing per semester, 2 exams, Writing is in the form of case reports. In addition, students will be asked to submit solutions to assigned problems.

Grade: 25% mid-semester exam(s), 35% final exam, 10% written

reports/papers, 10% in-class presentations, 20% problem solving, 0%
Depending on student needs, the final exam may be replaced by a
project.

Exam format: Questions that must be answered in detail.

Information Networking

101 Wesbrook Hall: 612/624-4000

INet 4021 Network Programming

(Sec 001); 4 cr; A-F only; prereq CSci 4061 or instr consent

Instructor: STAFF

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 Systems Administration

(Sec 001); 4 cr; A-F only; prereq CSci 4061

Instructor: STAFF

Server and data storage architecture, SCSI, Fibre Channel, RAID and striping; configuring hardware and software for server and data storage farms; operational factors, including backup and recovery. Lab.

INet 4061 Introduction to Data Warehousing

(Sec 001); 3 cr; A-F only; prereq 4707 or CSci 4707 or instr consent

Instructor: STAFF

Data warehouse architecture; star schema and dimensional modeling; Extract-Load-Transform processes; query design; administration and operation.

INet 4081 Introduction to Software Engineering

(Sec 001); 4 cr; A-F only; prereq CSci 4061 or equiv or instr consent

Instructor: STAFF

Basic theory/practice of software engineering. Software development, requirements/specifications, design, verification, and validation.

Institute of Technology

106 Lind Hall: 612/624-8504

IoT 1101 Environmental Issues and Solutions

(Sec 001); 4 cr; prereq High school chemistry or equiv, one yr high school algebra; meets CLE req of Physical Science/Lab Core; meets CLE req of Environment Theme

Instructor: Hondzo, Miki

Course URL: <http://www.ce.umn.edu/~hondzo/it1101/>

IoT 1312 Exploring Careers in Science and Engineering

(Sec 001); 2 cr

Instructor: Munson, Keith Warren

The focus on this class is the exploration of careers and interests in Mathematics, Sciences, and Engineering. Students will examine individual interests, skills, values, and self-assessment through specific career inventories. Career exploration and decision-making is enhanced through guest speakers, site tours, and information interviews. Students will also learn basic job search skills such as resume and cover letter writing, interviewing, and job search strategies. The course is appropriate to any IT student or current U of M student considering an IT major.

Class time: 50% lecture, 50% Discussion

IoT 1905 Freshman Seminar: Galileo: Science and Religion

(Sec 001); 2 cr; max crs 4; prereq Fr with no more than 30 cr

Instructor: Monsma, William Brink

Galileo is a legendary figure in our culture, a hero in the story of the rise of the modern world. We will follow the career of this fascinating person and examine his impact.

Class time: 25% lecture, 75% Discussion

Work load: 25 pages of reading per week, 12 pages of writing per semester, 1 papers

Grade: 50% written reports/papers, 20% in-class presentations, 30% class participation

Inter-College Program

107 Armory: 612/624-2004

ICP 3075 Directed Study

(Sec 001); 1-15 cr; max crs 15, 1 repeat allowed; prereq instr consent

Instructor: STAFF

Interdepartmental Study

135 Johnston Hall: 612/624-7577

ID 1201 Career Exploration

(Sec 001, 006); 2 cr; prereq Fr or soph

Instructor: STAFF

Freshmen and sophomores: Wondering which major to pick? Wondering what you can do with your major? During this class, you'll learn more about yourself, how to choose a major, and how to best prepare yourself for a career in the 21st century world of work. You will consider your interests, abilities, and values; you'll also learn about the role that classes, internships, community service, work experience, hobbies, and travel will play in your future success. Attendance at all classes and active class participation is highly encouraged. A \$20 fee will be charged for career assessment inventories.

Class time: 30% lecture, 40% Discussion, 30% Group and individual activities.

Work load: 10 pages of reading per week, 10-15 pages of writing per semester, 4 papers, 3 special projects.

Grade: 40% written reports/papers, 30% special projects, 10% in-class presentations, 10% lab work, 10% attendance

Exam format: No exams.

ID 3201 Career Planning

(Sec 001, 007-008); 2 cr

Instructor: STAFF

Juniors and seniors--wondering what you'll do after you graduate? Learn how your individual talents, values, interests and experiences, matched with state-of-the-art career strategies, will position you in today's marketplace. Emphasis is on understanding the 21st century work world, understanding yourself, identifying what you'd like to do for a living, and marketing yourself. We'll explore careers and address strategic resume writing, networking and interviewing. Attendance at all classes and active class participation is highly encouraged. A \$20 fee will be charged for career assessment inventories.

Class time: 25% lecture, 45% Discussion, 30% small group work

Work load: 20 pages of reading per week, 15 pages of writing per semester, 3 papers, self assessment packet and special projects

Grade: 35% written reports/papers, 25% special projects, 10% in-class presentations, 15% class participation, 15% attendance

ID 3211 Internship: Perspectives on Work

(Sec 001); 4 cr; prereq dept consent, internship through Career and Community Learning Center

Instructor: STAFF

This course is about experiential learning, and is for students doing internships of at least 10 hours per week throughout the semester. Credit is given for coursework and for completing the internship. You will integrate classroom and experiential learning by reflecting on your internship via regular small group meetings with peers and written journal assignments. Emphasis is on creating your own learning agenda; observing and analyzing your organization; understanding where it fits into the world and what it contributes; and identifying how you and your values fit into it. The class is open to all majors.

Class time: 20% lecture, 45% Discussion, 35% small group work

Work load: 25 pages of reading per week, 30 pages of writing per semester, 1 papers, 1 portfolio

Grade: 16% written reports/papers, 17% special projects, 33% class participation, 33%

ID 3301 Introduction to Marxism

(Sec 001); 3 cr; meets CLE req of Social Science Core

Instructor: Marquit, Erwin

The course surveys the three basic components of Marxist thought: namely, the philosophical foundations for the Marxist understanding of the evolutionary development of nature, society, and thought; Marxist analysis of the economic foundations of capitalism and the socialist alternative; and the various ways Marxists approach sociopolitical and economic problems in contemporary society in the industrialized and developing countries in general and in the United States in particular. Among the wide range of topics that will be discussed are Marxist approaches to globalization, terrorism and war, economic justice, political strategies for empowerment and social change, national prejudices, women's equality, racism, homophobia, genetic engineering, and art and culture. The failed efforts to develop socialist economies in the former Soviet Union and Eastern Europe will be reviewed. New ways to achieve the goals of socialism being attempted in China, Vietnam, Cuba, and North Korea will be examined. Emphasis will be placed in class discussion on understanding differing contemporary viewpoints among Marxists, and several of these approaches will be reflected in presentations by a number of guest lecturers.

Class time: 80% lecture, 20% Discussion

Work load: 80 pages of reading per week, 2 exams, journal summarizing readings, lectures, own opinions.

Grade: 35% mid-semester exam(s), 35% final exam, 30% journal

Exam format: Essay

Course URL: <http://umn.edu/home/marqu002/id3301.htm>

ID 3551 Metro Internship Seminar: Corporate Social Responsibility and Ethical Lead

(Sec 001); 6 cr; prereq instr consent (for more information, call Mark Haase at (612) 676-7700)

Instructor: Salls, Deb

This course examines issues of personal and organizational ethics, leadership, and responsibility. This is done through a curriculum of speakers, case studies, discussions, and readings. It includes one weekend retreat. The course is taught through the University YMCA by a YMCA staff member, a variety of faculty, and community and business leaders. The practicum of the seminar is a 15 week, 20 hour per week internship at a local corporation or non-profit. The internship runs concurrently with the course throughout the semester. Internships focus on internal and external organization relations. The course is intended mainly for juniors and seniors (some exceptions are made). For questions and applications, contact the University YMCA at 676-7700.

Class time: 33% lecture, 33% Discussion, 33% Simulation and case study

Work load: 15 pages of reading per week, 35 pages of writing per semester, 7 papers, 1 Final paper and project

Grade: 65% written reports/papers, 20% special projects, 15% class participation

Exam format: Written paper and project paper

ID 3571 HECUA Off-Campus Study Program: Metro Urban Studies Term Reading Seminar

This information is accurate as of: 10/30/2003 at 12:09 PM

(Sec 001); 4 cr; prereq concurrent enrollment in 3572, 3573, dept consent; contact CCLC, 345 FraserH, 626-2044

Instructor: STAFF

The Metro Urban Studies Term (MUST) is a Twin Cities-based, active learning, semester-long study program that explores the roots of urban inequality and poverty and familiarizes students with cutting edge strategies and social policy alternatives that aim to address urban issues. The program has a number of components. In the Reading Seminar students explore theoretical foundations necessary to understand the roots, dynamics and persistence of urban inequality. In the Field Seminar students meet directly in the community with important activists, policy makers and city residents of diverse backgrounds to investigate key social problems and their solutions. In the Internship students work three full days a week in an organization exploring career options, building networks, gaining job experience and delving deeply into some aspect of urban inequality. An Integration seminar connects all of the classroom and experiential learning. The program is full-time and provides a full semester of academic credit. MUST is open to all undergraduates who have completed the Freshman year. Primary faculty: Phillip Sandro, PhD. Offered Fall and Spring semesters. Contact: Teresa Thomas-Carroll, Career and Community Learning Center, 345 Fraser Hall, 626-2044. Students register for ID 3571, 3572, and 3573.

Class time: 5% lecture, 25% Discussion, 70% internship, group field experiences, special projects

Work load: 100 pages of reading per week, 100 pages of writing per semester, 3 papers, 7 journal assignments; in-class writing

Grade: 35% written reports/papers, 20% special projects, 15% class participation, 30% 10% internship evaluation, 20% journal

Exam format: essay/paper

ID 3573 HECUA Off-Campus Study Program: Metro Urban Studies Term Internship Seminar

(Sec 001); 8 cr; prereq concurrent enrollment in 3571, 3572, dept consent; contact CCLC, 345 FraserH, 626-2044

Instructor: STAFF

The Metro Urban Studies Term (MUST) is a Twin Cities-based, active learning, semester-long study program that explores the roots of urban inequality and poverty and familiarizes students with cutting edge strategies and social policy alternatives that aim to address urban inequality. The program has a number of components. In the Field Seminar students meet directly in the community with important activists, policy makers and city residents of diverse backgrounds to investigate key social problems and their solutions. In the reading Seminar students explore theoretical foundations necessary to understand the roots, dynamics and persistence of urban inequality. In the internship students work three full days a week in an organization exploring career options, building networks, gaining job experience and delving deeply into some aspect of urban inequality. The program is full-time and provides a full semester of academic credit. MUST is open to all undergraduates who have completed the Freshman year. Primary faculty: Phillip Sandro, PhD. Offered Fall and Spring semesters. Contact: Teresa Thomas-Carroll, Office for Special Learning Opportunities (OSLO), 345 Fraser Hall, 626-2044

ID 3581 HECUA Off-Campus Study Program: City Arts Reading Seminar

(Sec 001); 4 cr; prereq concurrent enrollment 3582, 3583, dept consent; contact CCLC, 345 FraserH, 626-2044

Instructor: STAFF

City Arts is a Twin Cities-based, active learning, semester-long study program that explores the arts, popular culture, and social change. The program has a number of components. In the Field Seminar students meet directly in the community with important local artists, community organizers, and arts advocates, and attend plays, films, and visual installations as a dynamic part of the learning process. In the Reading Seminar students use theoretical readings and have classroom dialogue to explore themes such as art and public opinion formation, the social construction of ideology, and the politics of art philanthropy. In the internship, students work three full days a week in an organization exploring career options, building networks, gaining job

experience, and delving deeply into the relationships among ideology, art, and popular culture. The program is full-time and provides a full semester of academic credit. City Arts is open to all undergraduates who have completed the Freshman year. Offered every Spring.

Contact: Teresa Thomas-Carroll, Office for Special Learning Opportunities (OSLO), 345 Fraser Hall, (612) 626-2044.

Class time: 5% lecture, 25% Discussion, 70% Internship and field experiences

Work load: 150 pages of reading per week, 5 exams

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

Exam format: essay

ID 3582 HECUA Off-Campus Program: City Arts Field Seminar (Sec 001); 4 cr; prereq concurrent enrollment 3581, 3583, dept consent; contact CCLC, 345 FraserH, 626-2044

Instructor: STAFF

"City Arts" is a Twin Cities-based, active learning, semester-long study program that explores the arts, popular culture and social change. The program is full-time, combines an internship with seminars, and provides a full semester of academic credit. See ID 3571 for description of the Internship and other program components. City Arts is open to all undergraduates who have completed the Freshman year. Primary faculty: to be determined. Offered spring semester only. Contact: Teresa Thomas-Carroll, Career and Community Learning Center, 345 Fraser Hall, (612) 626-2044. Students register for ID 3581, 3582, and 3583.

ID 3583 HECUA Off-Campus Program: City Arts Internship Seminar (Sec 001); 8 cr; prereq concurrent enrollment 3581, 3582, dept consent; contact CCLC, 345 FraserH, 626-2044

Instructor: STAFF

"City Arts" is a Twin Cities-based, active learning, semester-long study program that explores the arts, popular culture and social change. The program is full-time, combines an internship with seminars, and provides a full semester of academic credit. See ID 3571 for description of the Internship and other program components. City Arts is open to all undergraduates who have completed the Freshman year. Primary faculty: to be determined. Offered spring semester only. Contact: Teresa Thomas-Carroll, Career and Community Learning Center, 345 Fraser Hall, (612) 626-2044. Students register for ID 3581, 3582, and 3583.

ID 3993 Directed Study (Sec 001); 1-4 cr; max crs 8, 8 repeats allowed; prereq instr consent, dept consent, college consent

Instructor: STAFF

Opportunity to explore in greater detail and depth topics contained in regularly-offered ID courses. In almost all cases students develop a project idea in consultation with the instructor of the ID course they have already taken.

Interdisciplinary Medicine

3-105 Owre Hall (Box 33): 612/625-3622

InMd 3001 Human Anatomy

(Sec 001); 3 cr; max crs 4, 1 repeat allowed; prereq [Biology or equiv], soph

Instructor: Bauer, G Eric

Objectives of the course: To provide an understanding of human anatomy with emphasis on the relationship of structure to function. Intended for pre-professional undergraduate students and others who wish to obtain a basic understanding of the structure of the human body. Lectures are presented on tissues and organ systems; exams are multiple choice (best answer, matching, true/false, etc.). Concurrent Human Anatomy Laboratory (InMd 3002 or 3302) is highly recommended. Prereq: students should have completed Biol 1009 or equivalent; sophomore status.

This information is accurate as of: 10/30/2003 at 12:09 PM

Class time: 100% lecture

Work load: 25 pages of reading per week, 4 exams

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

Exam format: multiple choice

Course URL: <http://www.med.umn.edu/anatomy/>

InMd 3002 Human Anatomy Laboratory

(Sec 001-006); 1 cr; A-F only

Instructor: Weinhaus, Anthony James

Laboratory examination of human anatomy on prosected human cadavers. This laboratory is designed to be a valuable supplement to the Human Anatomy Lecture (InMd 3001/ 3301);

Class time: 100% Laboratory

Work load: 15 pages of reading per week, 3 exams

Grade: 66% mid-semester exam(s), 33% final exam

Exam format: 80% multiple choice; 20% fill-in-the-blanks

Course URL: http://www.med.umn.edu/anatomy

InMd 3302 Human Anatomy Laboratory

(Sec 001); 1 cr; A-F only

Instructor: Weinhaus, Anthony James

Laboratory observation of human anatomy on prosected human cadavers. This laboratory is designed to be a valuable supplement to the Human Anatomy lecture (InMd 3001/ 3301). This lab is identical to InMd 3002.

Class time: 100% Laboratory

Work load: 15 pages of reading per week, 3 exams

Grade: 66% mid-semester exam(s), 33% final exam

Exam format: 80% Multiple choice; 20% Fill-in-the-blanks

Course URL: <http://www.med/umn/edu/anatomy>

Italian

260 Folwell Hall: 612/624-4308

Ital 1001 Beginning Italian

(Sec 001-005); 5 cr

Instructor: STAFF

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. Homework is designed to give students further practice; audio materials (cassette or CDs) play an integral part in the program. By the end of the first semester, students can communicate in a number of real life situations and are becoming comfortable with the present and the past tenses. Students who pass 1001 with a grade of "C" or higher can then move on to Italian 1002.

Class time: 30% lecture, 30% Discussion, 40% small group or pair work

Work load: 45 to 60 minutes of homework per class

Grade: 20% final exam, 20% written reports/papers, 30% quizzes, 10% class participation, 10% lab work, 10% oral exams

Exam format: Fill in the blank; true/false; essay. short answer

Ital 1002 Beginning Italian

(Sec 001, 004, 009-011); 5 cr

Instructor: STAFF

Italian 1002 is the second semester of Italian language and culture. This course offers presentations of new grammar and cultural concepts while continually reviewing material already taught. Students work individually, in pairs or in groups. They improve their skills in reading, writing, speaking and understanding Italian. They each do a cultural presentation. Homework is designed to give students further practice; audio materials (cassettes or CDs) play an integral part in the program. By the end of the first year of Italian instruction, students can communicate in a number of real life situations and are becoming comfortable with the present, past and future tenses. Students who pass 1002 with a grade of C or higher can then move on to Italian 1003

offered in the Summer and in the Fall term.

Class time: 30% lecture, 40% Discussion, 30% Group work, pairs

Exam format: Short answer; fill in the blank, true/false

Individual contracts are drawn up listing contact hours, number of credits, written and other work required.

Ital 1003 Intermediate Italian

(Sec 001-003); 5 cr; prereq 1001-1002

Instructor: STAFF

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.) 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 current 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 third semester students who pass with a grade of C or higher are ready to move on to Italian 1004 or study in Italy.

Ital 1004 Intermediate Italian

(Sec 001-006); 5 cr; prereq 1101-1102

Instructor: STAFF

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. This course prepares students for the Graduation Proficiency Test that is required for graduation from CLA (specific dates will be provided in the syllabus). 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.

Class time: 30% lecture, 40% Discussion, 30% Group work

Work load: 45-60 minutes per day

Grade: 15% written reports/papers, 30% quizzes, 20% in-class presentations, 20% class participation, 15% Oral exam

Exam format: essay, short answer, fill-in-blank, true/false, matching

Ital 3015 Reading, Conversation, and Composition

(Sec 001); 4 cr; prereq 1004

Instructor: STAFF

This course will consist of intensive reading, writing, and speaking practice and study of cultural materials in authentic formats.

Ital 3305 Staging the Self: Theater and Drama in Modern Italy

(Sec 001); Credit will not be granted if credit has been received for: ITAL 5305; 4 cr; prereq 3015

Instructor: STAFF

Theatrical representations of the self in modern Italy. Particular attention is given to issues of identity, gender, and class in theatrical works ranging from Alfieri's *Mirra*, Pirandello's *Enrico IV* to Dacia Maraini's *Clytemnestra*.

Ital 4970 Directed Readings

(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent

Instructor: STAFF

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 5970 Directed Readings

(Sec 001); 1-4 cr; max crs 16, 4 repeats allowed; prereq instr consent

Instructor: STAFF

Meets unique requirements decided on by faculty member and student.

Japanese

453 Folwell Hall: 612/625-6534

Jpn 1012 Beginning Japanese

(Sec 001, 005, 009, 050); Credit will not be granted if credit has been received for: JPN 4002; 6 cr; prereq 1011

Instructor: STAFF

This course is the second of a two-semester sequence of Beginning Japanese, and for the students who have already taken Jpn 1011 or have passed the placement test. It aims to develop communication skills in Japanese. Therefore, the course introduces the four skills of language (speaking, listening, reading, and writing) as well as culture-specific skills (do's and don'ts). Topics covered in this semester include talking about family, stating your opinion, giving a message, etc. The course consists of 5 hours of discussion session and 2 hours of lecture session per week. Discussions are performance-oriented; teachers guide student in practice in Japanese situations. Students are expected to spend 2 hours per day doing homework and practicing with CDs/tapes for each class. Textbook: Banno. et al. *Genki: An integrated course in elementary Japanese*.

Class time: 25% lecture, 75% recitation

Work load: 6 written exams, 2 oral interviews, 2 hours of preparation per day

Grade: 25% class participation, 25% five lesson tests; 10% two oral interviews; 15% homework assignments; 15% quizzes; 10% dialogue checks

Exam format: oral interviews and written exams

Course URL: http://www.all.umn.edu/japanese_language/home.html

Jpn 3022 Intermediate Japanese

(Sec 001, 005, 050); Credit will not be granted if credit has been received for: JPN 4004; 5 cr; prereq 3021 or instr consent

Instructor: STAFF

This course is for students who have basic Japanese knowledge and have already taken Jpn 3021. This course aims to develop the four skills: speaking, listening, reading, and writing. The course consists of recitations (taught entirely in Japanese) and lectures. Recitations are performance-oriented: teachers guide students in practice in Japanese situations. Lectures include grammar and sociocultural aspects of Japan. Students are expected to practice with tapes/CD ROM for 2 hours per night in preparation for each class. Both undergraduate and graduate students are encouraged to attend. Not recommended to students who have a heavy schedule that prevents them from studying on a regular basis. Students who have not taken Jpn 3021 at the University of Minnesota must pass a placement test. Text: Jorden, E.H. and Mari Noda,

Class time: 30% lecture, 70% language recitation sections

Work load: 3 exams, weekly written assignments and quizzes

Grade: 20% mid-semester exam(s), 10% final exam, 20% quizzes and homework; 50% class attendance and performance

Course URL: http://www.all.umn.edu/japanese_langage/home.html

Jpn 5176 Literature by 20th-Century Japanese Women in Translation

(Sec 050); 4 cr

Instructor: Marran, Christine L

In this course we will discuss various issues related to the production of writing by women. We will examine women's writing from the perspective of how the female writing position gets constructed differently (vis-avis questions of gender, tradition, nation, and so on) throughout the twentieth-century. Major issues in current feminist literary criticism will be used to evaluate how such criticism helps or hinders the understanding of Japanese women's literature. Some authors to be discussed are Higuchi Ichiyo, Okamoto Kanoko, Shimizu Shikin, Tomioka Taeko, Matsuura Rieko, Yoshimoto Banana, Yamada

Eimi, among others.

Class time: 30% lecture, 70% Discussion

Work load: 120 pages of reading per week, 20 pages of writing per semester, 2 papers, short answer quizzes

Grade: 50% written reports/papers, 25% quizzes, 25% attendance

Exam format: short answer

Jpn 5177 "Minority Literature" in Japan

(Sec 001); 4 cr; A-F only; prereq one 3xxx course in modern [Meiji or later] Japanese literature

Instructor: Molasky, Michael S

We will begin by interrogating the category "minority literature" as a theoretical construct, then read fiction and poetry by Okinawans, zainichi (Japanese of Korean descent) writers, and by authors from the outcaste burakumin. Questions to be addressed include: How does this body of writing alter our understanding of what constitutes "Japanese literature" or, for that matter, "Japan"? Is it meaningful to link these forms of writing, or does doing so only perpetuate their marginality by emphasizing their exclusion from Japanese national culture while understating their respective differences? To what extent and in what ways does a group's historical experience manifest itself in literature? Primary texts will be available in both English and Japanese, depending on student interest. A separate class session will be available for qualified students wishing to read texts in the Japanese original.

Class time: 20% lecture, 80% Discussion

Work load: 150 pages of reading per week, 25-30 pages of writing per semester, 2 papers, Each student will be expected to lead one class discussion.

Grade: 40% written reports/papers, 50% class participation, 10% Performance as discussion leader

Jewish Studies

330 Folwell Hall: 612/625-5353

JwSt 3521W History of the Holocaust

(Sec 001); Credit will not be granted if credit has been received for: HIST 3727W; 3 cr; meets CLE req of Writing Intensive

Instructor: Feinstein, Stephen

This course will attempt to document and analyze the Holocaust—in particular, the background, development and systematic extermination of European Jews and Roma/Sinti (gypsies) by the Nazis. Not only were Jews affected by policies of the Third Reich ("Nazi Germany"), but others labeled "undesirable" or "subhuman" were also exterminated in this process. There were also political enemies of the regime. In this course, particular attention will be given to the phenomenon of anti-Semitism, in both its religious and secular forms, to the relationship between mass murder or genocide and the growth of bureaucracy and technology, and to the challenges posed by the Holocaust for religious and humanistic beliefs and values. There are a wide variety of historiographical approaches that have tried to analyze why the Holocaust happened in Germany, the most enlightened and "modern" country in Europe. As a subject of history, however, the facts and analytical skills derived from many disciplines should be able to provide answers that fit into an overall framework of historical knowledge.

Class time: 90% lecture, 10% Discussion

Work load: 250 pages of reading per week, 35 pages of writing per semester, 1 exams, 3 papers

Grade: 25% final exam, 70% written reports/papers, 5% class participation

Course URL: <http://webct3.umn.edu>

JwSt 3900 Topics in Jewish Studies

(Sec 002); 3 cr; max crs 12, 4 repeats allowed; A-F only; prereq instr consent

Instructor: Baer, Elizabeth R

Despite the fact that Holocaust Studies is now a mature field, with

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academic conferences, centers for research, distinguished chairs and dozens of scholarly publications annually, the topic of women and the Holocaust remains, at best, in its infancy. Why have Holocaust scholars been so slow or reluctant to adopt the insights of Women's Studies? We will explore this question, speculating about the reasons, and looking at the material which has emerged on gender and the Holocaust. We will also work specifically on what needs to happen next in this emergent field: bringing a specifically feminist methodology and theoretical framework to understanding the experiences of women in the Holocaust and the Third Reich, their memories of the experiences, and their expressions/representations of those memories.

JwSt 3900 Topics in Jewish Studies

(Sec 001); 3 cr; max crs 12, 4 repeats allowed; A-F only; prereq instr consent

Instructor: Edelheit, Joseph A

Post-Holocaust Jewish and Christian Theology - The Holocaust has given rise to some of the most challenging theological issues during the last 40 years of Jewish and Christian writings and dialogues. This course will engage the issues of evil, suffering and whether there is a "meaning" to the systematic extermination of 6 million Jews. We will have an opportunity to participate within the dialogue today, as outside religious thinkers bring their contemporary interpretation to the issues. This course encourages each student to bring their own intellectual and spiritual views into the conversation. This course offers a unique topic and setting for further developing a student's ability to critically evaluate serious issues. Texts: Thinking the Unthinkable, edited by Roger S. Gottlieb, Paulist Press 1990; A Holocaust Reader, edited by Michael Morgan, Oxford University Press, 2001; Problems Unique to the Holocaust, edited by Harry James Cargas, University Press of Kentucky, 1999.

JwSt 3951 Major Project

(Sec 001); 4 cr; prereq JwSt major, three 3xxx JwSt courses or instr consent

Instructor: STAFF

Student may contact the instructor or department for information.

JwSt 5111 Problems in Historiography and Representation of the Holocaust

(Sec 001); 3 cr; prereq JwSt 3521 or ReIS 3521 or instr consent

Instructor: Feinstein, Stephen

This is an advanced course designed to examine in depth some of the main issues debated by historians, theologians and literary critics about the nature of the Holocaust, historical controversies, and aspects of representation in both literature and art. The Holocaust itself is a controversial subject, not because of "debates" by deniers about whether the Holocaust happened, but the utilization of the word "Holocaust" by other groups who have been afflicted with trauma, slavery, human rights violations, and genocide, especially, but not necessarily, in the twentieth century. There is also a widespread debate about whether the Holocaust can be represented, and if so, how. Silence often is said to be a response. The cultural theorist Theodor Adorno once said that "after Auschwitz there can be no poetry". But later he repudiated this by saying "perennial suffering has as much right to expression as a tortured man has to scream; hence, it may have been wrong to say that after Auschwitz you could no longer write poems". But while poems, literature, drama, painting and sculpture may be produced, not to mention memorials, the question is what is the quality of the work?

Class time: 20% lecture, 80% Discussion

Work load: 150 pages of reading per week, 25 pages of writing per semester, 3 papers

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

JwSt 5992 Directed Readings

(Sec 001); 1-12 cr; max crs 12, 1 repeat allowed; prereq instr consent

Instructor: STAFF

Student may contact the instructor or department for information.

and team sports activities. Classes are ability group oriented and allow individual progression within a group environment.

Journalism and Mass Communication

111 Murphy Hall: 612/625-9824

Jour 3241 Creative Strategy and Copywriting (Sec 002, 003); 3 cr; A-F only; prereq 3004W, 3201, [jour major or approved IDIM major or ICP major or BIS major]

Instructor: Shaw, Sarah Brady Stohl, Karen K

This introductory course acquaints students with the strategic skills needed to produce copy with particular emphasis placed on print advertising. By the end of the semester, successful students will be able to recognize solid advertising, create basic copy and present it to others. While designed primarily for the potential copywriter, this course will be useful for any advertising student desiring a working knowledge of the creative end of the business. Individual guidance will be available for students wishing to prepare portfolios. The text are Bendinger's "The Copy Workshop Workbook" and Strunk and White "The Elements of Style."

Class time: 60% lecture, 40% Discussion**Work load:** 20-60 pages of reading per week, 6-8 written assignments, 6 quizzes, mid-term, final project**Grade:** 15% mid-semester exam(s), 25% final exam, 25% written reports/papers, 10% quizzes, 25% class participation**Exam format:** definitions, short answer, essay

Jour 3279 Public Relations Writing and Campaign Tactics (Sec 002); 3 cr; A-F only; prereq [3004W, [3159 or 3201 or 3202], [jour major or approved IDIM major or ICP major or BIS major]] or instr consent for professional jour track students

Instructor: Nelson, Lynn Ingrid Stohl, Karen K

This is a professional skills course designed to develop expertise in public relations tactics. Students form PR agency groups and choose a fictional client. They develop news releases, query letters, op-eds, and ultimately PR plans for their clients. Students are expected to follow local media daily. There is a strong emphasis on the writing capabilities necessary for executing successful PR programs. The course assumes broad knowledge of PR principles and strategic approaches, and builds on, and reinforces, the content of Journalism 3159. The class includes guest lectures by local PR and media professionals.

Class time: 50% lecture, 25% Discussion, 25% group work**Work load:** 20 pages of reading per week, 12 pages of writing per semester, 2 exams, 5 papers, 1 major presentation**Grade:** 20% mid-semester exam(s), 20% final exam, 50% written reports/papers, 10% class participation**Exam format:** True/false; multiple choice; essay

Kinesiology

220 Cooke Hall: 612/625-5300

Kin 1050 Beginning Military Physical Fitness Training (Sec 001); 1 cr; max crs 4, 4 repeats allowed; A-F only

Instructor: STAFF

The Beginning Military Physical Fitness class uses the military model as the basic premise of instructing physical fitness. The class incorporates the military components of fitness such as cardiorespiratory, muscular strength, muscular endurance, flexibility and body composition with the principles of exercise such as regularity, progression, balance, variety, specificity, recovery and overload into a balanced physical fitness program. Fitness conditioning is accomplished using a variety of techniques such as running, weight training, abdominal and upper body strength exercises, circuit training

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Kin 1871 Introduction to Kinesiology (Sec 001); 2 cr; A-F only

Instructor: Swanson, Karen Jane

Examination of the professional and disciplinary sub disciplines of physical activity and kinesiology. Representative experiences include lecture, guest speakers, discussion, and small group presentations/activities.

Work load: 20-30 pages of reading per week, 5-7 pages of writing per semester, 2 exams, 2 papers, 2-3 quizzes**Exam format:** True/false

Kin 1993 Directed Study in Kinesiology (Sec 001); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq instr consent

Instructor: Pickert, Robert Richard

For the non-professional student who wishes to study a topic or problem under tutorial guidance.

Kin 3001 Lifetime Fitness and Health (Sec 001); 3 cr; A-F only; meets CLE req of Social Science Core

Instructor: Ingraham, Stacy Jean

Overview of fitness and health as a function of disease risk, nutrition, stress management, weight control, exercise, illicit drugs, nutraceuticals, and well-being. Base of action and knowledge needed for surviving school, maximizing performance, and living a healthier life. The format of the class is lecture oriented. The target audience for this class is students anticipating leading a healthy and productive life. 2 exams, 2 papers, self-examination labs.

Class time: 80% lecture, 5% Closed Circuit TV, 15% Discussion**Work load:** 15 pages of reading per week, 2 exams, 2 papers, self assessment labs**Grade:** 20% mid-semester exam(s), 20% final exam, 5% written reports/papers, 5% special projects, 5% quizzes, 5% in-class presentations, 40% lab work**Exam format:** Multiple choice

Kin 3027 Human Anatomy for Kinesiology Students (Sec 001); 3 cr; A-F only

Instructor: Hammond, Curtis W

Kin 3027 is a general Human Anatomy course. It is not as detailed as some of the higher level Human Anatomy courses, but it is still fairly comprehensive. Grading is based on the learned outcome method. Tests may be repeated more than once. The exams cover the same material each time, but content may change. The course is very lecture oriented, but supplemental readings are essential. The workload is not large, but the study/review load can at times be intimidating for undergrads. Though the class has a cadaver lab, hands-on dissection is minimal as the cadavers are usually dissected to a large extent.

Class time: 75% lecture, 25% Laboratory**Work load:** 8-10 pages of reading per week, 3-4 exams**Grade:** 0% 3 exams (100%) retake 66%; Final is optional, depending on grade**Exam format:** Mixed

Kin 3050 Advanced Military Physical Fitness Training (Sec 001); 1 cr; max crs 4, 4 repeats allowed; A-F only; prereq 4 cr of 1050 or instr consent

Instructor: STAFF

The Advanced Military Physical Fitness class uses the military model as the basic premise of instructing physical fitness. Advance Course students are assigned supervisory and leadership positions within the class. The Advance Course student is expected to participate and supervise class activities and can be assigned as a group leader of a beginning physical fitness class. The class continues to incorporate the military components of fitness such as cardiorespiratory, muscular strength, muscular endurance, flexibility and body composition with the principles of exercise such as regularity, progression, balance, variety,

specificity, recovery and overload into a balanced physical fitness program. Fitness conditioning is accomplished using a variety of techniques such as running, weight training, abdominal and upper body strength exercises, circuit training and team sports activities. Classes are ability group oriented and allow individual progression within a group environment.

Kin 3112 Introduction to Biomechanics
(Sec 001); 3 cr; A-F only; prereq [[3027 or 3111 or CBN 1027],
PHYS 1101W, CEHD student] or instr consent
Instructor: Konczak, Juergen

This is an introductory course to biomechanics. The lecture portion of the course introduces basic concepts of physics and applies them to the analysis of human motion. The laboratory sessions are designed to provide hands-on experiences and to familiarize students with the array of instrumentations used for biomechanical analysis. Basic knowledge of trigonometry and algebra is highly recommended. This course is required for majors in kinesiology. It is also suitable for physical therapists and students in human physiology and biomedical engineering.

Class time: 60% lecture, 10% Discussion, 30% Laboratory
Work load: 20 pages of reading per week, 20 pages of writing per semester, 3 exams, 1 papers
Grade: 25% mid-semester exam(s), 30% final exam, 25% lab work, 20% six-week exam
Exam format: A mix of multiple choice, essay questions

Kin 3113 First Responder for Coaches and Athletic Trainers
(Sec 001, 002); 3 cr; A-F only

Instructor: Mc Neil, Mary Ann
Emergency medicine course for coaches and athletic trainers taught by a multidisciplinary faculty of health care professionals. Emphasis on critical thinking skills in emergency settings. Topics: patient assessment, airway management, CPR, splinting, spinal immobilization. Certifications: AHA-BLS, First Responder.

Kin 3126W Psychology and Sociology of Sport
(Sec 001, 002); 3 cr; A-F only; prereq Kin major; meets CLE req of Writing Intensive

Instructor: STAFF
An introduction to the foundations of sport and exercise psychology and sociology, which examines people and their behaviors within sport contexts from both a group and individual perspective.

Kin 3133 Motor Control, Learning, and Development
(Sec 001); 3 cr; A-F only; prereq Kin maj or instr consent

Instructor: Stoffregen, Thomas
An introduction to the emergence, development, and stabilization of motor skills. This course is not about development or enhancement of athletic abilities, coaching, or sports performance, although we will often discuss examples from sports. The class is relevant to students who are interested in child development, and perception and action, in general. Most students in previous classes have career goals in the fields of education, exercise physiology, or physical rehabilitation. By the end of the course, students will have a broad awareness of many of the factors involved in the perception and control of human movement. The class will operate at a fast pace and will require reading, research, writing, and project development. reading, research, writing, and project development.

Class time: 80% lecture, 5% Discussion, 15% Laboratory
Work load: 40 pages of reading per week, 10 pages of writing per semester, 3 exams, 5 lab projects, including short papers
Grade: 20% mid-semester exam(s), 25% final exam, 10% written reports/papers, 25% lab work, 20% additional exam
Exam format: multiple choice, with short essays

Kin 3143 Organization and Management of Sport
(Sec 001); Credit will not be granted if credit has been received for: SPST 3143; 3 cr; A-F only; prereq Kin major or instr consent
Instructor: Dane, Emily A

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This course is designed to give future sport professionals the fundamental framework to understand the sport industry and their place in it. Management concepts and techniques as demonstrated in educational, private, and public sectors will be explored and explained. Emphasis will be placed on personal development and understanding so that individuals are better prepared to become functioning contributors to the sport industry.

Class time: 80% lecture, 15% Discussion, 5% guest speaker
Work load: 30 pages of reading per week, 8 pages of writing per semester, 2 exams
Exam format: varied

Kin 3168 Soccer Coaching
(Sec 001); 1 cr
Instructor: STAFF

Fundamental approaches used in the science of coaching soccer. Emphasis on teaching and coaching of technique, team organization and management, development of training schedules, and rules and strategies related to the game.

Kin 3169 Volleyball Coaching
(Sec 001); 1 cr; prereq Good understanding of volleyball
Instructor: STAFF

Motivation, team building, communication, game strategies, philosophy. Lecture, discussion, practical application.

Kin 3696 Supervised Practical Experience
(Sec 001); 1-10 cr; max crs 10, 10 repeats allowed; S-N only; prereq instr consent

Instructor: Pickert, Robert Richard
Supervised practical experience on the job in the fields of sport and exercise under a specialist in a particular area of study. Grading is S/N only, based on: 1) completed journal or log, 2) completed hours signed off by your mentor, and 3) completed evaluation form sent back by the specialist. 10 maximum credits; each credit equals to 40 working intern hours. Undergraduates--seniors in Kinesiology.

Kin 3696 Supervised Practical Experience
(Sec 002); 1-10 cr; max crs 10, 10 repeats allowed; S-N only; prereq instr consent

Instructor: Spletzer, Elizabeth A
This internship is designed for those Kinesiology majors who are considering entering the teaching profession and are also seeking field experience credits. It consists of observation and assistance in physical education in the public schools, with particular emphasis on the urban setting. School assignments are arranged by the University Supervisor. Students are required to establish a regular schedule at each school site and conduct themselves professionally with regard to punctuality, attire and interaction with students and all school personnel. This experience can be used to garner hours in the mainstreamed physical education setting necessary for admission to the Initial Teacher Licensure Program in K-12 Physical Education. Grading is S/N only and based on the following: 1) Completed journal, 2) Completed hours as signed by the Cooperating Physical Education Teacher, 3) Completed evaluation form sent by the Cooperating Physical Education Teacher, and 4) a final meeting with the University Supervisor. Each credit equal to 40 hours in the schools.

Class time: 100% On-site
Work load: Approximately one journal entry/day
Grade: 50% written reports/papers, 50% Hours completed and evaluation
Exam format: n/a

Kin 3993 Directed Study in Kinesiology
(Sec 004); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent

Instructor: Dengel, Donald Robert
For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
(Sec 007); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent
 Instructor: Kane, Mary Jo
 For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
(Sec 008); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent
 Instructor: Konczak, Juergen
 For kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
(Sec 006); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent
 Instructor: Koscheyev, Victor S
 For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
(Sec 011); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent
 Instructor: Leon, Arthur S !!Henry L Taylor Prof in Hlth!!
 For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
(Sec 013); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent
 Instructor: Pickert, Robert Richard
 For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
(Sec 015); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent
 Instructor: Serfass, Robert C
 For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
(Sec 016); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent
 Instructor: Smith, Thomas J
 Directed study in a selected area agreed to by student and instructor, with an emphasis on the areas of human factors/ergonomics, motor performance and behavior, and kinesiology of human systems.
Class time: 100% Discussion
Work load: depends on directed study area
Grade: 100% special projects
Exam format: no exams

Kin 3993 Directed Study in Kinesiology
(Sec 017); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent
 Instructor: Spletzer, Elizabeth A
 Student selected and instructor approved clinical or research experience linked to a school-related, most likely physical education, issue or topic. Specific details will need to be discussed with the instructor and mutually agreed upon protocols and expectations will be put in written form for both the student and the instructor. Forty-five hours of work for each credit at the undergraduate level.
Class time:
Work load: 45 hrs/credit.
Grade: 100% written reports/papers, 0% 45hrs/credit.

Kin 3993 Directed Study in Kinesiology
(Sec 019); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent
 Instructor: Stoffregen, Thomas
 For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
(Sec 021); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent
 Instructor: Wade, Michael G
 For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 3993 Directed Study in Kinesiology
(Sec 025); 1-10 cr; max crs 10, 5 repeats allowed; A-F only; prereq instr consent
 Instructor: Wiese-Bjornstal PhD, Diane Marie
 For Kinesiology majors who wish to study a topic or problem under tutorial guidance.

Kin 4385 Exercise Physiology
(Sec 001); 4 cr; A-F only; prereq [[3385 or equiv], Kin major] or instr consent
 Instructor: Dengel, Donald Robert
 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 5104 Physical Activities for Persons with Disabilities
(Sec 001); 3 cr; A-F only
 Instructor: Leitschuh, Carol A.
 Different approaches to providing physical education service and related movement interventions for persons with disabilities. Topics: movement skill progressions, unique considerations for specific disability categories, and sport for persons with disabilities.

Kin 5196 Practicum: Developmental/Adapted Physical Education
(Sec 001); 1-4 cr; max crs 4, 4 repeats allowed; S-N only; prereq 5103 or equiv or instr consent
 Instructor: Leitschuh, Carol A.
 This practicum course includes participation in the public school system of physical education instruction for students with disabilities; includes a seminar component for discussion of current issues in developmental adapted physical education and exchange of ideas and problems.

Kin 5235 Advanced Biomechanics II: Kinetics
(Sec 001); 3 cr; A-F only; prereq [3112 or equiv], PMed 5135, undergrad college physics, intro calculus
 Instructor: Konczak, Juergen
 This course investigates how forces during human limb motion can be measured using single-joint motion and simple inverted pendulum models, linear and rotary forces, the notion of resistive and motive torques are introduced. Subsequently, the analysis is expanded to multi-joint motion. Parallels between limb motion and the behavior of a

mass-spring systems are stressed, using experimental data and computer simulations. Overall, the contents will emphasize techniques for clinical movement assessment. The course includes lectures, laboratory exposure and seminar style discussion of selected readings. The course is an extension of Advanced Biomechanics I: Kinematics (PMed 5135). However, PMed 5135 is not a prerequisite. This course is suited for students in Kinesiology, Physiology, Physical Therapy and Bio-engineering.

Kin 5375 Competitive Sport for Children and Youth (Sec 001); 3 cr

Instructor: Wiese-Bjornstal PhD, Diane Marie
A number of cognitive, behavioral, and biological developmental factors having important implications for competitive sport participants from early childhood through high school age are examined. These factors include the historical, ethical, psychological, social, sports medicine and physiological dimensions of youth sport participation. Current issues affecting youth sport participants are also examined. Emphasis is placed on gaining knowledge about sport science data and research on young athletes and applying this knowledge to practical situations in youth sport. The target audience for this course includes current and prospective youth sport coaches and program administrators, physical education teachers, and parents of young athletes. This course will be web enhanced but the URL is not yet established.

Class time: 50% lecture, 30% Discussion, 20% small group activities

Work load: 25 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers, participation activities

Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 10% in-class presentations, 10% class participation

Exam format: essay

Kin 5385 Exercise for Special Populations (Sec 001); 2 cr; A-F only; prereq undergrad physiology or biology

Instructor: Leon, Arthur S !!Henry L Taylor Prof in Hlth!!
Exercise testing and prescription with modifications required because of special considerations associated with aging, gender differences, environmental conditions, and the presence of medical conditions.

Class time: 90% lecture, 5% Discussion, 5% Laboratory

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

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

Kin 5697 Student Teaching: Coaching (Sec 001); 1-10 cr; max crs 10, 5 repeats allowed; S-N only; prereq admission to coaching program, instr consent

Instructor: Ingraham, Stacy Jean
Includes the coaching practicum and Wednesday evening seminar classes. The coaching practicum is designed to provide students with a supervised coaching experience in a sport setting of their choice. The seminar classes are designed to provide for an exchange of coaching experiences and ideas as well as for the completion of an Integrative Coaching Project.

Kin 5981 Research Methodology in Kinesiology, Recreation, and Sport

(Sec 001); Credit will not be granted if credit has been received for: REC 5981; 3 cr; A-F only; prereq 3151 or equiv
Instructor: STAFF

Defines/reviews various types of research in exercise/sport science, physical education, and recreation studies. Qualitative research, field studies, and methods of introspection as alternative research strategies to traditional scientific paradigm.

Kin 5992 Readings in Kinesiology (Sec 004); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent

Instructor: Dengel, Donald Robert
Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology (Sec 007); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent

Instructor: Kane, Mary Jo
Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology (Sec 008); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent

Instructor: Konczak, Juergen
Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology (Sec 006); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent

Instructor: Koscheyev, Victor S
Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology (Sec 011); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent

Instructor: Leon, Arthur S !!Henry L Taylor Prof in Hlth!!
Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology (Sec 013); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent

Instructor: Pickert, Robert Richard
Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology (Sec 015); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent

Instructor: Serfass, Robert C
Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology (Sec 016); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent

Instructor: Smith, Thomas J
Directed study of selected readings in kinesiology with an emphasis on the areas of human factors/ergonomics and motor performance and behavior.

Class time: 100% Discussion

Work load: depends on student and readings area

Grade: 100% special projects

Exam format: no exams

Kin 5992 Readings in Kinesiology (Sec 017); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent

Instructor: Spletzer, Elizabeth A
Graduate level readings related to an agreed upon topic between student and instructor. Final format for presentation and overall expectations will be mutually agreed upon in written form by the instructor and student. Designed for graduate level KIN students. The instructor's expertise is in areas related to the teaching of physical education. One credit equals 45 hours of work.

Class time: 100% Library research and final student project

Grade: 100% Final project

Kin 5992 Readings in Kinesiology (Sec 019); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent

Instructor: Stoffregen, Thomas
Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology**(Sec 021); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent**

Instructor: Wade, Michael G

Independent study under tutorial guidance.

Kin 5992 Readings in Kinesiology**(Sec 025); 1-9 cr; max crs 9, 1 repeat allowed; A-F only; prereq CEHD student, grad, instr consent**

Instructor: Wiese-Bjornstal PhD, Diane Marie

Independent study under tutorial guidance.

Kin 5995 Research Problems in Applied Kinesiology**(Sec 004); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent**

Instructor: Dengel, Donald Robert

Research problems and readings on a selected topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology**(Sec 007); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent**

Instructor: Kane, Mary Jo

Research problems and readings on a selected topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology**(Sec 008); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent**

Instructor: Konczak, Juergen

Research problems and readings on a selected topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology**(Sec 006); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent**

Instructor: Koscheyev, Victor S

Research problems and readings on a selected topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology**(Sec 011); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent**

Instructor: Leon, Arthur S !!Henry L Taylor Prof in Hlth!!

Research problems and readings on a selected topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology**(Sec 013); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent**

Instructor: Pickert, Robert Richard

Focus on selected topics in physical activity/human performance.

Kin 5995 Research Problems in Applied Kinesiology**(Sec 015); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent**

Instructor: Serfass, Robert C

Research problems and readings on a selected topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology**(Sec 016); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent**

Instructor: Smith, Thomas J

Directed study of selected research problems in kinesiology, with an emphasis on the areas of human factors/ergonomics and motor behavior.

Class time: 100% Discussion**Work load:** depends on student and problem area**Grade:** 100% special projects**Exam format:** no exam**Kin 5995 Research Problems in Applied Kinesiology****(Sec 017); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent**

Instructor: Spletzer, Elizabeth A

Graduate level focus on selected topics in physical education. Focus and design are mutually agreed upon and require instructor approval. With this particular instructor, the school based action research project that is part of the Initial Teacher Licensure Program in K-12 Physical Education.

Class time:**Work load:** 1 papers**Grade:** 100% written reports/papers, 0% following specified guidelines**Kin 5995 Research Problems in Applied Kinesiology****(Sec 019); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent**

Instructor: Stoffregen, Thomas

Research problems and readings on a selected topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology**(Sec 021); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent**

Instructor: Wade, Michael G

Research problems and readings on a selected topic in Kinesiology.

Kin 5995 Research Problems in Applied Kinesiology**(Sec 025); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Grad student or MEd student in Kin or instr consent**

Instructor: Wiese-Bjornstal PhD, Diane Marie

Research problems and readings on a selected topic in Kinesiology.

Korean**453 Folwell Hall: 612/625-6534****Kor 3032 Third Year Korean****(Sec 001); 4 cr; prereq 3031**

Instructor: STAFF

Kor 3022 is the second half of the second-year Korean. The course provides students with further conversational & grammatical skills beyond those learned in Kor 1011, 1012 and Kor 3021. This course deals with all four areas of the intermediate speaking, listening, reading, and writing. Each class is divided into two parts: one hour of lecture and one and half hour of drill section. Lectures will include explanations of those conversational patterns in grammatical and pragmatic terms. Drill sections will provide the students with opportunities to practice in actual communicative situations with various tasks and group activities. Students are strongly encouraged to speak in Korean in drill sections. After the completion of this course, students are expected to acquire and use more vocabularies, expressions, and sentence structures and to have a good command of Korean in various conversational situations. Students are also expected to write short essays using the vocabularies, expressions, and sentence structures introduced. 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.

Landscape Architecture**: 612/625-6860****LA 1202 Making the Mississippi****(Sec 001); 3 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme**

Instructor: Nunnally, Patrick

"Making the Mississippi" examines how the Mississippi River has been shaped and re-shaped as a human landscape for the past two hundred years or so. The course focuses on community redevelopment projects as case studies of public engagement in urban design. Students will gain first-hand knowledge of a number of Mississippi-River related projects currently underway in the Twin Cities region and will develop models for increased public participation by particular communities. This course will use WebCT.

Class time: 65% lecture, 20% Discussion, 15% workshop
Work load: 40-50 pages of reading per week, 12-15 pages of writing per semester, 2 exams, 1 papers, 1 group project
Grade: 20% mid-semester exam(s), 15% final exam, 15% written reports/papers, 30% special projects, 10% quizzes, 10% homework

LA 1301 Introduction to Drawing in Architecture and Landscape Architecture

(Sec 001); Credit will not be granted if credit has been received for: LA 5301, LA 5301; 3 cr; A-F only; meets CLE req of Other Humanities Core

Instructor: Abbott, Dean Frederi

This intro course is taught as a mini design studio. Drawing is taught as an integral part of the creative design process. Heavy emphasis is on the "convsutional" drawings of Landscape architecture and architectures: PLAN, SECTION, ELEVATION, PARALINE DRAWINGS, and PERSPECTIVE. Various graphic illustrative techniques in marker, pen, and pencil (black and white only) are demonstrated and explored. Hands on instructor demonstration occurs at all points in drawing preparation.

Class time: 10% lecture, 90% 40% direct drawing demonstration, 10% group project pin-up critique, 10% individual help, 30% in -class work sessions

Work load: 10-12 drawing projects per term

Grade: 100% 20% suc. demo of principles taught, 20% quality of work, 20% completion of all work in timely fashion, 20% attend/participate, 20% effort

Exam format: final drawing project

LA 1401 The Designed Environment

(Sec 001); 3 cr; A-F only

Instructor: STAFF

Principles and traditions in architecture, landscape architecture, and urban design with references in the arts, sciences, and literature, explored in a review of the formal constructs of the design environment.

LA 3204 Landscape Ecology

(Sec 001); 3 cr; A-F only

Instructor: Pfeifer, Sharon Lee

Relationships among spatial patterns, temporal patterns, and ecological processes in landscape.

LA 3413 Introduction to Landscape Architectural History

(Sec 001); 3 cr; A-F only; prereq One course in history at 1xxx or higher; meets CLE req of International Perspect Theme

Instructor: STAFF

Study of landscape architecture's roots by examining the creation of landscapes over time. Areas of emphasis include ecological and environmental issues; and the political, economic, and social contexts of landscape architectural works.

LA 5203 Ecological Dimensions of Space Making

(Sec 001); 6 cr; A-F only; prereq LA major or instr consent; recommended for both BED and Grad students

Instructor: Koepke, John Albert

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 5372 Computer Methods II

(Sec 001, 002); 1 cr; S-N only; prereq Arch/LA 5371, LA grad or instr consent

Instructor: STAFF

This course is the second in a 3 semester sequence required for students in LA GDI and GDII design studios. The lectures, tutorials and assignments in this course help students develop computer skills in areas that can be applied to their work in studio classes. LA 5372 will focus on continuation of work with Photoshop Pagemaker and computer programs introduced in LA 5371 as well as 2D drafting with AutoCad.

LA 5400 Topics in Landscape Architecture

(Sec 001-009); 1-3 cr; max crs 12, 12 repeats allowed; A-F only; prereq B.E.D. accelerated status or LA grad or instr consent

Instructor: STAFF

Contemporary issues in Landscape Architecture

LA 5401 Directed Studies in Emerging Areas of Landscape Architecture

(Sec 001-008); 1-6 cr; max crs 12, 12 repeats allowed; prereq B.E.D. accelerated status or LA grad or instr consent

Instructor: STAFF

Advanced independent studies in areas of student's choice

LA 5402 Directed Studies in Landscape Architecture History and Theory

(Sec 001-008); 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq B.E.D. accelerated status or LA grad or instr consent

Instructor: STAFF

Advanced independent studies in areas of Landscape Architecture dealing with history and theory of student's choice.

LA 5403 Directed Studies in Landscape Architecture Technology

(Sec 001-008); 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq B.E.D. accelerated status or LA grad or instr consent

Instructor: STAFF

Advanced independent studies in areas of Landscape Architecture with technology of the student's choice.

LA 5404 Directed Studies in Landscape Architecture Design

(Sec 001-008); 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq B.E.D. accelerated status or LA grad or instr consent

Instructor: STAFF

Advanced independent studies in areas of Landscape Architecture design of the student's choice

LA 5405 Interdisciplinary Studies in Landscape Architecture

(Sec 001-008); 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq B.E.D. accelerated status or LA grad or instr consent

Instructor: STAFF

Research, planning, and/or design projects. Topics may include energy efficient design, ecological dimension of design, historic preservation, downtown revitalization, agricultural land use, computerized land use planning, transportation and infrastructure housing.

LA 5406 Urban Design Journal

(Sec 001-008); 3-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq Admitted to Denmark International Study Program co-sponsored by the University; given in Denmark

Instructor: STAFF

Methods and Theories in urban design and human behavior. Students develop journal as tool for experiencing, analyzing, and recording the urban landscape, its fabric, spatial elements, and individual components, and for analyzing design solutions.

LA 5407 Landscape Architecture Studio

(Sec 001-008); 3-4 cr; max crs 4, 1 repeat allowed; A-F only;

prereq Admitted to Denmark International Study Program co-sponsored by the University; given in Denmark

Instructor: STAFF

Individual and small-group projects focusing on urban issues, design process in Danish conditions, solutions based on knowledge of Danish problems in landscape and urban design and an understanding of how these problems are solved within Danish and European contexts.

LA 5408 Landscape Architecture, Architecture, and Planning (Sec 001-008); 3-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq Admitted to Denmark International Study Program co-sponsored by the University; given in Denmark

Instructor: STAFF

Methods and theories in urban design and human behavior. Students develop urban design journal as tool for experiencing, analyzing, and recording the urban landscapes, its fabric, spatial elements, and individual components, and for analyzing design solutions.

LA 5413 Introduction to Landscape Architectural History (Sec 001); 3 cr; A-F only; prereq One course in history at 1xxx or higher; meets CLE req of International Perspect Theme

Instructor: STAFF

Introductory course examines the multiple roots of landscape architecture by examining the making of types of landscapes over time. Emphasis on ecological and environmental issues, and issues related to political, economic, and social contexts of landscape architectural works.

Latin**330 Folwell Hall: 612/625-5353****Lat 1002 Beginning Latin II****(Sec 001-007); 5 cr; prereq 1001 or equiv**

Instructor: STAFF

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 or the equivalent.

Class time: 50% lecture, 50% Discussion**Work load:** written homework, frequent quizzes, 3-4 exams**Exam format:** translation, grammar**Lat 3300 Intermediate Latin Poetry****(Sec 001-004); 4 cr; A-F only; prereq [1001, 1002, 3113] or [equiv, instr consent]**

Instructor: STAFF

Readings in Latin poetry for students who have had at least three semesters of Latin; introduction to Latin meter. Text for spring 2004 is Vergil's "Aeneid." (Course may be repeated for credit when topics vary.)

Class time: 25% lecture, 25% Discussion, 50% Translation/comment by students**Work load:** 15-25 lines per class (rising as students improve), weekly quizzes**Exam format:** Translation/comment**Lat 5012 Latin Prose Composition****(Sec 001); 3 cr; prereq 3114 or dept consent**

Instructor: Sheets, George A

This information is accurate as of: 10/30/2003 at 12:09 PM

This a course in Latin Prose composition. The course aims to improve students' comprehension of and proficiency in using: (1) Latin morphology & syntax; (2) Latin vocabulary & idioms; (3) Latin discourse markers (particles, word order); and (4) elements of Latin prose style (cola, figures, concinnity and its absence).

Class time: 25% lecture, 25% Discussion, 50% critiqueing daily composition exercises**Work load:** Daily composition assignments, sometimes with a brief passage of Latin to study in preparation.**Grade:** 100% Cumulative average of graded daily compositions**Exam format:** no exams**Latin American Studies****214 Social Sciences Tower: 612/624-9007****LAS 3402W Modern Latin America 1825 to Present****(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets CLE req of Historical Perspective Core**

Instructor: STAFF

This course surveys the social, cultural, economic, and political transformation of Latin America from the formation of new republics to the present. Broad processes and comparisons are emphasized, including: the formation of nations and national cultures, the struggles for social reform, the destruction of slavery and peonage, the changing roles of women and men, the origins and trajectories of revolutionary movements, the influence of demographic change and urbanization, and the influence of industrialization and world capitalism. The history of U.S. relations with Latin America is examined from a Latin American perspective. Although the scope of the course is broad, we do not intend to understate the complexity and subtlety of Latin American historical development. Rather, the course outline recognizes that it is unrealistic to approach a more detailed study of Latin American society and culture without a solid foundation in some of the recurring themes that characterize Latin American history.

Class time: 70% lecture, 30% Discussion**Work load:** 100 pages of reading per week, 15 pages of writing per semester, 1 exams, 2 papers**Grade:** 20% final exam, 50% written reports/papers, 10% class participation, 20% informal writing assignments**Exam format:** essay**Learning and Academic Skills****104 Eddy Hall: 612/624-7546****LASK 1001 Mastering Skills for College Success****(Sec 001-008); 2 cr**

Instructor: STAFF

If you're interested in learning strategies that will help you be a more efficient and effective student throughout the entire semester, consider enrolling in LASK 1001--Mastering Skills for College Success. Focus on topics such as: Developing Useful Study Habits - How much do you learn during a study session? If you think your habits may be more of a handicap than a help, explore options that fit your learning style and give your GPA a boost!; Improving Reading Comprehension - Interested in getting more out of your textbook? Learn to improve your ability to answer questions from your reading assignments and how to use your text to prepare for exams; Managing Your Time - Want to find enough hours in the day for a good education and for friends, recreation, and a part-time job? Find out how to use your most valuable resource to your advantage; Improving Memory Skills - Having difficulty producing the right information at the right time? Learn tips for focusing your attention and steps you can take to aid your memory; Planning Exam Strategies - Want tips on how to handle those "brief opportunities" to demonstrate your mastery of course material? Learn what to do before, during, and after the test--and how to keep

your stress level under control.

Class time: 40% lecture, 30% Discussion, 30% Applied activities

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

Grade: 30% written reports/papers, 14% quizzes, 5% in-class presentations, 51% problem solving

Exam format: Multiple choice, True/False, Essay

LASk 1101 Academic Success

(Sec 001); 1 cr; S-N only; prereq instr consent

Instructor: STAFF

How are you going to react to the news that you're on academic probation? Some students quickly dismiss their probationary status with the remark that, "This really isn't a problem. I'll go back next semester, and things will be different." Some students are shocked by the news: "How could this happen to me? I'm an intelligent person!" Others respond by blaming the system: "How can anyone do well at the University of Minnesota? It's just too big and impersonal!" Still others feel embarrassed, wondering what people will think of them. A few even believe that nothing they do will make any difference and that their suspension is inevitable. Although these may be your first reactions, you can overcome them and move ahead. Recognize the news about you probation as a red flag--something is not going well. Consider joining other students interested in academic improvement and enroll in LASk 1101-Academic Success. Explore what makes learning in college difficult and discover why many students don't meet their own or the University's standards for achievement. Learn what to do when 1) Personal factors interfere with performance. 2) You're unhappy with the institution you're attending. 3) There are problems in your courses. 4) Your approach to study does not bring good results. 5) You're not really sure you want to be in college. Use what you find out to build a personal plan for success that gets you off probation and on with your education.

Class time: 100% LASk is an individualized study course. You meet weekly with an academic success consultant to develop and carry out a personal plan for improving your grades.

Work load: 30 pages of reading per week, 15 pages of writing per semester, 15 personal reflection assignments

Grade: 12% special projects, 40% class participation, 48% Applied activities

Linguistics

215 Nolte Center: 612/624-3331

Ling 1701 Language and Society

(Sec 050); 4 cr; meets CLE req of Cultural Diversity Theme

Instructor: Downing, Bruce T

This course explores the role of language in human social interaction. Topics include how language varieties and choices are related to one's social status and the contexts of language use; attitudes toward languages, accents, and speakers of different languages; language and sex roles; sexist language; the dominance of one language or dialect over others; varieties of language such as "standardized languages," signed languages, pidgins, and creoles as well as varieties associated with ethnic groups or occupations; language planning for multilingual communities; and implications of the study of language in society for educational and public policy. The textbook is Introduction to Sociolinguistics by Janet Holmes, 2nd edition, published in 2001. .

Class time: 70% lecture, 30% Discussion

Work load: 20-30 pages of reading per week, 12 pages of writing per semester, 5 exams, 3 papers

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

Exam format: multiple choice, short answer, short essay on final

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

Ling 1701 Language and Society

(Sec 001); 4 cr; meets CLE req of Cultural Diversity Theme

Instructor: Junghare, Indira Y !!CLA Distinguished Tchg Awd!!

This course explores the role of language in human society and social interaction. Topics include how language varieties and choices are related to one's social status and the contexts of language use; attitudes toward languages, accents, and speakers of different languages; language and sex roles; sexist language; the dominance of one language or dialect over others; varieties of language such as "standardized languages," signed languages, pidgins, and creoles, as well as varieties associated with ethnic groups or occupations; language planning for multilingual communities; and implications of the study of language in society for educational and public policy.

Class time: 65% lecture, 35% Discussion

Work load: 20-30 pages of reading per week, 12 pages of writing per semester

Exam format: multiple choice, short answer, short essay on final

Ling 3001 Introduction to Linguistics

(Sec 001, 050); Credit will not be granted if credit has been received for: LING 3011, LING 3001H, LING 5001; 4 cr; meets CLE req of Social Science Core

Instructor: STAFF

This course is an introduction to the scientific study of human language. General questions include: what are the basic properties of human language? How do languages differ and how are they all alike? What aspects of human language are part of the biological endowment of all humans and what must be learned? We will examine a variety of languages at the level of sound, sentence structure, meaning and use, exploring variation and similarity both across and within languages. Specific topics include: phonetics and phonology (how do we describe and analyze the sounds and sound patterns of human languages?), morphology and syntax (what are the structures of words and sentences?), semantics and pragmatics (how do we interpret language?) historical-comparative linguistics (how do languages change over time, how are languages related to one another and what methods are used in determining such relationships?). We will also discuss topics in language acquisition (how are languages learned, by children as a first language and by children and adults as a second language?), language processing (what is involved in the production and understanding of language, by humans and by machines) and the role of language in society. This course offers: (1) basic technical skills required for language analysis at an introductory level, and (2) an enhanced awareness of the goals, problems and promise of linguistic inquiry, as well as a broader perspective on language as a fundamental human activity.

Class time: 75% lecture, 25% Discussion

Work load: 30 pages of reading per week

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

Ling 3051H Honors: Thesis

(Sec 001); 3 cr; prereq Linguistics honors candidate; meets HON req of Honors

Instructor: STAFF

Independent research and writing of honors BA thesis, under the guidance of a faculty member selected according to student's topic. Details of work are determined in consultation with faculty advisor.

Target audience: Linguistics majors in CLA Honors Program

Class time: 100% independent research, writing

Grade: 100% Research progress as determined by faculty advisor

Ling 3052H Honors: Thesis

(Sec 001); 3 cr; prereq 3051; meets HON req of Honors

Instructor: STAFF

A continuation of Ling 3051H, with emphasis on writing final version of thesis. Audience: CLA Honors Linguistics majors.

Class time: 100% independent research, writing

Grade: 100% written reports/papers

Ling 4901W Senior Project**(Sec 001); 1 cr; S-N only; prereq Ling major; meets CLE req of Writing Intensive**

Instructor: STAFF

Independent research and writing of senior paper. This may be an expansion and revision of a previously written course paper, or may be an entirely new project. Details are worked out in consultation with a faculty supervisor whose interests and expertise best match the student's project. Supervisor should be determined before the start of the semester if possible, or within the first week to allow maximum time for consultation and work on the paper. Target audience: Senior linguistics majors.

Class time: 100% Independent research and writing.**Work load:** Varies with project**Grade:** 100% written reports/papers**Exam format:** None**Ling 5106 Field Methods in Linguistics II****(Sec 001); 4 cr; prereq 5105**

Instructor: Stenson, Nancy J

Continues study of linguistic structures through work with a native speaker of the chosen language. Follow-up work on previous semesters' papers, work with recorded texts and comparison of findings with those available in grammatical descriptions. Students must have completed Linguistics 5105 in the same academic year to enroll.

Class time: 25% Discussion, 75% field work, data gathering**Work load:** 5-15 pages of reading per week, 20-30 pages of writing per semester, 1 papers, 10 to 15 field reports**Grade:** 75% written reports/papers, 25% class participation**Exam format:** no exams**Ling 5206 Linguistic Pragmatics****(Sec 001); 3 cr; prereq 5201, 5205 or instr consent**

Instructor: Gundel, Jeanette K

This course explores questions that relate linguistic phenomena to the beliefs and intentions of language users. We will focus on the interface between knowledge of language and non-linguistic inferential processes involved in language use. Topics to be covered include reference and reference understanding (what do people know that enables them to produce and understand forms like 'she', 'that restaurant', 'the snow storm', given that these forms can be used to refer to different things on different occasions of use?), presupposition and conversational implicature (why and how do we make inferences that go beyond the logical entailments of sentences and the meaning directly encoded in them), speech act theory (what insights emerge when we investigate language as action, rather an object), the relation of pragmatics to syntax and semantics (including information structure and the coding of given/new information). Topics will be investigated within the general framework of Sperber and Wilson's relevance theory. We will analyze naturally occurring data (both written and conversational), drawing on all relevant areas of linguistic theory. The course is intended for graduate or advanced undergraduate students in linguistics and related disciplines.

Class time: 50% lecture, 50% Discussion**Work load:** 30 pages of reading per week, 1 exams, 1 papers**Grade:** 40% mid-semester exam(s), 40% written reports/papers, 10% in-class presentations, 10% class participation**Exam format:** Take home essay and problem solving**Ling 5900 Topics in Linguistics****(Sec 003); 1-4 cr; max crs 12, 3 repeats allowed; prereq instr consent**

Instructor: Sheldon, Amy L

How gender can be constructed in and through everyday verbal interactions. How subordinate, dominant or egalitarian gender positions and social relationships can be reflected in and produced by patterns of ordinary language use. Sample topics: silence, talk control, LGBT language, children's language, feminist issues in language, social construction of gender, the gender order, gender as linguistic performance, sexist language, prescriptivism, guidelines for nonsexist

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language, and resistance to subordination and domination through language. Emphasis is on the development of critical and analytical thinking and skill in clear writing. Readings and assignments raise awareness of the power of language, the extent of the reach of gender into our use of language, the influence of gender prescriptions on everyone's speech, the possibilities for individual and social change in the use of language, the degree to which the field is being explored and developed. Students will observe their own speech and speech events they participate in. Focus on English; comparisons across languages where possible. Senior paper may be written in this course. Graduate and undergraduate students graded separately. This course can be used by Women's Studies majors to satisfy the Women's Studies Advanced Theory Requirement.

Class time: 40% lecture, 60% Discussion**Work load:** 20-40 pages of reading per week, 20-30 pages of writing per semester, 4 papers**Grade:** 80% written reports/papers, 20% class participation**Materials Science****151 Amundson Hall: 612/625-1313****MatS 3041 Industrial Assignment I****(Sec 001); 2 cr; A-F only; prereq MatS upper div, completion of required courses in MatS program through fall sem of 3rd yr, GPA of at least 2.80, regis in co-op program**

Instructor: STAFF

MatS 3041. Industrial Assignment I. (2 cr, MatS upper div, regis in MatS co-op program, completion of required courses in MatS program through Fall semester/3rd yr) First industrial work assignment in engineering co-op program. Evaluation based on formal written report describing the semester's work assignment.

Class time: 100% On-the-job training**Grade:** 100% written reports/papers**MatS 4002 Mass Transport and Kinetics****(Sec 001); 4 cr; prereq CE 3101, upper div MatS**

Instructor: Ward, Michael David !!Land Grant Chair!!

Mass transport in solids; solid state diffusion, Fick's laws, defects and diffusion mechanisms. Mass transport in fluids; fluid flow, diffusion with convection, mass transfer. Kinetics of chemical reactions and phase transformations. Computer-based problems illustrating applications will be assigned.

Class time: 100% lecture**Work load:** 150 pages of reading per week, 3 exams**Grade:** 50% mid-semester exam(s), 40% final exam, 10% problem solving**Exam format:** True/False and problem solving**Course URL:** <http://www.cems.umn.edu/courses/mats4002>**MatS 4013 Electrical and Magnetic Properties of Materials****(Sec 001); 3 cr; prereq [3011, upper div [MatS or ChEn]] or instr consent**

Instructor: Leighton, Chris

This course will provide an understanding of electrical and magnetic properties of materials (insulators/semiconductors/metals). It is broad enough to cover a wide range of material; deep enough to provide insight into the principles of operation of common devices (p-n junctions/transistors/LASERS/magnetic recording devices). We start with an intro to the concepts of quantum mechanics allowing for a mathematical analysis of simple problems (free electron and "particle in a box"), then proceed to a discussion of periodic potentials, as exist in a solid, which allow us to understand the formation of energy bands and the existence of metals, semiconductors and insulators. Electronic properties are then studied with the help of statistical mechanics and band theory. Common electrical devices are discussed, with a treatment of the optical properties of semiconductors. The section on magnetic properties begins with a review of basic electromagnetism and the units of magnetic quantities. Diamagnetism and

paramagnetism are discussed, followed by a simple treatment of ferromagnetic/antiferromagnetic ordering. Uses of magnetic materials are taught as well as the basic principles involved with measurements of magnetic properties. Also covered are elementary aspects of superconductivity including a discussion of the experimentally observed phenomena and qualitative description of the theory. We discuss the various uses of superconductivity and devices based on super conduction materials.

Class time: 90% lecture, 10% Discussion

Work load: 10 pages of reading per week, 3 exams, Five problem sets (weekly)

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

Exam format: 50% short answer, 50% problems

Course URL: <http://www.cems.umn.edu/courses/mats4013>

MatS 4041 Industrial Assignment II

(Sec 001); 2 cr; A-F only; prereq 3041, completion of required courses in MatS program through fall sem of 4th yr, GPA of at least 2.80, registration in co-op program

Instructor: STAFF

MatS 4041. Industrial Assignment II (2 cr., regis in MatS co-op program, completion of required courses in MatS program through Fall semester/yr 4) Second industrial work assignment in MatS co-op program. Application of Materials Science principles to the solution of engineering design problems in an industrial work environment. Evaluation based on formal written report emphasizing design issues derived from work assignment.

Class time: 100% On-the-job training

Grade: 100% written reports/papers

MatS 4511W Corrosion and Electrochemistry of Corrosion

(Sec 001); 4 cr; prereq MatS 3011 or instr consent, upper div IT or grad; meets CLE req of Writing Intensive

Instructor: Shores, David A

This course introduces some basic electrochemical concepts then describes several different types of conversion from both a theoretical and a practical perspective. It is intended to enable the student to identify and resolve corrosion issues in the workplace. I.T. seniors and graduate students with some background in chemistry are welcome.

Class time: 66% lecture, 34% Laboratory

Work load: 30 pages of reading per week, 80 pages of writing per semester, 3-4 exams, lab reports

Grade: 30% final exam, 25% quizzes, 30% lab work, 15% problem solving

Exam format: problem solving

MatS 4591 Independent Study in Materials Science

(Sec 001); 1-3 cr; max crs 12, 12 repeats allowed; prereq Upper div mat sci

Instructor: STAFF

Library, theoretical, laboratory, or design studies of scientific or engineering topics in materials science for an individual student. Course content and credits by arrangement with faculty supervisor. Design credits available if arranged with supervisor. May be used for Upper Division Honors Program experience if arranged with advisor and Honors advisor.

MatS 4593 Directed Study in Materials Science

(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq upper div MatS; meets HON req of Honors

Instructor: STAFF

Directed study under faculty supervision. Student should meet with faculty supervisor before registering to arrange study project, grading option, credits, and final report requirements.

MatS 4594 Directed Research in Materials Science

(Sec 001); 1-3 cr; max crs 12, 12 repeats allowed; prereq Upper div mat sci

Instructor: STAFF

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Independent laboratory research under faculty supervision. Student should meet with faculty supervisor before registering to arrange research project, credits, grading option, and final report requirements.

Mathematics

127 Vincent Hall: 612/625-2004

Math 1001 Excursions in Mathematics

(Sec 010); 3 cr; prereq 3 yrs high school math or placement exam or grade of at least C- in GC 0731; meets CLE req of Mathematical Thinking Core

Instructor: STAFF

Overview: Introduction to several mathematical ideas having relevance to the contemporary world. Possible topics include: voting systems, methods of sharing and apportionment, graphs and networks, scheduling problems, growth and symmetry, fractal geometry, statistical surveys and studies, descriptive statistic exam. Audience: Students who want to satisfy the CLE Mathematical Thinking requirement and who do not want to take any more math. The prerequisite is the same as for Math 1031 or Math 1051, but the material in Math 1001 has more variety and more immediate interest. This is not an easy course. Students need to be comfortable with Intermediate Algebra. Textbook: Tannenbaum & Arnold, "Excursions in Modern Mathematics," 4th edition.

Class time: 75% lecture, 25% Discussion

Math 1031 College Algebra and Probability

(Sec 005, 010, 020, 030, 040, 050); 3 cr; prereq 3 yrs high school math or grade of at least C- in GC 0731; credit will not be granted if credit received for: 1051, 1155; meets CLE req of Mathematical Thinking Core

Instructor: STAFF

Overview: Linear and quadratic equations and inequalities; graphs of equations, including lines, circles, parabolas, composition, inverses of functions; transformations of graphs; linear, quadratic models; polynomials; exponentials; logarithms; counting; probability. Audience: Business majors wanting to take Math 1142 and elementary education majors wanting to take Math 3113. Also works as prerequisite for Math 1151. Satisfies the CLE Mathematical Thinking requirement.

Math 1038 College Algebra and Probability Submodule

(Sec 001); 1 cr; A-F only; prereq 1051 or 1151 or 1155

Instructor: STAFF

Intended for students who have already had the equivalent of Math 1051 and need the Probability and Counting component of Math 1031. Students take the first part of Math 1031, and their grade is based on their performance up to the first midterm exam. Contact the department to get a permission number into this class. Students will register to Math 1038 but attend a section of Math 1031. Students should choose a section of Math 1031 they wish to attend before contacting the department.

Math 1051 Precalculus I

(Sec 003, 010); 3 cr; prereq 3 yrs high school math or placement exam or grade of at least C- in GC 0731; credit will not be granted if credit received for: MATH 1031, MATH 1151

Instructor: STAFF

Review of high school algebra. Linear and quadratic equations and inequalities; graphs of equations, including lines, circles, parabolas; composition, inverses of functions; transformations of graphs; linear and quadratic models; equations and inequalities involving polynomials and rational functions; exponentials and logarithms, with applications. Audience: Anyone wanting to complete precalculus at a moderate pace; the Math 1051/Math 1151 combination satisfies prerequisite for Math 1271 or Math 1371. Math 1051 and Math 1038 essentially equals Math 1031 and satisfies the CLE Mathematical Thinking requirement.

Math 1131 Finite Mathematics

(Sec 010); 3 cr; prereq 3 1/2 yrs high school math or grade of at least C- in [1031 or 1051]; meets CLE req of Mathematical Thinking Core

Instructor: STAFF

This course contains topics that are useful to students in the Natural and Social Sciences and in Business including probability models, conditional probability, Markov chains, central limit theorem, matrices, linear programming, game theory, and mathematics of mortgage and interest payments. The prerequisite is Math 1031 or Math 1051, but Math 1031 is preferred.

Math 1142 Short Calculus

(Sec 004, 010, 020, 030); Credit will not be granted if credit has been received for: MATH 1271, MATH 1271, MATH 1271, MATH 1271, MATH 1271, MATH 1371, MATH 1371, MATH 1571, MATH 1571H, MATH 1281, MATH 1281; 4 cr; prereq 3 1/2 yrs high school math or grade of at least C- in [1031 or 1051]; meets CLE req of Mathematical Thinking Core

Instructor: STAFF

Overview: A one-semester tour of differential and integral calculus in one variable, and differential calculus in two variables. Does not involve any trigonometry. Emphasis on formulas and their interpretation and use in applications. Audience: Business, architecture, and agricultural science majors, and students who want some exposure to calculus. Does not serve as a prerequisite to any higher math course, but does satisfy the CLE Mathematical Thinking requirement.

Math 1151 Precalculus II

(Sec 003, 010, 020); 3 cr; prereq 3 1/2 yrs high school math or placement exam or grade of at least C- in [1031 or 1051]; credit will not be granted if credit received for: MATH 1155; meets CLE req of Mathematical Thinking Core

Instructor: STAFF

Overview: Trigonometric functions and inverse trigonometric functions: definitions, graphs, identities, applications; real and complex zeroes of polynomials; polar coordinates; DeMoivre's Theorem; conic sections; solutions of linear systems by substitution and elimination; systems of nonlinear equations and systems of inequalities; arithmetic sequences and geometric series. Audience: Students from Math 1051 or Math 1031 and those that need a little refresher course before going on to calculus, often because of the trig. Satisfies the prerequisite for Math 1271 or Math 1371 and also satisfies the CLE Mathematical Thinking requirement.

Math 1155 Intensive Precalculus

(Sec 010); 5 cr; prereq 3 yrs high school math or placement exam or grade of at least C- in GC 0731; meets CLE req of Mathematical Thinking Core

Instructor: STAFF

Linear and quadratic equations and inequalities; graphs of equations, including lines, circles, parabolas; composition, inverses of functions; transformations of graphs; linear and quadratic models; equations and inequalities involving polynomials and rational functions; exponentials and logarithms with applications. Trigonometric functions and inverse trigonometric functions: definitions, graphs, identities; real and complex zeroes of polynomials; polar coordinates; DeMoivre's Theorem; solutions of systems of equations by substitution and elimination; systems of inequalities; arithmetic sequences and geometric series. Fast paced one semester precalculus course. Math 1155=Math 1051 + 1151. Satisfies the prerequisite for Math 1271 and Math 1371 and also satisfies the CLE Mathematical Thinking requirement.

Math 1271 Calculus I

(Sec 005, 010, 020, 030, 040, 050); Credit will not be granted if credit has been received for: MATH 1142, MATH 1371, MATH 1371, MATH 1571, MATH 1571H, MATH 1281, MATH 1281; 4 cr; prereq 4 yrs high school math including trig or placement test or grade of at least C- in 1151 or 1155; meets CLE req of Mathematical

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Thinking Core

Instructor: STAFF

Overview: Tangent lines; limits and continuity; differentiation: definition, basic rules, chain rule, rules for trig, exp and log functions; implicit differentiation; rates of change, max-min, related rates problems; 2nd derivative test; curve sketching; linear approximation and differentials; L'Hospital's rule; integration: definition, antidifferentiation, area; simple substitution; volumes of solids by cross sections and shells; work; average value of a function. Audience: The beginning of the standard course for students outside of IT. Also taken by IT students who need to start calculus in the middle of year. Students desiring only one semester of calculus should take Math 1142.

Math 1272 Calculus II

(Sec 005, 010, 030, 040); Credit will not be granted if credit has been received for: MATH 1372, MATH 1572, MATH 1572H, MATH 1252, MATH 1282, MATH 1282; 4 cr; prereq [1271 or equiv] with grade of at least C-

Instructor: STAFF

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 1282 Calculus with Biological Emphasis II

(Sec 010); Credit will not be granted if credit has been received for: MATH 1272, MATH 1272, MATH 1272, MATH 1372, MATH 1572, MATH 1572H, MATH 1252; 4 cr; prereq [[1271 or 1281 or 1371] with grade of at least C-], [instr or dept consent]

Instructor: Neuhauser, Claudia

The second semester of calculus for biologists starts with integration techniques, followed by differential equations, matrix algebra, some multivariable calculus, and systems of differential equations. The course is for students majoring in the biological or medical sciences. It is the continuation of Math 1281, though students can transfer into 1282 from 1271 as well. The course is built around examples taken from the biological literature, in particular from ecology and genetics. It emphasize understanding differential equations and how they can be used to model biological situations. An effort will be made to motivate concepts with biological applications, if this cannot be done, at least a historical perspective will be given. Concepts will be revisited so that students will see the material from different perspectives and see them applied together. A graphing calculator is required.

Class time: 60% lecture, 40% Recitations twice a week are questions and answers.

Work load: 10 pages of reading per week, 4 exams, Problem solving assignments.

Grade: 45% mid-semester exam(s), 40% final exam, 10% quizzes, 5% problem solving

Exam format: Problem solving and multiple choice.

Math 2001 Actuarial Science Seminar

(Sec 010); 1 cr; S-N only; prereq 1272 or equiv

Instructor: Agard, Stephen B

One-day-per-week seminar on Actuarial Science as a career. After a brief introduction to actuarial mathematics we look at the Twin Cities employment scene and the different types of actuaries, with representative speakers from the profession. Some sessions are devoted to preparation for the exams given by the Society of Actuaries. Resources are identified for resume-writing and interviewing skills.

Class time: 33% lecture, 33% Discussion, 33% outside speakers

Work load: practice exams

Grade: 100% class participation, 0% S-N grading only

Exam format: no exams

Math 2243 Linear Algebra and Differential Equations

(Sec 003, 010, 020); Credit will not be granted if credit has been received for: MATH 2373, MATH 2373; 4 cr; prereq 1272 or 1282 or 1372 or 1572

Instructor: STAFF

Overview: The course is divided into two somewhat related parts. Linear algebra: matrices and matrix operations, Gaussian elimination, matrix inverses, determinants, vector spaces and subspaces, dependence, Wronskian, dimension, eigenvalues, eigenvectors, diagonalization. ODE: Separable and first-order linear equations with applications, 2nd order linear equations with constant coefficients, method of undetermined coefficients, simple harmonic motion, 2x2 and 3x3 systems of linear ODE's with constant coefficients, solution by eigenvalue/eigenvectors, nonhomogenous linear systems; phase plane analysis of 2x2 nonlinear systems near equilibria. Audience: Part of the standard 2nd year calculus course for students outside of IT.

Math 2263 Multivariable Calculus

(Sec 003, 010, 020); Credit will not be granted if credit has been received for: MATH 2374, MATH 2573, MATH 2573H, MATH 3251; 4 cr; prereq 1272 or 1372 or 1572

Instructor: STAFF

Overview: Multivariable calculus: Curves in space, arc length and curvature, velocity and acceleration. Limits and continuity, partial differentiation, local extrema, exact differentials, chain rule, directional derivative and gradient, Lagrange multipliers, 2nd derivative test. Double integration, volume and other applications, polar coordinates, triple integration, cylindrical and spherical coordinates. Vector analysis: Vector fields, line integrals, path independence, Green's Theorem, surface integrals, Theorems of Gauss and Stokes. Audience: Part of the standard 2nd year calculus course for students outside of IT.

Math 2283 Sequences, Series, and Foundations

(Sec 010); Credit will not be granted if credit has been received for: MATH 3283, MATH 3283W; 3 cr; prereq concurrent enrollment [2243 or 2263 or 2373 or 2374]

Instructor: STAFF

Math 2283 is intended as a gentle introduction to the type of mathematical reasoning that is used in more advanced mathematics courses. It is recommended that students have the equivalent of at least three semesters of calculus before taking this course. Topics covered include: Truth tables; Universal and existential quantification, Mathematical induction, Completeness of the real numbers, Sequences, Series, Taylor series, Power series solutions of differential equations.

Math 3113 Topics in Elementary Mathematics I

(Sec 001, 002); 4 cr; prereq [Grade of at least C- in 1031] or placement exam

Instructor: STAFF

Math 3113 and Math 3118 are required of all prospective elementary school teachers in the undergraduate program (Math 3116 replaces Math 3118 for postbaccalaureate students). This sequence is unusual compared to what is being offered at other institutions. It is based on a text written by Professor Dennis White, who is a member of the School of Mathematics. It contains a great deal of challenging mathematics that the students have not seen before. The key to success is the method of presentation. These courses are taught in small classes of size 30. The students work most of the time in groups of 3 or 4. Their learning activities are guided by a faculty member and a teaching assistant who are both present during all of the class meetings. This labor-intensive approach to instruction makes it possible for us to considerably broaden the students' mathematical perspective, thereby increasing the likelihood that they will pass on a positive message about mathematics to the school children that they will teach.

Math 3116 Topics in Elementary Math II: Short Course

(Sec 001-003); 2 cr; A-F only; prereq Grade of at least C- in 3113

Instructor: STAFF

For description of this course see Math 3113.

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Math 3118 Topics in Elementary Mathematics II

(Sec 001-003); 4 cr; prereq Grade of at least C- in 3113

Instructor: STAFF

For description of this course, see Math 3113.

Math 3283W Sequences, Series, and Foundations: Writing Intensive

(Sec 010); Credit will not be granted if credit has been received for: MATH 2283; 4 cr; prereq concurrent enrollment in [2243 or 2263 or 2373 or 2374]; meets CLE req of Writing Intensive

Instructor: STAFF

The writing intensive version of Math 2283. Students are expected to write 10 pages of mathematical material that will be critiqued by the instructor and then revised by the student. See Math 2283 for content description.

Math 4065 Theory of Interest

(Sec 001); 3 cr; prereq 1272 or 1372 or 1572; primarily for [mathematics, business] majors interested in actuarial science

Instructor: Agard, Stephen B

The mathematics of the time value of money--the discounting of future dollars. Interest rates, discount factors, discount rates. Annuities as loan repayment mechanisms or savings devices. Determination of payment levels. Yield rates for investments. Bond pricing and yields. Methods of depreciation.

Class time: 100% lecture

Work load: 20 pages of reading per week, 3 exams, homework for collection

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

Exam format: math problems, calculations

Math 4152 Elementary Mathematical Logic

(Sec 001); Credit will not be granted if credit has been received for: MATH 5165; 3 cr; prereq one soph math course or instr consent

Instructor: Prikry, Karel L

Propositional Logic (5 weeks). First Order Languages; Structures for First Order Languages; A Deductive system for first order languages; Completeness and soundness theorem. Text: H. Enderton, "Mathematical Introduction to Logic", some class notes will be provided. The grade will be based on in-class tests and homework.

Class time: 100% lecture

Work load: 4 exams

Grade: 50% mid-semester exam(s), 35% final exam, 15% problem solving

Exam format: Essay

Math 4428 Mathematical Modeling

(Sec 001); 4 cr; prereq 2243 or 2373 or 2573

Instructor: Shen, Jianhong

Simply speaking, mathematical modeling (MM) is the process of applying mathematical tools (numbers, functions, equations, algebraic or geometric tools, statistical analysis, etc.) to interpret, simulate, and/or predict, a problem in real-life environments, such as the physical and biological world, and human activities (business, finance, networking, etc.). Thus, MM is a true link between mathematics and the rest of the world. The ability to establish such a link is crucial for both industrial applications and scientific researches in all areas. A systematic training is as necessary as learning the letters, vocabulary, and grammars for mastering a human language. This states the major goal of Math 4428. We shall learn the basic ingredients and have a direct taste of mathematical modeling throughout the course. Among the many modeling tools, in this course we shall focus on these three that are most frequently encountered: Stochastic Models, Optimization Models, and Dynamic Models. Calculus and linear algebra are required, and certain programming shall also be involved for homework and projects. Hence, Math 4428 is mostly aimed at upper-level undergraduates and beginning graduate students.

Class time: 80% lecture, 5% Discussion, 10% Laboratory, 5% Reserved for all purposes

Work load: 10 pages of reading per week, 2 exams, 2 projects/weekly homework

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

Course URL: <http://www.math.umn.edu/~jhshen/math4428.html>

Math 4606 Advanced Calculus

(Sec 001); 4 cr; prereq [2263 or 2374 or 2573], [2283 or 2574 or 3283 or instr consent]

Instructor: STAFF

This course for which single and multivariable differentiable calculus are prerequisites, treats these topics in more depth than they are treated in the prerequisites courses. This depth has both a calculational aspect (for instance, in studying the gamma function) and a theoretical aspect (for instance, when proving that continuous functions and certain discontinuous functions have integrals). The course is designed to serve two types of students: undergraduate juniors and seniors, primarily mathematics majors, and graduate students from outside mathematics. Such graduate students should confirm that their program accepts this 4xxx-level course for graduate-status credit. Math 4606 is not designed to prepare students for 8xxx-level courses requiring an analysis prerequisite. The sequence Math 5615-5616 is designed for that purpose.

Work load: 20 pages of reading per week

Exam format: Problems and proofs

Math 5068 Actuarial Mathematics II

(Sec 001); 4 cr; prereq 5067

Instructor: Agard, Stephen B

This is a continuation of a course already in progress. Conditions will be about the same. A person who is considering starting in the middle should see the professor.

Class time: 100% lecture

Work load: 2 exams, extensive homework

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

Exam format: math problems--calculations

Math 5166 Mathematical Logic II

(Sec 001); 4 cr; prereq 5165

Instructor: Richter, Wayne H

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

(Sec 001); 4 cr; prereq 2 sems soph math

Instructor: Garrett, Paul B

This course is an introduction to basic ideas of information theory, compression, and error-correction. The necessary mathematics is developed along the way, including a bit of probability, number theory, and abstract algebra. After a small introduction to probability, Shannon's Noiseless Coding Theorem can be discussed, as well as the Kraft-MacMillan inequality, along with Huffman and other efficient coding schemes. The larger part of the course is concerned with Shannon's Noisy Coding Theorem, and aims at making good error-correcting codes. The historical development of error-correcting codes starts with Hamming codes, and looks at other linear codes such as Reed-Solomon, Bose-Chaudhuri-Hocquenghem, and Goppa codes. Construction and efficient encoding/decoding algorithms require that we develop basic facts about finite fields and linear algebra over them. We'll also look at best-possible behavior of codes: Hamming (sphere-packing) bound, Gilbert-Varshamov bound, Singleton bound, etc. If time permits, we'll give an introduction to the recently-developed Geometric Goppa Codes, Turbo Codes, and other special topics.

Class time: 85% lecture, 15% Discussion

Work load: 20 pages of reading per week, 40 pages of writing per semester, 3 exams, 1 papers

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Grade: 12% mid-semester exam(s), 18% final exam, 20% written reports/papers, 38% problem solving, 12% second midterm

Exam format: Long answer

Course URL: <http://www.math.umn.edu/~garrett/coding/>

Math 5467 Introduction to the Mathematics of Wavelets

(Sec 001); 4 cr; prereq [2243 or 2373 or 2573], [2283 or 2574 or 3283 or instr consent]; [[2263 or 2374], 4567] recommended

Instructor: Miller, Willard

Material covered in course: Inner product spaces, Fourier series and transforms, background theory/experience in wavelets and signal processing, multi-scale analysis, discrete wavelets, self-similarity. Computing techniques. We will start at the beginning and cover the basics thoroughly. All of the later topics will be treated in some form. We will make use of the Wavelets Toolbox in MATLAB for classroom demonstrations and some of the homework. Filter banks from signal processing will be used to motivate the theory, and there will be application to image processing, if time permits. This is an interdisciplinary course, with a strong math core, meant for students in mathematics, science and engineering. No text. The lecture notes and supplementary material will be available on the course web site.

Class time: 80% lecture, 10% Discussion, 10% Web based demonstrations

Work load: 25 pages of reading per week, 3 exams, Seven homework assignments

Grade: 40% final exam, 20% problem solving, 40% Two mid-semester exams

Exam format: Problem solving essay

Course URL: <http://www.ima.umn.edu/~miller/Math5467S04.html>

Math 5616H Honors: Introduction to Analysis II

(Sec 002); 4 cr; prereq 5615; meets HON req of Honors

Instructor: Jodeit Jr, Max A

Please look at my Web page, which has links to similar course or past versions. <http://www.math.umn.edu/~jodeit>.

Math 5651 Basic Theory of Probability and Statistics

(Sec 002); Credit will not be granted if credit has been received for: STAT 4101, STAT 5101; 4 cr; prereq [2263 or 2374 or 2573], [2243 or 2373]; [2283 or 2574 or 3283] recommended

Instructor: Mc Gehee, Richard P

Math 5651 is a one semester course covering fundamentals of probability theory, independence, conditional probability, random variables and distributions, expectation, variance, covariance, correlation, and special distributions.

Class time: 100% lecture

Work load: 3 exams, 6 hours of homework weekly

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

Exam format: free response

Course URL: <http://www.math.umn.edu/~mcgehee/math5651/>

Math 5654 Prediction and Filtering

(Sec 001); 4 cr; prereq 5651 or Stat 5101

Instructor: Krylov, Nicolai Vladimi

Class time: 100% lecture

Work load: 3 exams, 7 homework assignments

Grade: 33% mid-semester exam(s), 34% final exam, 33% problem solving

Exam format: 2 hour exam

Course URL: <http://www.math.umn.edu/~krylov>

Mathematics Education

145 Peik Hall: 612/625-6372

MthE 5101 Teaching Elementary School Mathematics

(Sec 001, 002); 3 cr; prereq Tchg license or student elem ed MED

or special ed or instr consent

Instructor: STAFF

Modern trends, methods, and materials used to convey mathematical ideas.

MthE 5366 Technology-Assisted Mathematics Instruction (Sec 001); 3 cr

Instructor: Wyberg, Terrence R

Technology--including computers, programmable and graphing calculators, and video--as instructional tools in mathematics; design and evaluation of technology-based mathematics lessons; the effect of technology on the mathematics curriculum; managing the technology-enriched classroom.

MthE 5993 Directed Studies in Mathematics Education (Sec 001); 2 cr; max crs 3, 1 repeat allowed; S-N only; prereq Math ed MED student, instr consent

Instructor: STAFF

Secondary school classroom teaching project designed to improve specific teaching skills, planned by student and approved and directed by student's advisor as part of MthE program.

Mechanical Engineering**125 Mechanical Engineering: 612/625-0705****ME 3041 Industrial Assignment I****(Sec 001); 2 cr; A-F only; prereq ME upper div, enrolled in ME co-op program**

Instructor: Marple, Virgil A

(2 cr per sem; prereq upper div ME, regis in Me co-op program; complete co-op sequence 3041, 4042, 4043 for credit req) Industrial work assignment in mechanical engineering co-op program. Evaluation based on student's formal report covering the quarter's work assignment.

Class time: 100% On the job training**Work load:** Full time work**Grade:** 100% written reports/papers**ME 3221 Design and Manufacturing I: Engineering Materials and Manufacturing Process****(Sec 001, 016-019); 4 cr; A-F only; prereq ME upper div, 2011, AEM 3031, CSci 1113, MatS 2001**

Instructor: Mantell, Susan C !!Land Grant Chair; New Young Investigator Awd NSF!!

Course Objectives: Almost all engineering and engineering management activity will involve some dealing with manufacturing engineers and manufacturing processes. Much of this activity will be asking or answering technical questions about materials, material behavior, material processing and product characteristics. The goals of this course are to provide information about manufacturing processes, a way of considering problems related to material processing and some experience with processes so that manufacturing engineering questions can be understood and answered by the use of fundamental engineering science concepts. This entails the use of many topics covered in the prerequisite courses and provides the opportunity to apply engineering science concepts. The general goal is to provide knowledge so that informed observations can be made about the effects of process parameters on process performance and product quality. This goal is pursued by analyzing various manufacturing processes using existing process models. With successful completion of this course the student should be able to: 1) Identify critical process variables which affect process performance; 2) Select appropriate material property values for use in process analysis; 3) Estimate forces and temperatures in various processes; 4) Develop simple process models; 5) Evaluate process variability and process capabilities.

Class time: 80% lecture, 20% Laboratory**Work load:** 3 exams, 6 problem sets; 6 labs**Exam format:** short problems**Course URL:** <http://www.me.umn.edu/courses>**ME 3322 Heat Transfer and Fluid Flow (Sec 008); 4 cr; A-F only; prereq ME upper div, wood/paper sci, 3321**

Instructor: Kulacki, Francis A

Mechanisms of heat transfer: conduction, radiation, convection, and phase change. Conduction: energy balance for non-moving substances, conduction-related thermophysical properties, steady and unsteady heat flow. Radiation: emission, absorption, reflection, and transmission properties; surface-to-surface heat transfer. Fluid flow: mass and momentum conservation laws, statics, inviscid fluids, Bernoulli's equation, Reynolds number and its relevance to viscous flows, boundary layer flow, internal flow and pressure drop. Convection: external and internal flows, the heat transfer coefficient, forced and natural convection, heat exchangers. Presentation will be by lectures and class discussion for five days per week. Occasional recitations. This course is a required upper-division Mechanical Engineering course which should be taken also by students who wish to have a two-semester (ME 3321-3322) thermal engineering introduction. Students who prefer a one-semester offering should take ME 3324.

Class time: 80% lecture, 20% Discussion**Work load:** 20 pages of reading per week, 2 +FINAL exams, weekly problem solution assignments and weekly quizzes.**Grade:** 20% mid-semester exam(s), 40% final exam, 30% problem solving, 10% weekly quizzes**Exam format:** problem solution**Course URL:** <http://www.me.umn.edu/courses/me3322>**ME 4042 Industrial Assignment II****(Sec 001); 2 cr; A-F only; prereq ME upper div, enrolled in ME co-op program**

Instructor: Marple, Virgil A

Industrial work assignment in mechanical engineering co-op program. Evaluation based on student's formal written report covering a technical investigation.

Class time: 100% on the job training**Work load:** full-time work**Grade:** 100% written reports/papers**ME 4043W Industrial Assignment III****(Sec 001); 4 cr; A-F only; prereq 4042; meets CLE req of Writing Intensive**

Instructor: Marple, Virgil A

Solution of system design problems that require development of criteria evaluation of alternatives, and generation of a preliminary design. Final written report emphasizes design communication and describes design decision process, analysis and final recommendations.

Class time: 100% on the job training**Work load:** full-time work**Grade:** 100% written reports/papers**ME 4232 Fluid Power Control Lab****(Sec 001); 4 cr; A-F only; prereq ME upper div, 3031, 3281**

Instructor: Li, Perry Y !!Morse Alumni Award!!

This course's objectives are: 1) Introduce fluid power component, circuits, and systems 2) Provide hands on experience in design, analysis and implementation of control systems for real and physical systems; 3) Provide first hand experience in modeling, control and other dynamic systems concepts, such as in ME3281. Students will design, build and study hydraulic circuits in the first half of the semester, and design, analyze and implement controllers of different sophistications for electrohydraulic systems in the second half. There will be extensive use of Matlab/Simulink in analysis, implementation and design. This course emphasizes laboratory experience and making connections between physical systems and mathematical models.

Class time: 33% lecture, 66% Laboratory
Exam format: There will be one oral final exam
Course URL: <http://www.me.umn.edu/courses/me4232>

ME 5105 HVAC System Design

(Sec 001); 4 cr; A-F only; prereq 5103, [IT upper div or grad student]

Instructor: Kuehn, Thomas Howard

This course focuses on the equipment used in heating, ventilating, air conditioning and refrigeration systems. Design procedures are reviewed for heat exchangers, cooling towers, hydronic systems and air handling systems. Students design the HVAC system for an actual commercial building. The course is targeted to senior undergraduate and beginning engineering graduate students.

Class time: 80% lecture, 20% Discussion

Work load: 15 pages of reading per week, 1 exams, Final HVAC system design for building.

Grade: 35% mid-semester exam(s), 30% quizzes, 35% Final design project.

Exam format: Problem solving.

ME 5286 Robotics

(Sec 001); 4 cr; A-F only; prereq [3281 or equiv], [upper div ME or AEM or CSci or grad student]

Instructor: Donath, Max !!Geo Taylor/IT Alumni Soc Award!!

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 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. The subject areas related to robot vehicle guidance and embedded computing are primarily dealt with through the main project. 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 command the virtual truck to drive along a specified path. There will also be a smaller project dealing with computer vision. Prerequisite: ME 3281; Recommended: some background in C programming. However, it is possible to pick up what you need in the first few weeks. Target audience: Seniors and grad students.

Course URL: <http://www.me.umn.edu/courses/me5286/>

ME 5351 Computational Heat Transfer

(Sec 001); 4 cr; A-F only; prereq IT upper div or grad student, 3322

Instructor: Garrick, Sean Clifford

Numerical solution of heat conduction and analogous physical processes. Development and use of a computer program to solve complex problems involving steady and unsteady heat conduction, fully developed flow and heat transfer in ducts, flow in porous media, and other special applications. Use of the computer program for design and optimization.

Class time: 70% lecture, 30% Discussion

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

Grade: 80% special projects, 5% in-class presentations, 15% problem solving

MedT 4082 Applied Clinical Chemistry

(Sec 001); 3 cr; S-N only; prereq 4310, 4311, 4320, 4321, enrolled MedT student, instr consent

Instructor: STAFF

Application of basic methods and techniques in the clinical chemistry lab. Upon completion of the chemistry rotation, the student will be able to: Organize and take responsibility for the performance of selected methods. Perform the procedure with limited supervision, maintain accurate records, while following all prescribed laboratory safety procedures, recognize signs of instrument malfunction, perform necessary corrective measures, and clean up area. Obtain appropriate blood samples by venipuncture. Handle specimens properly once they are received in the laboratory. Understand the principles of clinical chemistry methods presented during the course. Describe the principles of instruments covered during the course. Understand the clinical usefulness of laboratory results. Perform routine urinalysis according to laboratory protocol. Target audience: medical technology students after they have completed their senior medical technology courses. Course is scheduled at various clinical/hospital sites.

Class time: 100% Laboratory

Work load: 40 hour week practical experience

Grade: 5% in-class presentations, 95% lab work

MedT 4085 Applied Clinical Hematology

(Sec 001); 2 cr; S-N only; prereq 4251, 4252, 4253, enrolled MedT student, instr consent

Instructor: Swinehart, Cheryl D

The rotation is designed to: Provide comprehensive training in the techniques of hematology--including blood drawing, morphology, instrumentation, and body fluids. Special techniques in hemostasis and special hematology stains and morphology will also be covered. Target audience: Medical technology students who have completed their senior courses. Rotations are scheduled at various hospital/clinical sites.

MedT 4252 Hematology II: Morphology and Correlation

(Sec 001); Credit will not be granted if credit has been received for: CLS 5253; 2 cr; A-F only; prereq [4251 or CLS 5251], enrolled MedT student, instr consent

Instructor: Swinehart, Cheryl D

Lecture and laboratory course covering the morphology of normal and abnormal blood cells. Target audience: Medical technology senior students.

Class time: 33% lecture, 66% Laboratory

Work load: 5 pages of reading per week, 2 exams

Exam format: Multiple choice

MedT 4253 Hemostasis

(Sec 001); Credit will not be granted if credit has been received for: CLS 5253; 1 cr; A-F only; prereq [4251 or CLS 5251], enrolled MedT student, instr consent

Instructor: Swinehart, Cheryl D

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.

Class time: 66% lecture, 33% Laboratory

Work load: 5-10 pages of reading per week, 2 exams, visual project

Exam format: multiple choice

MedT 4263 Comparative Hemostasis

(Sec 001); 1 cr; A-F only

Instructor: Swinehart, Cheryl D

Lecture course covering hemostasis in humans. Theory of hemostasis and laboratory tests of plasma and platelets will be discussed. Target audience: Veterinary Medicine students.

Class time: 100% lecture

Work load: 5-10 pages of reading per week, 2 exams, 1 papers

Exam format: Multiple choice.

Medical Technology

15-170 Phillips Wangensteen Bldg (Box 609 Mayo): 612/625-9490

Medieval Studies

131 Nolte Center: 612/626-0805

MeSt 3610 Topics in Medieval Studies**(Sec 006); 3 cr; max crs 24, 8 repeats allowed**

Instructor: Lower, Michael T

This is a course on the history of the Catholic Church in the Middle Ages (400-1500), a period when the Church exerted a greater influence over the religious, political, social, cultural, and economic life of Europe than it ever has before or since. We will examine the history of the Medieval Church from the inside-out, considering first the Church itself, then relations between the Church and the Christian faithful, and finally relations between the faithful and the non-Christian world. Topics will include relics, saints, and pilgrimage; demons, spirits, and ghosts; heretics, witches, and inquisitors; crusaders, Muslims, and Jews. We will approach these topics by reading the original documentary remains of the Medieval period. The course has been designed to meet the writing-intensive requirement.

Class time: 40% lecture, 60% Discussion**Work load:** 50-70 pages of reading per week, 10-14 pages of writing per semester, 1 exams, 3 papers, informal writing assignments**MeSt 4610 Intermediate Topics in Medieval Studies****(Sec 001); 3 cr; max crs 24, 8 repeats allowed**

Instructor: Wells, Peter S

Archaeology of Northern Europe - The purpose of this course is to present an overview of the archaeology of northern Europe from the Late Bronze Age around 1000 BC, through the Iron Age and Roman Period and into the Early Middle Ages, to the time of the Vikings, around AD 1000. The emphasis is on understanding broad patterns of change during these times, including development of towns, effects of the Roman Empire on peoples of northern Europe, and formation of early kingdoms in the medieval period. Lectures will present the evidence from specific archaeological sites and discuss how we can interpret the material record to yield information for understanding change. The course will also consider the formation of some of the familiar culture groups of the period, including Celts, Germans, Franks, Anglo-Saxons, and Vikings.

Class time: 90% lecture, 10% Discussion**Work load:** 90 pages of reading per week, 10-15 pages of writing per semester, 4 exams, 1 papers**Grade:** 35% mid-semester exam(s), 35% final exam, 25% written reports/papers, 5% quizzes**Exam format:** Multiple choice and essay**MeSt 5610 Advanced Topics in Medieval Studies****(Sec 004, 005); 3 cr; max crs 15, 5 repeats allowed; prereq One yr work in some area of Middle Ages, reading knowledge of appropriate language, instr consent**

Instructor: Liberman, Anatoly

Middle High German (MHG), a language spoken in Germany between roughly the 13th and 16th centuries, was a medium of one of the greatest literatures in the history of Europe. The better one knows Modern German, the easier it is to master MHG, but one can learn it without any previous exposure to the language in its present state. We will be reading texts from an excellent anthology with an English glossary (it is the only book required) and translating passages from the MHG lyrics and narrative poems. A single prose text will give the students an insight into the customs and legal practices of time. There will be reading assignments for every class. The speed will be slow at first but will increase toward the middle of the semester, so that enough material will be covered to produce a viable picture not only of the MHG language but also of MHG literature. Attendance is crucial. There will be a midterm and a final. Those who will express an interest in writing a Plan B paper on a MHG subject will be offered a broad variety of topics to choose from.

Class time: 50% lecture, 50% Discussion**Work load:** 2 exams

This information is accurate as of: 10/30/2003 at 12:09 PM

Grade: 30% mid-semester exam(s), 50% final exam, 20% class participation**Microbiology**

1460 Mayo (Box 196): 612/624-6190

MicB 4131 Immunology**(Sec 001); 3 cr; prereq MicB/VPB 2022 or Biol/MicB/VPB 2032 or Biol/MicB 3301, Biol/BioC 3021 or BioC 4331**

Instructor: Molitor, Thomas William

Molecular, genetic, and cellular bases for humoral and cell-mediated immunity; innate immunity; antigen recognition by B and T lymphocytes; interactions between lymphocytes and other cells of the immune system; cytokines; immunoregulation, and key aspects of clinical immunology. Students will learn the basic concepts of immunology with some practical applications. This course is targeted toward undergraduate majors in the biological sciences who have previously been introduced to biology and biochemistry. The material covered in the course will enable those interested to enroll in more advanced courses in this field. A major component of the class is cooperative learning through group problems and cases. A research paper covering the following areas is required by graduate students. Undergraduate and adult special students have the option of submitting a paper for extra credit. A problem to be completed by each group will be assigned weekly. Three tests will be given at the designated dates. Tests will be taken individually; then by group. An average of the individual group will represent the individual's score for each test. Textbook used is: Immunology, Kuby, 4th Ed. W.H. Freeman and Company, 2000. See Course Website for further information.

Class time: 60% lecture, 20% Discussion, 20% group learning**Work load:** 20 pages of reading per week, 3 exams, 1 papers, weekly group problems**Grade:** 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 20% quizzes, 20% problem solving**Exam format:** essay and short answer**MicB 4141W Biology, Genetics, and Pathogenesis of Viruses: Writing Intensive****(Sec 001); 4 cr; prereq 3301 or BioC 3021 or Biol 4003 or Biol 4044 or instr consent; meets CLE req of Writing Intensive**

Instructor: Schiff, Leslie Ann

This course is aimed at upper-level undergraduates. It is appropriate for majors in biology, microbiology, biochemistry and genetics & cell biology. It is also recommended for graduate students in related sciences (including public health and veterinary pathobiology). The goal is to help the student learn about the diverse characteristics and replication strategies of animal viruses. We will also investigate mechanisms by which viruses cause disease. The textbook by Flint et al is geared towards advanced undergraduates and beginning grad/medical students. Topics include: properties and analysis of viruses; structure; attachment; entry; genome replication/mRNA production by RNA viruses; reverse transcription; transcription from DNA virus templates; replication of DNA virus genomes; processing of viral pre-mRNA; translational control; assembly; host defense; tumor viruses; pathogenesis; HIV; emerging viruses; antivirals and vaccines. To achieve the course objectives, lectures will be combined with active learning techniques and activities. The variety of techniques should facilitate learning by those who favor different styles, however classroom participation is not optional. This course is designated as writing intensive and will include a number of different and interesting writing assignments. Some of the writing assignments are short (2-3 pages) and others are longer. In most class sessions, students will be asked to write informally on 4x6 index cards.

Class time: 60% lecture, 20% Discussion, 20% (Active learning activities: short daily activities and others that occupy entire class sessions.) Note: MicB 4141W has an integral WebCT site on which lecture outlines, syllabus, study guides and information updates are posted.

Work load: ~40-50 pages of reading per week, ~15 pages of writing per semester, 4 exams, 4 papers, (3 midterms and one final)

Grade: 30% mid-semester exam(s), 25% final exam, 30% written reports/papers, 15% class participation, 0% The strong participation component requires regular class attendance.

Exam format: Multiple choice, short answer, and short essay. Study guides are provided which preview many (sometimes all) of the essay questions.

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

MicB 4151 Molecular and Genetic Bases for Microbial Diseases (Sec 001); 3 cr; prereq [3001 or 3301 or equiv], [4131 or concurrent enrollment 4131], [BioC 3021 or Biol 3021 or BioC 4331]; [Biol 4003 or GCB 3022] recommended

Instructor: Cleary, Paul Patrick

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 veterinary medicine, food microbiology and other professional biology related programs. 40% of the class are microbiology majors.

Knowledge of basic microbiology, immunology and biochemistry is important. The text book is recommended. The grade will be based on three examinations, a team research paper and an individual research paper. The final grade is not based on curved.

Class time: 85% lecture, 15% Discussion

Work load: 8-10 pages of reading per week, 5 pages of writing per semester, 3 exams, 2 papers

Grade: 66% mid-semester exam(s), 32% written reports/papers, 1% in-class presentations, 1% problem solving

Exam format: Short essay

MicB 4235 Advanced Laboratory: Virology, Immunology and Microbial Genetics

(Sec 001); 3 cr; prereq Biol/BioC 3021 or equiv, Biol/MicB 3301, two of the following: 4131, 4141, 4151

Instructor: Plagemann, Peter G

Students are required to purchase a laboratory manual. Exercises will include the following: 1. Study of antibiotic sensitivity to bacteria, including transfer of antibiotic resistance R plasmid by conjugation. 2. Purification of plasmic DNAs and endonuclease restriction analysis. 3. Genetic studies of bacteriophage, including cloning of foreign gene into vector. 4. Methods used in animal cell culture. 5. Propagation of animal virus in cell culture, quantitation of virus progeny and analysis of viral proteins by SDS-PAGE and of viral RNA by RT-PCR. 6. Transient expression of foreign gene in eukaryotic cells via transfection of eukaryotic expression vector. 7. Study of cells of the immune system, incl. FACS of B and T cells. 8. Purification, quantitation and analysis of human IgG, incl. Western blot analysis. 9. Quantitation of antiviral antibodies by ELISA and HI test. 10. Study of T cell activation and apoptosis, incl. quantitation of IL-2 and TNF. For more details, see: <http://www.microbiology.med.umn.edu>

Class time: 5% lecture, 5% Discussion, 90% Laboratory

Work load: 20 pages of reading per week, 3 exams, 3 laboratory reports on all exercises 28 (approx.), 5-min quizzes

Grade: 28% mid-semester exam(s), 14% final exam, 45% written reports/papers, 13% quizzes

Exam format: Essay

Middle Eastern Languages and Cultures

214 Nolte Center: 612/624-3331

MELC 3526 Islam and Communism

(Sec 001); Credit will not be granted if credit has been received for: CAS 5526, MELC 5526, CAS 5526, MELC 5526, CAS 5526, MELC 5526, CAS 5526, MELC 3526, MELC 5526; 3 cr; meets CLE req of International Perspect Theme

Instructor: Bashiri, Iraj !!CLA Distinguished Tchg Awd!!

This course deals with aspects of Islam and Communism as well as the confrontation between the two schools of thought in Central Asia. The course begins with a discussion of Zoroastrianism, the religion that preceded Islam in the region. From there it moves on to a discussion of the development of medieval Islamic culture in Transoxiana from the Arab invasion of the 8th century to the present. The discussion includes the rise of Islam and its expansion into Iran and Central Asia as well as an explanation of the subsequent cross-cultural developments resulting from the coming together of the two cultures. In this context, the principles of the Zoroastrian faith (duality, free will, the role of farr, and the role of fire) as well as Islamic beliefs and practices, Islamic schools of law, and the pillars of the Islamic faith are examined. In the 1920's, Communism, an ideology originally devised for the proletariat of Europe, was imposed on the Muslim peoples of Central Asia. This imposition created a clash between the atheistic views of the socialists and the divinely inspired faith of the indigenous population. The course examines the Soviets' attempt at dismantling the Islamic Shari'a law as well as the Muslims' strategy for keeping the main tenets of their faith intact.

Class time: 70% lecture, 20% Discussion, 10% Video

Work load: 60 pages of reading per week, 30 pages of writing per semester, 4 exams, 1 papers, book report

Grade: 20% final exam, 30% written reports/papers, 6% in-class presentations, 4% class participation, 10% book report

Exam format: essay

Course URL: <http://www.iles.umn.edu/faculty/bashiri/iraj/html>

Military Science

110 Armory: 612/624-7300

Mil 101 Military Science I Leadership Lab

(Sec 001); 0 cr; A-F only; prereq Enrollment in 1010

Instructor: STAFF

Learn basic skills. Gain insight into the advanced course in order to make an informed decision whether to apply for it. Build self confidence and team-building leadership skills that can be applied throughout life.

Mil 201 Military Science II Leadership Lab

(Sec 001); 0 cr; A-F only; prereq Enrollment in 1220

Instructor: STAFF

Learn basic skills. Gain insight into the advanced course in order to make an informed decision whether to apply for it. Build self confidence and team-building skills that can be applied throughout life.

Mil 301 Military Science III Leadership Lab

(Sec 001); 0 cr; prereq Enrollment in 3130

Instructor: STAFF

Develop leadership skills necessary for the planning, resourcing, execution and evaluation of various training activities in both classroom and outdoor lab environments. Apply leadership theory and doctrine for small groups.

Mil 401 Military Science IV Leadership Lab

(Sec 001); 0 cr; prereq Student must be enrolled in the Advanced Course and associated Military Science class

Instructor: STAFF

Refine instructor skills by developing and presenting instruction in both a lecture and practical exercise format. Develops leadership skills necessary for the planning, resourcing, execution and evaluation of various training activities in both classroom and outdoor lab environments. Apply counseling and motivating techniques. This

course is open to Military Science IV Cadets only.

Class time: 100% Laboratory

Work load: Planning, Preparing and Rehearsing Instruction

Grade: 33% in-class presentations, 33% class participation, 33% lab work, 1% problem solving

**Mil 1002 Military Science I Leadership Lab
(Sec 001); 1 cr; prereq Enrollment in 1011**

Instructor: STAFF

Learn and practice basic skills. Gain insight into the advanced course in order to make an informed decision whether to apply for it. Build self confidence and team-building leadership skills that can be applied throughout life.

**Mil 1004 Military Science II Leadership Lab
(Sec 001); 1 cr; prereq Enrollment in 1221**

Instructor: STAFF

Learn and practice basic leadership skills. Build self confidence through individual and team building concepts. Gain insight into the advanced course in order to make an informed decision on whether to apply. Further develop your leadership style through practical application scenarios.

**Mil 1008 Military Science IV Leadership Lab
(Sec 001); 1 cr; prereq Enrollment in 3141**

Instructor: STAFF

Refine instructor skills by developing and presenting instruction in both a lecture and practical exercise format. Develops leadership skills necessary for the planning, resourcing, execution and evaluation of various training activities in both the classroom and outdoor lab environments. Apply counseling and motivating techniques. This course is open to Military Science IV Cadets only

Class time: 100% Laboratory

Work load: Planning, Preparing and Rehearsing Instruction

Grade: 33% in-class presentations, 33% class participation, 33% lab work, 1% problem solving

**Mil 1011 Introduction to Leadership
(Sec 001, 002); 1 cr; prereq Enrollment in 1002**

Instructor: STAFF

Learn/apply principles of effective leading. Reinforce self-confidence through participation in physically and mentally challenging exercises. Relate organizational and ethical values to the effectiveness of a leader. Participation in a weekend exercise is optional, but highly encouraged.

**Mil 1221 Individual/Team Military Tactics
(Sec 001, 002); 2 cr; A-F only; prereq Enrollment in Basic Course**

Instructor: STAFF

Individual and team aspects of military tactics in small unit operations. Use of radio communications, making safety assessments, movement techniques, planning for team safety/security and methods of pre-execution checks. Practical exercises with upper division ROTC students.

**Mil 3141 Transition to Lieutenant
(Sec 001); 3 cr; prereq Enrollment in Advanced Course**

Instructor: STAFF

This course prepares the student to serve successfully as an Army Lieutenant. The course focus' on Officer-NCO relations, Military Law, Staff functions and career development. The course also includes a Battle Staff Ride, which further develops the student's ability to use historical lessons learned and battle analysis skills. The course text includes: The Cadet to Lieutenant Transition Handbook, The Manual of Courts Martial and the Army Officer's Guide. The course is open to Military Science IV students only.

**Mil 3970 Directed Studies
(Sec 001); 3 cr; prereq dept consent**

This information is accurate as of: 10/30/2003 at 12:09 PM

Instructor: STAFF

A writing intensive independent study course, evaluating the student's research and analysis skills. This course is open to ROTC advanced course students only.

Work load: 30 pages of writing per semester

Grade: 100% written reports/papers

Molecular Veterinary Bioscience

455 VetTchHos: 612/624-9227

**MVB 5594 Directed Research in Molecular Veterinary Biosciences
(Sec 001); 1-4 cr; max crs 4, 4 repeats allowed; A-F only; prereq Jr**

Instructor: STAFF

Laboratory research designed by student and professor to address specific issues in veterinary medicine. Hypothesis testing and scientific thinking are developed through manuscript review and laboratory/science testing. All work is under the guidance of a faculty member.

Class time: 90% Laboratory, 10%

Work load: 10 pages of reading per week, specific numbers of hours in lab to be determined by student and professor

Grade: 100% lab work

Exam format: no exam

Mortuary Science

A-275 Mayo (Box 740): 612/624-6464

**Mort 3018 Funeral Practice
(Sec 001); 3 cr; A-F only; prereq Mortuary science major**

Instructor: Mathews, Michael Clark

A study of the practice of funeral service arrangements and the conduct of funerals, including different types of funeral ceremonies, cemetery types and eligibility, obituary writing and use of computers in funeral service.

Class time: 80% lecture, 5% Closed Circuit TV, 15% Discussion

Work load: 25 pages of reading per week, 4 exams

Grade: 60% mid-semester exam(s), 20% final exam, 10% special projects, 5% in-class presentations, 5% class participation

Exam format: Multiple choice

**Mort 3022W Funeral Service Counseling
(Sec 001); 3 cr; A-F only; meets CLE req of Writing Intensive**

Instructor: Tibbetts, Steven Patrick

This is a course about helping people who have suffered the ultimate loss of death. It is also a course about oneself; that is to say, a course which will help each person look at themselves as a helper. The two purposes of the course are: 1) To learn about yourself as a helper; and 2) To learn the necessary skills to be a good counselor. Prereq of General Psychology course recommended; majors and non-majors.

Class time: 60% lecture, 40% Discussion

Work load: 60 pages of reading per week, 25 pages of writing per semester, 3 exams, 3 papers

Grade: 25% mid-semester exam(s), 25% final exam, 50% in-class presentations

Exam format: Multiple choice, true/false, matching, essay

**Mort 3055W Complicated Grief
(Sec 001); 3 cr; A-F only; prereq Working understanding of grief/loss; meets CLE req of Writing Intensive**

Instructor: Tibbetts, Steven Patrick

This is a course designed for advanced studies in bereavement and traumatology. The assumption is made that class participants have a working understanding of grief and loss. This course takes off with that knowledge and expands into the areas of complicated bereavement and traumatology. Areas that are covered include trauma vs.

complicated vs. non-complicated loss, and treatment methods currently being used. It is open to undergraduate and graduate students. Texts: "The Treatment of Complicated Bereavement," Therese A. Rando, Ph.D., 1993 and "Comprehensive Glossary of Psychiatry and Psychology," Harold I. Kaplan, M.D., and Benjamin J. Sapolk, M.D., 1991.

Class time: 70% lecture, 20% Discussion, 10% Videos/online presentations.

Work load: 40 pages of reading per week, 18 pages of writing per semester, 3 papers

Grade: 60% written reports/papers, 40% special projects

Exam format: None Given

Music

100 Ferguson Hall: 612/624-5740

Mus 1001 Fundamentals of Music

(Sec 006); 3 cr; prereq For non-music majors; meets CLE req of Other Humanities Core

Instructor: Damschroder, David A

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: pitch, rhythm, meter, keyboard, major/minor scales, intervals, chords, and harmony. Course work is participatory and includes singing, playing piano, clapping, and aural perception. Grades are determined from assignments, quizzes, a paper, tests, and a final exam. Class meets one evening per week, with open lab time in the keyboard lab both before and after class. This class will not be web enhanced. A CD-ROM comes with the textbook.

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

Work load: 10 pages of reading per week, 5 pages of writing per semester, 3 exams, 1 papers, Quizzes, homework assignments, lab assignments

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

Exam format: Problem-solving.

Mus 1001 Fundamentals of Music

(Sec 001, 007-009); 3 cr; prereq For non-music majors; meets CLE req of Other Humanities Core

Instructor: STAFF

An introduction to the musical notation and structure of Western music. This course is intended for non-music majors and will cover the following topics: rhythm, pitch, meter, keyboard, major/minor scales, intervals, chords, and harmony. Course work is participatory and includes singing, playing instruments, clapping and aural perception. Grades are determined from assignments, quizzes, a paper and mid-term and final exams. Class time includes two lectures and one lab per week. The syllabus is on the class web. (Note: this class includes four lab sections: 002, 003, 004, and 005.)

Class time: 66% lecture, 33% Laboratory

Work load: 8 pages of reading per week, 2 pages of writing per semester, 2 exams, 10 quizzes and 10 assignments

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

Exam format: Multiple choice and written answer; written and aural examination

Mus 1014 Rock II: Rock Music from 1970 to the Present

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

Instructor: Mercer-Taylor, Peter J

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

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metal, hip-hop, alternative, grunge, and a range of repetitive, technology-driven styles (house, techno, etc.). Most of our attention will be focused on how rock functions as a musical style, and how the structure and language of its music interact with what it appears to be trying to say. But we will consider, as well, the uses to which rock and related styles have been put through this period, how they have contributed to ideas of youth culture, race identity, gender identity, and other social formations. The music of the course is considered within its broader cultural context, as well, and you should come prepared to watch movies, read a couple of short novels, dissect music videos, and surf the Web.

Class time: 60% lecture, 40% Discussion

Work load: 20 pages of reading per week, 10-15 pages of writing per semester, 2 exams, 4 papers

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

Exam format: Short-answer questions and brief essays

Mus 1015 Music and Movies: The Use and Representation of Music and Musicians in Film

(Sec 001); 4 cr; A-F only; meets CLE req of International Perspective Theme; meets CLE req of Other Humanities Core

Instructor: Lubet, Alex J !!Morse Alumni Award!!

A worldwide exploration of the various ways in which music and musicians are utilized and represented in films. Topics include traditional symphonic film scores; film musicals; filmic representations of rock and classical musicians; films based on musical works. Lecture; discussion; viewing of films; readings. Short papers; final project; frequent quizzes; midterm and final exam. Intended for non-music major undergraduates; no prior knowledge of music or musical notation required. Fulfills 'Other Humanities' and 'Global Perspectives' Liberal Education requirements. Instructor is a Morse Alumni Undergraduate Teaching Award winner.

Class time: 40% lecture, 20% Discussion, 40% Viewing of films

Work load: 50 pages of reading per week, 20 pages of writing per semester, 2 exams, 8 papers, frequent quizzes

Grade: 10% mid-semester exam(s), 15% final exam, 35% written reports/papers, 15% special projects, 15% quizzes, 0% -15% Possible lost points for missed film viewings

Exam format: short answer and/or essay

Mus 1021 Introduction to Music

(Sec 001); Credit will not be granted if credit has been received for: MUS 3021; 3 cr; meets CLE req of Other Humanities Core

Instructor: Grayson, David Alan

For non-majors (no prior knowledge of music required or assumed): Musical Masterpieces of the Millennium, from Gregorian Chant to Jazz. The course begins with fundamentals--the elements of music (rhythm, melody, harmony, texture, etc.) and their notation--but the emphasis will be on the psychology of perception: What do we perceive when we listen to music? The goal is to develop listening skills in order to enhance understanding and enjoyment. An exploration of musical from develops musical memory. After cultivating these listening skills, we will survey representative masterpieces of the past thousand years, starting with chant and ending with works of the late twentieth century, including a smattering of musical comedy and jazz. Along the way we will examine masterpieces by Bach, Mozart, Beethoven, Chopin, Brahms, Stravinsky, and many other famous composers. Some opera videos will be shown. Listening to music in this class is sure to make it the highlight of your day!

Class time: 85% lecture, 15% Discussion

Work load: 20 pages of reading per week, 4-6 pages of writing per semester, 4 exams, 2 papers, listening assignments

Grade: 17% mid-semester exam(s), 17% final exam, 33% written reports/papers, 33% quizzes

Exam format: fill in the blanks

Mus 1051 Class Piano for Nonmusic Majors I

(Sec 001-017); 2 cr; meets CLE req of Other Humanities Core

Instructor: STAFF

Mus 1051, Class Piano for Non-Music Majors. A beginning course for

non-music majors with little or no keyboard background. Emphasis on basic functional skills, such as reading, harmonizing, playing by ear and improvising, along with basic technique, elementary repertoire, and music theory (written). Taught by graduate assistants in an electronic multi-piano lab. Includes lecture, group and individual performance, and some individual instruction. Outside practice is required. Practice rooms may be rented through the School of Music. Text: "Contemporary Class Piano" 6th ed. by Elyse Mach. Mus 1051 covers Units 1-2, including intervals up to a fifth, major scales and key signatures, major and minor 5-finger patterns and triads, and accompaniments using I, IV and V7 chords.

Class time: 10% lecture, 90% Laboratory

Work load: 1 hour practice daily

Grade: 20% mid-semester exam(s), 25% final exam, 30% quizzes, 20% class participation, 5% written project

Exam format: Individual keyboard performance (plus some written theory).

Mus 1052 Class Piano for Non Music Majors II (Sec 001-004); 2 cr; meets CLE req of Other Humanities Core

Instructor: STAFF

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 a 16-unit electronic piano lab. Includes lecture, group and individual performance, and some individual instruction. Outside practice is required. Practice rooms may be rented through the School of Music. Text: Keyboard Fundamentals, 3rd ed. by Lyke, Edwards, & Haydon. 1052 covers Chapters 5-7, including harmonizing with I, IV, and V; various accompaniment styles; syncopation and swing rhythms; chromatic, pentatonic, and whole tone scales; chord voicings; and chord inversions.

Class time: 10% lecture, 90% Laboratory

Work load: 1 hour practice daily.

Grade: 20% mid-semester exam(s), 25% final exam, 5% special projects, 30% quizzes, 20% class participation

Exam format: Individual keyboard performance (plus some written theory).

Mus 1152 Piano: Class Lessons II (Sec 001-005); 2 cr; A-F only; prereq 1051, instr consent

Instructor: STAFF

Continuation of MUS 1151, a beginning course for freshman music majors or minors with limited keyboard background. Co-requisite for freshman music theory. Taught by graduate assistants in an electronic piano lab. Emphasis is on functional skills, such as reading, transposing, harmonizing, improvising, and playing by ear, along with keyboard theory, technique, and repertoire. Includes lecture, group and individual performance, and some individual instruction. Text: Keyboard Musician by Lyke. 1152 covers chapters 5-8. Students with previous piano background should contact the School of Music for information regarding placement or credit by exam.

Class time: 10% lecture, 90% Laboratory

Work load: 1 hour practice daily.

Grade: 25% mid-semester exam(s), 25% final exam, 30% quizzes, 20% class participation

Exam format: Individual keyboard performance.

Mus 1471 Guitar: Class Lessons I (Sec 001-006); 2 cr; A-F only

Instructor: STAFF

Fundamentals for the beginning guitarist; progressive development of skills. Beginning finger-style technique. Introductory sight-reading skills. Emphasis on performance, practice methods, posture, and sound production. Students must furnish an acoustic guitar, preferably a nylon-string guitar.

Class time: 40% lecture, 60% in-class performance

Work load: 3 exams, 3 to 4 hours individual practice per week

Grade: 25% mid-semester exam(s), 25% final exam, 50% class participation

Exam format: performance

This information is accurate as of: 10/30/2003 at 12:09 PM

Mus 1501 Foundations of Musical Theory: Analysis and Ear-Training I (Sec 001); 3 cr; A-F only; prereq [Music major or instr consent], permission number

Instructor: STAFF

The first semester of a four-semester sequence of courses devoted to tonal music theory. The focus of these courses is on analysis of music of the eighteenth and nineteenth centuries, part-writing (learning how to write music in historical styles), and skills including sight-singing, ear-training, and keyboard performance. Music 1501 is intended primarily for music majors and music minors. Non-majors generally enroll in Mus 1001 unless they intend to continue in the theory sequence beyond a single term.

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

Work load: 30 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers, daily homework assignments; weekly skills assignments

Mus 3021 Introduction to Music (Sec 001); Credit will not be granted if credit has been received for: MUS 1021, MUS 1021, MUS 1021; 3 cr; meets CLE req of Other Humanities Core

Instructor: Grayson, David Alan

For non-majors (no prior knowledge of music required or assumed): Musical Masterpieces of the Millennium, from Gregorian Chant to Jazz. The course begins with fundamentals--the elements of music (rhythm, melody, harmony, texture, etc.) and their notation--but the emphasis will be on the psychology of perception: What do we perceive when we listen to music? The goal is to develop listening skills in order to enhance understanding and enjoyment. An exploration of musical from develops musical memory. After cultivating these listening skills, we will survey representative masterpieces of the past thousand years, starting with chant and ending with works of the late twentieth century, including a smattering of musical comedy and jazz. Along the way we will examine masterpieces by Bach, Mozart, Beethoven, Chopin, Brahms, Stravinsky, and many other famous composers. Some opera videos will be shown. Listening to music in this class is sure to make it the highlight of your day!

Class time: 85% lecture, 15% Discussion

Work load: 20 pages of reading per week, 4-6 pages of writing per semester, 4 exams, 2 papers, listening assignments

Grade: 17% mid-semester exam(s), 17% final exam, 33% written reports/papers, 33% quizzes

Exam format: fill in the blanks

Mus 3230 Chorus (Sec 001, 003); 1 cr; max crs 8, 8 repeats allowed; prereq Choral and/or instrumental music background, audition, instr consent

Instructor: Romey, Kathy Saltzma

Chorus 3230/5230, includes the University Women's Chorus, Men's Chorus, Concert Choir and Choral Union and is open to undergraduate and graduate majors and non-majors. Auditions are held at the beginning of each semester in Ferguson Hall. Information can be obtained by calling the Music School at (612) 624-5056. The choral ensemble provides a basis for understanding vocal music by examining the creative process from the perspective of both the performer and listener. Through the medium of performance, the course explores form and content as shaped by the elements of language, cultural and historical context, and the stylistic development of musical thought and ideas from the Middle Ages through the Twentieth Century. Programming over the course of the year reflects concerts which include sacred and secular literature from the Western European tradition, works of living composers, music which is both unaccompanied and accompanied, and culturally diverse repertoire from within the United States, Canada, South America, Africa, Asia, etc. Projects may also include inter-disciplinary elements such as narration, movement and the visual arts. Concerts include campus performances, convention presentations, touring and collaborations with other colleges, the Minnesota Orchestra, University faculty and ensembles.

Class time: 80% rehearsal/lecture; 20% performance

Work load: 3-5 rehearsals each week; 2-3 dress rehearsals; 1-3

performances; one observation of outside rehearsal or concert and a reaction paper; limited reading/listening assignments

Grade: 25% attendance of rehearsals/performances; 25% repertoire preparation; 25% demonstrated understanding/application of course materials and techniques; 25% participation, presentation and performance

Exam format: reaction paper and final performances replace final exam

Mus 3340 Jazz Ensemble
(Sec 001, 002); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq Audition, instr consent

Instructor: Sorenson, Dean Patrick

The University Jazz Ensembles play a wide variety of big band repertoire and perform for many events, both on and off campus. Entrance is limited to instruments that are traditionally a part of the big band: trumpet, trombone, saxophone, piano, guitar, bass, drums, and percussion. All jazz ensembles are academic courses carrying one credit. Upon completing the audition process, you will be assigned to an ensemble and must obtain a "magic number" in order to register. You must register in order to play in a University Jazz Ensemble.

Class time: 100% Rehearsal/performance

Mus 3350 Jazz Combo
(Sec 001-005); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq Audition, instr consent

Instructor: STAFF

Jazz combos study a wide range of small group jazz literature. Time is also spent on improvisation and performance practice concepts. Performances are scheduled each semester. Ensembles are open to music majors and non-music majors, and auditions are required. Students are placed according to their ability and experience.

Class time: 100% performance/rehearsal

Mus 3401 Basic Conducting
(Sec 001); 2 cr; A-F only; prereq 1502, music major

Instructor: Luckhardt, Jerry M

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.

Class time: 20% lecture, 80% Laboratory

Work load: 2 exams, 3 papers, Practice - time on task

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

Exam format: multiple choice and essay

Mus 3410 University Wind Bands
(Sec 001); 1 cr; max crs 14, 14 repeats allowed; A-F only; prereq Audition, instr consent

Instructor: Kirchhoff, Craig James

A select ensemble comprising the University's finest graduate and undergraduate wind and percussion musicians. Performs 5 to 6 concerts on and off campus each academic year. Admission by audition only.

Class time:

Work load: practice and performance

Grade: 0% rehearsal preparation and performance

Mus 3410 University Wind Bands
(Sec 002); 1 cr; max crs 14, 14 repeats allowed; A-F only; prereq Audition, instr consent

Instructor: Luckhardt, Jerry M

A music ensemble of select wind and percussion players. The ensemble includes a number of undergraduate and graduate majors from other disciplines. Symphonic band performs 4 to 5 concerts each academic year. Admission is by audition only.

Class time:

Work load: practice and performance

Grade: 0% rehearsal preparation and performance

Mus 3440 Chamber Ensemble
(Sec 002-006); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq instr consent

Instructor: STAFF

Each quarter there are a variety of ensembles which are open to students with musical backgrounds, but not limited to music majors. Emphasis is on developing chamber music performance techniques in small groups. Specific offerings change each term and the student should check the Fall Class Schedule for the current listing. For information about faculty coordinators and permission to register, contact staff in 100 Ferguson Hall or call (612) 624-5740. Normal offerings include: classical guitar ensembles, piano ensembles, trombone ensembles, brass ensembles, New Music Ensemble, Gospel Choir. (Note: The section taught by David Baldwin is typically a brass quintet and is intended for undergraduate music majors. The brass quintet repertoire spans a wide range of styles and musical eras from editions of Renaissance madrigals to avant garde music of today to pop and show tunes. There is at least one public performance.)

Class time: 100% Laboratory

Work load: 1/2-1 hr per week with faculty, 1-2 hrs per week ensemble, 1/2 hr daily practice

Grade: 50% class participation, 50% performances

Exam format: performance

Mus 3502 Theory and Analysis of Tonal Music IV
(Sec 001); 3 cr; A-F only; prereq 3501, dept consent

Instructor: Damschroder, David A

The fourth semester of a four-semester sequence of courses devoted to tonal music theory. The focus of these courses is on analysis of music of the eighteenth and nineteenth centuries, part-writing (learning how to write music in historical styles), and skills including: sight-singing, ear-training, and keyboard performance. Music 3502 is intended primarily for undergraduate music majors. It may also be elected by graduate music majors to remedy deficiencies (though the course does NOT offer graduate credit).

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

Work load: 30 pages of reading per week, 10 pages of writing per semester, 3 exams, daily homework, sight-singing auditions

Grade: 30% mid-semester exam(s), 30% final exam, 15% quizzes, 10% problem solving, 15% auditions

Exam format: essay

Mus 3504 Intensive Theory and Analysis of 20th-Century Music
(Sec 001); 4 cr; A-F only; prereq [3502, music major] or instr consent

Instructor: Lubet, Alex J !!Morse Alumni Award!!

Examination of post-tonal Western art music repertoire, 1890-present. Topics/composers include Impressionism/Debussy, atonality and serialism/Schoenberg and Webern, neoclassicism/Stravinsky, the influence of world musics/Bartok, the American experimental school/Ives, aleatory/Cage, and electronic music and minimalism/Riley and Reich. Analytical and aural skills. Reading, listening, analyses, reviews, take-home examinations, primarily in short essay format, aural skills examinations in dictation format. Classes primarily comprised of lecture, discussion, and in-class exercises.

Class time: 45% lecture, 30% Discussion, 25% Ear training

Work load: 20 pages of reading per week, 15 pages of writing per semester, 4 exams, 2 papers

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

Exam format: take-home short essays/in-class ear-training dictation

Mus 3601W History of Western Music I
(Sec 001); 3 cr; A-F only; prereq dept consent; meets CLE req of Writing Intensive

Instructor: Harness, Kelley Ann

This is the first course in the undergraduate music history sequence.

We will study music composed over a very broad time span, ca. 800 to 1700, looking at the works' musical structures within the larger contexts of musical style, social/political significance, and broad aesthetic and philosophical movements. Because this is a writing intensive (WI) course, both formal and informal writing assignments will constitute a significant percentage (one-third) of the grade. In addition to essay questions on exams, students will complete three short assignments which deal with writing issues (e.g., how and when to create footnotes and bibliographies) and two longer papers. The first of the longer papers will deal with issues of performance in early music, while the second will involve analysis of an individual work. Students are required to purchase the following textbooks: Grout, Donald Jay and Palisca, Claude V. . A History of Music. 5th ed. New York: W.W. Norton, 1996 [this book will be used for the entire three-semester sequence] Palisca, Claude V., ed. Norton Anthology of Western Music and accompanying recordings. 3rd ed. 2 vols. New York: W. W. Norton, 1996. The course is intended primarily for undergraduate music majors; other undergraduate students may enroll with the instructor's permission.

Class time: 75% lecture, 25% Discussion

Work load: 25 pages of reading per week, 15 pages of writing per semester, 3 exams, 2 papers, 3 short written assignments; 10 quizzes; 1-2 hours listening/week

Grade: 33% mid-semester exam(s), 17% final exam, 33% written reports/papers, 17% quizzes

Exam format: Listening ID, short answer, essay

Mus 5120 Piano Pedagogy Practicum

(Sec 001); 1 cr; max crs 4, 4 repeats allowed; A-F only; prereq 5101-5102 or 5111-5112 or instr consent

Instructor: Shockley, Rebecca P

Supervised practice teaching of a beginning piano pupil or group of pupils for one semester (minimum 12 weeks for one half-hour per week). Supervising instructor will assist with selection of materials, periodic consultation, and observation (live or videotaped) of a lesson at least once during the semester. Prereq one semester of Piano Pedagogy or instructor consent.

Work load: weekly lessons, preparation, preliminary report, midterm report, and final report

Grade: 50% written reports/papers, 50% observation by instructor

Mus 5150 Body Awareness in Activity: The Alexander Technique for Musicians

(Sec 001, 002); 2 cr; max crs 4

Instructor: STAFF

The Alexander Technique is a century-old technique used by musicians and others as a means of solving performance problems. Its principles address how the daily habits in the use of the self (such as sitting, standing and walking) affect seemingly disparate problems such as stage fright, muscular-skeletal pain, playing induced injuries, and computer use injuries. For musicians, the interplay of unconscious habits and the body mechanics of daily use of the self strongly affect tone production and technique. The Alexander Technique provides tools to enhance fundamental coordination. Its application can lead to greater performance ease and a reduction of chronic aches and pains. Class enrollment is limited and the class will include individual "hands-on" mini-lessons each week. Two texts will be used: The Use of the Self, by F. M. Alexander and Indirect Procedures--A Musician's Guide to the Alexander Technique by Pedro de Alcantara. Class discussions will center on assigned readings and each student will be responsible for two short papers on selected portions of the texts. Open to musicians and non-musicians.

Class time: 10% lecture, 25% Discussion, 65% individual work with students

Work load: 40 pages of reading per week, 4 pages of writing per semester, 2 papers

Grade: 100% attendance

Mus 5230 Chorus

(Sec 001, 003); 1 cr; max crs 8, 8 repeats allowed; prereq Choral and/or instrumental music background; audition, instr consent

This information is accurate as of: 10/30/2003 at 12:09 PM

Instructor: Romey, Kathy Saltzma

Chorus 3230/5230, includes the University Women's Chorus, Men's Chorus, Concert Choir and Choral Union and is open to undergraduate and graduate majors and non-majors. Auditions are held at the beginning of each semester in Ferguson Hall. Information can be obtained by calling the Music School at (612) 624-5056. The choral ensemble provides a basis for understanding vocal music by examining the creative process from both the perspective of the performer and the listener. Through the medium of performance, the course explores form and content as shaped by the elements of language, cultural and historical context, and the stylistic development of musical thought and ideas from the Middle Ages through the Twentieth Century. Programming over the course of the year reflects concerts which include sacred and secular literature from the Western European tradition, works of living composers, music which is both unaccompanied and accompanied, and culturally diverse repertoire from within the United States, Canada, South America, Africa, Asia, etc. Projects may also include inter-disciplinary elements such as narration, movement and the visual arts. Concerts include campus performances, convention presentations, touring and collaborations with other colleges, the Minnesota Orchestra, University faculty and ensembles.

Class time:

Work load: 3-5 rehearsals each week; 2-3 dress rehearsals; 1-3 performances; one observation of outside rehearsal or concert and a reaction paper; limited reading/listening assignments

Grade: 0% 25% attendance of rehearsals/performances; 25% repertoire preparation; 25% demonstrated understanding/application of course materials and techniques; 25% participation, presentation and performance.

Exam format: reaction paper and final performances replace final exam

Mus 5240 Chamber Singers

(Sec 001); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq Audition, instr consent

Instructor: Lancaster, Thomas S

The Chamber Singers is a mixed chorus of 24 voices that perform a broad repertory of choral literature both on and off campus. Each year's repertory includes a cappella music and works with orchestra. The chamber singers perform in the University's annual Bach Festival.

Work load: Daily rehearsals M-F, on to three concerts per semester

Mus 5250 Opera Workshop and Ensemble

(Sec 001); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq audition, instr consent

Instructor: Walsh, David Allan

The Opera Workshop is designed to provide performance-oriented opera and music theatre singers with theoretical and practical instruction in opera stagecraft. The course will combine theatre games and exercises, improvisations, script readings, plus rehearsal of selected opera and music theatre repertoire appropriate to the skill development of the individual student. The 'non-production' nature of this course means that the student has the possibility of exploring and 'trying things out'. This class will be determined on the basis of audition and will be restricted to juniors and seniors in the undergraduate programme.

Class time: 20% Discussion, 80% Practical instruction in stagecraft

Work load: Primarily in-class work. Some outside homework in terms of preparation of scene work, including character research and musical preparation, will be required.

Grade: 20% in-class presentations, 80% class participation

Exam format: There are no formal exams. The in-class participation and the presentation of improvs, script readings and scene studies will be the basis for grading the students accomplishments and progress.

Mus 5280 Opera Theatre

(Sec 001); 2 cr; max crs 16, 8 repeats allowed; A-F only; prereq audition, instr consent

Instructor: Walsh, David Allan

The Opera Theatre programme is designed to provide performance-oriented opera and music theatre singers with theoretical and practical

instruction in opera stagecraft, as well as genuine operatic performance experience. Two fully-staged productions per school year, with all the relevant staging demands, offer the student performer an opportunity to showcase her/his talent in a public presentation. Opera Theatre classes will be determined on the basis of audition.

Class time: 20% Discussion, 80% Direct practical staging instruction

Work load: maximum 12 hours of staging per week plus 3 hours music coaching

Grade: 100% Staging and musical work

Exam format: Performances of the opera production each semester

Mus 5340 Jazz Ensemble

(Sec 001, 002); 1 cr; max crs 6, 6 repeats allowed; A-F only; prereq audition, instr consent

Instructor: Sorenson, Dean Patrick

The University Jazz Ensembles play a wide variety of big band repertoire and perform for many events, both on and off campus. Entrance is limited to instruments that are traditionally a part of the big band: trumpet, trombone, saxophone, piano, guitar, bass, drums, and percussion. All jazz ensembles are academic courses carrying one credit. Upon completing the audition process, you will be assigned to an ensemble and must obtain a "magic number" in order to register.

You must register in order to play in a University Jazz Ensemble.

Class time: 100% Rehearsal/performance

Mus 5440 Chamber Ensemble

(Sec 002-007); 1 cr; max crs 8, 8 repeats allowed; A-F only; prereq audition, instr consent

Instructor: STAFF

Each quarter there are a variety of ensembles which are open to students with musical backgrounds, but not limited to music majors. Emphasis is on developing chamber music performance techniques in small groups. Specific offerings change each term and the student should check the Fall Class Schedule for the current listing. For information about faculty coordinators and permission to register, contact staff in 100 Ferguson Hall or call (612) 624-5740. Normal offerings include: classical guitar ensembles, piano ensembles, trombone ensembles, brass ensembles, New Music Ensemble, Gospel Choir.

Class time: 100% Laboratory

Work load: 1/2-1hr per week with faculty, 1-2 hrs per week ensemble, 1/2 hr daily practice

Grade: 50% class participation, 50% performances

Exam format: performance

Mus 5480 University Brass Choir

(Sec 001); 1 cr; max crs 8, 8 repeats allowed; prereq audition, instr consent

Instructor: Baldwin, David B

The University Brass Choir is an active performing ensemble, performing several times during the Spring Semester at various churches and concert halls in the area. The group has a unique repertoire which spans 500 years from Renaissance music to avant garde music of recent years. The ensemble is usually composed of 14 to 18 undergraduate and graduate students.

Class time:

Work load: preparation of music

Grade: 0% class participation

Mus 5490 Percussion Ensemble

(Sec 001); 1 cr; max crs 10, 10 repeats allowed; A-F only; prereq instr consent

Instructor: Meza, Fernando A.

Practice and performance of standard and contemporary compositions for percussion instruments in various combinations.

Class time: 20% lecture, 80% Laboratory

Work load: practice time

Grade: 40% in-class presentations, 60% lab work

Exam format: no exams

Mus 5550 Composition

(Sec 001); 2 cr; max crs 8, 4 repeats allowed; A-F only; prereq 3502 or equiv, 3551 or grad, instr consent

Instructor: Lubet, Alex J !!Morse Alumni Award!!

Original works in various forms. Development of individual compositional style in a post-tonal idiom. Exploration of a variety of forms, performing forces, and techniques.

Class time: 100% Private lessons.

Work load: Original composition.

Grade: 100% Composition.

Mus 5550 Composition

(Sec 002); 2 cr; max crs 8, 4 repeats allowed; A-F only; prereq 3502 or equiv, 3551 or grad, instr consent

Instructor: Zaimont, Judith Lang

Individual lessons in music composition.

Class time: 100% Discussion

Work load: Musical works.

Grade: 100% Music written, progress in understanding and master of the craft composition.

Mus 5647 20th-Century European/American Music

(Sec 001); 3 cr; prereq 3603 or equiv, 5501 or equiv, 12 undergrad cr in music history

Instructor: Jackson, Donna Cardamo

Course designed for music majors at upper division and graduate levels. It introduces the themes that have shaped European/American music in the 20th century through critical/contextual analysis of landmark compositions and concurrent developments in other arts and literature. Emphasis is placed on cultural contexts linking composers to other creative figures, e.g., Debussy-Mallarme, Stravinsky-Diaghilev, Satie-Cocteau, Crumb-Lorca, etc. Such major influences on composers as the effects of war and politics, the Great Depression, advancing technology, and current social issues (e.g., AIDS and holocaust) are treated through correlated reading and listening assignments. Narrated videotapes addressing signal works by Stravinsky, Cage, and Glass introduce concepts of modernism and postmodernism. One textbook by Robert Morgan is well-illustrated with musical examples and art works in various media; the other textbook is a series of interviews with living American composers that emphasizes the shaping of creative identities.

Class time: 75% lecture, 25% Discussion

Work load: 50 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers

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

Exam format: multiple choice and essay

Music Applied

100 Ferguson Hall: 612/624-5740

MusA 1101 Piano--Elective

(Sec 001-013); 2 cr; max crs 16, 8 repeats allowed; A-F only; prereq Audition, dept consent

Instructor: STAFF

Individual piano instruction by graduate piano TAs for non-music majors with prior piano study. Weekly half-hour lessons are arranged individually with the instructor, along with a short jury exam at the end of the semester. Requires permission by the Class Piano Coordinator or a piano TA. Information on applied music fees and how to obtain permission to register may be obtained from the School of Music Office, Room 100 Ferguson Hall, (612) 624-5740, or at <http://www.music.umn.edu/degrees/nds.htm>

Class time: 100% individual lessons

Work load: one hour of practice daily

Grade: 40% final exam, 60% weekly lesson preparation

Exam format: individual keyboard performance (jury)

Course URL: <http://www.music.umn.edu/degrees/nds.htm>

MusA 1401 Piano--Secondary**(Sec 001-013); 2-4 cr; max crs 16, 8 repeats allowed; A-F only; prereq Music major, dept consent**

Instructor: STAFF

Individual piano instruction by graduate piano TAs for music majors who have completed Class Piano Mus 1151-1152 or equivalent proficiency. Weekly half-hour lessons are arranged individually with the instructor, along with a short jury exam at the end of the semester. Information on applied music fees and how to register may be obtained from the School of Music Office, Room 100 Ferguson Hall, or at <http://www.music.umn.edu/degrees/degreesundergrad.htm>

Class time: 100% individual lessons**Work load:** 1 hour of practice daily**Grade:** 40% final exam, 60% weekly lesson preparation**Exam format:** individual keyboard performance (jury)**Course URL:**<http://www.music.umn.edu/degrees/degreesundergrad.htm>**Music Education****100 Ferguson Hall: 612/624-5740****MuEd 3350 Student Teaching in Classroom Music****(Sec 001); 4-8 cr; max crs 8, 1 repeat allowed; A-F only; prereq Music ed major, instr consent**

Instructor: Addo, Akosua O

This course is designed to give students an opportunity to discuss the challenges and triumphs of learning to teach. Course discussions, debriefing sessions, and interactions with other professionals will assist the student-teachers transition into the world of public school teaching. Class assignments include a teaching portfolio, periodic journal reports and in-class presentations. Credential files must be opened by October 8, 2001.

Class time: 20% lecture, 40% Discussion, 40% Laboratory**Work load:** 10 pages of reading per week, 100 pages of writing per semester, 6 papers**Grade:** 60% special projects, 10% in-class presentations, 10% class participation, 20% problem solving**MuEd 3650 Student Teaching Seminar****(Sec 001); 2 cr; A-F only; prereq At least C- in all required [music, music education, professional education] courses**

Instructor: Addo, Akosua O

This course is designed to give you an opportunity to discuss teaching. Course discussions, debriefing sessions and interactions with other professionals will assist in your transition to the world of public school teaching. Class assignments include a teaching portfolio, periodic journal reports and in-class presentations. Credential files must be opened by February 11, 2002.

MuEd 3804 Applications of Music Therapy I: Music Therapy for Children in Rehabilitati**(Sec 001); 4 cr; A-F only; prereq Music therapy major, instr consent**

Instructor: Furman, Charles E

This is the second of four required semester courses in the professional sequence for the music therapy major. Three areas will be covered: Area I) Is centered on research and analysis/discussion of research related to the course topic. Area II) Is the participation in lab simulation within the class. Area III) Includes field experience, twice weekly, related to the course topics.

Class time: 25% lecture, 25% Discussion, 25% Laboratory, 25% Field experience**Work load:** 60 pages of reading per week, 30 pages of writing per semester, 2 exams, 2 papers**Grade:** 11% mid-semester exam(s), 11% written reports/papers, 11% quizzes, 33% lab work, 34% Field experience**MuEd 3806 Preparing for a Music Therapy Career****(Sec 001); 4 cr; A-F only; prereq Music therapy major or instr consent**

Instructor: Furman, Charles E

This is the last of four required semester courses in the professional sequence for the Music Therapy major. Three areas will be covered: Area I: Research reading and analysis/discussion related to the areas of crisis counseling, drug abuse, music therapy employment and current professional issues. Area II: Lab simulations in class. Area III: Field experiences, off campus. All students must have first-aid and CPR training and demonstrate liability insurance coverage.

Class time: 25% lecture, 25% Discussion, 25% Laboratory, 25% field experience**Work load:** 60 pages of reading per week, 30 pages of writing per semester, 2 exams, 2 papers**Grade:** 11% mid-semester exam(s), 11% written reports/papers, 11% quizzes, 33% lab work, 34% field experience**MuEd 3855 Music Therapy Internship****(Sec 001); 6 cr; S-N only; prereq Music therapy major, instr consent**

Instructor: Furman, Charles E

A six month internship is required once all coursework is completed. This can be completed in Minnesota, or other sites listed on the AMTA website. This involves working with a registered music therapist 40 hours a week, and completing assignments that are required by the University of Minnesota music therapy program as well as those required by the individual site. Applications for internships can be sent a year before a candidate is ready to attend an internship, and they are competitive. Stipends and housing availability vary from site to site. The site also has information on internships available. The internship must be completed before a student can sit for the board certification examination.

Class time: 100% 100% of time is spent at a facility working with a registered music therapist**Work load:** 30 pages of writing + assignments assigned by clinical training director; 10 papers + pages assigned by clinical training director**Grade:** 100% 100% of grade is determined by the clinical training director and the head of the music therapy program**Natural Resources and Environmental Studies****235 NatResAd: 612/624-1234****NRES 1201 Conservation and Management of Natural Resources****(Sec 001); 3 cr; A-F only; meets CLE req of Environment Theme**

Instructor: Smith, Dennis A.

Issues/approaches associated with conserving/managing natural resources locally, Midwest, United States, and globally. Concepts of conserving/managing various renewable natural resources.

Environmental ethics, conservation economics. Renewable resources: soil, forests, wildlife, fisheries, wind, solar power.

NRES 1901 Freshman Seminar: Environmental Values in American Society**(Sec 001); 3 cr; max crs 3, 1 repeat allowed; prereq Fr; meets CLE req of Environment Theme**

Instructor: Bengston, David

Americans' relationship with the environment has steadily evolved over time. This course examines our changing relationship with and attitudes toward nature, beginning with traditional Native American relationships with nature and proceeding through European settlement, the Progressive-era conservation movement, the rise of the modern environmental movement in the 1960s, and the global environmental problems of today. Environmental issues, concerns, attitudes and values will be examined through the writings of leading environmental

thinkers throughout American history (e.g., Gifford Pinchot, John Muir and Aldo Leopold), class lectures and discussion, guest speakers, and videos.

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

Work load: 20-40 pages of reading per week, 30 pages of writing per semester, 1 papers, In addition to a term paper, there will be a class presentation and short written assignments (about 10).

Grade: 25% written reports/papers, 25% in-class presentations, 50% Short written assignments (anywhere from one half page to 2 pages in length, double-spaced).

Exam format: No exams

NRES 2041 Natural Resources Consumption and Sustainability (Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Writing Intensive; meets CLE req of Environment Theme

Instructor: Bowyer, Jim L. !!Morse Alumni Award!!

Current trends in national and global population growth, economic growth, and consumption of food, energy, minerals, wood, and other raw materials. The role of natural resources as raw materials for industry and for economic development. Environmental/economic trade-offs associated with raw material gathering, processing, and use, and issues associated with seeking to balance consumption and environmental needs. Consideration of the environmental impacts of extraction and use and examination of sustainability issues. Offered every spring.

NRES 3001 Treaty Rights and Natural Resources (Sec 001); Credit will not be granted if credit has been received for: NRES 5001, NRES 5001, NRES 5001; 3 cr; A-F only; meets CLE req of Cultural Diversity Theme; meets CLE req of Historical Perspective Core

Instructor: Spangler, George R

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

Class time: 15% lecture, 85% Discussion

Work load: 60 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers, A late-night field trip or weekend excursion may be required.

Grade: 20% mid-semester exam(s), 20% written reports/papers, 10% quizzes, 10% in-class presentations, 40% class participation

Exam format: short answer quizzes

Course URL: <http://www.fw.umn.edu/NRES3001>

NRES 3011W Ethics and Leadership in Resource Management (Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive; meets CLE req of Environment Theme

Instructor: Blair, Robert B.

Normative/professional ethics, and leadership considerations,

applicable to managing natural resources and the environment. Readings, discussion.

NRES 3111 Hydrology and Water Quality Field Methods (Sec 001); Credit will not be granted if credit has been received for: NRES 5111; 3 cr; A-F only; prereq 4061 or EEB 4601 or GEO 4601 or FR 3114

Instructor: Christner, Bill

Integrates water quality, surface/groundwater hydrology. Case studies, hands-on field data collection, calculations of hydrological/water quality parameters. Meteorological data, snow hydrology, stream gauging, well monitoring, automatic water samplers. Designing water quality sampling program. Geomorphology, interception, infiltration.

NRES 3202W Environmental Conflict Management, Leadership, and Planning (Sec 001); Credit will not be granted if credit has been received for: NRES 5202, NRES 5202, NRES 5202; 3 cr; A-F only; meets CLE req of Writing Intensive

Instructor: Nelson, Kristen C

Social change is a pervasive element of our work with natural resource issues. Change through environmental conflict appears to be especially difficult, if not impossible, to manage or resolve. This course will provide an introduction to the causes, dynamics, and consequences of natural resource and environmental conflicts, as well as an understanding of the range of possible intervention tools that can be used to manage conflict. Specific local, national, and international cases of actual conflicts and dispute resolution procedures will be examined using a mixture of readings, cases, negotiation simulation exercises, and lecture to illustrate themes. The course will also provide a chance to examine leadership and planning styles as they contribute to change in environmental fields. Specific attention will be given to the theory and practice of leadership and planning in non-government organizations, as well as a look at your personal experience, skills, and beliefs about the topic. With an understanding of conflict management, leadership, and planning, the course will build to an analysis of social change and the new opportunities for collaborative partnerships as one option for the future.

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

Work load: 25 pages of reading per week, 10-20 pages of writing per semester, 1 exams, 3 (2 PG) papers, 1 group paper

Grade: 20% mid-semester exam(s), 30% written reports/papers, 30% special projects, 10% class participation, 10% short assignments

Exam format: essay

NRES 3211 Survey, Measurement, and Modeling for Environmental Analysis (Sec 001); Credit will not be granted if credit has been received for: NRES 5211, NRES 5211, NRES 5211; 3 cr; prereq [Math 1142 or Math 1271], [Stat 3011 or FW 4001]

Instructor: Ek, Alan Ryan

Introduction to survey, measurement, and modeling concepts and methods for study of natural resources and environmental issues. Emphasis on survey design for data collection, estimation, and analysis for variables and issues encompassing land, water, air, vegetation, animal, soil, and human or social variables. Instruction focused on practical understanding using diverse examples. Offered every spring.

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

Work load: 10 pages of reading per week, 12 pages of writing per semester, 5 exams, 8 problem assignments

Grade: 10% written reports/papers, 50% quizzes, 40% lab work

Exam format: Multiple choice

Course URL: <http://www.cnr.umn.edu/FR>

NRES 3241W Natural Resource and Environmental Policy: History, Creation, and Implement (Sec 001); Credit will not be granted if credit has been received for: NRES 5241, NRES 5241, NRES 5241, NRES 5241; 3 cr; prereq ApEc 1101 or Econ 1101; meets CLE req of Citizenship/Publ

Ethics Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive

Instructor: STAFF

Basic concepts of the political and administrative processes important to natural resources and environmental policy and program development. Case study approach to policy and the legislative process, the participants in policy development, and public programs. Federal and state laws and regulations and international issues. Offered every spring.

NRES 3703 Agroforestry in Watershed Management**(Sec 001); Credit will not be granted if credit has been received for: NRES 5703, NRES 5703, NRES 5703; 3 cr**

Instructor: Brooks, Kenneth N

Agroforestry systems and practices are described and discussed as alternatives to more conventional agriculture in developed countries and as viable land use alternatives in developing countries of the world. Attributes of agroforestry are studied, including a more diversified landscape, greater soil stability, improved water quality, reduced runoff, and improved wildlife habitat. The role of agroforestry in achieving watershed management benefits and ultimately sustainable development is discussed. Examples from North America and from other parts of the world are presented to emphasize agroforestry applications in both temperate and tropical climates. Lectures are mixed with active discussions. Students are required to develop and present a paper on an agroforestry topic.

Class time: 50% lecture, 50% Discussion**Work load:** 40 pages of reading per week, 20 pages of writing per semester, 1 papers, 2-person teams of students lead one discussion during the semester**Grade:** 60% written reports/papers, 10% in-class presentations, 30% class participation**Exam format:** No exam**NRES 4061W Water Quality and Natural Resources****(Sec 001); Credit will not be granted if credit has been received for: NRES 4061, NRES 5061, NRES 5061, NRES 5061; 3 cr; meets CLE req of Writing Intensive; meets CLE req of Environment Theme**

Instructor: Perry, James A !!Morse Alumni Award!!

Water quality issues facing Minnesota and the world are critical. Sediment loads in the Minnesota river, Giardia in the BWCA, Environmental Security in the Middle East and parts of Africa all are examples of water quality that strongly influence society. As citizens of Minnesota and of the world, we are asked to vote on, comment on and often pay for changes in water quality. Our failure to be involved often will result in increased health risk, increased economic cost and reduced quality of life. As such, we need to be aware of the costs and benefits (in the larger sense of both words) of changes in water quality. In this class, we discuss biophysical water quality in the context of society's management concerns; we mix ecology and water resource science with policy and decision-making. We draw examples from many places in the world, many cultures and many economies because there are useful similarities and instructive differences among them. We provide an overview of water quality and its role in broader issues to help you become a more informed citizen. Further, water quality is important in nearly every natural resource field; this class provides you with depth that will be useful in your natural resources career. The class uses an open, highly participatory, "small group and large group interactive" format. People from all backgrounds and orientations are explicitly welcomed. We especially seek a wide variety of views and styles of interaction. This course uses WebCT.

Class time: 25% lecture, 50% Discussion, 25% Jig saws, debates, group activities**Work load:** 25 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers, Papers are written as multiple drafts with peer review.**Grade:** 20% mid-semester exam(s), 30% written reports/papers, 20% quizzes, 10% class participation, 20% problem solving**Exam format:** short essay, multiple choice**NRES 4200H Honors Seminar****(Sec 001); 1 cr; A-F only; prereq NRES upper div honors, instr consent; meets HON req of Honors**

Instructor: STAFF

Topics presented by faculty, students, guest speakers. Lecture/discussion. Offered every fall and spring.

NRES 4293 Directed Study**(Sec 001, 010, 014, 029-039); 1-5 cr; max crs 12, 12 repeats allowed; prereq instr consent**

Instructor: STAFF

Student selects and conducts a study of, or project on, a topic of personal interest in consultation with a faculty member. The course is documented by initial proposal and reports of accomplishment. Offered every semester.

NRES 4801H Honors Research**(Sec 001); 2 cr; A-F only; prereq NRES upper div honors, instr consent; meets HON req of Honors**

Instructor: STAFF

Independent research project supervised by faculty member.

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

Instructor: STAFF

Completion of honors thesis. Oral report.

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

Instructor: Carlson, Stephan Paul

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

Class time: 60% lecture, 25% Discussion, 15% Laboratory**Work load:** 40 pages of reading per week, 25 pages of writing per semester, 2 exams, 1 papers, 2 group projects**Grade:** 15% mid-semester exam(s), 15% final exam, 15% written reports/papers, 25% special projects, 10% in-class presentations, 5% class participation, 10% problem solving, 5% Field work on trails**Exam format:** Essay, fill in the blanks**NRES 5001 Treaty Rights and Natural Resources****(Sec 001); Credit will not be granted if credit has been received for: NRES 3001, NRES 3001, NRES 3001; 3 cr; max crs 6; A-F only; prereq Grad student or instr consent; meets CLE req of Cultural Diversity Theme**

Instructor: Spangler, George R

Students will examine contemporary interpretations of the treaty entitlements of Native Americans with respect to on- and off-reservation use of natural resources. The course emphasizes the contrasting historical and cultural interests of American Indian and non-Indian societies in utilizing natural resources, and identifies how these interests are manifest in treaties, law, government policy and management practices. Students will explore the evidence that historians, ethnohistorians and policy analysts use to reconstruct past events, interpret intent, and formulate laws and government policy in treaty relations with Native Americans. They will learn how the principles of precedent and case law result in the canons of construction guiding modern jurists in interpretation of treaty entitlements. Through a combination of readings, group discussions,

interactions with invited guests and experiential learning outside the classroom, we will focus our efforts on understanding the entitlements and obligations pursuant to, especially, the treaties of 1836, 1837, 1842, 1854, and 1855, and the subsequent effects of the Chippewa's contemporary and continuing rights to hunt, fish and gather natural products throughout the ceded territories in the upper Midwest.

Class time: 15% lecture, 85% Discussion

NRES 5061 Water Quality and Natural Resources

(Sec 001); Credit will not be granted if credit has been received for: NRES 3061, NRES 3061W, NRES 4061W, NRES 4061W, NRES 4061W; 3 cr; prereq Grad student or instr consent

Instructor: Perry, James A !!Morse Alumni Award!!

Water quality issues facing Minnesota and the world are critical. Sediment loads in the Minnesota river, Giardia in the BWCA, Environmental Security in the Middle East and parts of Africa all are examples of water quality that strongly influence society. As citizens of Minnesota and of the world, we are asked to vote on, comment on and often pay for changes in water quality. Our failure to be involved often will result in increased health risk, increased economic cost and reduced quality of life. As such, we need to be aware of the costs and benefits (in the larger sense of both words) of changes in water quality. In this class, we discuss biophysical water quality in the context of society's management concerns; we mix ecology and water resource science with policy and decision-making. We draw examples from many places in the world, many cultures and many economies because there are useful similarities and instructive differences among them. We provide an overview of water quality and its role in broader issues to help you become a more informed citizen. Further, water quality is important in nearly every natural resource field; this class provides you with depth that will be useful in your natural resources career. The class uses an open, highly participatory, "small group and large group interactive" format. People from all backgrounds and orientations are explicitly welcomed. We especially seek a wide variety of views and styles of interaction. This course uses WebCT.

Class time: 25% lecture, 50% Discussion, 25% Jig saws, debates, group activities

Work load: 25 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers, Papers are written as multiple drafts with peer review

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

Exam format: format: short essay, multiple choice

NRES 5111 Hydrology and Water Quality Field Methods

(Sec 001); Credit will not be granted if credit has been received for: NRES 3111; 3 cr; A-F only; prereq Grad student or instr consent

Instructor: Christner, Bill

Integrates water quality, surface/groundwater hydrology. Case studies, hands-on field data collection, calculations of hydrological/water quality parameters. Meteorological data, snow hydrology, stream gauging, well monitoring, automatic water samplers. Designing water quality sampling program. Geomorphology, interception, infiltration.

NRES 5202 Environmental Conflict Management, Leadership, and Planning

(Sec 001); Credit will not be granted if credit has been received for: NRES 3202, NRES 3202W, NRES 3202W, NRES 3202W, NRES 3202W, NRES 3202W; 3 cr; A-F only; prereq Grad or instr consent

Instructor: Nelson, Kristen C

Social change is a pervasive element of our work with natural resource issues. Change through environmental conflict appears to be especially difficult, if not impossible, to manage or resolve. This course will provide an introduction to the causes, dynamics, and consequences of natural resource and environmental conflicts, as well as an understanding of the range of possible intervention tools that can be used to manage conflict. Specific local, national, and international cases of actual conflict and dispute resolution procedures will be examined using a mixture of readings, cases, negotiation simulation exercises, and lecture to illustrate themes. The course will also provide

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a chance to examine leadership and planning styles as they contribute to change in environmental fields. Specific attention will be given to the theory and practice of leadership and planning in non-government organizations, as well as a look at your personal experience, skills and beliefs about the topic. With an understanding of conflict management, leadership, and planning, the course will build to an analysis of social change and the new opportunities for collaborative partnerships as one option for the future. Additional discussion section for NRES 5202.

Class time: 25% lecture, 35% Discussion, 40% exercises & simulations

Work load: 80 pages of reading per week, 25 pages of writing per semester, 1 exams, 2 papers, 1 group paper

Grade: 20% mid-semester exam(s), 30% written reports/papers, 30% special projects, 10% class participation, 10% short assignments

Exam format: Essay

NRES 5211 Survey, Measurement, and Modeling for Environmental Analysis

(Sec 001); Credit will not be granted if credit has been received for: NRES 4211, NRES 3211, NRES 3211, NRES 3211; 3 cr; prereq Grad student or instr consent

Instructor: Ek, Alan Ryan

Introduction to survey, measurement, and modeling concepts and methods for study of natural resources and environmental issues. Emphasis on survey design for data collection, estimation, and analysis for variables and issues encompassing land, water, air, vegetation, animal, soil, and human or social variables. Instruction focused on practical understanding using diverse examples. Offered every spring.

NRES 5241 Natural Resource and Environmental Policy: History, Creation, and Implement

(Sec 001); Credit will not be granted if credit has been received for: NRES 3241, NRES 3241W, NRES 3241W, NRES 3241W, NRES 3241W; 3 cr; prereq Grad student or instr consent; meets CLE req of Citizenship/Publ Ethics Theme

Instructor: STAFF

Introduction to survey, measurement, and modeling concepts and methods for study of natural resources and environmental issues. Emphasis on survey design for data collection, estimation, and analysis for variables and issues encompassing land, water, air, vegetation, animal, soil, and human or social variables. Instruction focused on practical understanding using diverse examples. Offered every spring.

NRES 5480 Topics in Natural Resources: Population, Equity and Environmental Change

(Sec 001); 1-4 cr; max crs 6, 6 repeats allowed; prereq Sr or grad student

Instructor: Disch, Lisa J !!Arthur Motley Exemplary Tch Aw!!

Population, Equity, and Environmental Change is an interdisciplinary course for upper-level undergraduates that examines contemporary debates over the relationships among population growth, environmental change and sustainability. Scientists agree that the ecosystems of planet earth cannot long support the human species at its current levels of consumption. They argue that the human species has made itself a geological force, one whose impact on the planet might be compared to the earthquakes and floods that shaped its topography in prehistoric time. Though there is widespread agreement about the magnitude of this change, there is intense debate regarding how to think about the crisis it poses. Some define it in terms of the limits of nature, terming it a resource crisis that should be addressed as a "population problem." Others define it in political terms as a crisis of distribution and social practice. The trouble is due not to the sheer growth in our numbers but, rather, due to our tools, our modes of transportation, our weapons, our bridges, dams and buildings--and by virtue of the forms of social organization that these make possible. This course is an interdisciplinary investigation of debates regarding 21st century humanity's relationship to the environment and the goal of sustainability. It examines the ethical and ecological implications of humanity-as-geological-force, taking the "problem" of population

growth as its touchstone.

Class time: 40% lecture, 40% Discussion, 20%

Work load: 50-75 pages of reading per week, 20 pages of writing per semester, 5 papers

Grade: 75% written reports/papers, 25% problem solving

NRES 5703 Agroforestry in Watershed Management

(Sec 001); Credit will not be granted if credit has been received for: NRES 3703; 3 cr; prereq Grad student or instr consent

Instructor: Brooks, Kenneth N

Agroforestry systems and practices are described and discussed as alternatives to more conventional agriculture in developed countries and as viable land use alternatives in poorer countries of the world. Attributes of agroforestry are studied, including a more diversified landscape, greater soil stability, improved water quality, reduced runoff, and improved wildlife habitat. The role of agroforestry in achieving watershed management benefits and ultimately sustainable development is discussed. Examples from North America and from other parts of the world are presented to emphasize agroforestry applications in both temperate and tropical climates. Lectures are mixed with active discussions. Students are required to develop and present a paper on an agroforestry topic.

Class time: 50% lecture, 50% Discussion

Work load: 50 pages of reading per week, 25 pages of writing per semester, 1 papers, 2-person teams of students lead discussions and summarize these discussions in brief reports

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

Exam format: no exam

NRES 5811 Environmental Interpretation

(Sec 001); Credit will not be granted if credit has been received for: NRES 4811, NRES 4811, NRES 4811; 3 cr; A-F only; prereq Grad student or instr consent

Instructor: Carlson, Stephan Paul

Natural Resources Interpretation is a course designed for undergraduate and graduate students in Natural Resources, Biological Sciences or Cultural Science, who want to work with public audiences as a Naturalist, Interpreter, Museum Educator, Science Educator, Visitor Studies Specialist, or Museum Docents/Guides. The course is designed to provide the needed skills and knowledge to work with National and State Parks, Visitor Centers, Public Gardens, Historical Parks, Zoos, and Nature Centers. The course covers the role and scope of interpretation along with basic communication theory and skills. It emphasizes audience understanding as it applies to various medias or modes of delivery. It emphasizes both personal and non-personal methods of information delivery, i.e., talks, slide shows, multi-media, trail signs, brochures, maps and exhibits. Student assessment is through team projects, tests, topic paper, class activities, interpretive talk and final project.

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

Work load: 40 pages of reading per week, 35 pages of writing per semester, 2 exams, 1 papers, Two group projects

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

Exam format: Essay

Naval Science

203 Armory: 612/625-6677

Nav 3302 Navigation II: Seamanship and Ship Operations

(Sec 001, 002); 3 cr; A-F only; prereq 3301

Instructor: Hutton, David Allen

(3 cr; QP-1201, 1202, 1203; SP-3301, instructor consent; A-F only) Seamanship, tactical maneuvering and signaling, relative motion, vector-analysis, formation tactics, ship employment, ship behavior and characteristics. Application of the maneuvering board in solving motion

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problems.

Class time: 70% lecture, 30% Laboratory

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

Grade: 20% mid-semester exam(s), 20% final exam, 15% class participation, 40% 2 Exams

Exam format: Multiple choice and practical.

Nav 4402 Leadership and Ethics

(Sec 001); 3 cr; A-F only; prereq 4401; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive

Instructor: Stanley, Marc Thomas

Required for senior NROTC students. (Others, only with instructors approval.) Develop understanding of junior officer role and myriad of responsibilities as a leader, manager, and professional in Naval Services (Navy/Marines). Builds on prior Naval Science courses to develop specific competencies in leadership, management, professional administration/development. Emphasis on Naval Service core values/professional ethics. Objective to mature student's understanding of public trust vested in officer as a citizen, and as a military service member/leader. Explore role of personal and organizational integrity/ethics by examining practical everyday situations confronting junior officer on-the-job. Provide working knowledge of course material while stimulating introspection about one's own character, responsibility, and accountability. References include selected readings, case studies, experiences of military service members and Naval Service officers. Conducted as a seminar with some lecture. Grading: class participation, writing, presentation, and exam. Students tasked to take and defend their positions based on context, logic, researched precedent/standards, professional ethos, etc.

Class time: 30% lecture, 60% Discussion, 10% Student presentations.

Work load: 50 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers, 1 student presentation (@ 20 minutes).

Grade: 15% mid-semester exam(s), 15% final exam, 25% written reports/papers, 25% in-class presentations, 20% class participation

Exam format: essay

Neuroscience

6-145 Jackson Hall: 612/626-6800

NSc 5661 Behavioral Neuroscience

(Sec 001); 3 cr; A-F only; prereq Grad NSc major or grad NSc minor or instr consent

Instructor: Mesce, Karen A

The neural coding and representation of movement parameters, and the neural mechanisms underlying higher order processes, such as memorization, memory scanning, and mental rotation are discussed. Emphasis is placed on (a) experimental psychological studies in human subjects, (b) functional neuroimaging studies in human subjects, including experiments using positron emission tomography (PET), (MEG), etc., (c) single cell recording experiments in subhuman primates, and (d) artificial neural network modeling.

Course URL: <http://www.neurosci.umn.edu/courses/5661/5661-home.html>

Neuroscience Department

6-145 Jackson Hall: 612/626-6800

Nsci 3102W Introduction to Neuroscience II: Biological Basis of Behavior

(Sec 001); Credit will not be granted if credit has been received for: PHSL 3102, BIOL 3102, NSC 3102, PHSL 3102, BIOL 3102W, NSC 3102W, BIOL 3102W, NSCI 3102W, BIOL 3102W, BIOL 3102W; 3 cr; A-F only; prereq Biol 3101 or NSci 3101 or Phsl 3101; meets CLE req of Writing Intensive

Instructor: Flanders, Martha

This is the second of the introductory neuroscience courses. This course introduces concepts in Systems and Behavioral Neuroscience with emphasis on the organization of neural systems/subsystems underlying sensory/motor aspects of behavior. Topics include: sensorimotor integration, vestibular system, visual and auditory systems. 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 and 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. A 10-15 page term paper, and a 4-6 page draft of this term paper are required.

Class time: 66% lecture, 33% Discussion

Work load: 10-20 pages of reading per week, 3 exams, 1 papers

Grade: 45% mid-semester exam(s), 30% final exam, 15% written reports/papers, 5% in-class presentations, 5% class participation

Exam format: short answer and essay

Course URL: <http://www.neurosci.umn.edu/courses/3102/3102-home.html>

Nsci 4115 Neurobiology Laboratory II

(Sec 001); 2 cr; A-F only; prereq [3101 or Biol 3101 or Phsl 3101], [3102W or Biol 3102W], instr consent; credit will not be granted if credit received for: 3115, Biol 3115, Biol 4115, Phsl 3115

Instructor: Poppele, Richard E

This course is intended for undergraduate students majoring in neuroscience. The subject matter of the course emphasizes neurophysiology and behavior through a series of experiments that explore synaptic transmission, electrical activity in nerves and muscles, simple neuronal networks, and sensory-motor integration. Students work in pairs using up-to-date electrophysiological equipment. They are guided through a number of specific experiments and encouraged to use the experimental tools they have learned to complete additional projects. The final exam is an oral report on one such project.

Class time: 10% Discussion, 90% Laboratory

Grade: 30% final exam, 20% class participation, 50% problem solving

Exam format: oral presentation

Course URL: <http://www.neurosci.umn.edu/courses/4115/4115-home.html>

Nsci 4793W Directed Studies: Writing Intensive

(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; no more than 7 cr of [4793, 4794, 4993, 4994] may count toward major requirements; meets CLE req of Writing Intensive

Instructor: STAFF

Individual study of selected topics with emphasis on readings and use of scientific literature. This course is writing intensive. Students will have the opportunity to write a review article on a topic in their discipline of interest. They will learn to survey the current literature in a specific area of research, organize the data available relevant to the research topic, and effectively communicate this information in their paper. Also, students will draw conclusions from their investigations of the research topic and suggest directions for future research. Students are required to write a 10-15 page paper in the format of a scientific review article. An extensive survey of the literature will be required in order to present the most current information in the selected research area. This course is graded pass/fail, and the final grade is based on successful completion of the review article.

Work load: 45 hrs per credit per semester

Grade: 100% written reports/papers

Course URL: <http://www.neurosci.umn.edu/courses/4793W/4793-home.html>

Nsci 4794W Directed Research: Writing Intensive

(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; no more than 7 cr of [4793, 4794, 4993, 4994] may count toward major requirements; meets CLE req of Writing Intensive

Instructor: STAFF

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This course consists of laboratory or field investigation of selected areas of research, done under the direction of a faculty mentor. The course is writing intensive. Students will have the opportunity to present the results of their research in the format of a scientific article. They will learn to survey the current literature in their area of research, organize data, use statistical analyses if appropriate, and effectively communicate the results of their experiments through construction of tables, graphs, and other figures. Also, students will draw conclusions from their data and use persuasive arguments to convince readers of their interpretations of the data. Students will be required to write a 10-15 page paper in the format of a scientific article. This course is graded pass/fail, and the final grade is based on successful completion of the article.

Work load: 45 hrs per credit per semester

Grade: 100% written reports/papers

Course URL: <http://www.neurosci.umn.edu/courses/4794W/4794-home.html>

Nsci 4993 Directed Studies

(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; max of 7 cr of 4993 and/or 4994 may count toward major requirements

Instructor: STAFF

Individual Study of selected topics with emphasis on selected readings and use of scientific literature. The course objective is to permit students who desire to learn about a specialized topic not already presented in a regularly scheduled lecture course to explore that area through individualized independent reading, analysis, and writing of a term paper. Topics and the literature vary according to the needs of the student. Most of the readings will be drawn from the primary research literature of neuroscience and related disciplines, although some monographs and reviews may also be consulted. This directed study course involves a student workload of a minimum of 45 hours work per credit (total workload for the entire semester). Some of this effort involves consultation with the faculty member who is directing the study and the remainder would be time spent by the student reading appropriate literature, conducting laboratory exercises, analyzing data, and/or writing one or more summary reports. reports.

Work load: 45 hours per credit per semester

Grade: 100% written reports/papers

Course URL: <http://www.neurosci.umn.edu/courses/4993/4993--home.html>

Nsci 4994 Directed Research

(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; max of 7 cr of 4993 and/or 4994 may count toward major requirements

Instructor: STAFF

Directed Research is an individualized research experience under the direction of a faculty mentor. The course objective is to provide opportunity for undergraduates (primarily undergraduate majors in neuroscience) to experience laboratory research. This is very important preparation for those who intend to apply for graduate study. Topics vary according to the subject matter of the research project chosen by the student, with assistance from the faculty mentor. Readings will include several papers from the primary research literature as well as some review articles and several papers about appropriate research methods. Overall student effort will be at least 45 hours per semester per credit. Student effort is expected to include contact time with mentor (number of hours varies) to discuss direction of the project, methods to be used, results and interpretation, as well as future directions. In addition, the student will spend time doing experiments, collecting data, organizing results, as well as reading pertinent literature and writing a summary report.

Work load: 45 hours per credit per semester

Grade: 100% written reports/papers

Course URL: <http://www.neurosci.umn.edu/courses/4994/4994--home.html>

Norwegian**205 Folwell Hall: 612/625-2080****Nor 1002 Beginning Norwegian****(Sec 001, 002); Credit will not be granted if credit has been received for: NOR 4002; 5 cr; prereq 1001**

Instructor: STAFF

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.

Class time: 10% lecture, 70% Discussion, 20% Laboratory**Work load:** 5 pages of reading per week, 12 pages of writing per semester, 7 exams, skits and presentations**Grade:** 6% mid-semester exam(s), 20% final exam, 35% quizzes, 14% class participation, 25% 14% homework, 6% skit, 5% journal**Exam format:** structured exercises in all 4 modalities and grammar, pronunciation, vocabulary and culture**Course URL:** <http://www.webct.umn.edu>**Nor 1004 Intermediate Norwegian****(Sec 001); Credit will not be granted if credit has been received for: NOR 4004; 5 cr; prereq 1103**

Instructor: STAFF

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 Test (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.

Class time: 10% lecture, 70% Discussion, 20% Laboratory**Work load:** 10 pages of reading per week, 6 pages of writing per semester, 3 exams, 2 papers**Grade:** 100% 50% reading/writing; 50% oral/aural**Exam format:** written essays, listening and reading protocols, structural exercises, oral interviews**Course URL:** <http://www.webct.umn.edu>**Nor 4002 Beginning Norwegian****(Sec 001, 002); Credit will not be granted if credit has been received for: NOR 1002, NOR 1002; 2 cr; prereq passing score on GPT in another language or grad**

Instructor: STAFF

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.

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Class time:**Work load:** 5 pages of reading per week, 12 pages of writing per semester, 7 exams**Grade:** 6% mid-semester exam(s), 20% final exam, 34% quizzes, 14% class participation, 25% 6% skit, 5 % journal, 14% homework**Course URL:** <http://www.webct.umn.edu>**Nor 4004 Intermediate Norwegian****(Sec 001); Credit will not be granted if credit has been received for: NOR 1004, NOR 1004; 2 cr; prereq passing score on GPT in another language or grad**

Instructor: STAFF

See the course description for Nor 4004. This 4xxx-level course designator is a special option for qualified students to take the 1xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or are not seeking a CLA degree, you may register for Nor 1004 under the number Nor 4004 for 2 credits. Contact the department office, 612-625-2080, for a permission number.

Work load: 10 pages of reading per week, 6 pages of writing per semester, 3 exams, 2 papers**Course URL:** <http://www.webct.umn.edu>**Off-Campus Study****220 Johnston Hall: 612/624-7577****OCS 3550 National Student Exchange: Off-Campus Study****(Sec 001); 0 cr; max crs 15, 3 repeats allowed; S-N only; prereq dept consent**

Instructor: STAFF

This course registration allows students to study in a different part of the United States for up to a year through National Student Exchange. There are more than 170 National Student Exchange (NSE) institutions in Hawaii, Florida, and 48 other states and regions, including Puerto Rico, Guam, the Virgin Islands, and Canada. The application deadline for participation in the following academic year is mid-February. Prerequisite: application and acceptance into the National Student Exchange program in the Career and Community Learning Center.

Operations and Management Sciences**3-140 CarlSMgmt: 612/624-7010****OMS 2550 Business Statistics: Data Sources, Presentation, and Analysis****(Sec 001, 004, 007, 010, 020); 4 cr; A-F only; prereq [Math 1031 or equiv], at least 30 cr; credit will not be granted if credit received for: 1550**

Instructor: STAFF

Exploratory data analysis, basic inferential procedures, statistical sampling/design, regression/time series analysis. How statistical thinking contributes to improved decision making.

OMS 3056 Managing Supply Chain Operations**(Sec 020); 4 cr; A-F only; prereq 3001 or instr consent**

Instructor: STAFF

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.

Pharmacy

5-110 Weaver-Densford Hall: 612/624-9490

Phar 1002 Health Sciences Terminology (Sec 001); 2 cr; prereq Course orientation

Instructor: Janke PhD, Kristin Kari

This self-study, unlimited enrollment course provides undergraduate students with an introductory knowledge of the terminology utilized in the health sciences. Students learn how to analyze and build words from combining forms, suffixes, and prefixes in a systematic manner. 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 required orientation may be completed entirely or partially online (the latter choice also involves attending an in-person presentation). Dates and other information will be sent to the U of MN email addresses of registered students 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 (note the FAQ page) and/or contact medterm@umn.edu, 612-624-7976, or visit B-288 Mayo.

Class time: 100% self-study with regularly scheduled testing sessions
Work load: 4 exams, Final Exam required only if average of 4 exams is less than 90%

Grade: 100% average of 4 exam scores

Exam format: multiple choice and true/false, bubble sheets

Course URL: <http://courses.pharmacy.umn.edu>

Phar 1003 Self Care: A Guide to Today's Nonprescription Pharmacy (Sec 001); 2 cr; prereq Course orientation at <http://courses.pharmacy.umn.edu> or contact [selfcare@umn.edu or 612-624-7976] or visit B-288 Mayo

Instructor: Janke PhD, Kristin Kari

This self-study, unlimited enrollment 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 WebCT to view audio/video presentations, download reading materials (also available for purchase), and complete self tests in preparation for exams. The required orientation may be completed entirely or partially online (the latter choice also involves attending an in-person presentation). Dates and other information will be sent to the U of MN email addresses of registered students 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 (note the FAQ page) and/or contact selfcare@umn.edu, 612-624-7976, or visit B-288 Mayo.

Class time: 100% self-study with regularly scheduled testing sessions.

Work load: 4 exams, Final required only if average of 4 exams is less than 90%

Grade: 100% Average of 4 exam scores

Exam format: multiple choice and true/false, bubble sheets

Course URL: <http://courses.pharmacy.umn.edu>

Phar 5201 Health Sciences Applied Terminology (Sec 001); 2 cr; prereq Course orientation at <http://courses.pharmacy.umn.edu> or contact [medterm@umn.edu or 612-624-7976] or visit B-288 Mayo

Instructor: Janke PhD, Kristin Kari

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

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required orientation may be completed entirely or partially online (the latter choice also involves attending an in-person presentation). Dates and other information will be sent to the U of MN email addresses of registered students 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 (note the FAQ page) and/or contact medterm@umn.edu, 612-624-7976, or visit B-288 Mayo.

Class time: 100% self-study with regularly scheduled testing sessions
Work load: 4 exams, Final Exam required only if average of 4 exams is less than 90%

Grade: 100% Average of 4 exam scores

Exam format: multiple choice and true/false, bubble sheet

Course URL: <http://courses.pharmacy.umn.edu>

Philosophy

831 Heller Hall: 612/625-6563

Phil 1001 Introduction to Logic (Sec 001); 4 cr; meets CLE req of Mathematical Thinking Core

Instructor: Owens, Joseph I

In this course we will be concerned with two very different things. In the first place we will try to improve certain critical reasoning skills, skills which are essential in every intellectual context; in particular, we will be concerned with honing our ability to recognize, construct and evaluate arguments. Though we all have some intuitive ability in carrying out these tasks, that ability can be improved and we shall aim at doing just that. In learning how to evaluate and construct arguments, we will not simply rely upon 'intuitive insight' upon getting you to 'see it' in some clearer fashion. Our strategy will be very different; it will consist of translating or representing the 'natural argument' in a 'formal' or 'artificial language'. For this artificial language we have precise rules, rules which determine what logically follows from what. Using these rules we evaluate the translation of the original argument. If the translation is no good (if it violates the explicit rules) the original is no good; if the translation is good, the original argument is good. This brings us to the second point of the course: though this course is not primarily intended to be a course in symbolic logic, we do want to provide some indication as to what that discipline is like. In this course we only get a taste of this, but we do get a taste, and there are further courses for those who long for more.

Class time: 90% lecture, 10% Closed Circuit TV

Phil 1003W Introduction to Ethics (Sec 001); 4 cr; prereq credit will not be granted if credit received for: 1103 or 1103V; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive

Instructor: Mason, Michelle N

"What should I do?" "What kind of person do I wish to be?" In asking such questions, we share in the moral philosophers' inquiry. Moral philosophers engaged in the systematic study of the ethical standards that should govern our lives and their sources of justification are engaged in the project of 'normative ethics'. Sometimes we might find ourselves wondering about more abstract questions, such as whether moral judgments are objective, whether moral principles are relative, where values fit into the scientific world of facts, etc. These are among the questions that are the subject of 'meta-ethics'. In this course we will join some prominent moral philosophers in reflecting on both normative and meta-ethical questions. We will spend the most time examining the most influential normative ethical theories: Utilitarianism, Kantianism and neo-Aristotelianism. Finally, we will consider philosophy's contribution to thinking about some concrete contemporary moral issue (affirmative action). The goals of the course are to provide students with no previous background with an introduction to ethics and to equip them to critically read, assess, and write philosophical prose.

Class time: 75% lecture, 25% Discussion

Work load: 15-21 pages of writing per semester, 1 exams, 3 papers

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

Phil 1004W Introduction to Political Philosophy

(Sec 001); 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive

Instructor: Root, Michael D !!CLA Distinguished Tchg Awd!!

This course is built around two questions: what do citizens owe their government and what does a government owe its citizens? Our emphasis will be on the arguments used to support and oppose the different answers to these two questions as much as the answers themselves. Students registered for 1004 can also register for a practicum, Phil 1007; it carries 1 additional credit and requires at least two hours a week of community service or 30 hours over the semester. Approved opportunities for community service can be arranged through the Career and Community Learning Center, 345 Fraser Hall, 626-2044 (email: cclc@adv.cla.umn.edu. All students taking 1007 must take 1004, but not all students in 1004 need to take 1007.

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

Work load: 60 pages of reading per week, 25 pages of writing per semester, 1 exams, 4 papers

Grade: 15% final exam, 85% written reports/papers, 0% Students required to attend sections

Exam format: essay

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

Phil 1006W Philosophy and Cultural Diversity

(Sec 001); Credit will not be granted if credit has been received for: PHIL 1002, PHIL 1002W, PHIL 1002W, PHIL 1012, PHIL 1002V, PHIL 1026, PHIL 1026W, PHIL 1026W, PHIL 1102, PHIL 1102, PHIL 1102; 4 cr; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme

Instructor: Scheman, Naomi !!CLA Distinguished Tchg Awd!!

Central problems and methods of philosophy through culturally diverse texts. Focus will be critical and comparative, engaging works by Plato, Aristotle, Descartes, Locke, and Mill in conversation with a range of 20th C. U.S. writers of color. Students are expected to contribute to these conversations in class, in discussion section, and in writing and revising several 2-3 page papers and two 5 page essay assignments, at mid-term and end-term.

Class time: 65% lecture, 30% Discussion, 5% informal student panels

Work load: 30-50 pages of reading per week, 20 pages of writing per semester, 7 papers, writing panel questions & optional panel participation

Exam format: no exams: mid-term and final essays

Phil 1007 Introduction to Political Philosophy Practicum

(Sec 001); 1 cr; prereq concurrent enrollment 1004W; meets CLE req of Citizenship/Publ Ethics Theme

Instructor: Root, Michael D !!CLA Distinguished Tchg Awd!!

Students must also be registered for Phil 1004. The course is designed to tie issues studied in Phil 1004 to the needs of people in the Twin Cities through community service. At least 2 hours/wk of community service is required. Students in Phil 1007 attend classes for Phil 1004 and write 7 (2-page) biweekly papers, as well as give a presentation in Phil 1004.

Class time: 100% community service

Work load: 14 pages of writing per semester, 7 papers

Grade: 75% written reports/papers, 25% in-class presentations

Course URL: <http://classweb.cla.umn.edu>

Phil 3302W Moral Problems of Contemporary Society

(Sec 001); Credit will not be granted if credit has been received for: PHIL 3322, PHIL 3322W, PHIL 3322W, PHIL 3402; 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core; meets CLE req of Writing Intensive

Instructor: Bix, Brian H

Selected moral problems of private and public life. Both majors and non-majors are welcome. Students will be expected to read, analyze and produce arguments regarding moral matters to the level commensurate with a 3000-level Philosophy course.

Class time: 80% lecture, 20% Discussion

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Work load: 60 pages of reading per week, 20 pages of writing per semester, 1 exams, 2 papers

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

Exam format: Essay (closed book)

Phil 3602 Science, Technology, and Society

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

Instructor: Longino, Helen E

This course is for undergraduates, both those with a background in philosophy and those with a background in the sciences or history of science. We will examine recent controversies involving the sciences or science-based technologies from a number of different philosophical perspectives. The first part of the course will review and introduce some philosophical ideas involved in thinking about the sciences in relation to society. We will look at some basic features of scientific reasoning, competing philosophical ideas about the nature of scientific knowledge, the social goods said to be promoted or undermined by progress in the sciences, goods ranging from productivity and material comfort to the alleviation of disease and hunger to freedom of thought and the expansion of human knowledge, as well as the tensions between acquiring knowledge and respecting the rights of research subjects. In the second part of the course, students will break into work groups each examining the multiple dimensions of one controversial issue. These controversies may include the debate over genetically modified foods, the debates over the safety of nuclear power, the debate over genetic approaches to race and sex difference, the fluoridation controversy, the tobacco wars, new reproductive technologies, AIDS research in the developing world, and others. The workgroups will report back to the class on a regular basis concerning the controversy they are working on.

Class time: 35% lecture, 35% Discussion, 30% student presentations

Work load: 25-40 pages of reading per week, 18-24 pages of writing per semester, no exams, but some pop quizzes; one or two short papers, one longer paper

Grade: 50% written reports/papers, 15% quizzes, 20% in-class presentations, 15% class participation (attendance and discussion)

Phil 3993 Directed Studies

(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; prereq instr consent, dept consent, college consent

Instructor: STAFF

Students may contact the instructor or department for information.

Phil 4325 Education and Social Change

(Sec 020); Credit will not be granted if credit has been received for: PHIL 5323; 4 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme

Instructor: Wallace, John R

This course focuses on a family of approaches to education which has shown promise in moving societies in several parts of the world toward greater justice. This family of approaches is known by various names, including "popular education," "democratic education," and "participatory education." In the course we will use the name "democratic education." The course integrates a seminar, focusing on theory, with a practicum at the Jane Addams School for Democracy, a democratic education initiative in St. Paul, or at other places in the Twin Cities area where democratic education is being practiced. The purpose is to provide students a theory-rich apprenticeship in democratic education, an apprenticeship which weaves together first-hand field participation at a democratic education site with the study of theories about and case studies of democratic education. A student will emerge from the course with an understanding of the theory of democratic education, with an appreciation of contexts in which this approach to education has been used in various parts of the world, with a practical understanding of what it takes to function as a democratic educator and to design and facilitate democratic education settings. This course counts toward two liberal education theme requirements: Cultural Diversity and Citizenship and Public Ethics.

Class time: 10% lecture, 90% Discussion

Work load: 50 pages of reading per week, 35 pages of writing per semester

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

Phil 4510 Philosophy of the Individual Arts

(Sec 001); 3 cr; prereq 3502; meets CLE req of Writing Intensive
Instructor: Kac, Michael B

Anticipated topics include: the ontological status of musical works; the concept of musical meaning; form and development; originality and influence; and issues regarding performance practice, particularly in regard to the 'authenticity' movement and the performance of early music. Students will be required to do two projects, including a short paper; the other project may take the form of a second paper or a demonstration/performance. Ability to read music is desirable, but not required.

Class time: 100% lecture

Work load: 20 pages of reading per week

Grade: 100% special projects

Phil 4611 Philosophy of the Social Sciences

(Sec 001); Credit will not be granted if credit has been received for: PHIL 5611; 3 cr; prereq 9 cr of [philosophy or social science] or instr consent; meets CLE req of Writing Intensive

Instructor: Root, Michael D !!CLA Distinguished Tchg Awd!!

This course explores some of the philosophical assumptions that underlie research and teaching in a number of the social sciences. We will give particular attention to the systems of classification employed in the social sciences and how the choice of one definition of categories like race, deviance or socioeconomic status over others bears on attempts to keep the social sciences objective or free of non-scientific values. The course also looks at methods of causal inference in the social sciences. We will compare two major approaches to these inferences, the deductive approach favored in economics and the inductive approach favored in sociology. Finally, we will assess the role social science plays in the formation of public policy and, in particular, assess how the choice of categories and standards of causal inference affects current debates over social and educational policy.

Class time: 70% lecture, 30% Discussion

Work load: 60 pages of reading per week, 30 pages of writing per semester, 3 papers

Grade: 80% written reports/papers, 10% in-class presentations, 10% class participation

Phil 4615 Minds, Bodies, and Machines

(Sec 001); 3 cr; prereq one course in philosophy or instr consent; meets CLE req of Writing Intensive

Instructor: Owens, Joseph I

Our concern is with the nature of mind with alleged differences between mind and body, and with a number of recent attempts to integrate mind into the natural order. This course has three parts. In part A, we discuss some traditional conceptions of mind and body and how these have come under attack from materialists and behaviorists. In part B, we examine the view of mind that is dominant in contemporary cognitive theory. This view has two components: first, it incorporates the notion that representation is central, that having a mind is primarily having a representational system--being able to represent one's environment and being able to operate on such representations to infer, to plan actin, etc. Second, certain well known systems exhibit this kind of representational capacity--computers--and so they provide us with a new model of what it is to have a mind. To have a mind is to satisfy a certain kind of very powerful program. In a sense, we are no more than sophisticated automata, and if one wants to understand the working of such an automaton one studies its program. To gain some real understanding of such phenomena as vision, linguistic understanding, try to design a program for a system so that it, too, can be said to see and understand. our final part consists of an examination of Wittgenstein's later philosophy, the most most radical challenge to all traditional and contemporary theories of mind.

Class time: 75% lecture, 25% Discussion

Work load: 2-3 exams

Grade: 100% written reports/papers

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Phil 4993 Directed Studies

(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; prereq instr consent, dept consent, college consent

Instructor: STAFF

Student may contact the instructor or department for information.

Phil 5201 Symbolic Logic I

(Sec 020); 4 cr; prereq 1001 or instr consent

Instructor: Kac, Michael B

Consult with instructor before enrolling.

Class time: 100% lecture

Grade: 66% mid-semester exam(s), 33% final exam

Exam format: problem solving

Phil 5202 Symbolic Logic II

(Sec 001); 4 cr; prereq 5201 or instr consent

Instructor: Hanson, William H !!Morse Alumni Award!!

The goal of this course is to acquaint students with the ideas involved in the great metatheorems of Church, Godel, and Tarski, and to provide a brief introduction to second-order logic. We will begin by studying some simple abstract "machines", Turing Machines, and will use the knowledge thus gained to prove Church's Theorem that first order logic is undecidable. Godel's two incompleteness theorems and Tarski's theorem about truth will then be studied, although some of the details of their proofs will be omitted. Finally, we will study second-order languages. The great expressive power of these languages makes their logical properties very different from those of first-order languages. Required text: Boolos & Jeffrey, "Computability and Logic", 3rd ed; a small packet of articles.

Class time: 60% lecture, 40% Discussion

Grade: 20% problem solving, 80% exams (including final)

Exam format: problems to solve

Phil 5415 Philosophy of Law

(Sec 001); 3 cr; prereq 1003 or 1004 or 3302 or social science major or instr consent

Instructor: Bix, Brian H

The course will offer an overview of a wide variety of topics in legal philosophy, from topics in analytical philosophy (e.g., regarding the nature of law and the obligation to obey the law) to modern critical movements (e.g., law and economics 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.

Class time: 70% lecture, 30% Discussion

Work load: 80 pages of reading per week, 15 pages of writing per semester, 1 exams, 1 papers

Grade: 45% final exam, 45% written reports/papers, 10% class participation

Exam format: essay (closed book)

Phil 5993 Directed Studies

(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; prereq instr consent, dept consent, college consent

Instructor: STAFF

Student may contact the instructor or department fo information.

Physical Education

220 Cooke Hall: 612/625-5300

PE 1004 Diving: Springboard

(Sec 001); 1 cr; OPT No Aud; prereq 1007 or equiv or instr consent

Instructor: STAFF

All class materials provided. Course open to anyone interested in learning about diving as a sport. Course involves notes on technical aspects of competitive diving, actual participation in learning how to

dive, safely and correctly.

Class time:

Work load: 3 pages of writing per semester, 1 exams, 1 papers

Grade: 10% written reports/papers, 20% quizzes, 50% class participation

Exam format: Multiple choice, matching, fill-in-the-blanks

PE 1007 Beginning Swimming

(Sec 001-004); 1 cr; OPT No Aud

Instructor: STAFF

This course is designed to introduce students to basic aquatic safety and to teach the fundamentals of swimming and hydrodynamics. Students will: gain a basic understanding of the principles of hydrodynamics and stroke mechanics; be introduced to the five basic strokes; demonstrate basic aquatic skills; read about the concepts of hydrotherapy for disabilities and other conditions; and gain knowledge of opportunities which exist for competitive activities and for a lifetime enjoyment of aquatics. The required textbook is American Red Cross "Swimming and Diving". This same text will be used for both PE 1007 and PE 1107. Students will be swimming and practicing in the pool for every class meeting with the exception of written exam days. Students are welcome to attend more than one section of class for extra practice time.

Class time: 10% lecture, 90% 90% in-water practice

Work load: 20 pages of reading per week, 4 exams

Grade: 20% mid-semester exam(s), 20% final exam, 25% quizzes, 35% class participation

Exam format: Written exams: 25 questions multiple choice; practical quizzes: in-water skills test

PE 1014 Conditioning

(Sec 001-009); 1 cr; OPT No Aud

Instructor: STAFF

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.

Class time: 5% lecture, 95% physical activity

Work load: 12 pages of reading per week, 2-3 pages of writing per semester, 1 exams, 1 papers

Grade: 20% final exam, 20% written reports/papers, 30% class participation, 30% attendance

Exam format: multiple choice, true/false, matching

PE 1015 Weight Training

(Sec 001-007); 1 cr; OPT No Aud

Instructor: STAFF

Designed as an introductory course in weight training, the course stresses the physiological considerations of weight lifting; selecting exercises for a basic program, charting workouts, nutritional considerations and the safety of weight training.

Class time: 70% lecture, 30% Discussion

Work load: 1 exams, 1 papers

Grade: 20% final exam, 10% written reports/papers, 70% class participation

Exam format: multiple choice, fill in the blank

PE 1016 Posture and Individual Exercise

(Sec 001); 1 cr; OPT No Aud

Instructor: STAFF

Basic fundamentals of good posture, individual exercise, fitness, and mental attitude will be emphasized. Included will be, flexibility exercises, cardiovascular fitness, nutrition, weight control, stress management, positive mental health, and overall sound body and mind activities which translate into a positive attitude and good health.

Objectives: Upon completion of the course the student should have: developed a positive attitude of cardiovascular health and overall fitness; gained an understanding and appreciation for fitness; been

exposed to different forms of fitness training; developed a personal program for fitness outside of class; learned techniques for healthy eating habits; learned techniques of mental control and stress management.

Class time: 2% lecture, 98% participation physical.

Work load: 1-2 pages of reading per week, 2-3 pages of writing per semester, 1 exams, 1 papers

Grade: 10% written reports/papers, 10% special projects, 30% class participation, 50% attendance.

Exam format: Short answer.

PE 1029 Handball

(Sec 001); 1 cr; OPT No Aud

Instructor: Hiber, Matthew Frank

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.

Class time: 10% lecture, 90% skills and activities

Work load: 2 exams, one skills test and participation in one handball tournament

Grade: 10% mid-semester exam(s), 60% class participation, 20% skills test and participation in one tournament

Exam format: short answer

PE 1032 Badminton

(Sec 001); 1 cr; OPT No Aud

Instructor: STAFF

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.

PE 1033 Foil Fencing

(Sec 001); 1 cr; OPT No Aud

Instructor: STAFF

Fencing fundamentals, including basic foil techniques, movement, a general overview of fencing as a recreational sport and an Olympic sport, and the history of fencing.

Class time: 10% lecture, 90% Laboratory

Work load: 2 exams

Grade: 10% final exam, 90% lab work

Exam format: multiple choice

PE 1034 Judo

(Sec 001, 002); 1 cr; OPT No Aud

Instructor: Crone, Tom

The judo class instructs students in the basic skills of throwing, grappling (matwork), choking and arm lock techniques, and falling skills. These are the basic skills used in contest judo, and also have personal defense application of a very realistic and practical nature. Students are also given an appreciation of the evolution of judo from Jiu-Jitsu, and they learn the fundamental rules and scoring of contest. Action videos are used both for instruction of techniques and appreciation of contests. The principles of judo and its philosophy as they apply to daily life enhancement, are also covered.

Class time: 5% lecture, 5% Discussion, 90% 2 handouts, 1 page each, spring semester-class booklet required

Work load: 2 exams, A 25 page Judo booklet is required reading

Grade: 25% mid-semester exam(s), 25% final exam, 50% class

participation

Exam format: Matching, multiple choice, true/false

meets on weekends.

Grade: 50% final exam, 50% class participation

Exam format: Multiple choice.

PE 1035 Karate

(Sec 001-003); 1 cr; OPT No Aud

Instructor: Fusaro, Robert L

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 mandatory. There will be a \$35.00 facility fee.

Class time: 15% Discussion, 85% 80% training, 5% exams

Grade: 20% mid-semester exam(s), 70% final exam, 10% Attendance

Exam format: Mid-term: 20 short multiple choice questions; Final: physical test on basic movements worked on during the semester

PE 1036 Racquetball

(Sec 001, 002); 1 cr

Instructor: STAFF

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.

Class time: 10% lecture, 90% 60% practicing racquetball skills, 30% playing points

Work load: 8 pages of reading per week, 2 exams, 8 weekly quizzes (true-false)

Grade: 10% mid-semester exam(s), 20% final exam, 40% class participation, 30% skills test

Exam format: short answer

PE 1038 Beginning Tennis

(Sec 001-006); 1 cr; OPT No Aud

Instructor: STAFF

This class is designed for players with little or no experience or for players with experience who want to review the basics. Topics to be covered include: tennis terminology, stroke, fundamentals, game rules, and basic positioning for singles and doubles play, footwork, and tennis etiquette. Students must have official tennis shoes with light-colored soles.

Class time: 15% Discussion, 85% drill and play

Work load: 10 pages of reading per week, 2 exams

Grade: 25% mid-semester exam(s), 25% final exam, 50% class participation

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

PE 1042 Orienteering

(Sec 001-003); 1 cr; OPT No Aud

Instructor: STAFF

To familiarize the student with basic land navigation skills as they pertain to orienteering. This course is open to all students. Orienteering is a physical course, due to the movement through wooded terrain. Students will be required to go to two orienteering meets on the weekends.

Class time: 20% lecture, 80% practical exercise.

Work load: 2 pages of reading per week, 1 exams, 2 orienteering

This information is accurate as of: 10/30/2003 at 12:09 PM

PE 1043 Beginning Horse Riding

(Sec 001-012); 1 cr; OPT No Aud

Instructor: Soderberg, Thomas

Students will study the lifelong sport of horseback riding. Focus will be on techniques, styles and communication. Students will learn riding techniques at a walk and trot. This is an English riding class. There will be a \$95.00 facility fee. REVISED - Transportation not provided

Class time: 5% lecture, 95% Laboratory

Work load: 5 pages of reading per week, 1 exams

Grade: 25% final exam, 75% class participation

PE 1045 Rock Climbing

(Sec 001, 002); 1 cr; OPT No Aud; prereq Good general health, no [neck or back] problems

Instructor: Hoffman, Mitchell Lee

This course starts from square one and covers safety, knots, climbing techniques and basic anchor building. A comprehensive introduction to indoor rock climbing. Much of the time is spent actively climbing on the wall. Active participation and in class activities are the bulk of the grading and curriculum. Course is held at the St. Paul Gymnasium Climbing Wall.

PE 1046 Tae Kwon Do

(Sec 001, 002); 1 cr; OPT No Aud

Instructor: Kim, Jung Heon

The class is designed to introduce the Fundamentals of Tae Kwon Do. Principles of martial arts, body mechanics of Tae Kwon Do, practical self-defense moves.

Class time: 8% lecture, 2% Discussion, 90% Tae Kwon Do practice

Work load: N/S pages of reading per week, 1-2 pages of writing per semester, 2 exams, 1 papers

Grade: 25% mid-semester exam(s), 30% final exam, 10% written reports/papers, 35% class participation

Exam format: multiple choice & short essay

PE 1048 Bowling

(Sec 001); 1 cr; OPT No Aud

Instructor: STAFF

Designed as an introductory course in bowling, the course stresses fundamentals of stance, approach and delivery, scoring, bowling terminology, and etiquette. There is a \$40.00 facility fee.

Class time: 2% lecture, 20% Discussion

Work load: 2 exams

Grade: 10% mid-semester exam(s), 10% final exam, 80% class participation

Exam format: multiple choice, fill in the blank

PE 1053 Ice Skating

(Sec 001, 002); 1 cr; OPT No Aud

Instructor: STAFF

This class is designed for beginning ice skaters. Equipment, safety issues, ice skating techniques, terminology, and other relevant information will be taught. Fundamentals that will be covered include: basic skating, stopping, turning, balance techniques and various other skills from both the forward and backward positions. Skate rental is available on site.

Class time: 25% lecture, 75% Laboratory

Work load: 2 exams, One written exam, one skills exam.

Grade: 35% final exam, 30% class participation, 35% lab work

Exam format: short answer

PE 1055 Golf

(Sec 001-004); 1 cr; OPT No Aud

Instructor: STAFF

Proper grip, stance, ball address, swing, club selection, psychological

management, rules, and etiquette. Basic instruction in analyzing, assisting with, and coaching golf.

PE 1056 Nordic (Cross-Country) Skiing
(Sec 001-003); 1 cr; OPT No Aud

Instructor: STAFF

Introduction to the fundamental techniques of classical and freestyle cross-country skiing. Students will be taught through lecture and direct experience on cross-country skiing trails. Ski rental available through St. Paul Students Outdoor Store.

PE 1057 Beginning Skiing
(Sec 001-004); 1 cr; OPT No Aud

Instructor: STAFF

Introduction to alpine skiing. Students are taught to stop, turn, and use lifts, as well as safety, etiquette, and purchase of equipment. Class held at Hyland Hills ski area in Bloomington.

PE 1059 Track and Field
(Sec 001); 1 cr; OPT No Aud

Instructor: STAFF

Track and Field is a beginning-level class. It is designed to introduce the student to the nature and significance of Track and Field. The following topics will be covered: conditioning and training, events and skills, strategies, track and field knowledge, equipment, and facilities and technology.

Class time: 10% lecture, 90% physical activity.

Work load: 15 pages of reading per week, 1 pages of writing per semester, 1 exams, 1 papers, presentations by students.

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

Exam format: Multiple choice, T/F, matching.

PE 1065 Beginning Tumbling and Gymnastics
(Sec 001); 1 cr; OPT No Aud

Instructor: STAFF

This course is designed for individuals with little or no tumbling/spotting experience. Students will learn the fundamentals of basic tumbling skills including rolls, handstands, cartwheels, extensions, handsprings, and sommies (flips), accompanied by the appropriate spotting techniques. Students will also experience teaching a skill to a small group of classmates. Safety issues in tumbling and gymnastics will be addressed.

Class time: 15% lecture, 85%

Work load: 2-10 pages of reading per week, 1 exams, 2 performance evaluations, 1 project

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

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

PE 1067 Basketball
(Sec 001); 1 cr; OPT No Aud

Instructor: STAFF

Participation-based course emphasizing basketball fundamentals such as passing, dribbling, shooting, as well as basic fast-break, offensive and defensive principles. Undergraduate and graduate students are encouraged to join the class. Students will scrimmage at times and will be tested on the rules and basketball fundamentals they learn during the course.

Class time: 20% lecture, 5% Discussion, 75%

Work load: 5-15 pages of reading per week, 5-7 pages of writing per semester, 2 exams, 1 papers

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

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

PE 1072 Soccer
(Sec 001); 1 cr; OPT No Aud

Instructor: STAFF

This information is accurate as of: 10/30/2003 at 12:09 PM

This is a beginning level class. The class is designed to introduce the student to the basic fundamentals of soccer. The following topics will be covered; sportsmanship both on and off the field, game rules, soccer terminology, participation and competition drills, fundamental soccer skills, understanding values derived from active participation, and practical instruction in strategy.

Class time: 15% lecture, 85% Physical activity and demonstrations

Work load: 15 pages of reading per week, 1 exams, 1 papers
Grade: 20% final exam, 20% written reports/papers, 60% class participation

Exam format: Multiple choice, true/false, matching

PE 1074 Beginning Volleyball
(Sec 001-004); 1 cr; OPT No Aud

Instructor: STAFF

This is an introductory course aimed at the beginning student in volleyball. Students will learn the fundamentals of the sport, including setting, serving, passing, and blocking. The course will also include an understanding of the rules and strategies involved in volleyball. Particular emphasis is placed in practical application of knowledge and game situations.

Class time: 10% lecture, 90% Practical practice and application

Work load: 0-30 pages of reading per week, 2 exams, practical testing
Grade: 20% mid-semester exam(s), 35% final exam, 45% class participation

PE 1075 Ice Hockey
(Sec 001, 002); 1 cr; OPT No Aud; prereq 1053 or equiv or instr consent

Instructor: STAFF

This class is designed for the experienced skater who wants to become knowledgeable about hockey. Offensive and defensive strategies and techniques will be taught. Scrimmage play will also be a large portion of the class. Goalies are encouraged to take the class. Students need their own equipment. Skate rental available on site.

Class time: 25% lecture, 75% Laboratory

Work load: 2 exams, 1 papers

Grade: 20% mid-semester exam(s), 20% final exam, 60% class participation

Exam format: Multiple choice, T/F, short answer.

PE 1107 Intermediate Swimming
(Sec 001-003); 1 cr; OPT No Aud; prereq 1007 or equiv, proficient ability to swim 100 meters or instr consent

Instructor: STAFF

This course is designed to improve a swimmer's stroke proficiency and to develop an appreciation for aquatic safety principles. Students will: gain a more advanced understanding of the principles of hydrodynamics and stroke mechanics, develop greater proficiency in their strokes; demonstrate basic pool-side rescue techniques and use of pool safety equipment; gain an understanding of basic diving techniques and will demonstrate a satisfactory level of proficiency in diving skills, develop an understanding of competitive swimming and diving and will be able to perform starts and turns used; learn the principles of aquatic fitness; gain knowledge of opportunities which exist for competitive activities and for a lifetime enjoyment of aquatics. First day of class we do not swim. Enter through Rec Center main door.

Class time: 10% lecture, 90% in-pool practice

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

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

Exam format: written exams- multiple choice; practical exams- in-pool demonstration of skills

PE 1135 Intermediate Karate
(Sec 001); 1 cr; OPT No Aud; prereq 1035 or equiv or instr consent

Instructor: STAFF

Shotokan Karate (traditional) is based on non-contact and emphasizes self-defense principles. The class will focus on improving all basic

techniques which were taught in Section I, Beginners Course. More detailed information will be discussed on utilization of inner forces which create movement, and focus on principles in the development of speed and force. The course will also include the introduction of Kata (form) specifically, Heian Sho-Dan and Kumite (Ippon Kumite) which is a form of beginning sparring.

Class time: 15% Discussion, 85% 80% training and 5% exams.

Work load: no work outside of class (Purchase of Gi (uniform) mandatory).

Grade: 20% mid-semester exam(s), 70% final exam, 10% attendance.

Exam format: Midsemester: 20 short multiple choice questionnaire. Final: physical test on basic movements worked on during semester.

PE 1138 Intermediate Tennis

(Sec 001, 002); 1 cr; OPT No Aud; prereq 1038 or equiv or instr consent

Instructor: STAFF

This class is designed for players with at least a fundamental level of experience. Topics to be covered include: tennis terminology, review of stroke fundamentals, positioning and basic strategy for singles and doubles, footwork, shot selection and tennis etiquette.

Class time: 15% Discussion, 85% drills and play.

Work load: 10 pages of reading per week, 2 exams

Grade: 25% mid-semester exam(s), 25% final exam, 50% class participation

Exam format: Multiple choice, T/F, short answer.

PE 1154 Figure Skating

(Sec 001, 002); 1 cr; OPT No Aud; prereq 1053 or equiv or instr consent

Instructor: Shetka, Amy L

This class is for intermediate to advanced figure skaters or those who have successfully completed PE 1053. Previous knowledge of skating fundamentals such as forward and backward crossovers, turns and stopping is required. Advanced skating skills will be taught with an emphasis on Jumps, Spins, Moves in the Field footwork sequences, beginning Ice Dance and choreography. Figure Skate rental available on site.

Class time: 25% lecture, 75% Laboratory

Work load: 2 exams, One written exam, one skills exam

Grade: 35% in-class presentations, 30% class participation

Exam format: Short answer

PE 1157 Intermediate Skiing

(Sec 001, 002); 1 cr; OPT No Aud; prereq 1057 or equiv or instr consent; assessment is made to determine skill level

Instructor: STAFF

Developing advanced skills in alpine skiing. Skiing safely on more difficult terrain. Class held at Hyland Hills ski area in Bloomington.

PE 1165 Intermediate Tumbling and Gymnastics

(Sec 001); 1 cr; OPT No Aud; prereq 1065 or instr consent

Instructor: STAFF

This course is designed for individuals with moderate experience in tumbling. Students will expand upon the fundamentals of tumbling including rolls, handstands, cartwheels, extensions, handsprings, sommies, twisting, and combinations, accompanied by the appropriate spotting techniques. Students will experience teaching a skill to a small group of classmates, and create a floor exercise routine by the standard of USA gymnastics rules and guidelines.

Class time: 15% lecture, 85% participation.

Work load: 2-10 pages of reading per week, 2 exams, 1 project, 1 routine.

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

Exam format: Participation/skills test.

PE 1205 Scuba and Skin Diving

(Sec 001, 003, 005); 1 cr; OPT No Aud; prereq 1107 or equiv or instr consent

This information is accurate as of: 10/30/2003 at 12:09 PM

Instructor: Karl, Robert J

This course is available to all students and prospective students (through the College of Continuing Education) at the University. The course consists of classroom instruction and practical pool work. SCUBA Certification is not included in the course. The third part necessary for certification (4-open water dives) can be arranged through the instructor at an additional charge. students may also decide to get a referral letter and take their openwater dives at numerous locations around the world. Classroom subjects include the physics and physiology of diving, equipment, decompression, dive planning, emergencies, and the marine environment. Some topics require mandatory attendance. Pool work covers all necessary applications to diving. All students must be comfortable being in the water, and must be able to swim a minimum of 400 yards. Students should plan on attending all class and pool sessions, as quizzes will be administered throughout the course and all pool work is built on previously learned skills. All evening students and all day school students whose classes start on Thursdays, must come to the first class with appropriate swimming attire (i.e. swimming suits). Evening classes have a 2-hr. lecture period followed by 2 hrs. of pool work. Day classes have lectures on Tuesdays and pool work on Thursdays. There will be a \$85 course fee.

Class time: 50% lecture, 50% Laboratory

Work load: 30 pages of reading per week, 5 exams

Grade: 33% final exam, 33% quizzes, 33% class participation

Exam format: multiple choice

PE 1205 Scuba and Skin Diving

(Sec 002, 004); 1 cr; OPT No Aud; prereq 1107 or equiv or instr consent

Instructor: Karl, Robert J

This course is available to all students and prospective students (through the College of Continuing Education) at the University. The course consists of classroom instruction and practical pool work. SCUBA Certification is not included in the course. The third part necessary for certification (4-open water dives) can be arranged through the instructor at an additional charge. students may also decide to get a referral letter and take their openwater dives at numerous locations around the world. Classroom subjects include the physics and physiology of diving, equipment, decompression, dive planning, emergencies, and the marine environment. Some topics require mandatory attendance. Pool work covers all necessary applications to diving. All students must be comfortable being in the water, and must be able to swim a minimum of 400 yards. Students should plan on attending all class and pool sessions, as quizzes will be administered throughout the course and all pool work is built on previously learned skills. All evening students and all day school students whose classes start on Thursdays, must come to the first class with appropriate swimming attire (i.e. swimming suits). Evening classes have a 2-hr. lecture period followed by 2 hrs. of pool work. Day classes have lectures on Tuesdays and pool work on Thursdays. There will be a \$85 course fee.

Class time: 50% lecture, 50% Laboratory

Work load: 30 pages of reading per week, 5 exams

Grade: 33% final exam, 33% quizzes, 33% class participation

Exam format: multiple choice

PE 1306 Lifeguard Training

(Sec 001); 1 cr; OPT No Aud; prereq [Proficiently swim 500 meters, at least 17 yrs old] or instr consent

Instructor: STAFF

Lifeguard training is a class for anyone aged 17 and older with a moderate to high swimming ability. The class covers current American Red Cross courses. Upon successful completion, certificates will be obtained in the following categories: American Red Cross Lifeguarding Today and first aid, CPR for the Professional Rescuer, and Waterfront Lifeguarding. Pre-course screening: 500-yard continuous swim using breaststroke, crawlstroke, and sidestroke, treading water for two minutes without use of hands, and retrieving a brick from a 7-foot depth in the water. There is a course fee of \$30.00.

Class time: 25% lecture, 25% Closed Circuit TV, 25% Discussion,

25% hands-on skill

Work load: 4 exams

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

Exam format: multiple choice, essay

PE 1411 Water Safety Instructor

(Sec 001); 2 cr; OPT No Aud; prereq [Proficiency in basic strokes, completion of skill/written pre tests] or instr consent

Instructor: STAFF

The water safety instructor course teaches the basics needed to be a successful water safety instructor. This course meets four hours per week for 9 weeks. In addition, students are required to practice teach outside of class a total of 10 hours. Practice teaching arrangements are done for the students. A proficient swimming ability is needed. All students must pass a pre-course skills test demonstrating the 5 basic strokes. 30% of the class time is spent in the water with the rest in the classroom. There are several required readings and books. There is no specific target audience other than good swimming ability.

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

Work load: 30 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers, 5 lesson plans, 2 block plans

Grade: 10% mid-semester exam(s), 30% final exam, 10% written reports/papers, 10% special projects, 30% in-class presentations, 10% class participation

Exam format: multiple choice 90%, essay 10%

Physical Medicine and Rehabilitation

500 Boynton Health Service (Box 297 Mayo):
612/626-4050

PMed 1002 Orientation to Physical Therapy

(Sec 002); 1 cr; S-N only

Instructor: STAFF

PMed 1002, Orientation to Physical Therapy is a survey course designed to provide information about physical therapy as a career choice. Lecture topics include physical therapy practice areas of pediatrics, geriatrics, sports medicine, orthopedics and neurological rehabilitation. Lectures on history, general practice issues, patient perspectives, career specialization, pre-requisite courses, clinical exposure and admissions are also included. Students are required to write summaries of selected lectures and to complete a short essay examination.

PMed 1003 Orientation to Occupational Therapy

(Sec 001); 1 cr; S-N only

Instructor: Anderson, Diane Roselyn

This course provides information for all students investigating occupational therapy as a career. Through lectures, discussion, video and demonstrations, occupational therapy will be defined. Students will be introduced to principles underlying occupational therapy treatment and receive an overview of treatment settings in which occupational therapists provide services.

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

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

Grade: 70% final exam, 30% written reports/papers

Exam format: short answer (take-home final)

Physics

148 Tate Laboratory of Physics: 612/624-7375

Phys 1001W Energy and the Environment

(Sec 100); 4 cr; prereq 1 yr high school algebra; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive; meets CLE req of Environment Theme

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Instructor: Gherghetta, Tony

Energy and the Environment. This course addresses current issues of the relationship between energy use and the environment by starting with the fundamental physics principles of force and energy. These principles are applied to specific applications by examining topics such as power production, acid rain and fuel resources. The consequences of fundamental physics on public policy will also be discussed in this context. The course may include visits to local power plants, guest speakers on renewable energy sources, and films of nuclear power accidents. An interactive web page includes a variety of energy and environmental resources. Math skills at the level of high school algebra are assumed. The accompanying laboratory is a series of short experiments which illustrate the concepts as they are presented in class.

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

Work load: 30 pages of reading per week, 30 pages of writing per semester, 3 exams, 4 papers, 10 laboratory reports

Grade: 15% mid-semester exam(s), 30% final exam, 20% written reports/papers, 10% quizzes, 25% lab work

Exam format: A combination of short written statements, multiple choice, and short calculations.

Phys 1101W Introductory College Physics I

(Sec 100); 4 cr; prereq High school algebra, plane geometry, trigonometry; primarily for students interested in technical areas; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive

Instructor: Walsh, Thomas Francis

1101W/1102W is designed to prepare you for work in your field by: having solid conceptual understanding of the way the real world works based on a few fundamental principles of physics; being able to solve realistic problems using logical reasoning and quantitative problem solving skills: applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. To achieve these goals, this course requires you to understand the material in depth; we will go at a pace that should make that possible. This is not a survey of all physics. Phys 1101W will emphasize the dynamics approach to physics with the description of motion of interacting objects and the forces that they exert on each other. We don't assume that you have taken previous physics courses. But it is assumed that you are able to do algebra, including solving quadratic and simultaneous equations, interpret simple graphs, and know some basic geometry, especially the geometry of triangles; the use of sine, cosine, and tangent; and the Pythagorean theorem. A laboratory is included to allow you to apply both the concepts and problem solving skills taught in this course to the real world. A discussion section will give you the opportunity to discuss your conceptual understanding and practice your problem solving skills. The workload, grade and effort percentages in this document are subject to change on the syllabus.

Class time: 45% lecture, 25% Discussion, 30% Laboratory

Work load: 20 pages of reading per week, 20 pages of writing per semester, 5 exams, 7 lab reports

Grade: 30% mid-semester exam(s), 30% final exam, 10% written reports/papers, 15% quizzes, 10% lab work, 5%

Exam format: A combination of short written statements, multiple choice, and quantitative problem solving.

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

Phys 1102W Introductory College Physics II

(Sec 100); 4 cr; prereq 1101; primarily for students interested in technical areas; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive

Instructor: Poling, Ronald A

Physics 1102W is the continuation of the introduction to Physics 1101W. Our objectives are to achieve a solid conceptual understanding of important aspects of how the universe works, and to develop further our ability to solve quantitative problems. This semester we will build on the foundation of 1101W, especially through the study of energy and the application of conservation laws. We will go beyond mechanics to study systems in which energy can take other

forms, such as thermal energy (heat), and electrical energy. Along the way we will begin to explore the properties of matter in different forms.

Class time: 50% lecture, 17% Discussion, 33% Laboratory

Work load: 25 pages of reading per week, 20 pages of writing per semester, 4 exams, Weekly quizzes in discussion and a 3 hour final

Grade: 30% mid-semester exam(s), 40% final exam, 15% quizzes, 15% lab work

Exam format: Multiple choice/short answer and longer problems in roughly equal proportions

Phys 1201W Introductory Physics for Biology and Pre-medicine I (Sec 100); 5 cr; prereq [High school or college] calculus, trigonometry, algebra; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive

Instructor: STAFF

This two-semester course is designed primarily for premed and biological sciences students. A course in calculus taken previously or simultaneously is strongly recommended, but the essential calculus will be developed as the course proceeds. We will begin with a discussion of the scientific method, measurements, and the language of physics. Then comes the study of the interactions of mechanical systems with applications extending to objects with complex shapes (rotations), flexible objects (vibrations), and fluids. The importance of energy transfer between objects in a system and between systems will be considered within the framework of thermodynamics.

Class time: 50% lecture, 20% Discussion, 30% Laboratory

Work load: 15-20 pages of reading per week, 3 exams, 12 problem sets

Grade: 35% final exam, 10% written reports/papers, 35% quizzes, 5% lab work, 15% problem solving

Exam format: Problems

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

Phys 1202W Introductory Physics for Biology and Pre-medicine II (Sec 100); 5 cr; prereq 1201; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive

Instructor: Ruddick, Keith

This is the continuation of Physics 1201W designed primarily for premed and biological sciences students. The course will begin with the study of electricity and magnetism then continue to study waves, light, modern physics and the structure of matter. The workload, grade and effort percentages in this document are subject to change on the syllabus.

Class time: 70% lecture, 30% Laboratory

Work load: 15-20 pages of reading per week, 5 exams, 12 problem sets

Grade: 40% final exam, 10% written reports/papers, 45% quizzes, 5% lab work

Exam format: Multiple choice and problems

Phys 1302W Introductory Physics for Science and Engineering II (Sec 100, 300, 500); Credit will not be granted if credit has been received for: PHYS 1402, PHYS 1402V; 4 cr; prereq 1301, concurrent enrollment Math 1272 or Math 1372 or Math 1572; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive

Instructor: STAFF

This is the 2nd of a 3 semester intro course in physics for students in science and engineering. 1302W discusses the application of physics to electrical and magnetic systems. The course is designed to prepare you for work in your field by: having solid conceptual understanding of the way the real world works based on a few fundamental principles of physics; being able to solve realistic problems using logical reasoning and quantitative problem solving skills; applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. To achieve these goals, this course requires you to understand the material in depth. Some emphasis will be given to the application of physics principles to real-life situations, and a fraction of the problems will be designed to simulate such situations. This course assumes a good working knowledge of the concepts and skills in 1301W. Because of the nature

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of this material, this course will be more abstract and mathematical than 1301W. A lab is included to allow you to apply both the concepts and problem solving skills to the real world. It will also emphasize technical communications skills. A disc section will give you the opportunity to discuss your conceptual understanding and practice your problem solving skills. In the lab and disc sections, there will be a strong emphasis on group problem solving as a powerful learning tool and as a preparation for work in your profession.

Class time: 50% lecture, 20% Discussion, 30% Laboratory

Work load: 15 pages of reading per week, 30 pages of writing per semester, 5 exams, 7 lab reports

Exam format: A combination of quantitative problem solving and short qualitative statements or multiple choice

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

Phys 1402V Honors Physics II

(Sec 001); Credit will not be granted if credit has been received for: PHYS 1302, PHYS 1302W, PHYS 1302W; 4 cr; prereq selection for IT honors or consent of IT honors office; meets HON req of Honors; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive

Instructor: Marshak, Marvin L !!Morse Alumni Award; Outstanding Service Award!!

This is the continuation of a three semester introductory course in physics for students in the IT honors program. 1401V/1402V/2403H is designed to prepare you for work in your field by: having solid conceptual understanding of the way the real world works based on a few fundamental principles of physics; being able to solve realistic problems using logical reasoning and quantitative problem solving skills; applying those physics concepts and problem solving skills to new situations; and learning to effectively communicate technical information. To achieve these goals, this course requires you to understand the material in depth; we will go at a pace which is faster than Physics 1302W and at a higher mathematical level. The emphasis will always be on the application of physics principles to interesting situations, and a large fraction of the problems will be designed to simulate such situations.

Class time: 50% lecture, 20% Discussion, 30% Laboratory

Work load: 30 pages of reading per week, 30 pages of writing per semester, 7 exams, 7 lab reports

Grade: 45% mid-semester exam(s), 35% final exam, 10% written reports/papers

Exam format: A combination of quantitative problem solving and short qualitative statements or multiple choice.

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

Phys 2601 Quantum Physics

(Sec 001); 4 cr; prereq [2403H or 2503], [concurrent enrollment Math 2243 or Math 2373 or Math 2574H]

Instructor: Cushman, Priscilla Brooks

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 scientist and engineering students who have successfully completed Physics 2503, 2403H or 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 Equations under different constraints are explored and compared to observations. Applications of quantum mechanics are used to explain the structure of atoms, molecules, and nuclei; the properties of conductors, semiconductors, and superconductors; the evolution of the universe; and the most fundamental constituents of nature. A laboratory, 2605, (required for physics majors) that explores the same ideas in concrete situations should be taken concurrently.

Class time: 85% lecture, 15% Discussion

Work load: 25 pages of reading per week, 3 exams, 14 homework assignments

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

Exam format: Quantitative and qualitative problems

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

Phys 2605 Quantum Physics Laboratory**(Sec 001); 3 cr; prereq concurrent enrollment 2601**

Instructor: Crowell, Paul Adams

This is a laboratory course in modern physics complementing Phys 2601, though it can be taken independently. While giving concrete experiences in the seemingly abstract phenomena of modern physics, the course emphasizes quantitative experimentation, control of experimental error, and the planning of an experiment. In addition the course develops the techniques of writing scientific research reports suitable for publication. It is designed for science and engineering students who have successfully completed Physics 2503, 2403H or the equivalent and are currently taking (or have completed) 2601.

Class time: 5% lecture, 10% Discussion, 85% Laboratory**Work load:** 10 pages of reading per week, 30 pages of writing per semester, 2 exams, 6 laboratory papers**Grade:** 10% mid-semester exam(s), 10% final exam, 50% written reports/papers**Exam format:** Quantitative and qualitative problems**Course URL:** <http://www.physics.umn.edu>**Phys 3071W Laboratory-Based Physics for Teachers****(Sec 001, 002); 4 cr; prereq No IT credit, college algebra; designed for students intending to be education majors; meets CLE req of Physical Science/Lab Core; meets CLE req of Writing Intensive**

Instructor: STAFF

This course is intended to provide a rich, hand-on experience in a selection of elementary physics material especially chosen to be useful for potential elementary teachers. The course is activity-based (performing experiments and working with computers) and discussion-oriented (discussing ideas with your classmates) with four major goals: (1) to help you construct a set of physics ideas that you can apply to explain phenomena that are intrinsically interesting at a level appropriate to an elementary school science curriculum; (2) to help you develop more positive attitudes about science; (3) to help you learn the nature of science, so you will have more confidence in your ability to do science, and (4) to help you become more aware of, and more in control of, your own learning. You will find many of our teaching and learning strategies valuable and appropriate for you to use when you begin your teaching career.

Class time: 5% lecture, 10% Discussion, 85% Laboratory**Work load:** 4 exams, 3 papers**Grade:** 40% mid-semester exam(s), 20% final exam, 30% written reports/papers, 10% problem solving**Exam format:** In class problems, primarily of a conceptual nature**Course URL:** <http://www.physics.umn.edu>**Phys 4002 Electricity and Magnetism****(Sec 001); 4 cr; prereq [2303 or 2601 or Chem 3501 or Chem 3502], two sems soph math**

Instructor: Campbell, Charles E

This course covers the classical theory of Electric and Magnetic fields, using vector calculus. The treatment is based on Maxwell's equations. Scalar and vector potentials, as well as, for example, Poynting's vector will be discussed, as well as electromagnetic waves in media. Throughout the course, practical examples will be discussed.

Class time: 80% lecture, 20% Discussion**Work load:** 30 pages of reading per week, 3 exams, 12 problem sets**Grade:** 45% mid-semester exam(s), 40% final exam, 15% problem solving**Exam format:** Quantitative Problems**Phys 4052W Methods of Experimental Physics II****(Sec 001); 5 cr; prereq 4051; meets CLE req of Writing Intensive**

Instructor: Kubota, Yuichi

This course is the second of a two semester sequence on the techniques used in a modern laboratory. It will emphasize data processing; computer programming; data analysis using statistics, fourier series, and transforms; and limitations on data in the presence of noise and executing an experimental project of their choice. In addition the course develops the techniques of writing scientific research reports suitable for publication and their oral presentation.

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The course also includes the presentation of current directions of physics research. It is designed primarily for physics majors who have successfully completed Physics 4051 or the equivalent.

Class time: 25% lecture, 10% Discussion, 65% Laboratory**Work load:** 20 pages of reading per week, 30 pages of writing per semester, 1 exams, 2 papers, 6-8 hours of laboratory work/week**Grade:** 10% mid-semester exam(s), 50% written reports/papers, 15% in-class presentations, 25% lab work**Exam format:** Quantitative and qualitative problems**Course URL:** <http://www.physics.umn.edu>**Phys 4211 Introduction to Solid-State Physics****(Sec 001); 3 cr; prereq 4101, 4201**

Instructor: Kamenev, Alex

A modern presentation of properties of solids. Topics include vibrational and electronic properties of crystals; diffraction of waves in solids and electron band structure. Other possible topics include optical properties, magnetic phenomena, and superconductivity; non-crystalline solids, such as glasses and polymers.

Class time: 100% lecture**Work load:** 30 pages of reading per week, 1 exams, 1 problem set per week**Grade:** 50% final exam, 50% problem solving**Exam format:** Problem solving**Course URL:** <http://www.physics.umn.edu>**Phys 4511 Introduction to Nuclear and Particle Physics****(Sec 001); 3 cr; prereq 4001**

Instructor: Ellis, Paul J

Physics 4511 is an introduction to nuclear and particle physics for advanced undergraduate and beginning graduate students. We explore the common roots and common tools of the nuclear (medium energy) and particle (high energy) fields, with a main objective of developing a clear 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 interesting calculations of particle and nuclear phenomena is an important goal. 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 'new?' physics, and future projects.

Class time: 100% lecture**Work load:** 20 pages of reading per week, 1 exams**Grade:** 40% final exam, 60% problem solving**Exam format:** Problem solving**Course URL:** <http://www.physics.umn.edu/classes/s4511>**Phys 5012 Classical Physics II****(Sec 001); 4 cr; prereq 5011 or instr consent**

Instructor: Lysak, Robert L !!Geo Taylor/IT Alumni Soc Award!!

This course is the second course in a two-semester sequence in classical mechanics and electricity and magnetism. The course is intended primarily for first-year graduate students in physics, but may also be appropriate for some advanced undergraduate physics majors as well as graduate students in mathematics or electrical engineering. This course assumes a thorough preparation in upper-division undergraduate classical mechanics and electricity and magnetism, such as provided by Phys 4001 and Phys 4002. Phys 5012 will be devoted to classical electrodynamics. The text will be Classical Electrodynamics by Jackson (John Wiley & Sons) and supplementary readings. Topics will include boundary-value problems, multiple expansions, Maxwell's equations in free space and in materials, propagation of electromagnetic waves, emission and scattering of electromagnetic radiation, wave guides and cavities, and the dynamics of charged particles in electromagnetic fields

Class time: 80% lecture, 20% Discussion**Work load:** 30 pages of reading per week, 4 exams, 14 problem sets**Grade:** 25% mid-semester exam(s), 25% final exam, 50% problem solving**Exam format:** Problem solving

Phys 5041 Analytical and Numerical Methods of Physics I (Sec 001); 4 cr; prereq Grad or instr consent

Instructor: STAFF

The course introduces students to some of the more advanced mathematical methods most widely used in physics. The emphasis is on the analytical methods and their computational implementation using symbolic calculations software, such as Mathematica. Basic numerical methods are presented with the emphasis on the ways to evaluate their accuracy and effectiveness. Major topics to be covered include complex analysis, Fourier transforms, probabilities, and asymptotics. An additional goal of the course is to expose the students to the use of mathematics in contemporary physics research

Class time: 90% lecture, 10% Discussion**Work load:** 30 pages of reading per week, 3 exams, 1 problem set per week**Grade:** 25% mid-semester exam(s), 25% final exam, 50% problem solving**Exam format:** Problem solving**Course URL:** <http://www.physics.umn.edu>**Physiology****6-125 Jackson Hall: 612/625-5902****Phsl 3095 Problems in Physiology****(Sec 001); 1-5 cr; max crs 20, 20 repeats allowed; prereq concurrent enrollment in college physiology, instr consent**

Instructor: Bloom, George R

Individualized study in physiology. Students will address a selected problem in physiology through library or laboratory research under the guidance of Physiology faculty. This course may stand alone or be used to augment other regular courses in physiology.

Phsl 4095 Honors Problems in Physiology**(Sec 001); 2-4 cr; max crs 4, 1 repeat allowed; A-F only; prereq concurrent enrollment 3071, physiology honors candidate, director of undergraduate studies in physiology consent; meets HON req of Honors**

Instructor: Bloom, George R

Honors students in physiology pursue a selected topic in physiology on an individual basis through library or laboratory research under the guidance of physiology faculty. Open only to undergraduate honors candidates in physiology. Not suitable for graduate credit.

Phsl 5444 Muscle**(Sec 001); Credit will not be granted if credit has been received for: BIOC 5444, BIOC 5444, BIOC 5444, BIOC 5444; 3 cr; 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**

Instructor: Thomas, David D

An introduction to the physiology, biochemistry, biophysics, and pathobiology of muscle. Lectures, by muscle researchers from basic and clinical departments in the Academic Health Center, will be designed to provide the student with an understanding of current models of muscle structure, function, and disease. Emphasis will be placed on interdisciplinary research that has elucidated muscle function at the molecular level. The first half of the course will deal with membrane physiology and biochemistry, the second half with force generation. Principles will be illustrated by selected clinical applications, in order to understand the molecular bases of muscle disease. Laboratory demonstrations will serve to illustrate muscle research. Primary emphasis will be placed on skeletal muscle, but smooth and cardiac muscle will also be discussed. Source material, which will be made available either in handouts or on the web site, will be taken primarily from textbooks and review articles, with selected examples from the primary research literature. A term paper (15 pages, double-spaced), accounting for 35% of the grade, will allow the student to focus on a particular area of interest. The course is designed for

graduate students or advanced undergraduates, with a background in biochemistry and/or physiology. Please contact the course director with questions.

Class time: 80% lecture, 15% Discussion, 5% Laboratory**Work load:** 10 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers**Grade:** 25% mid-semester exam(s), 40% final exam, 35% written reports/papers**Exam format:** essay**Course URL:** <http://ddt.biochem.umn.edu>**Plant Biology****220 Biological Sciences Center: 612/625-1234****PBio 4404 Developmental Plant Anatomy****(Sec 001); 3 cr; prereq Biol 2022 or Biol 3007**

Instructor: Biesboer, David D.

This course is a general course in the anatomy of plants and is suitable for both advanced undergraduates and graduate students. The course begins with a study of cell walls, plant embryos and apical meristems, proceeds to study different cell types, and ends with an examination of the complex organs of plants including roots, stems, leaves, flowers, seeds, and wood. Most laboratories revolve around the microscopic examination of prepared plant materials. A special project is required in which students learn plant microtechnique, that is, the fixing, cutting, staining, and mounting of thin plant sections for microscopic viewing. The final project is a combination of a short written report and several digital photographs of the materials prepared for the project.

Class time: 50% lecture, 50% Laboratory**Work load:** 50 pages of reading per week, 2 exams, 1 student project.**Grade:** 30% mid-semester exam(s), 30% final exam, 30% special projects, 10% in-class presentations**Exam format:** Short answer and essay.**PBio 4511 Flowering Plant Systematics****(Sec 001); 3 cr; prereq Biol 2022 or Biol 3007**

Instructor: Weiblen, George D

Flowering plants are a fascinating and integral part of the diversity of life on earth. The study of systematics provides a framework for understanding the origin and evolutionary relationships of this diversity. The course has two main objectives-- learning to recognize major groups of flowering plants, and introducing the theory and practice of phylogenetic systematics. New insights on plant evolutionary history provided by DNA sequences will be presented in a revised system of flowering plant classification. Lectures, laboratory exercises, and field trips integrate this new approach with broader topics including morphology, development, ecology, evolution, conservation, and ethnobotany.

Class time: 30% lecture, 10% Discussion, 40% Laboratory, 20% Field trips**Work load:** 25 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers**Grade:** 20% mid-semester exam(s), 40% final exam, 10% written reports/papers, 15% quizzes, 15% lab work**Exam format:** Short answer, essay**Course URL:**<http://biosci.cbs.umn.edu/plantbio/faculty/Weiblenlab.html>**PBio 4793W Directed Studies: Writing Intensive****(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets CLE req of Writing Intensive**

Instructor: STAFF

PBio 4794W Directed Research: Writing Intensive**(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent; meets CLE req of Writing Intensive**

Instructor: STAFF

PBio 4993 Directed Studies**(Sec 001); 1-7 cr; max crs 7, 7 repeats allowed; S-N only; prereq instr consent, dept consent**

Instructor: STAFF

Contract between student and advisor required, plus department approval. Credits arranged.

Plant Pathology**495 Borlaug Hall: 612/625-8200****PIPa 1003 All About Mushrooms****(Sec 001); 2 cr**

Instructor: Groth, James Vernon

This course is for students who wish to learn about mushrooms and other large fleshy fungi, and who have some understanding of elementary biology, but have no formal education in mycology. Emphasis will be on mushrooming as a life-enriching avocation or hobby. Subjects covered include: mushroom recognition, especially of edible, poisonous, common, or conspicuous forms; mushroom folklore, art and recipes; ecology and conservation; tools to permit students to continue on their own; and an overview of many of the noteworthy, unusual and ecologically interesting mushrooms. Examination of preserved specimens, photographic slides of mushrooms and a spring field-trip are activities that will augment lectures.

Class time: 80% lecture, 20% Discussion**Work load:** 10 pages of reading per week, 2 pages of writing per semester, 1 papers, mushroom collection as alternative to paper**Grade:** 50% special projects, 50% class participation, 0% grade based on attendance, interest shown.**Exam format:** n/a**Course URL:** <http://www.crc.agri.umn.edu/~jamesg/Index.html>**PIPa 2001 Introductory Plant Pathology for Horticulturalists****(Sec 001); 3 cr; prereq Biol 1009 or equiv**

Instructor: Mac Donald, David H !!COAFES Distinguished Tchg Awd!!

Plants are vulnerable to many diseases. Roses, for example, can fall victim to as many as 41 different maladies. It would obviously be very difficult to learn all the important details about each plant disease that effects a horticultural crop grown in the Upper Midwest. Instead, this course provides an introduction to both the characteristics, biology and effects of the living causes of plant disease (fungi, bacteria, nematodes, etc.) as well as a description of the effects of the nonliving or abiotic stresses to which plants may be subjected. An important goal of the course is to show how those nonliving stresses can interact with biotic agents to affect the development and severity of plant diseases. The study of the dynamic interactions that occur between the plant, the cause of the disease, and the environment can provide an exciting way to develop a functional synthesis of information learned in plant production and other bioscience courses. Representative plant diseases are studied in some detail as illustrations of how, why, and when each type of causal agent can interact with a plant to cause a plant disease. Utilization of all possible means and mechanisms of plant disease avoidance and control is emphasized.

Class time: 20% lecture, 10% Discussion, 70% Laboratory**Work load:** 20 pages of reading per week, 2 exams, 3 papers, Papers: take-home openbook essay response type quizzes.**Grade:** 25% mid-semester exam(s), 25% final exam, 25% quizzes, 25% problem solving, 0% Or 90% problem solving assignments and 10% final exam.**Exam format:** Multiple choice exams; completion-essay quizzes.**PIPa 3003 Diseases of Forest and Shade Trees****(Sec 001); 3 cr**

Instructor: Blanchette, Robert A

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.

Class time: 50% lecture, 20% Discussion, 30% Laboratory**Work load:** 20 pages of reading per week, 3 exams, 1 lab project**Grade:** 50% mid-semester exam(s), 10% special projects, 30% lab work, 10% problem solving**Exam format:** Short answer, Short essay**Course URL:** <http://www.plpa.agri.umn.edu/~robertb/plpa5212/>**PIPa 3090 Research in Plant Pathology****(Sec 001); 2-4 cr; max crs 4, 1 repeat allowed**

Instructor: STAFF

Assignment of a special problem to undergraduates desiring an opportunity for independent research in plant pathology. The student determines the problem.

Class time: 100% Laboratory**Work load:** research paper**Grade:** 100% lab work**PIPa 4096 Professional Experience Program: Internship****(Sec 001); 1-3 cr; max crs 6, 6 repeats allowed; S-N only; prereq COAFES undergrad, complete internship contract available in COAFES Career Services before registering; UC only**

Instructor: STAFF

Supervised practicum professional experience in plant pathology. Practicum may be completed in government, higher education or private industry setting. Directed toward senior undergraduates.

Grade: 100% Job performance, self-evaluation**PIPa 5090 Issues in Plant Pathology****(Sec 001); 2-4 cr; max crs 4, 1 repeat allowed**

Instructor: STAFF

Current topics and research in plant pathology. Directed at undergraduates (junior and senior) as well as graduate students. Consult Class Schedule or department for current offering.

Class time: 50% lecture, 50% Discussion**Work load:** depends on topic and instructor**Grade:** 100% special projects, 0% depends on topic and instructor**PIPa 5103 Physiological and Molecular Plant-Microbe Interactions****(Sec 001); 3 cr**

Instructor: Zeyen, Richard J

Plants and microbes evolved together, and the broad range of their interactions is just beginning to be understood. In fact, many plants and microbes cannot survive without each other. Their interactions range from mutually beneficial to harmful. In this course students learn the basic biology of several important interactions and explore their physiological and molecular bases. Topics include reciprocal recognition, signal transduction, beneficial reactions, defense and defense suppression strategies, and diseases. Selected examples important to ecological stability, economics, plant-microbe theory and genetic engineering are emphasized. Students engage in active learning. Graduate students majoring in Plant Pathology should take this course as PIPa 8103. Purchase of a course packet and one text are mandatory. Professor Zeyen utilizes the expertise of other faculty and resources for an in-depth and exposure to specific aspects of plant-microbe interactions.

Class time: 30% lecture, 50% discussion-demonstration; 20% student presentations**Work load:** 35 pages of reading per week, 40 pages of writing per semester, 30 take-home thought questions**Grade:** 5% in-class presentations, 5% class participation, 30% plant-microbe profile assignment - written and class presentation; 60%

written answers to thought questions

Exam format: no exams

PIPa 5999 Special Workshop in Plant Pathology (Sec 001); 1-4 cr; max crs 4, 1 repeat allowed

Instructor: STAFF

Special workshops involving current issues and/or techniques (experimental and laboratory) in plant pathology. Directed towards senior undergraduates and graduate students.

Class time:

Grade: 100% special projects, 0% Depends on the nature of the workshop experience.

Polish

215 Nolte Center: 612/624-3331

Plsh 3002 Intermediate Polish

(Sec 001); 5 cr; prereq 3001 or equiv

Instructor: Polakiewicz, Leonard Anthony !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

This course covers the main aspects of advanced Polish and emphasizes proficiency in all four language skills: listening, reading, speaking, and writing. Three textbooks are used: Oscar Swan's 'Intermediate Polish,' Alexander Schenker's, 'Fifteen Modern Polish Short Stories,' and Leonard Polakiewicz's, 'Intermediate Polish: A Cultural Reader with Exercises.' All three textbooks are accompanied by audio tapes. As part of the four semester Polish language sequence, the course is designed to satisfy CLA language proficiency requirements. Target audience includes: undergraduate and graduate students, particularly those interested in East/Central European Area Studies, Slavic Studies and potentially seeking employment in Eastern Europe.

Class time: 30% lecture, 20% Discussion, 10% Laboratory, 40% Instructor-guided oral exercises

Work load: 20 pages of reading per week, 6 exams, 2 to 3 hours/week listening to tapes

Grade: 25% final exam, 35% quizzes, 30% class participation, 10% final oral exam

Exam format: oral presentations, fill-ins, translation--oral and written

Political Science

1414 Social Sciences Tower: 612/624-4144

Pol 1001 American Democracy in a Changing World

(Sec 003); 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core

Instructor: Kadlec, Alison

This course is designed as an introduction to politics and government in the United States. We will explore the origins and development of the Constitution, major institutions, parties, interest groups, elections, participation, and public opinion. We will also examine different ways of explaining politics by surveying some of the competing perspectives of contemporary political scientists and public thinkers. The readings emphasize current trends, and the lectures will be designed to provide background information and clarify difficult concepts.

Class time: 40% lecture, 30% Discussion, 30% Videos: documentaries and movies

Work load: 100 pages of reading per week, 3 exams, 10 written news reflections, 7 reading quizzes

Grade: 20% written reports/papers, 35% quizzes, 45% 3 exams

Exam format: Exams are short essay, quizzes are multiple choice

Pol 1001 American Democracy in a Changing World

(Sec 004); 4 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core

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Instructor: Kahn, Jonathan D

This class addresses basic issues of freedom and power in the American Polity. We will be focusing on the major institutions of American Government and Politics to explore how and in whose interests we are governed. We will be especially concerned to explore how America, as a pluralistic polity, manages and structures the interplay of contending interests and values in a variety of domains. From civil rights to effective policing, from social welfare to corporate capitalism, freedom cannot exist without a measure of power to enforce social order. And yet, locating such power in the hands of a central government opens the door to tyranny. This course will examine the unfolding story of this dilemma as it is structured by the peculiar amalgam of institutions, practices, and values that make up American Government.

Class time: 90% lecture, 10% Discussion

Work load: 60-80 pages of reading per week, 5-7 pages of writing per semester, 4 exams, 1 papers

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

Exam format: Multiple choice/short answer

Pol 1025 Global Politics

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

Instructor: Krebs, Ronald R

This course aims to provide students with an introduction to the central questions of international relations. Students will be introduced to theoretical traditions, but the course will focus primarily on explaining and understanding current and historical problems and cases in world politics. It will explore, among other issues, the causes of war and peace, the limited use of force, humanitarian intervention, nuclear proliferation, nationalist conflict, international ethics, the politics of international trade and finance, foreign aid, globalization, the prospects for environmental cooperation and human rights norms, terrorism, and the future of world politics. By the end of the course, students should be familiar with all these issues and others, should have developed their own views on these controversial questions, and should be able to apply basic analytical frameworks and tools to answer them.

Class time: 90% lecture, 10% Discussion

Work load: 80-100 pages of reading per week, 3 exams

Grade: 50% mid-semester exam(s), 45% final exam, 5% class participation

Exam format: Identifications; short paragraphs; essays

Pol 1026 We and They: U.S. Foreign Policy

(Sec 001); 4 cr; meets CLE req of International Perspect Theme

Instructor: Sampson, Martin Wright !!Morse Alumni Award!!

What do Americans think their government's policy toward the rest of the world should be? What drives U.S. foreign policy? How do others view U.S. foreign policy? Course goal is that by May 2004 students have an articulate sense of: the processes that determine U.S. foreign policy; historical themes and markers of this policy; key debates and disputes about the U.S. policy process and policy itself; and current U.S. policy toward selected regions and issues. In Spring 2004 ?selected regions? includes the Middle East and other areas. No prerequisite. Students of all backgrounds welcomed.

Class time:

Work load: 80 pages of reading per week, 2 part rolling paper that enables revisions on the first part to improve the grade on the second part

Grade: 20% mid-semester exam(s), 40% final exam, 30% written reports/papers, 10% class participation, 0% The above is tentative.

Papers help prepare students for final

Exam format: Essay question (from a list of 3 distributed in advance); multiple choice; short answer. Study guide provided.

Pol 1054 Repression and Democracy Around the World

(Sec 002); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core

Instructor: Mihailescu, Mihaela

How can we understand our world's political diversity? How do various

political systems manage internal dissension and conflict? To answer these questions, we explore modern authoritarian and democratic political systems, as well as democratizing countries undergoing the difficult passage from repressive to democratic regimes. Among others, we look at relations between democracy and capitalism, at the role of civil society, at the concept of illiberal democracy, at human rights abuses and the ways to deal with them, at ethnic conflict and nationalism. We end with an analysis of the impact of globalization on the state and the place of the European Union in a changing Europe. The geographic focus of the class is on Western and Eastern Europe, but we will draw as well on examples from Latin America, Russia, East Asia, Africa and the Middle East.

Class time: 65% lecture, 10% Closed Circuit TV, 25% Discussion
Work load: 100 pages of reading per week, 3 exams, There will be two midterms and the final.

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

Exam format: concept definition and short essay

Course URL:

<http://www.polisci.umn.edu/courses/spring2004/1054/001>

Pol 1201 Political Ideas and Ideologies

(Sec 001); 4 cr; meets CLE req of Citizenship/Public Ethics Theme; meets CLE req of Social Science Core

Instructor: Dietz, Mary G !!CLA Distinguished Tchg Awd!!

Class time: 70% lecture, 30% Discussion

Work load: 75-100 pages of reading per week, TBA pages of writing per semester, 2 exams, 4 papers, 4-5pp

Grade: 25% mid-semester exam(s), 35% final exam, 30% written reports/papers, 10% class participation

Exam format: Short Answer and Essay

Pol 3070 Faculty-Supervised Individual Field Work

(Sec 001); 1-13 cr; max crs 13, 1 repeat allowed; A-F only; prereq instr consent, dept consent

Instructor: Soper, Paul W

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: daily journal, 5-7page essay, 10page research paper. Acceptable internships include: MN state legislature, federal, state, and local gov't agencies, as well as political parties, campaign organizations, and non-governmental advocacy groups. Students must arrange for credit no later than the end of the second week of the semester.

Class time: 100% Fieldwork/Participant-Observation

Work load: 20 pages of reading per week, 30-50 pages of writing per semester, 0-2 papers

Grade: 0% Weighting of assignments varies with credit level.

Course URL:

<http://www.polisci.umn.edu/courses/fall2001/3070/001/kiosk.asp>

Pol 3080 Faculty-Supervised Individual Internships

(Sec 001); 4-13 cr; max crs 15, 3 repeats allowed; A-F only; prereq instr consent, dept consent

Instructor: Soper, Paul W

Students working as interns for members of the U.S. Congress, either in Washington, D.C., or in Minnesota district offices, 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: daily journal, 5-7page essay, 10page research paper. Readings and assignments will focus on both the policymaking process within Congress and the operation of members' offices. Students must arrange for credit no later than the end of the second week of the semester.

Class time: 100% Fieldwork/Participant-observation

Work load: 20 pages of reading per week, 30-50 pages of writing per semester, 0-2 papers

Course URL:

<http://www.polisci.umn.edu/courses/fall2001/3080/001/kiosk.asp>

Pol 3252 Renaissance, Reformation, and Revolution: Early Modern Political Thought

(Sec 001); 3-4 cr; max crs 4, 1 repeat allowed; prereq credit will not be granted if credit received for: 5252; meets CLE req of Citizenship/Public Ethics Theme

Instructor: Scheuerman, William

Contemporary political life has its origins in the momentous political and social upheavals of the early modern world. By focusing on a series of influential writers (including Machiavelli, Hobbes, Locke, Montesquieu, Rousseau, Beccaria, and Wollstonecraft), the course undertakes to provide a thorough introduction to the basic controversies of early modern political life. Without a mastery of those controversies, it is simply impossible to understand our own political universe. Questions to be discussed include: How should we see the relationship between religion and politics? What are the preconditions of political order and stability, and how can order coexist with liberty? What are the proper aims of government? Is private property essential to liberty, and if so, what form should it take? What is the rule of law? How is republicanism distinct from liberalism? Students should be prepared to read a series of demanding and difficult texts. Please note that attendance is mandatory, and students will be expected to show that they have done the required readings by participating actively in class. No prerequisites are necessary, but some background in political science or philosophy would be useful.

Class time: 75% lecture, 25% Discussion

Work load: 100-150 pages of reading per week, 10-14 pages of writing per semester, 2 exams, 2 papers

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

Pol 3477 Political Development

(Sec 002); 3-4 cr; max crs 5; prereq 1054 or 3051 or instr consent; meets CLE req of Social Science Core

Instructor: Caraway, Teri Lynn

How do we explain the vast disparities of wealth between North and South? Why have some countries in the post-colonial world, in particular those of East Asia, experienced stunning economic growth, while those in others parts of the world, most notably in Africa, been stuck in a development rut? This course will explore contending answers to these difficult but important questions. We will do so not only through discussions of theories of development and underdevelopment, but also through examining these issues concretely in four regions of the world (East Asia, Southeast Asia, Latin America, and Africa) and through the discussion of three "hot topics": the Asian financial crisis of 1997, geography as destiny, and the impact of natural resource wealth on economic growth. This course will be web enhanced. The URL will be announced later.

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

Work load: 80 pages of reading per week, 8-10 pages of writing per semester, 2 exams, 1 papers

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

Exam format: Multiple choice (20%), short answer (30%), take-home essay (50%)

Pol 3835 International Relations

(Sec 001); 3 cr; meets CLE req of International Perspect Theme; meets CLE req of Social Science Core

Instructor: Kahl, Colin H

This course addresses three interrelated questions. First, what explains broad patterns of conflict, cooperation, and change in the international system? In particular, why have wars between nation-states been recurrent throughout history, and under what conditions have peace and cooperation been attainable? Second, what factors explain the foreign policy behavior of nation-states and their constituents in international affairs? Is this behavior explained by the structure of the international system, the balance of power, and/or the nature of international institutions, norms, and practices, or must we

look to the specific characteristics of nation-states and their leaders to explain foreign policy? Finally, what are the most pressing challenges confronting the global polity at the dawn of the twenty-first century? How have the prospects for international conflict and cooperation changed since the end of the Cold War? What are the most pressing emerging issues for international security? And what are the implications of expanding economic and political globalization? To assist in answering these questions, this course focuses on several contending theoretical traditions within the political science sub-field of international relations: Realism, Liberalism, Marxism, Constructivism, and Critical Theory. The course is taught in both lecture and discussion format. This course is not recommended for students in their first year of undergraduate studies.

Class time: 80% lecture, 20% Discussion

Work load: 75-150 pages of reading per week, 24-32 pages of writing per semester, 3 exams, Note: Students in this course should have descriptive familiarity with the subject matter of world politics, such as is provided in Political Science 1025; students who have not taken such classes will find this course very difficult.

Grade: 40% mid-semester exam(s), 50% final exam, 10% quizzes, 0% Graded assignments include two take-home mid-terms and a take-home final. It is recommended that this course be taken prior to international relations coursework at the 4xxx or 5xxx level.

Exam format: Three take-home exams (two mid-terms and one final). Each mid-term requires the student to answer one question (6-8 double spaced pages). The final requires the student to answer two questions (total of 12-16 double spaced pages).

Pol 3835 International Relations

(Sec 002); 3 cr; meets CLE req of International Perspective Theme; meets CLE req of Social Science Core

Instructor: Varadarajan, Latha

What are the major "Theories of international relations"? And more importantly, how do they help us examine and make sense of contemporary world politics? Using these questions as a general guideline, this course will examine some of the major theoretical traditions in International Relations. You will learn about: (a) the major theoretical approaches in International Relations (Realism, Liberalism, Constructivism, Critical theory)- we will explore not just the explanatory insights of each perspective but also the normative political implications that distinguish them from each other (b) a few crucial working concepts (imperialism, neocolonialism, globalization, development) and the manner in which they form important (if not always clearly stated) elements of various theoretical traditions (c) specific episodes in world politics (such as the Cold War, anti-colonial struggles of the early 20th century and the current American occupation of Iraq). By the end of this course, you should not only be able to recognize the use and influence of various theoretical perspectives in everyday speech, journalism and academic writing, but also be able to develop your own theoretically informed analysis of contemporary international relations. It is recommended that the course be taken prior to coursework at the 4xxx or 5xxx levels in the field. Students in this course should have descriptive familiarity with the subject matter of world politics such as is provided in POL 1025.

Class time: 70% lecture, 30% Discussion

Work load: 70-80 pages of reading per week, 12-15 pages of writing per semester, 1 exams, 2 papers, participation in discussion groups

Grade: 40% final exam, 50% written reports/papers, 10% class participation

Exam format: The final exam will consist of essay questions in which you will be asked to demonstrate your knowledge of the various theoretical perspectives you have learned about in the course. A study guide for the exam will be provided during the finals week.

Pol 4210 Topics in Political Theory: Population, Equity & Environmental Change

(Sec 001); 3-4 cr; max crs 8; A-F only; prereq concurrent enrollment in 3210, dept consent

Instructor: Disch, Lisa J !!Arthur Motley Exemplary Tch Aw!!

Population, Equity, and Environmental Change is an interdisciplinary course for upper-level undergraduates that examines contemporary

debates over the relationships among population growth, environmental change and sustainability. Scientists agree that the ecosystems of planet earth cannot long support the human species at its current levels of consumption. They argue that the human species has made itself a geological force, one whose impact on the planet might be compared to the earthquakes and floods that shaped its topography in prehistoric time. Though there is widespread agreement about the magnitude of this change, there is intense debate regarding how to think about the crisis it poses. Some define it in terms of the limits of nature, terming it a resource crisis that should be addressed as a "population problem." Others define it in political terms as a crisis of distribution and social practice. The trouble is due not to the sheer growth in our numbers but, rather, due to our tools, our modes of transportation, our weapons, our bridges, dams and buildings--and by virtue of the forms of social organization that these make possible. This course is an interdisciplinary investigation of debates regarding 21st century humanity's relationship to the environment and the goal of sustainability. It examines the ethical and ecological implications of humanity-as-geological-force, taking the "problem" of population growth as its touchstone.

Class time: 40% lecture, 40% Discussion, 20% group work

Work load: 50-75 pages of reading per week, 20 pages of writing per semester, 5 papers

Grade: 75% written reports/papers, 25% problem solving

Pol 4308 Congressional Politics and Institutions

(Sec 001); 3-4 cr; max crs 4, 1 repeat allowed; prereq 1001 or 1002, non-pol sci grad major or instr consent

Instructor: STAFF

This course is a comprehensive introduction to the workings of the contemporary U.S. Congress. We will examine the basic features of Congress in the first and second parts of the course, e.g., the background and election of members of Congress, the committee system, the different lawmaking processes in the House and Senate, as well as the different roles of parties and leaders in the two chambers. We will also look at Congress from a contemporary angle, taking stock of the changes in the operation of the House and Senate, especially the development of what one scholar has termed unorthodox lawmaking. In other words, we will not be studying the textbook Congress, but the Congress that really exists and sometimes even works. In the third part of the course we will look at Congress' role as a policymaker. How does Congress make public policy? What factors inhibit legislative productivity? Who has input into the process? What considerations do members of Congress take into account? Finally, we will assess the performance of Congress. Is contemporary policymaking too partisan? Is the public's disapproval of Congress justified?

Class time: 70% lecture, 30% Discussion

Work load: 100-125 pages of reading per week, 15 pages of writing per semester, 2 exams, 3 papers

Grade: 20% mid-semester exam(s), 25% final exam, 35% written reports/papers, 15% quizzes, 5% in-class presentations

Exam format: 50% multiple choice; 50% essay

Pol 4309 Justice in America

(Sec 001); 3 cr; prereq 1001 or 1002, non-pol sci grad major or instr consent

Instructor: Johnson, Timothy

This course examines the scientific study of judicial politics. We will first discuss the social scientific study of courts. Second, we will examine theoretical issues regarding judicial process and politics. This course, unlike constitutional law classes, does not study legal doctrine; rather, it examines political aspects of the legal system, with an emphasis on the social science literature on law and legal process. This course will be a lecture/discussion combination. Textbooks: Murphy Pritchett and Epstein, "Courts, Judges, and Politics."

Class time: 50% lecture, 50% Discussion

Work load: 40-50 pages of reading per week, 20-25 pages of writing per semester, 1 exams, 1 papers

Grade: 40% mid-semester exam(s), 50% written reports/papers, 10% class participation

Exam format: Essay

Course URL:

<http://www.polisci.umn.edu/faculty/tjohnson/Pol4309/index.html>

Pol 4410 Topics in Comparative Politics: Southeast Asian Politics (Sec 002); 3 cr; meets CLE req of International Perspective Theme

Instructor: Caraway, Teri Lynn

Comprised of eleven countries, Southeast Asia covers a wide geographical region stretching from India to China. With a rich endowment of natural resources, a dynamic (though severely damaged) manufacturing base, and a strategic location on China's southern flank, the region has come to play an increasingly important role in the political and economic affairs of the globe. Culturally and ethnically diverse, hundreds of languages are spoken in the region, and the religions practiced include Buddhism, Catholicism, Hinduism, and Islam (Indonesia is the largest Muslim country in the world). Although all of the countries in Southeast Asia have exclusionary political systems, they range from the faintly democratic governments of Indonesia, the Philippines, and Thailand, through the civilian authoritarianisms of Malaysia and Singapore, to the more thoroughly military authoritarianisms of Vietnam and Burma. Brunei is a Sultanate ruled by a monarch and his family. Because the region is so diverse, the introduction must necessarily be incomplete. The objective is to combine a broad overview of the region's political economy with detailed examinations of specific cases and themes. Students will have the opportunity to delve into particular countries or issues that are not covered in the lectures or readings in the research paper. The course will be web enhanced.

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

Work load: 80 pages of reading per week, 8-10 pages of writing per semester, 2 exams, 1 papers

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

Exam format: multiple choice (20%); short answer (30%), take-home essay (50%)

Pol 4461W European Government and Politics (Sec 001); 4 cr; max crs 7; prereq 1054 or 3051 or non-pol sci grad or instr consent; meets CLE req of Writing Intensive

Instructor: Reutter, Werner

This course provides a comparative framework for understanding contemporary issues in West European politics and will enable the students to gain better insight into the similarities and differences among different political systems and political processes. First, concepts and theories of comparative politics will be introduced and we will discuss the social and economic preconditions for the establishment, the stability, and the changes of West European democracies. The focus of the course will be on the institutional settings and political cleavages, affecting the environment in which political interests, loyalties and identities are formulated and institutionalized. In addition, we will discuss how selected European countries (e.g. Great Britain, France, Germany) react to new challenges which they have to face with the end of the Cold War, globalization and the process of European integration. Required reading: Mark Kesselman et al., *European Politics in Transition*, 4th edition, Boston: Houghton Mifflin 2003; Desmond Dinan, *Ever Closer Union*, 2nd edition, Boulder: Lynne Rienner Publishers 1999.

Class time: 70% lecture, 30% Discussion

Work load: 70-90 pages of reading per week, 10-12 pages of writing per semester, 2 exams, 1 papers

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

Exam format: Multiple choice

Pol 4485 Human Rights and Democracy in the World (Sec 001); 3 cr; prereq At least one 1xxx or 3xxx course in pol sci, non-pol sci major or instr consent

Instructor: Sikkink, Kathryn A

This class will examine the question of international human rights in theory and in practice. We will begin by studying the history of the idea of human rights and the basic human rights treaties and declarations.

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Next we will explore theoretical explanations for repression and human rights violations, contrasting explanations that focus on economic, political, psychological, and ideological factors. We will devote particular attention to causes of genocide, and look at what other countries might do to prevent future genocide. Each student will be asked to choose and focus on one or two countries that provides cases of repression and human rights violations. In the third part of the class, we will explore how human rights violations could be prevented and what individuals can do to improve human rights situations. In this part of the course, we will examine issues of transitional justice and accountability for past human rights abuses. Do Truth Commissions and trials of leaders for human rights violations help avoid future repression?

Class time: 45% lecture, 35% Discussion, 20%

Work load: 100-130 pages of reading per week, 12 pages of writing per semester, 2 exams, 4 papers

Grade: 25% mid-semester exam(s), 25% final exam, 40% written reports/papers, 10% class participation

Exam format: essay, short answer, and multiple choice

Pol 4487 The Struggle for Democratization and Citizenship (Sec 001); 4 cr; prereq non-pol sci grad; meets CLE req of Citizenship/Publ Ethics Theme

Instructor: Nimitz Jr, August H !!CLA Distinguished Tchgw Awd!!

The setting for this course is the mounting effort on the part of states and a variety of social forces to roll back the historic gains of the world-wide democratic movement--from anti-immigrant campaigns (in both fascist and non-fascist clothing) that would limit citizenship rights to efforts that undermine civil liberties in the guise of combatting terrorism. This takes place in a larger context in which increasing numbers of citizens feel disempowered and alienated from the state. As democracy and popular participation are central to citizenship the course traces the origins of the democratic process with particular emphasis on how the disenfranchised fought to become included. Both implicitly and explicitly it seeks to understand how that occurred in order to see if there are lessons of the past that might have applicability for the defense and extension of democratic rights today. To understand it was the disenfranchised who empowered themselves is in itself empowering. An underlying assumption of the course is that the inclusion of previously disenfranchised layers of society into the category of citizens is due to social struggles or the threat of such--an assumption to be examined in the course.

Class time: 75% lecture, 25% Discussion

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

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

Exam format: Essay

Pol 4767 Public Opinion and Voting Behavior (Sec 001); Credit will not be granted if credit has been received for: POL 5767, POL 5767; 3 cr; max crs 4, 1 repeat allowed; prereq 1001 or equiv or instr consent

Instructor: Miller, Joanne Marie

Public opinion has come to play an ever-increasingly important role in American society. Polls on elections, policy issues, world events, and popular culture are discussed in the news regularly. For better or for worse, the role of public opinion in American democracy is at center stage. Measuring it, documenting it, and interpreting it is complex. Even when there is consensus on how the public feels about a particular topic, there is often disagreement regarding the role it should play in the political process. For example, the House Republicans in late 1998, recognizing Clinton's strength in the polls, argued that Clinton's impeachment and removal was an issue that should be resolved on the basis of principles more fundamental than public opinion. The Democrats argued that public opinion was a fundamental factor to consider. This course examines the complex role of public opinion in American democracy. What is public opinion? How do we measure it? What role should public opinion play in our politics? What role does it actually play? Is it easily manipulated, or is it well-informed and stable? This course will address these questions and others by

exploring theories and research in public opinion.

Class time: 80% lecture, 20% Discussion

Work load: 50 pages of reading per week, 5 pages of writing per semester, 3 exams, 1 papers

Grade: 20% mid-semester exam(s), 30% final exam, 20% written reports/papers, 10% class participation, 20% another exam, similar in form to midsemester exam

Exam format: short answer, short essay

Pol 4771 Racial Attitudes and Intergroup Conflict (Sec 001); 3 cr

Instructor: Federico, Christopher Michael

Race continues to be one of the defining fault lines in American politics.

Most obviously, the existence of racial inequality has enormous consequences for any given individual's social and economic standing.

However, it also has had an enormous impact on the pattern of attitudes and beliefs which have served as the backdrop for many of society's most pressing political debates and conflicts. The purpose of this course is to provide students with an introduction to how political scientists have studied racial attitudes and the larger problem of inter-ethnic conflict in American society. We will begin with a look at the historical circumstances which have given rise to the major research questions in the area, and a look at the methods political scientists and others have used to answer these questions. From there, we'll look at the major research perspectives in the area, and see how well they actually explain public opinion on matters of race. In doing so, we'll also get a look at some of the major controversies in this area of study, particularly the issues of (1) whether the "old-fashioned racism" of the pre-civil-rights era has been replaced by new forms of racism and (2) the degree to which debates over racial policy are shaped by racism, race-neutral political values, or some combination thereof.

Class time: 80% lecture, 20% Discussion

Work load: 100-150 pages of reading per week, 7-10 pages of writing per semester, 2 exams, 1 papers

Grade: 30% mid-semester exam(s), 35% final exam, 25% written reports/papers, 10% class participation

Exam format: Short answers and essays

Pol 4810 Topics in International Politics and Foreign Policy: Causes of Civil and Ethnic Conflict (Sec 002); 3 cr; max crs 8

Instructor: Kahl, Colin H

Since 1945, the vast majority of wars have been within countries rather than between them. Indeed, in the last decade we have witnessed a seemingly unending supply of news stories documenting the tragic and gruesome details of civil and ethnic strife throughout the Eastern Europe, the former Soviet Union, Latin America, South and Southeast Asia, the Middle East, and Africa. What are the causes of these conflicts? Are ancient hatreds, ethnic and religious extremism, colonialism, class warfare, resource competition, ideology, and/or state failure to blame, or must we look elsewhere to explain the carnage? Moreover, why and how do internal wars end? What can the international community do to facilitate peaceful settlement? And, perhaps most importantly, what can be done to prevent these conflicts from erupting in the first place? This course will provide students with the analytical tools to tackle these questions. Grades are based on in-class participation, a take-home mid-term, and a final research paper. This class satisfies the senior paper requirement for Political Science.

Class time: 65% lecture, 35% Discussion

Work load: 75-150 pages of reading per week, 1 papers, final research paper

Grade: 40% mid-semester exam(s), 50% written reports/papers, 10% class participation

Exam format: essay

Pol 4887 Thinking Strategically in International Politics (Sec 001); 3 cr; max crs 4, 1 repeat allowed; A-F only; meets CLE req of Social Science Core

Instructor: Doyle, Diana Richards

What happens when the outcomes of decisions depend not only on one's own decisions but also on the decisions of others? This is the

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area of interdependent decision making--also called game theory. This course is an introduction to game theory as applied to international politics. We will look at questions such as strategic trade, environmental cooperation, arms control, deterrence, credibility and commitment, negotiation and bargaining, among others. The course is theoretical and requires some comfort level with mathematical reasoning.

Class time: 50% lecture, 50% Discussion

Work load: 100 pages of reading per week, 10 pages of writing per semester, 2 exams, weekly problem sets

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

Exam format: short answer and short essay

Course URL: <http://www.polisci.umn.edu/kiosk>

Pol 4900V Honors: Senior Paper

(Sec 001); 1 cr; A-F only; prereq Honors, pol sr, instr consent; meets HON req of Honors

Instructor: Kelliher, Daniel R !!John Tate Award Ugrad Adv!!

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

(Sec 001); 1 cr; A-F only; prereq Pol sr, instr consent; meets CLE req of Writing Intensive

Instructor: STAFF

Can be attached to any 3XXX or 4XXX course (with the instructor's agreement). A 10-15 page paper is submitted for evaluation/advice by instructor, then revised for final submission.

Work load: 10-15 pages of writing per semester, 1 papers

Grade: 100% written reports/papers

Exam format: None

Pol 5252 Renaissance, Reformation, and Revolution: Early Modern Political Thought (Sec 001); 4 cr; prereq credit will not be granted if credit received for: 3252

Instructor: Scheuerman, William

Contemporary political life has its origins in the momentous political and social upheavals of the early modern world. By focusing on a series of influential writers (including Machiavelli, Hobbes, Locke, Montesquieu, Rousseau, Beccaria, and Wollstonecraft), the course undertakes to provide a thorough introduction to the basic controversies of early modern political life. Without a mastery of those controversies, it is simply impossible to understand our own political universe. Questions to be discussed include: How should we see the relationship between religion and politics? What are the preconditions of political order and stability, and how can order coexist with liberty? What are the proper aims of government? Is private property essential to liberty, and if so, what form should it take? What is the rule of law? How is republicanism distinct from liberalism? Students should be prepared to read a series of demanding and difficult texts. Please note that attendance is mandatory, and students will be expected to show that they have done the required readings by participating actively in class. No prerequisites are necessary, but some background in political science or philosophy would be useful.

Portuguese

34 Folwell Hall: 612/625-5858

Port 1102 Beginning Portuguese

(Sec 001); 5 cr; prereq 1101 or instr consent

Instructor: STAFF

Text: "Bem Vindo", workbook, dictionary. Basic grammar points: past

tense, possessives, pronouns, agreements (gender/number). Cultural aspects: Brazil, Portugal and/or Lusophone Africa.

Class time: 15% lecture, 15% Closed Circuit TV, 60% Discussion, 10% in-class exercise

Work load: 10 pages of reading per week, 3 exams, 8 quizzes

Grade: 15% mid-semester exam(s), 25% final exam, 20% quizzes, 10% in-class presentations, 20% class participation, 10% compositions

Port 1104 Intermediate Portuguese

(Sec 001); 5 cr; prereq 1103 or instr consent

Instructor: STAFF

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.

Class time: 15% lecture, 15% Closed Circuit TV, 60% Discussion, 10% in-class exercise

Work load: 10 pages of reading per week, 3 exams

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

Port 3001 Portuguese for Spanish Speakers

(Sec 001, 002); 4 cr; prereq [Span 3015, GPT] or instr consent [for speakers of other Romance languages]

Instructor: STAFF

Study of Portuguese based on student knowledge of Spanish (speakers of other Romance languages are allowed with instructor permission). Contrastive approach to the phonetic and morpho-syntactic structures of Portuguese. Cultural components will focus on Brazil, Portugal, and/or Portuguese-speaking Africa.

Class time: 20% lecture, 10% Closed Circuit TV, 60% Discussion, 10% in-class writing

Work load: 20 pages of reading per week, 20 pages of writing per semester, 3 exams, 8 papers

Grade: 15% mid-semester exam(s), 20% final exam, 20% written reports/papers, 10% quizzes, 15% in-class presentations, 20% class participation

Port 3003 Portuguese Conversation and Composition

(Sec 001); 4 cr; prereq [1104, GPT] or 3001

Instructor: STAFF

The main objective of this course is for students to improve all four language skills (speaking, comprehension, reading, and writing). Class will focus on practical activities in order to encourage conversation. There will also be readings and discussions centering on Brazilian and/or Portuguese, and/or Lusophone African cultures.

Class time: 10% lecture, 70% Discussion, 20% Presentations, videos, music, in-class writing

Work load: 10 pages of reading per week, 20-25 pages of writing per semester, 10 papers, Presentation (oral)

Grade: 50% written reports/papers, 20% in-class presentations, 30% class participation

Exam format: Essay

Port 3910 Topics in Lusophone Literatures

(Sec 001); Credit will not be granted if credit has been received for: PORT 3310, PORT 3910H; 3 cr; max crs 9, 3 repeats allowed; prereq credit will not be granted if credit received for: 3310, or 3910H

Instructor: Arenas, Fernando

This course will be an introduction to the great literary works of the nineteenth and twentieth centuries in Portugal, Brazil, and Lusophone Africa. The student will become acquainted with some of the most outstanding literary figures in the Portuguese-speaking world. The course objectives are multiple: (1) to introduce the student to modern canonical literature in Portuguese; (2) to provide tools and techniques for the analysis and interpretation of literary texts (short story, poetry, and novel); (3) to help student expand knowledge of and increase proficiency in oral and written Portuguese; (4) to use literature as a means to better understand Lusophone cultures, at the same time as

we explore current social, cultural and political questions that affect the various Portuguese-speaking countries today, as well as the world at large.

Class time: 50% lecture, 50% Discussion

Work load: 100 pages of reading per week, 25 pages of writing per semester, 5 papers

Grade: 70% written reports/papers, 30% class participation

Port 5970 Directed Readings

(Sec 001); 3 cr; max crs 9, 3 repeats allowed; prereq MA or PhD candidate, instr consent, dept consent, college consent

Instructor: STAFF

Lusophone Studies (Portuguese-speaking Africa, Brazil and Portugal) Thematic areas not covered in other courses. Students submit reading plans for particular topics, figures, periods or issues.

Psychology

N-218 Elliott Hall: 612/625-4042

Psy 1001 Introduction to Psychology

(Sec 001); Credit will not be granted if credit has been received for: GC 1281, GC 1281; 4 cr; prereq credit will not be granted if credit has been received for: GC 1281; meets CLE req of Social Science Core; meets DELM req of classroom; meets DELM req of internet delivered

Instructor: Briggs, Kathleen Helen

Psy 1001 is a 4 credit introduction to the scientific study of human behavior and mind, and a prerequisite for all advanced Psychology courses. Students meet three times a week in a huge lecture class for multi-media lectures by a team of faculty and once a week in small activity-oriented discussion sections. The course focuses on scientific explanations and real world examples of how individuals understand and make sense of their world and experiences. We focus on the problems, methods and research findings of psychology and introduce students to the biological basis of behavior; physical, emotional and cognitive development; models of learning, memory, and representation of the world; individual differences in personality and intelligence; abnormal behavior and treatment and social influences on individual behavior.

Class time: 75% lecture, 25% Discussion

Work load: 50 pages of reading per week, 15 pages of writing per semester, 4 exams

Grade: 45% mid-semester exam(s), 35% final exam, 15% written reports/papers, 5% class participation

Exam format: multiple choice exams

Course URL:

<http://www.psych.umn.edu/psycourses/psy1001/default.htm>

Psy 1001 Introduction to Psychology

(Sec 030); Credit will not be granted if credit has been received for: GC 1281, GC 1281; 4 cr; prereq credit will not be granted if credit has been received for: GC 1281; meets CLE req of Social Science Core; meets DELM req of classroom; meets DELM req of internet delivered

Instructor: Brothen, Thomas !!Morse Alumni Award!!

Psy 1001 is a 4 credit introduction to the scientific study of human behavior and mind, and a prerequisite for all advanced Psychology courses. Students meet the first week for a course introduction and the last week for a final exam. They complete online exercises and quizzes with WebCT over the Internet. The course focuses on scientific explanations and real world examples of how individuals understand and make sense of their world and experiences. It deals with the problems, methods and research findings of psychology and introduces students to the biological basis of behavior; physical, emotional and cognitive development; models of learning, memory, and representation of the world; individual differences in personality and intelligence; abnormal behavior and treatment and social influences on individual behavior.

Class time: 100% WebCT Internet exercises and quizzes
Work load: 700 pages of reading
Grade: 30% final exam, 5% written reports/papers, 65% quizzes
Exam format: multiple choice and fill-in
Course URL: <http://webct3.umn.edu/webct/>

Psy 1001 Introduction to Psychology

(Sec 031); Credit will not be granted if credit has been received for: GC 1281, GC 1281; 4 cr; prereq credit will not be granted if credit has been received for: GC 1281; meets CLE req of Social Science Core; meets DELM req of classroom; meets DELM req of internet delivered

Instructor: Maurer, Steven Thomas

Psy 1001 is a 4 credit introduction to the scientific study of human behavior and the mind, and a prerequisite for all advanced Psychology courses. Students will meet two nights a week, with classes including lectures, class discussions, small group activities, and films. The course focuses on scientific explanations and real world examples of how individuals understand and make sense of their world and experiences. We focus on the problems, methods and research findings of psychology and introduce students to the biological basis of behavior; physical, emotional and cognitive development; models of learning, memory, and representation of the world; individual differences in personality and intelligence; abnormal behavior and treatment and social influences on individual behavior. At the end of this course all of you should a) know the basic terms, concepts, principles, methods, and perspectives of psychology, b) be able to apply this knowledge to your own life and the world around you, and c) be able to think critically about psychology and pop psychology.

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

Work load: ~90 pages of reading per week, ~15 pages of writing per semester, 4 exams, 2 papers

Grade: 14% written reports/papers, 69% quizzes, 7% In-class writing assignments

Exam format: multiple choice, short and long answer

Course URL:

<http://personal4.stthomasa.edu/stmaurer/Personal/Psy1001/Main.html>

Psy 1001 Introduction to Psychology

(Sec 026); Credit will not be granted if credit has been received for: GC 1281, GC 1281; 4 cr; prereq credit will not be granted if credit has been received for: GC 1281; meets CLE req of Social Science Core; meets DELM req of classroom; meets DELM req of internet delivered

Instructor: Purvanova, Radostina Krassimirova

This course is designed to introduce students to the broad discipline of psychology by focusing on a different psychological specialty each week. Specifically, the course will cover research methods available to psychologists, motivation and emotion, theories of learning, memory processes, social psychology, personality, developmental psychology, and intelligence. Other topics may also be discussed. The course is recommended for freshmen and sophomores, but more advanced students are also welcome.

Class time: 80% lecture, 20% Discussion

Work load: 20 pages of reading per week, 15 pages of writing per semester, 4 exams, 2 papers, 8 to 10 in-class graded group activities

Exam format: Multiple choice

Psy 3005W Introduction to Research Methods and Statistics

(Sec 001, 014-015); 4 cr; A-F only; prereq 1001, [soph or jr or sr]; meets CLE req of Social Science Core; meets CLE req of Writing Intensive

Instructor: STAFF

PSY 3005 is an introduction to the basic concepts and procedures used to conduct and evaluate research, especially research in the social sciences. Emphasis is placed on understanding the benefits and limitations of traditional research methods, evaluating scientific claims, using statistics to describe and interpret research outcomes, and writing descriptions of experimental research. During class time students listen to lectures, participate in small group activities, and plan, conduct, and participate in experiments. Target audience of course:

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undergraduates, both Psychology majors and non-Psychology majors; required for Psychology majors and minors. Prerequisite: Psy 1001 and sophomore standing

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

Work load: 50 pages of reading per week, 45 pages of writing per semester, 4 exams, 9 papers, 10 quizzes; 8 statistical computation assignments; required participation in final project data

Grade: 16% final exam, 20% written reports/papers, 21% special projects, 8% quizzes, 2% class participation, 9% problem solving, 24% for 3 exams (8% per exam)

Exam format: multiple choice

Course URL: <http://www.psych.umn.edu/psycourses/psy3005>

Psy 3031 Introduction to Sensation and Perception

(Sec 001); 3 cr; prereq 1001

Instructor: Stellmack, Mark A

This course is an introduction to sensory systems, with an emphasis on vision and hearing, but also covering smell, taste, and touch.

Lectures will focus on physiology and the manner in which psychological perceptions of the world arise from physical stimulation of the sensory organs. Students will be expected to be able to read and interpret simple graphs. The course is intended for undergraduates who have little previous exposure to these topics.

Class time: 90% lecture, 10% In-class demonstrations

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

Grade: 25% Each exam

Exam format: Multiple choice, essay

Psy 3051 Introduction to Cognitive Psychology

(Sec 001); 3 cr; prereq 1001; meets CLE req of Social Science Core

Instructor: STAFF

Scientific study of the mind in terms of representation and processing of information. Research and theory on cognitive abilities such as perception, attention, memory, language, and reasoning. Aspects of computational modeling and neural systems.

Psy 3061 Introduction to Biological Psychology

(Sec 001); Credit will not be granted if credit has been received for: PSY 5061, PSY 5061; 3 cr; prereq 1001 or Biol 1009

Instructor: STAFF

Basic neurophysiology/neuroanatomy, neural mechanisms of motivation, emotion, sleep-wakefulness cycle, learning/memory in animals/humans. Neural basis of abnormal behavior, drug abuse.

Psy 3101 Introduction to Personality

(Sec 001); Credit will not be granted if credit has been received for: PSY 5101, PSY 5101; 3 cr; prereq 1001

Instructor: Nikles II, Charles David

This course will introduce students to a variety of topics in the realm of personality, as well as convey a sense of the history of personality psychology and of what the field is like today. Some time will be spent discussing methods for measuring and studying personality. A major focus will be personality traits, including their possible biological foundations and connections between traits and mental disorders. Assessment will emphasize application and integration of concepts.

The course is designed for any undergraduate with an interest in psychology; an introductory psychology course is the only prerequisite. **Class time:** 80% lecture, 20% Discussion

Work load: 20-40 pages of reading per week, 15-20 pages of writing per semester, 4 exams

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

Exam format: Half multiple-choice, half take-home essay

Psy 3135 Introduction to Individual Differences

(Sec 001); Credit will not be granted if credit has been received for: PSY 5135, PSY 5135, PSY 5135; 3 cr; prereq 1001

Instructor: Yoon, Henry Hyunkoo

This course will provide you with a broad overview and general introduction to the field of Behavior Genetics (BG) as it pertains to the

nature and origins of individual differences. An emphasis is placed on the use of genetic designs and research applications to study differential behavior within various psychological domains (e.g., intelligence, personality, psychopathology). Towards this goal, principles and findings from quantitative genetics (twin and adoption studies), molecular genetics, as well as cytogenetics will be discussed. This course is a prerequisite to Psychology 5-137: Behavioral Genetics. Students are expected to have taken an introductory psychology course as well as an intro course to basic statistics. No prior study of genetics beyond high school biology is assumed, although it would help facilitate an understanding of the material.

Class time: 98% lecture, 2% video

Work load: 3 exams

Grade: 60% mid-semester exam(s), 40% final exam, 0% extra credit opportunity

Exam format: Mostly multiple choice, some short answers

**Psy 3201 Introduction to Social Psychology
(Sec 010); 4 cr; prereq 1001 or instr consent**
Instructor: Yanowitz, Jennifer Lynne

Overview of theories/research in social psychology. Emphasizes attitudes/persuasion, social judgment, the self, social influence, aggression, prejudice, helping, and applications.

**Psy 3604 Introduction to Abnormal Psychology
(Sec 003); Credit will not be granted if credit has been received for: PSY 5604, PSY 5604H; 3 cr; prereq 1001**

Instructor: Lloyd, Martin Daniel

This course is intended to familiarize you with various types of psychopathology, or mental disorders. Students will learn the diagnostic criteria for these disorders as well as the descriptive information needed to give you a sense of what these disorders are like. We will also cover the demographic features of the disorders and theories about causal factors. Treatment may be covered, but will not be a major component of the course (if you are interested in treatment, you are referred to PSY 3617, Intro to Clinical Psychology). This course will also explore the idea of what it means for behavior to be abnormal and how we make this decision. We will discuss the consequences of labeling behavior abnormal. Finally, we will introduce you to the DSM-IV-TR, the diagnostic system used by psychologists and psychiatrists and explore alternative diagnostic systems, focusing on a view of psychopathology as an extension of normal personality traits.

Class time: 70% lecture, 30% Discussion

Work load: 30-40 pages of reading per week, 3 exams

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

Exam format: predominantly multiple choice with short essays and case studies

Course URL: <http://www.psych.umn.edu/courses/lloydm/psy3604/>

**Psy 3617 Introduction to Clinical Psychology
(Sec 001); 3 cr; prereq 3604 or 5604H**

Instructor: Grove, William Merrill

Target audience: mostly majors, who must have taken Psy 3604 (Abnormal Psychology) or equivalent. This course is meant to familiarize students with the field of clinical psychology in the U. S. The course first discusses the history of clinical psychology, then training in the field (including how to get into graduate school and what it's like once one gets it), and then spends the bulk of the course covering clinical psychology, assessment, intervention and research in turn. This course may help students considering a career in clinical psychology, decide whether this field appeals to them. Texts: Nietzel, M. T., Bernstein, D. A., & Milich, R. (1994), "Introduction to Clinical Psychology", 5th ed. New York: Prentice Hall; Wierzbicki, M. (1993), "Issues in Clinical Psychology." Boston: Allyn & Bacon. Students also read about a dozen empirical research articles in a reading packet. The course is lecture and discussion format. Exams include two midterms and a final, non-cumulative in coverage and having equal weight. Students usually consider the exams in this course quite difficult, and grading standards are high.

Class time: 90% lecture, 10% Discussion

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

Grade: 66% mid-semester exam(s), 33% final exam, 0% Actually 33% on final; and 33% each of 2 mid-semester exams

Exam format: multiple choice

Course URL: <http://www.psych.umn.edu/psycourses/GroveW>

**Psy 3617 Introduction to Clinical Psychology
(Sec 002); 3 cr; prereq 3604 or 5604H**

Instructor: Walden, Stephen Brent

Historical developments, contemporary issues. Trends in psychological assessment methods, intervention strategies, and clinical psychology research. Theories behind, empirical evidence for, usefulness of psychological intervention strategies.

**Psy 3666 Human Sexuality
(Sec 001); 3 cr; prereq 1001**

Instructor: STAFF

Overview of theories, research, and contemporary issues in human sexual behavior from an interdisciplinary perspective. Topics include sexual anatomy and physiology, hormones and sexual differentiation, cross-cultural perspectives on sexual development, social and health issues, and sexual dysfunction and therapy.

**Psy 3711 Introduction to Industrial and Organizational Psychology
(Sec 001); 3 cr; prereq [1000, 3005 or 4801 or equiv, 1001 or instr consent**

Instructor: STAFF

Application of psychological theory and research to recruitment, personnel selection, training and development, job design, work motivation, leadership, performance assessment, and job satisfaction measurement.

**Psy 3902W Major Project in Psychology
(Sec 001-006); 4 cr; A-F only; prereq 3005W, [jr psychology major or sr psychology major]; meets CLE req of Writing Intensive**

Instructor: STAFF

Major project provides an opportunity for senior psychology majors to show that they: 1. Have enough knowledge of psychology to form an interesting hypothesis. 2. Have the ability to design a valid study to test this hypothesis. 3. Have the writing and speaking skills to make a clear presentation of their proposed studies. Students will propose studies that would, if performed, add to the knowledge about an area of psychology. They will review existing literature, form and defend a hypothesis, design a study to test the hypothesis, discuss possible results from such a study, and discuss the significance of those results. This proposal will be presented in a 10-minute oral presentation and in a 20-page paper. Major project resembles an independent study more than it resembles a traditional class. The focus is not on absorbing material from lectures and assigned readings in order to answer test questions. Most of the learning takes place outside the classroom. Students need to work independently to succeed in this class. Students should think about proposal topics before the semester begins and should be prepared to spend a significant amount of time developing the proposals during the beginning of the semester.

Class time:

Work load: 40 pages of reading per week, 40+ pages of writing per semester, 1 papers

Grade: 40% written reports/papers, 20% in-class presentations, 10% class participation, 30% Rough draft of final paper, miscellaneous assignments

Exam format: None

Psy 3960 Undergraduate Seminar

(Sec 004); 1-5 cr; max crs 45, 9 repeats allowed; prereq 1001

Instructor: Bono, Joyce Ellen

Primarily for psychology majors interested in human behavior at work. Special focus on leadership, emotions, and work motivation. Emphasizes practical experience in research design, methodology, and data management. Required lab attendance arranged with instructor.

Psy 3960 Undergraduate Seminar**(Sec 001); 2 cr; max crs 45, 9 repeats allowed; prereq 1001**

Instructor: Overmier, J. Bruce

Discovery of the causal mechanisms for human dysfunctions often requires application of the experimental method. But this method may not be appropriate or ethical with humans. Then animals may be called upon as models for a particular disorder. How are models developed and validated? What can we learn? Have models been successes? Failures? What are the ethical and regulatory considerations for such work? Several exemplar efforts at modelling will be reviewed and discussed.

Class time: 20% lecture, 80% Discussion**Work load:** 40 pages of reading per week, Students will prepare discussion outlines.**Grade:** 25% written reports/papers, 50% in-class presentations, 25% class participation**Psy 3993 Directed Study****(Sec 001); 1-6 cr; max crs 24, 8 repeats allowed; prereq instr consent, dept consent, college consent**

Instructor: STAFF

Directed studies allow undergraduates to gain knowledge about a topic in psychology in a manner not available in traditional course offerings. Students work with a faculty/adjunct faculty member. Activities may include conducting literary research, writing a paper or developing an individual project. Directed Studies require a special contract with signed approval of a faculty member, student and psychology advisor. The contract and registration instructions are available in 105 Elliot Hall. Undergraduate students may register for Directed Studies for 1- 6 credits per semester.

Class time: 100% Determined by faculty advisor**Work load:** 3 Hours each week per registered credit.**Grade:** 100% Determined by faculty advisor**Exam format:** Typically, there are no exams**Psy 3994 Directed Research****(Sec 001, 002); 1-6 cr; max crs 24, 8 repeats allowed; prereq instr consent, dept consent, college consent**

Instructor: STAFF

Directed research allows undergraduates to gain research experience by working as a research assistant for a faculty/adjunct faculty member. Activities may include data analysis, running labs, learning about instrumentation, etc. Students must also write a minimum of a 5 page APA format paper. Data entry and reading relevant articles do not qualify as directed research. However, these activities may comprise part of the research experience. Directed research requires a contract with signed approval of a faculty member, student, and psychology advisor. The contract and registration instructions are available in 105 Elliot Hall. Undergraduates may register for Directed Research for 1- 6 credits per term.

Class time: 100% Determined by faculty advisor**Work load:** 3 hours work each week per registered credit**Grade:** 100% Determined by faculty advisor**Exam format:** Typically, there are no exams**Psy 3996 Undergraduate Field Study/Internship in Psychology****(Sec 001, 002); 4 cr; max crs 12, 4 repeats allowed; prereq 1001, instr consent, dept consent, college consent**

Instructor: STAFF

The Undergraduate Field Study/Internship in Psychology provides students with a practical, "real world", more job-related learning experience. Locations and particulars of these internships/field study experiences vary widely, but examples include working with mentally ill adults in a hospital or group home, applying intensive in-home behavior modification programs with autistic children, developing and evaluating remedial academic and vocational training programs, conducting task analysis and human factors research, data collection and analysis for clinical trials for a pharmaceutical company, etc. Students typically keep journals which are subsequently submitted to supervisory professors. Also, supervisors at the internship/field work site often submit evaluations of the student's learning and

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accomplishments. The student may also describe the project and its outcome in a formal paper submitted to the faculty advisor for the evaluation. Registration requires a contract signed by a faculty/adjunct faculty advisor, student and psychology advisor. Contract forms and instructions are available in 105 Elliot Hall.

Class time: 100% Determined by faculty advisor**Work load:** 3 hours of work each week per credit**Grade:** 100% Determined by faculty advisor**Exam format:** Typically, there are no exams**Psy 4011 Applied Behavioral Psychology****(Sec 001); 3 cr; prereq 3011 or instr consent**

Instructor: Peterson, Gail Burton !!CLA Distinguished Tchg Awd!!

Modern behaviorism and its practical application. Emphasis on functional analyses of behavior deficits or excesses, and the design and implementation of practical and humane interventions to produce appropriate and meaningful behavior change. A significant part of the course involves training a live animal over several weeks of in-class operant conditioning exercises. In keeping with the pragmatic and humane philosophy of the overall approach, these exercises involve direct trainer-trainee interaction using positive reinforcement only. Students shape new responses, build complex chains, train discriminations, identify controlling stimuli, and generalize behavior. Toward the end, specific attention is given to certain practical problems, such as teaching children with autism. Two medium-size textbooks, one on the philosophy of behaviorism [Understanding Behaviorism, Baum (1994)] and another on applications [First Course in Applied Behavior Analysis, Chance (1998)], together with a manual for the in-class exercises, constitute the bulk of the required reading. Lectures, Internet materials and discussions supplement the reading. Grades based on write-ups of the training exercises, two midterm exams, and a comprehensive final. This course will be web enhanced using the WebCT system.

Class time: 40% lecture, 10% Discussion, 50% Laboratory**Work load:** 65 pages of reading per week, 50 pages of writing per semester, 3 exams**Grade:** 35% mid-semester exam(s), 25% final exam, 35% written reports/papers, 5% class participation**Exam format:** multiple choice**Psy 4012 Behavior Analysis and Autism****(Sec 001); 4 cr; A-F only; prereq Reliable transportation, instr consent**

Instructor: Peterson, Gail Burton !!CLA Distinguished Tchg Awd!!

Students registered in Psy 4011: Applied Behavioral Psychology, or who have already completed that course, may register for this special service-learning opportunity on modern behavioral interventions for children with autism. Through weekly reading assignments, lectures and discussions, students learn the principles and techniques currently employed to help young children with autism acquire functional language, appropriate social behavior, and general academic and living skills. Students also gain substantial experience working with autistic children in off-campus service-learning settings under the supervision of qualified professionals engaged in the direct application of applied behavior analysis (ABA) therapy. This field experience involves a minimum of 4 hours per week (two 2 hour shifts) for 12 weeks learning to do one-on-one therapy at either a center-based or home-based ABA program site, plus at least 1 hour per week attending a clinical staff meeting at that site. [Reliable transportation 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, a journal each student keeps on the field experience, and performance on the final exam.

Psy 4501 Psychology of Women**(Sec 001); 3 cr; prereq 1001 or instr consent**

Instructor: STAFF

This course covers current theories and research regarding the psychology of women and psychological sex differences. This includes

topics that relate uniquely to women (e.g., pregnancy) as well as differences and similarities between men and women. It is primarily geared toward upper-level psychology majors. More specific topics include sex differences in infancy; sex differences in personality and abilities in adulthood; gender stereotypes; menstruation; sexuality; pregnancy, childbirth and motherhood; women, achievement and work; women and psychotherapy; specific psychological disorders common in women (e.g., eating disorders); violence against women; heterosexual and lesbian relationships; and older women. The emphasis of the course is on critically evaluating the research literature on gender differences and similarities. Class time is divided between lectures, small group discussions, and large group discussions. There will also be occasional guest speakers and videotapes.

Psy 4902V Honors Project

(Sec 001); 1-6 cr; max crs 5; A-F only; prereq Honors, instr consent, dept consent; meets HON req of Honors; meets CLE req of Writing Intensive

Instructor: STAFF

The Honors Project is a critical literature review or empirical study undertaken in consultation with a faculty/adjunct faculty advisor. Projects may be developed independently or through previous work on faculty research projects, but in either case must be sponsored by a faculty member. Students may enroll for a total of 6 credits across one or more terms. Total credit depends upon the nature and scope of the thesis. Psychology majors enrolled in the Honors Program are eligible. Typically taken during the senior year. For details regarding selection of an advisor and registration, see an advisor in 105 Elliott.

Registration requires completion of a contract form and faculty advisor and Psychology departmental approval.

Class time: 100% Determined by faculty advisor

Work load: 3 hours of work each week per credit

Grade: 100% Determined by faculty advisor

Psy 4993 Directed Study: Special Areas of Psychology and Related Sciences

(Sec 001, 008, 021, 028, 030, 035, 038, 040, 042, 044-047); 3-4 cr; max crs 16, 6 repeats allowed; prereq instr consent, dept consent

Instructor: STAFF

Specialized research laboratory courses. Registration requires instructor and departmental approval. Information and registration instructions are available in 105 Elliot Hall.

Class time: 100% Varies by instructor.

Work load: Varies by instructor.

Grade: 100% Varies by instructor.

Exam format: Varies by instructor.

Psy 4994V Honors Research Practicum

(Sec 001); 4 cr; prereq 3005W, honors psych; meets HON req of Honors; meets CLE req of Writing Intensive

Instructor: Fletcher, Charles R

The major goals of this course are to familiarize you (as a Psychology Department honors major) with research opportunities available in the University of Minnesota Psychology Department, provide you with practical experience conducting psychological research, and prepare you to write an honors thesis in psychology. To achieve these goals you will be required to work approximately nine hours each week on a research project designed and supervised by a faculty member or graduate student, make a formal in-class presentation, and write a 10 - 15 page research report. You will also be required to attend class each week and complete the required readings and assignments before each class.

Class time: 25% lecture, 75% work on individual research projects

Work load: 20 pages of reading per week, 40 pages of writing per semester, 4 papers, 1 in-class presentation, 6 reviews of other student's papers

Grade: 50% written reports/papers, 25% in-class presentations, 25% class participation

Exam format: none

Psy 4996H Honors Internship/Externship

(Sec 001); 1-6 cr; max crs 6, 1 repeat allowed; A-F only; prereq Honors, instr consent, dept consent, college consent; meets HON req of Honors

Instructor: STAFF

The Honors Internship/Externship provides Psychology Honors Students with an opportunity to gain practical experience in a "real life" setting relevant to an academic interest in psychology. The objective is for the student to learn practical skills and discover work in a particular career area. Opportunities may be coordinated through the Career and Community Learning Center. A written report describing the experience and its consequences is required. Written evaluation from the internship supervisor will be considered as part of the evaluation. Registration requires a contract between a faculty member and the student, and approval from the department. Registration instructions are available in 105 Elliott Hall.

Class time: 100% varies by advisor

Work load: 3 hours of academic work each week per credit

Grade: 100% varies by advisor

Exam format: Typically, there are no exams

Psy 5061 Neurobiology of Behavior

(Sec 001); Credit will not be granted if credit has been received for: PSY 3061; 3 cr; prereq 3005W or Biol 1009 or instr consent

Instructor: Gewirtz, Jonathan C

This course provides an overview of our current state of knowledge regarding the neural substrates of a range of functional and dysfunctional behaviors. The first section of the course briefly reviews some of the fundamentals of behavioral neuroscience, e.g., synaptic transmission, action potentials, major anatomical divisions of the brain, experimental techniques. The second section covers sensory and motor systems. The third section reviews a range of complex behavioral functions such as eating, reproductive behavior, memory, and sleep. Finally, the course focuses on the biology of a variety of forms of mental illness, including schizophrenia and depression, and their pharmacological treatments. Some textbook reading assignments will be supplemented with brief, up-to-date journal articles related to the course material.

Class time: 80% lecture, 20% Discussion

Work load: 50-100 pages of reading per week, 4 quizzes; 1 paper (2 pages for undergraduates, 10 for graduate students)

Grade: 25% written reports/papers, 75% exams

Exam format: Multiple choice and short answer

Psy 5064 Brain and Emotion

(Sec 001); 3 cr; A-F only; prereq 3061 or 5061 or instr consent

Instructor: Luciana, Monica Marie

This 3-credit course is meant to offer advanced undergraduates and graduate students an introduction to brain-emotion relationships, represented within the relatively new discipline of "affective neuroscience". The focus of work in this area concerns understanding how the brain serves to promote emotional behavior in animals and humans. Biological theories of emotion will be reviewed in a historical and in a current theoretical context. Research related to specific "basic" emotions including the brain substrates for fear, sadness, pleasure, and attachment will be discussed. The course will conclude by describing implications of brain/emotion relations for understanding emotional development and vulnerability to clinical disorders.

Class time: 75% lecture, 25% Discussion

Work load: 50 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers

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

Exam format: Essay and short answer

Psy 5138 Psychology of Aging

(Sec 001); 3 cr; prereq 3005W or equiv

Instructor: Gershenson, Celia Wolk

The major focus of this course is to identify and describe those factors that contribute to the "normal" aging process. We will concentrate on the behavioral constancies and changes that occur during mid and late

adulthood in the areas of cognitive processes, mental health, and related topics. Among the topics to be covered are research methodology, basic terminology, and background information in the study of aging, attention, learning, memory, mental abilities, personality, psychopathology, biological aspects of aging as related to psychological processes, social factors, and related ethical and policy issues. The emphasis will be on empirical studies, research methodology, and the theoretical issues related to these topics. In brief, we will attempt to differentiate between the myths and realities in the study of adult development.

Class time: 50% lecture, 50% Discussion

Work load: 25-50 pages of reading per week, 20 pages of writing per semester, 4 exams, 1 papers, 3 exercises evaluating media coverage of aging issues

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

Exam format: Multiple choice, short answers, short essays.

Psy 5202 Attitudes and Social Behavior

(Sec 001); 3 cr; prereq 3201 or instr consent

Instructor: Borgida, Eugene !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

No one area of theory and research is more identified with the field of social psychology than the study of attitudes and persuasion processes. This course therefore has been designed to review and examine critically both traditional and current theory and research on the psychology of attitudes and persuasion in social psychology and allied fields within psychology and in other social sciences. The first part of the course will cover the historical background of the field, attitude theory and measurement, the cognitive structure and functions of attitudes, and the complex relationship between attitudes and behavior. The second part of the course will cover various social psychological theories of persuasion and their diverse applications. Class time will involve lectures by the instructor and guest lecturers, discussion of the text readings, and an occasional video or in-class demonstration.

Class time: 75% lecture, 25% Discussion

Work load: 50 pages of reading per week, 25-30 pages of writing per semester, 2 exams, 2 papers

Grade: 100% Total number of points based on all exams and papers, graded on a curve.

Exam format: Multiple choice, short ID questions, essay on exam #2

Psy 5206 Social Psychology and Health Behavior

(Sec 001); 3 cr; A-F only; prereq 3201 or grad student or instr consent

Instructor: Rothman, Alexander John

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?

Class time: 70% lecture, 30% Discussion

Work load: 50 - 100 pages of reading per week, 2 exams, 1 papers

Exam format: Essay

Psy 5501 Vocational and Occupational Health Psychology

(Sec 001); 3 cr; prereq 3005 or instr consent

Instructor: Sullivan, Brandon Anthony

This course will focus on an exciting, growing field relevant to career development and psychology in the workplace. Some key topics that will be covered include career decision-making, work-life balance, workplace stress, coping styles, burnout, job satisfaction, and organizational change. We will also discuss how factors such as gender, culture, personality, values, and interests influence our experiences at work. Finally, students will be introduced to a variety of

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psychological tests used for career counseling and the assessment of work-related stress. Students interested in counseling psychology, clinical psychology, social psychology, educational psychology, I/O psychology, as well as occupational health and public health will find this course especially useful and relevant.

Class time: 75% lecture, 25% Discussion

Work load: 35-55 pages of reading per week, 10-20 pages of writing per semester, 2 exams, 1 papers

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

Exam format: Multiple choice and short answer

Psy 5604H Abnormal Psychology

(Sec 001); Credit will not be granted if credit has been received for: PSY 3604, PSY 3604; 3 cr; prereq honors or grad student or instr consent; meets HON req of Honors

Instructor: Leon, Gloria R

This course covers a wide range of psychological/psychiatric disorders, focusing on the clinical research literature. The emphasis is on adolescent and adult psychopathology. The goal is to acquaint the student with the symptoms, course, and outcome of specific disorders, and provide an update on the current status of the research literature regarding each disorder discussed in class. The format is approximately 95% pwer point-aided lecture, and 5% video presentations of interviews with actual patients diagnosed with the disorder covered in the specific lecture. The course does not focus on "hw to do it" treatment techniques. The examinations consist of a combination of multiple choice and essay question, given at 5 and 10 weeks, and a similarly formatted final examination. Graduate students and adult specials are also required to write an approximately 20 page term paper.

Class time: 95% lecture, 5% Videotapes

Work load: 75 pages of reading per week, 20(GRADS pages of writing per semester, 3 exams

Grade: 25% mid-semester exam(s), 50% final exam

Exam format: Multiple choice and essay

Public Affairs

225 HHCtr: 612/624-3800

PA 5122 Law and Public Affairs

(Sec 001); 3 cr; prereq Grad or instr consent

Instructor: STAFF

Overview of evolution of American legal system. Role of courts, legislatures, and political actors in changing law. How law is used to change public policy.

PA 5261 Housing Policy

(Sec 001); 3 cr; A-F only; prereq Grad or instr consent

Instructor: Goetz, Edward Glenn

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

Class time: 80% lecture, 20% Discussion

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

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

Exam format: Essay and short answer.

PA 5412 Aging and Disability Policy

(Sec 001); 3 cr; prereq Grad or instr consent

Instructor: STAFF

Description and analysis of policy debates concerning populations that are aging or disabled. Students will learn and practice analysis in context of important health care, social, and economic policy debates. Readings are intended to bring students up to date on current theory and evidence.

PA 5442 Policy Design for Education and Human Development (Sec 001); 3 cr; prereq Grad or instr consent

Instructor: Hoenack, Stephen A

Designing effective educational policies. Using interdisciplinary approaches to identify/understand core variables (economic, psychological, etc). Work on policy design.

PA 5502 Economic Development II

(Sec 001); 2 cr; prereq Grad student or instr consent

Instructor: Schuh, G Edward

Economic development from macroeconomic/open-economy perspective. Sources of economic growth. Agricultural development. Import-substitution industrialization. Endogenous growth models. Population, migration and human development. Policy reform/adjustment.

PA 5531 Strategies for Sustainable Development: Theory and Practice

(Sec 001); 2 cr; prereq [Microecon course, grad student] or instr consent

Instructor: Bochniarz, Zbigniew

Economic, environmental, and social aspects of sustainable development. Strategies, methods of implementation, and applications of sustainable development in different economic systems of industrialized/developing countries. Special attention to countries in transition.

PA 5721 Energy and Environmental Policy

(Sec 001); 3 cr; prereq Grad or instr consent

Instructor: Abrahamson, Dean E

Impact of energy production and consumption choices on environmental quality, sustainable development, and other economic and social goals. Emphasis on public policy choices for both energy and the environment and the linkages between them.

Public Health

A-302 Mayo (Box 197): 612/624-6669

PubH 1003 Alcohol and College Life

(Sec 001, 002); 1 cr; prereq Entering freshman; meets DELM req of internet delivered

Instructor: Rothenberger, James Henry !!Outstanding Service Award!!

This course provides new students and potential freshmen with unbiased factual information about how alcohol affects college life. It reinforces personal prevention strategies as well as aims at maximizing student and campus safety. Practical hints about social, academic, and residence hall skills are presented in the context of research and students telling their own stories. The web-based distance learning format is designed to be started before students arrive on campus. For more information about this course please visit our web-site at <http://www.collegelife.umn.edu>.

Class time: 100% Distance learning, web-based

Work load: 15 pages of reading per week, 5 exams, 2 papers

Grade: 40% written reports/papers, 60% quizzes

Exam format: Multiple choice

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

PubH 3001 Personal and Community Health

(Sec 001); 2 cr; prereq credit will not be granted if credit received for: 3004; meets DELM req of classroom

Instructor: Farley, Dana Mark

This information is accurate as of: 10/30/2003 at 12:09 PM

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 can be found on the Division of Epidemiology website at:

http://www.epi.umn.edu/epi_pages/syllabi/default.html

Class time: 95% lecture, 5% Discussion

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

Grade: 40% final exam, 10% written reports/papers, 25% On each of two mid-term exams

Exam format: Multiple choice, fill-in-the-blank

Course URL: http://www.epi.umn.edu/academic/pdf/s04_3001.pdf

PubH 3003 Fundamentals of Alcohol and Drug Abuse

(Sec 001); 2 cr; prereq credit will not be granted if credit received for: 3004, 5003; meets DELM req of classroom

Instructor: Rothenberger, James Henry !!Outstanding Service Award!!

Lecture and special readings on the scientific, sociocultural and attitudinal aspects of alcohol and other drug problems, with special emphasis on incidence, prevalence, high risk populations, prevention, and interventions. The full syllabus for the course, including lecture outlines, textbook and exam information, can be found on the Course URL, listed below.

Class time: 100% lecture

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

Grade: 40% final exam, 10% written reports/papers, 25% Each on two mid-term exams

Exam format: multiple choice and short answer

Course URL: http://www.epi.umn.edu/academic/pdf/s04_3003.pdf

PubH 3040 Dying and Death in Contemporary Society: Implications for Intervention

(Sec 001); Credit will not be granted if credit has been received for: PUBH 5040, PUBH 5040, PUBH 5040; 2 cr; prereq Health science major or social work major or education major or mortuary science major or instr consent

Instructor: Rothenberger, James Henry !!Outstanding Service Award!!

Basic background information on concepts, attitudes, ethics, and lifestyle management in relation to dying, death, grief, and bereavement. Emphasis will be placed on the intervention and educational aspects of the above topics for community health and helping professionals and educators.

Class time: 95% lecture, 5% one visit to a funeral home

Work load: 100 pages of reading per week, 5 pages of writing per semester, 3 exams, 1 papers

Grade: 30% final exam, 20% written reports/papers, 25% on each of two mid-term exams

Exam format: short answer/essay

Course URL: <http://WebCT3.umn.edu>

PubH 3093 Directed Study: Public Health

(Sec 002); 1-4 cr; max crs 4, 4 repeats allowed; prereq instr consent; meets DELM req of independent study

Instructor: Farley, Dana Mark

Independent study number for students working on a pre-approved project with instructor. THIS IS NOT A CLASS.

PubH 3093 Directed Study: Public Health

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

Instructor: Rothenberger, James Henry !!Outstanding Service Award!!

Independent study number for students working on a pre-approved project with instructor. THIS IS NOT A CLASS.

PubH 3801 Health Economics and Policy

(Sec 001); Credit will not be granted if credit has been received for: APEC 3801; 3 cr; prereq [Principles of microeconomics [ApEc

1101 or Econ 1101], knowledge of plane geometry] or instr consent; meets DELM req of classroom

Instructor: Jonk, Yvonne C

This course examines the economics of health care markets, and aims to further enhance your understanding of real world problems faced by consumers and producers of health care services. The course builds on basic microeconomic principles of the supply and demand for health, health care, and health insurance, and also explores the role of government. Both theoretical models and empirical applications will be discussed. The course will be a combination of lecture and class discussion, with students leading some of the discussion. Readings will come from textbooks, journal articles, the media, and information found on the Internet. Students are expected to read the assignments before class and be prepared to discuss the readings.

Class time: 75% lecture, 25% Discussion**Work load:** 30 pages of reading per week, 3 exams, weekly quizzes**Grade:** 45% mid-semester exam(s), 20% final exam, 15% quizzes, 5% class participation, 15% problem solving**Exam format:** short answer, problem solving, essay, and multiple choice questions**Course URL:** http://www.hsr.umn.edu/fac_pages/yjonk/yjonk.html

outlining a resource problem and suggesting techniques to resolve the problems. As part of a team, students produce a management plan for an area and develop a method for monitoring resource impacts.

Grade: 22% mid-semester exam(s), 12% final exam, 17% written reports/papers, 20% special projects, 5% in-class presentations, 14% class participation, 10% field work**Exam format:** essay**Course URL:**<http://www.cnr.umn.edu/FR/degprog/webclass/fr4232/index.htm>

Recreation, Park, and Leisure Studies

220 Cooke Hall: 612/625-5300

Rec 3796 Senior Internship in Recreation, Park, and Leisure Studies (Sec 002); 1-12 cr; max crs 15, 1 repeat allowed; S-N only; prereq Rec sr, instr consent

Instructor: Feldman, Harvey M

Supervised field experience for pre-professional students in selected agencies. This is essentially a full-time continuing experience in a leisure services assignment. The internship placement is related to the students option area. The internship is an in-depth supervised laboratory experience where the student can implement and test her/his classroom learning. Objectives and Outcomes: 1) To augment and reinforce academic course work by applying academic knowledge to a practical setting. 2) To provide students with experience in program operation, administration and supervisory duties as well as direct service to clients. 3) To develop leisure service management and practice skills and abilities under the guidance of a professional mentor. 4) To assess the students abilities in a range of leisure service management and practice skills. 5) To observe, develop and practice ethical and professional behaviors in a leisure service organization setting. 6) To understand and apply organizational techniques to foster effective relationships with clients, staff, management and governing bodies. 7) To develop an understanding of critical issues in leisure services.

Class time: 100% Fieldwork**Grade:** 100% field work at recreation agency**Rec 3796 Senior Internship in Recreation, Park, and Leisure Studies (Sec 001); 1-12 cr; max crs 15, 1 repeat allowed; S-N only; prereq Rec sr, instr consent**

Instructor: Tabourne, Carla E S

Culminating 480 hours minimum field experience as recreational therapy interns delivering services to patients/clients in clinical or community-based setting under the supervision of certified Therapeutic Recreation Specialists. Registration is limited to students who have completed all prerequisite TR content coursework, general professional coursework, and appropriate supplemental courses, plus at least 360 hours of documented recreation leadership and skills experience post-high school.

Work load: 20 pages of writing per semester, 480 hours main project, patient/client caseload.**Grade:** 20% written reports/papers, 20% special projects, 60% Professional level demonstration of TR skills and knowledge**Rec 3993 Directed Study in Recreation, Park, and Leisure Studies (Sec 002, 005, 012); 1-9 cr; max crs 24, 24 repeats allowed; prereq Rec major or instr consent**

Instructor: STAFF

A self-directed scholarly pursuit of information, related to the practice of recreational therapy, that is not readily available through current course offerings. Directed Study provides the opportunity to extend knowledge of classroom content to its application in field based projects or analyze status of existing practice based on standards and best practice. Required amount of work = 3 hours per credit for 14 weeks. Approval via signature of cooperating faculty on Directed Study contract.

Recreation Resource Management

115 Green Hall: 612/624-3400

RRM 4232W Managing Recreational Lands

(Sec 001); Credit will not be granted if credit has been received for: FR 5232, FR 5232, RRM 5232, RRM 4232W; 4 cr; A-F only; meets CLE req of Writing Intensive; meets CLE req of Environment Theme

Instructor: Anderson PhD, Dorothy Helen

This course is designed to provide students with an understanding of the principles and practices of Recreation Management of Wildlands. Specific objectives are to: 1) develop an understanding of a conceptual framework for recreation resource and visitor use management, management organization, land management planning, management objectives, monitoring strategies, strategies to reduce recreation related impacts and conflicts and 2) demonstrate your understanding of course material by developing a recreation management plan that incorporates the concepts in objective 1.

Class time: 40% lecture, 30% Discussion, 30% Laboratory**Work load:** 20-40 pages of reading per week, 10 pages of writing per semester, 2 exams, Group project to develop 1) management plan and 2) resource monitoring method.**Grade:** 20% mid-semester exam(s), 20% final exam, 10% written reports/papers, 30% special projects, 5% in-class presentations, 10% class participation, 5% problem solving**Exam format:** Essay**Course URL:**<http://hermes.forestry.umn.edu/FR/degprog/webclass/fr4232/>**RRM 5232 Managing Recreational Lands**

(Sec 001); Credit will not be granted if credit has been received for: FR 4232, FR 4232W, FR 4232W, FR 4232W, RRM 4232W, RRM 4232W; 4 cr; A-F only; prereq Grad student or instr consent

Instructor: Anderson PhD, Dorothy Helen

This course is designed to provide students with an understanding of the principles and practices of recreation management of wildlands. Specific objectives are to: 1) understand federal recreation land management policy and organization, 2) develop an understanding of conceptual frameworks for recreation resource and visitor use management, 3) develop management tools to reduce recreation related impacts and conflicts, and 4) demonstrate an understanding of course material by developing a recreation management plan and a resource impact tool to monitor visitor caused impacts to recreation areas.

Class time: 40% lecture, 35% Discussion, 15% Laboratory, 10%**Work load:** 35 pages of reading per week, 20 pages of writing per semester, 3 exams, Students write 2 letters and 1 memo to managers

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Rec 5161 Recreation Land Policy**(Sec 001); 3 cr; A-F only; prereq 1501 or 5101 or instr consent**

Instructor: Mc Avoy, Leo H

The goal of this course is to introduce students to the broad themes of recreational land policy in the United States. This introduction is provided through detailed examination of selected historical and contemporary policy issues. Policy is viewed as the product of social conflict over the use of public resources. With that in mind, our emphasis is placed on understanding the ideas underlying historical policy decisions and contemporary issues. Upon completion of this course, students should be able to: a) Identify and explain the significance of the individuals, laws, places and programs that have shaped recreation policy in the U.S., especially national, state and county parks; b) Describe and interpret the factors leading to the establishment of recreation land policy for the National Park Service, the Forest Service, and the State and County Parks; c) Identify and analyze major contemporary issues in recreation land policy including issues like access, conflict, stakeholders, and preservation vs. development.

Class time: 40% lecture, 40% Discussion, 20% A student led conference including student group and invited park managers presented in class

Work load: 30-50 pages of reading per week, 1 pages of writing per semester, 5 exams

Grade: 30% final exam, 30% written reports/papers, 10% special projects

Exam format: Take home essay

Rec 5221W Comprehensive Therapeutic Recreation Services Development and Management**(Sec 001); 4 cr; prereq 5211 or instr consent, rec major; meets****CLE req of Writing Intensive**

Instructor: Tabourne, Carla E S

Students learn how to apply knowledge of therapeutic recreation's best practices to develop a sample written plan of operation for TR Services. The comprehensive plan includes protocols and program delivery designs, patient and program management details including quality assurance monitoring and reporting in managed care, prospective payment systems, and for private practice. This is the culminating course in which to demonstrate command of the principles, practices, and techniques of professional health care providers. The course is for upper division students and graduate therapeutic recreation majors and continuing education professional in the field.

Rec 5301 Wilderness and Adventure Education**(Sec 001); 4 cr; A-F only**

Instructor: Mc Avoy, Leo H

Exploration of leisure and educational resources of wilderness and management of wilderness and adventure programs. Course includes the historical and contemporary role of wilderness, theoretical and practical aspects of adventure education programs, and the application of wilderness and adventure programs in education, recreation, corporate, and human service settings. Texts: " Wilderness and the American Mind" (Nash); "Adventure Programming" (Miles and Priest); and "Ethics in Experiential Education" (Hunt). There is an optional 4-day field trip to Northern Minnesota's Boundary Waters Canoe Area Wilderness (February 13-16) for an experiential application of class concepts. The course audience includes majors and non-majors, both graduate and undergraduate. College of Continuing Education students are welcome.

Class time: 50% lecture, 40% Discussion, 10% Local field trips, Optional field trip to the Boundry Waters Canoe Area Wilderness

Work load: 70 pages of reading per week, 25 pages of writing per semester, 1 exams, 2 papers, 4 short discussion papers

Grade: 30% final exam, 60% written reports/papers, 10% in-class presentations

Exam format: Take home essay

Course URL: <http://> (only available to registered students after semester begins)

Rec 5992 Readings: Recreation**(Sec 002, 005, 012); 1-3 cr; max crs 9, 9 repeats allowed**

Instructor: STAFF

Independent study opportunity to conduct in-depth review of the literature on a particular topic. The student works with the faculty to outline a plan of work for the semester including the method by which the student will demonstrate his/her ability to analyze, synthesize, and evaluate the information.

Rec 5995 Problems in Recreation, Park, and Leisure Studies**(Sec 002, 005, 012); 1-12 cr; max crs 30, 30 repeats allowed;****prereq MEd or grad student or instr consent**

Instructor: STAFF

Independent study of issues related to recreation as intervention modalities and outcome based services in allied health, health care and health promotion arenas. The study is intended to involve scholarly projects, systematic evaluations, preliminary investigation leading to research topics or further formal education of TR content and process, service delivery, policy and legislation, public relations and advocacy, or other endeavors. This opportunity is NOT intended for additional clinical fieldwork or programming experience.

Religions in Antiquity**330 Folwell Hall: 612/625-5353****RelA 3202 The Bible: Prophecy****(Sec 001); 3 cr; prereq Knowledge of Hebrew not required; meets****CLE req of Literature Core**

Instructor: Levinson, Bernard M

This course will trace the development of prophecy in ancient Israel within the larger context of ancient Near Eastern history and culture. We will explore how prophecy evolved from ecstatic groups to lone individuals. We will question the relationship of the prophet to Israelite religious institutions. We will also focus on the social, political, and religious concerns of the prophets, noting their origin in biblical law and covenant ideology. Finally, we will question why prophecy ended in Israel and how it was preserved in transformed form in the apocalyptic literature of Daniel, in the Dead Sea Scrolls, and in the pseudepigraphic literature of the late Second Temple period. The goals of the course are to promote a liberal arts education: to teach exact reading, critical thinking, and thoughtful writing. The First Amendment also applies to this course. It is not personal belief or religious conviction that is at issue in the class. Students should be willing provisionally to suspend what they may have previously learned about the Bible in church, synagogue or mosque. Legally and pedagogically, all classroom discussion and assignments must be secular, intellectual, and academic.

Class time: 80% lecture, 20% Discussion

Work load: 30 pages of reading per week, 10-15 pages of writing per semester, 3 exams, 2 papers

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

Exam format: 50% multiple choice; 50% essay for all exams

Religious Studies**330 Folwell Hall: 612/625-5353****RelS 3070 Topics in Religious Studies****(Sec 001); 3 cr; A-F only**

Instructor: Edelheit, Joseph A

Post-Holocaust Jewish and Christian Theology - The Holocaust has given raise to some of the most challenging theological issues during the last 40 years of Jewish and Christian writings and dialogues. This course will engage the issues of evil, suffering and whether there is a "meaning" to the systematic extermination of 6 million Jews. We will have an opportunity to participate within the dialogue today, as outside

religious thinkers bring their contemporary interpretation to the issues. This course encourages each student to bring their own intellectual and spiritual views into the conversation. This course offers a unique topic and setting for further developing a student's ability to critically evaluate serious issues. Texts: *Thinking the Unthinkable*, edited by Roger S. Gottlieb, Paulist Press 1990; *A Holocaust Reader*, edited by Michael Morgan, Oxford University Press, 2001; *Problems Unique to the Holocaust*, edited by Harry James Cargas, University Press of Kentucky, 1999.

ReIS 3521W History of the Holocaust

(Sec 001); Credit will not be granted if credit has been received for: HIST 3727W; 3 cr; meets CLE req of Writing Intensive

Instructor: Feinstein, Stephen

This course will attempt to document and analyze the Holocaust--in particular, the background, development and systematic extermination of European Jews and Roma/Sinti (gypsies) by the Nazis. Not only were Jews affected by policies of the Third Reich ?Nazi Germany? but others labeled ?undesirable? or ?subhuman?; were also exterminated in this process. There were also political enemies of the regime. In this course, particular attention will be given to the phenomenon of anti-Semitism, in both its religious and secular forms, to the relationship between mass murder or genocide and the growth of bureaucracy and technology, and to the challenges posed by the Holocaust for religious and humanistic beliefs and values. There are a wide variety of historiographical approaches that have tried to analyze why the Holocaust happened in Germany, the most enlightened and ?modern? country in Europe. As a subject of history, however, the facts and analytical skills derived from many disciplines should be able to provide answers that fit into an overall framework of historical knowledge. Voluntary discussions sections are offered occasionally during the semester as needed and staffed by teaching assistants.

Class time: 90% lecture, 10% Discussion

Work load: 250 pages of reading per week, 35 pages of writing per semester, 1 exams, 3 papers

Grade: 25% final exam, 70% written reports/papers, 5% class participation

Exam format: Short answers and essay questions

Course URL: <http://webct3.umn.edu>

ReIS 5111 Problems in Historiography and Representation of the Holocaust

(Sec 001); 3 cr; prereq credit will not be granted if credit received for: JwSt 5111 or Hist 5285; JwSt 3521/ReIS 3521 [formerly 3541] or instr consent

Instructor: Feinstein, Stephen

This is an advanced course designed to examine in depth some of the main issues debated by historians, theologians and literary critics about the nature of the Holocaust, historical controversies, and aspects of representation in both literature and art. The Holocaust itself is a controversial subject, not because of "debates" by deniers about whether the Holocaust happened, but the utilization of the word "Holocaust" by other groups who have been afflicted with trauma, slavery, human rights violations, and genocide, especially, but not necessarily, in the twentieth century. There is also a widespread debate about whether the Holocaust can be represented, and if so, how. Silence often is said to be a response. The cultural theorist Theodor Adorno once said that "after Auschwitz there can be no poetry". But later he repudiated this by saying "perennial suffering has as much right to expression as a tortured man has to scream; hence, it may have been wrong to say that after Auschwitz you could no longer write poems". But while poems, literature, drama, painting and sculpture may be produced, not to mention memorials, the question is what is the quality of the work?

Class time: 20% lecture, 80% Discussion

Work load: 150 pages of reading per week, 25 pages of writing per semester, 3 papers

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

Rhetoric

64 Classroom Office Building: 612/624-3445

Rhet 1001 Introduction to Scientific and Technical Communication (Sec 001); 2 cr; A-F only

Instructor: STAFF

Introduction to Scientific and Technical Communication introduces the field of STC to current and potential STC students. Discussions, lectures, and guest speakers introduce the everyday work of STC professionals, including technical writing, project managing, and multimedia/Internet designing. The course will also address the many fields in which STC professionals work, such as medical technology, computer software, agriculture, and natural resources. It will also introduce the employment (marketing) portfolio, student and professional organizations, and trade and scholarly journals. Since these topics and applications cover a wide variety of experiences, the class will be light on lecture and heavy on guest speakers including professors, undergraduate and graduate students, and industry professionals who will share their expertise and experiences. The course is graded pass/fail (S-N).

Class time: 10% lecture, 45% Discussion, 45%

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

Course URL: <http://www.agricola.umn.edu/rhet1001/>

Rhet 1101 Writing to Inform, Convince, and Persuade (Sec 001, 006-008); 4 cr; A-F only; meets CLE req of Cultural Diversity Theme

Instructor: STAFF

This course introduces the writing process and types of academic writing you may be expected to complete in your college career such as research papers, argumentative papers, and literature reviews. The course is designed to help you develop a clear thesis in a written paper and support that thesis with appropriate sources. Time will be spent discussing rhetorical elements in writing such as audience, purpose, and argumentative structure. In addition, you will practice steps in the writing process such as invention, research, organization, drafting, revision, and editing. Your assignments will report, synthesize, and draw conclusions regarding the significance of what you read. Assignments may include 1) summary or abstract 2) rhetorical analysis 3) short thesis paper; 4) prospectus; 5) evaluation or review of literature; 6) research paper. Some courses are taught in a computer classroom and some in a traditional classroom.

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

Work load: 30 pages of reading per week, 6 papers

Grade: 100% written reports/papers

Rhet 1152W Writing on Issues of Science and Technology (Sec 001); 4 cr; A-F only; prereq exemption from 1101 or equiv; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive

Instructor: Berkenkotter, Carol Ann

This course is designed to explore issues of scientific writing. Students explore the ethical, social and political challenges that science and technology create. Students gain: 1) Familiarity with the strategies of rhetorical analysis; 2) A basic fluency in the conventions and philosophy of scientific discourse, and 3) Understanding the role of science in society. For non-science majors, the goal of the process is to gain competency in science as it pertains to political and social situations, which you will face as a citizen. For science majors, the goal is to increase your skill as a participant in these future debates. Specific topic areas include bio-science and environmental controversies; such as cloning, organ transplantation, pollution, and ozone depletion.

Rhet 1152W Writing on Issues of Science and Technology (Sec 002); 4 cr; A-F only; prereq exemption from 1101 or equiv; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req

of Writing Intensive

Instructor: Logie, John

This course examines ethical, social, and political challenges science and technology create. Students will analyze persuasive strategies through which experts, political decision-makers, and citizens meet these challenges. The focus of this section (Section #2) of 1152 is the controversies surrounding the discovery of the structure of DNA, and the conflicts between the individuals who were the key players.

Class time: 10% lecture, 90% Discussion**Work load:** 50 pages of reading per week, 20-40 pages of writing per semester, 1 exams, 2 papers**Grade:** 20% mid-semester exam(s), 50% written reports/papers, 20% special projects, 10% class participation**Exam format:** Essay**Rhet 1223 Oral Presentations in Professional Settings****(Sec 001, 005-010); Credit will not be granted if credit has been received for: SPCH 1101, COMM 1101, SPCH 1101H, COMM 1101H; 3 cr; A-F only**

Instructor: STAFF

Rhetoric 1223 is designed to help you improve your oral presentation skills. In this course you will learn techniques for preparing, organizing, and delivering a message to an audience; you will enhance your ability to make a good, persuasive argument; and you will learn to respect the ethical responsibilities that come with speaking in public and professional settings. You will gain these skills and sensibilities through the study of rhetorical principles and extensive practice in speaking.

Class time: 40% lecture, 30% Discussion, 30% Laboratory**Work load:** 25 pages of reading per week, 10 pages of writing per semester**Grade:** 15% quizzes, 75% in-class presentations, 10% class participation**Rhet 1311 The Family in American Experience****(Sec 001); 3 cr; meets CLE req of Literature Core; meets CLE req of Cultural Diversity Theme**

Instructor: Nichols, Capper Edward

We will begin with an obvious yet complicated question: what do we mean when we say "family"? In particular, what do we mean now in North America, at the start of the 21st century, and what have people meant for the last four hundred years? The meaning and configurations of family have changed over that time, and continue to change: family is a concept and social practice with a history. We will talk and read about that history as it has been depicted and worried over in literature?in the captivity narrative, the slave narrative, the novel and short story, in film, and finally in recent young adult fiction. As the literary record shows, change has been fueled by a complex web of social and political forces. Slavery, war, and economic depression have challenged the family, as have shifting notions of gender roles, marriage, parenting, and sexuality. The struggle to create, protect, and maintain family is a central drama of American experience. Though we will read works from the colonial period and from the 19th century, we will concentrate on the literary family of the last half century. Class time will be devoted to discussions of the readings. You will be asked to keep a reading response journal, to write two take-home essay exams (mid-term and final), and to write a short paper on your own family history.

Class time: 50% lecture, 50% Discussion**Work load:** 60-70 pages of reading per week, Two take-home essay exams, family history paper, reading journal**Grade:** 20% mid-semester exam(s), 20% final exam, 20% written reports/papers, 10% in-class presentations, 30% Reading response journal**Rhet 3101 Functional Photography****(Sec 001); 3 cr; A-F only; prereq 3562 or DHA 1300**

Instructor: Breneman, Donald L

This is a basic course in still photography and visual communication. Topics covered include elements of visual communication, history of photography, basic camera operation, lighting, composition, close-up photography, and creating visual presentations. All assignments are

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done on color slide film. Students must provide their own adjustable camera. Film and processing costs about \$150.00. Students shoot 4 assignments and a final project during the class.

Class time: 60% lecture, 40% Demonstration and hands on activities.**Work load:** 40 pages of reading per week, 10 pages of writing per semester, 4 exams, 4 photoscopic assignments and final project.**Grade:** 20% mid-semester exam(s), 40% special projects, 20% quizzes, 20% class participation**Exam format:** Multiple choice and short answer.**Rhet 3108W Gender and the Rhetoric of Science and Technology (Sec 001); 4 cr; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme**

Instructor: Lay, Mary M

In this course, we explore how cultural gender roles are affected by science and technology and influence scientific and technological thinking, particularly through language and image. Our discussion focuses on the values and goals of past and present scientific and technological communities to discover how the voices and needs of women and men have been defined, included, neglected, silenced, or articulated. For example, Londa Schiebinger's book explores how classification systems of animals and plants devised by eighteenth-century natural historians reflect and influence the sexual and racial tensions of the times. Schiebinger helps us explore such question as: "Why did eighteenth-century anatomists and anthropologists privilege male bodies when investigating race and European bodies when examining sex?" John Colapinto's *As Nature Made Him: The Boy Who Was Raised as a Girl* provides a case study for the nature-nurture debate about the origins of sex identity. A journalist for *Rolling Stone* magazine, Colapinto tells the story of the famous so-called twins case, in which after a botched circumcision one twin boy was raised as a girl, and introduces us to the issues and problems with sex reassignment as standard treatment for newborns with injured or irregular genitals. The collection of essays in *Cyborg Babies* raises issues for both men and women about reproductive technologies.

Class time: 100% Discussion**Work load:** 35 pages of reading per week, 32 pages of writing per semester, 3 papers**Grade:** 80% written reports/papers, 20% class participation**Exam format:** reading quizzes--multiple choice**Rhet 3221W Theories of Human Communication****(Sec 001); 4 cr; prereq 1101 or 1152 or EngC 1011 or equiv; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Social Science Core; meets CLE req of Writing Intensive**

Instructor: STAFF

Course provides a detailed survey of several fundamental theories and models of human communication. Major topic areas within this broad field include theories of language, interaction and influence. Students apply theories in analysis of communicative events in interpersonal, group and mass-mediated contexts.

Class time: 50% lecture, 50% Discussion**Work load:** 50 pages of reading per week, 30 pages of writing per semester, 2 exams, 3 papers**Grade:** 20% mid-semester exam(s), 20% final exam, 50% written reports/papers, 10% class participation**Rhet 3257 Scientific and Technical Presentations****(Sec 001-003); 3 cr; prereq 1223 or instr consent**

Instructor: STAFF

An advanced class in oral presentation, designed so students can continue to enhance and improve their public speaking skills. Learn presentation software and other computer technology, and understand the complexities of presenting scientific or technical information. Students will be asked to focus on presenting scientific or technical information to a general audience. Course focuses on learning theories and techniques for effective communication through verbal presentation, visual communication, and supplemental materials. Analysis and critical thinking skills are also emphasized. Class participation is an essential element of this course.

Rhet 3266 Group Process, Team Building, and Leadership
(Sec 001, 002); 3 cr; prereq 1223 or equiv or instr consent; meets CLE req of Citizenship/Publ Ethics Theme

Instructor: STAFF

Learning how communication interactions influence outcomes of the group process is the primary focus of this course. Goals for the semester include learning: 1) to become critical observers of communication behavior and interactions in yourself and others; 2) to analyze and evaluate communication behavior based on desired goals and outcomes of the group process; 3) specific theories and techniques which will help facilitate the group process; 4) to apply theories and techniques through in-class practice in group interactions

Class time: 20% lecture, 40% Discussion, 40% In class activities

Work load: 40 pages of reading per week, 30 pages of writing per semester, 3 papers, 2 quizzes

Grade: 50% written reports/papers, 10% quizzes, 30% in-class presentations, 10% class participation

Rhet 3291 Independent Study
(Sec 001); 1-3 cr; max crs 3, 1 repeat allowed; prereq instr consent, dept consent

Instructor: STAFF

Supervised reading and research on topics not covered in regularly scheduled course offerings. Students negotiate a topic and assignments with a chosen faculty member.

Rhet 3361 Literature of Social Movements in the United States: 1950 to 2000

(Sec 001); 3 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Literature Core

Instructor: STAFF

This course examines the personal and political reasons why people become involved in social movements, and how they express their arguments and ideologies when they move into the public arena. It also investigates how these arguments and ideologies, these personal and political reasons, are represented in works of fiction (novels, drama and film) and in memoirs and documentaries. Six social movements will be examined within the course: Civil Rights, Women's Movement, Anti-Vietnam War, AIDS Activism, Chicano/Latino Movement and Environmental Movement. Through class discussion and reading, we will identify the persuasive strategies involved in these movements, (the rhetorical stances that people for and against the movement might take) the motivations for involvement and commitment on one side or the other, the public expression of these ideals and commitments, and the degree and kind of action taken. We then identify the literary expression of the ideals of each movement as interpreted by the novelist, playwright, documentary filmmaker, and popular filmmaker. We also examine how memory and retelling of personal stories affects the autobiographer or memoir writer.

Class time: 15% lecture, 85% Discussion

Work load: Two take-home exams, in-class readings, quizzes

Grade: 15% quizzes, 20% class participation, 0% Exam 1, 30%; Exam 2, 35%

Rhet 3371 Technology, Self, and Society
(Sec 001); 3 cr; prereq [Jr or sr]; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Historical Perspective Core

Instructor: Nichols, Capper Edward

In this course we will study the cultural history of technology, examining the ways machines have impinged on and influenced people's lives in the U.S. over the last two centuries. Americans have repeatedly re-organized their habits and thinking around new technologies, in an assimilative process most often described as ?progress? yet deep ambivalence has been a common response to technological advance. A new tool may promise a greater reach but it also threatens familiar ways of thinking and living. Any big technological development thus challenges the values of a culture; part of our work in this class will be to investigate the ethical dilemmas associated with technologies. In an effort to focus the large and unwieldy subject of technology, we will concentrate for much of the

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semester on a series of case studies: concrete (as a building material), electricity, the standardization of time, the automobile, the computer, and reproductive technologies. Our texts will include history, theory, literature, and film. You will be asked to complete a research project on a particular technology (your choice), and to present your work to the class.

Class time: 50% lecture, 50% Discussion

Work load: 70 pages of reading per week, Research project, presentations, short paper, reading journal

Grade: 50% written reports/papers, 10% in-class presentations, 10% class participation, 30% Reading response journal

Rhet 3382 War
(Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Other Humanities Core

Instructor: Gross, Alan G

Peace, the ancient Greek historian, Thucydides truly said, is an armistice in a war that is continuously going on. The American case is exemplary of 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. To understand war, then, is to understand ourselves and our relationship with other nations. Accordingly, this course looks at war from two perspectives: that of the soldiers who must fight it and that of commanders who hold in their hands the lives of those they command. It also looks at the theory of war, that is, the science of strategy: war is an intellectual enterprise as well as violent one. Finally, because war is a civilized enterprise, there is, even in war, a right and a wrong: there is an ethics of war that we must scrutinize. While the core of this course is intellectual, it will be enhanced by the films, music, and poetry that war has inspired. In this course we will read an autobiography of a combat marine, E.B. Sledge's "With the Old Breed at Peliliu and Okinawa;" an analysis of generalship, John Keegan's "The Mask of Command;" Edward N. Luttwak's radical and masterly "Strategy: The Logic of War and Peace," and James Turner Johnson's "Morality and Contemporary Warfare." The primary audience is juniors and seniors with a genuine interest in the subject and a desire to explore it more deeply.

Class time: 60% lecture, 40% Discussion

Work load: 70 pages of reading per week, 12-15 multiple choice exams

Grade: 100% quizzes

Exam format: multiple choice

Course URL: <http://www.umn.edu/home/agross>

Rhet 3383 In Search of Nature
(Sec 001); 3 cr; meets CLE req of Other Humanities Core; meets CLE req of Environment Theme

Instructor: Nichols, Capper Edward

This course surveys ideas of nature in Western culture, concentrating on North America and the last two centuries. The search for nature has been inspired by a range of changing and often contradictory desires and understandings. Is nature nemesis, resource, playground, sanctuary, museum, role-model, and ally? All of these, combinations? We will try to make some sense of the (ongoing) quest to establish satisfying relations to this thing we call nature. Topics will include environmental rhetoric, nature as paradise, romanticism and nature, wilderness ethics, nature from a Native American and African-American perspective, nature and commercialism (think the ANWR controversy), the commodification of nature in advertising, the often uneasy relations between agriculture and nature, and the role of cabins, recreation, and the Boundary Waters in the Minnesotan understanding of nature. At the end of the semester we will look at efforts to turn nature into scientific knowledge. We save this topic for April so we can go on field trips, using field guides to study nature with a naturalist's eye.

Class time: 50% lecture, 50% Discussion

Work load: 70 pages of reading per week, Reading response journal, research project, three short papers

Grade: 50% written reports/papers, 10% class participation, 40% Reading journal

Rhet 3401 Internet Communication: Tools and Issues**(Sec 076); 3 cr; prereq Internet access including e-mail, [Netscape 3.0 or higher or equiv]**

Instructor: Reyman, Jessica Lee

This course is designed to introduce you to the Internet from two perspectives: tools used to communicate and social issues involved in online communication. We will investigate how people use the Internet, including both how individual tools (like those that make up the World Wide Web, email and video conferencing, or peer-to-peer networks) and issues (like community building, research, or interpersonal relationships) can determine the behavior of the end users of Internet technologies. Each week, you will read articles, both academic and popular, on these issues, and you will discuss your insights in an online class discussion space. Some weeks, there will be writing assignments due, and in these assignments you will be able to synthesize the readings with your own experience.

Rhet 3562W Technical and Professional Writing**(Sec 001, 076); 4 cr; A-F only; prereq [1101 or 1152W or EngC 1011 or equiv], [jr or sr]; meets CLE req of Writing Intensive**

Instructor: STAFF

Rhetoric 3562W focuses on writing a variety of documents for technical audiences, e.g., letters, resumes, instructions, memos, proposals, and reports. Students will select a client in their field of study for this class, and many of the documents they create will be directed toward that client. This course stresses the importance of process, audience analysis, technical communication, oral communication, visual design and usability.

Rhet 3701W Rhetorical Theory and Scientific and Technical Communication**(Sec 001); 4 cr; prereq [1101 or 1152W or EngC 1011 or equiv]; meets CLE req of Writing Intensive**

Instructor: Walzer, Arthur Eugene

What is "rhetoric"? How did it become an insulting term, as in, "That's rhetoric; we want facts"? And what has rhetoric to do with scientific and technical communication? This course is intended for majors in scientific & technical communication at the Twin Cities and, via interactive TV, to coordinate campuses. The course is in three parts. 1) Rhetoric in the Classical Era, we read Plato's "Gorgias", a work that asks the most fundamental questions about rhetoric: "What is its purpose? What do people trained in rhetoric know? What good is it? Would the world be better off without it? Then we look at Aristotle's "Rhetoric", the most famous book on rhetoric ever written. 2) Rhetoric in the Age of Science, examines the criticism of Classical Rhetoric that the scientific revolution brought about. It also examines the formats that govern the way scientists communicate to each other. To see scientific information presented in a more traditionally "rhetorical" way, we will read sections of Rachel Carson's, "Silent Spring". 3) Rhetoric in the Age of Technology, will examine technical communication. Does it make more sense to think of tech communication as persuasive or scientific? Should tech communication be focused on the user, or should it focus on the technology itself? We also consider the profession of technical communication--its history and the current role it plays, or could play, in shaping how technology is perceived and used in modern American life.

Class time: 50% lecture, 50% Discussion**Work load:** 50 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 OR 3 papers**Exam format:** Short answer and essay**Rhet 4196 Internship in Scientific and Technical Communication****(Sec 001); 3-6 cr; max crs 6, 1 repeat allowed; S-N only; prereq STC major, instr consent**

Instructor: STAFF

Internships are designed to allow students to take classroom skills and knowledge into the workplace and apply these skills in a practical setting; in addition, students learn about working as a technical communicator in an organizational setting. See Rhetoric Internship Guide for more information.

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Rhet 4501 Usability and Human Factors in Technical Communication**(Sec 001); 3 cr; prereq Sr or grad student or instr consent**

Instructor: Breuch, Lee-Ann Kastman !!COAFES Distinguished Tchg Awd!!

Principles and concepts of human factors, user-centered design, and usability testing. Client-based projects require reports on test plan, test materials, and test results. Emphasis on developing test objectives, criteria, and measures; conducting tests in lab, field, and virtual environments. Introduction to software programs for qualitative and quantitative data analysis. Lab fee of \$36 for the use of the Usability Laboratory Services facility in Walter Library to conduct usability evaluations This course will be WebCT supported.

Class time: 30% lecture, 40% Discussion, 30% Laboratory**Work load:** 70 pages of reading per week, 70 pages of writing per semester, 1 exams, 5 papers, Participation on WebCT**Grade:** 20% mid-semester exam(s), 25% written reports/papers, 50% special projects, 5% in-class presentations**Rhet 4561 Editing and Style for Technical Communicators****(Sec 001); 3 cr; prereq [3562, [STC major or rhetoric minor or grad student]] or instr consent**

Instructor: STAFF

In this course you will learn a set of strategies for editing and revising the kinds of writing you are likely to encounter as an editor of scientific and technical prose. We will spend much of the semester practicing editing and proofreading skills, but we will also discuss an editor's responsibilities, her/his relationship to the writer and role(s) of an editor within an organization. As well, we will be concerned with organizational style guides, on-line vs. hard copy editing and proofreading, forms of technical editing in different industries, and the impact of technology on editing and style. I will ask you to do two course projects and there will be one midterm, as well as weekly assignments and oral presentations

Class time: 25% lecture, 75% Discussion**Work load:** 30-35 pages of reading per week, 30-50 pages of writing per semester, 1 exams, 2 papers, Editing and proofreading exercises each week**Grade:** 20% mid-semester exam(s), 20% written reports/papers, 35% in-class presentations, 10% class participation, 15% problem solving, 0% Short presentation, 20%, Assignment 2-Long presentation 25 on Presentation 35%**Exam format:** Essay**Rhet 4662W Emerging Technologies in Scientific and Technical Communication****(Sec 001); 4 cr; A-F only; prereq 3562 or equiv; meets CLE req of Writing Intensive**

Instructor: Crider, Janel Anderson

In this class, you will learn about key issues in emerging technologies and technical communication. These issues include writing for the Web, designing and creating Web pages, content management, knowledge management, online help, tag languages, wireless technologies, and designing for different (and new) information appliances. Additionally, the course will reflectively and critically examine the impact of technologies on the way we communicate with others. The objective of this class is NOT to teach you how to create a Web page, although many of the theories, experiences, and ideas you learn in class will provide a basis for this task. Rather, the objective here is to survey the most important concepts, technologies, challenges, and approaches in technical communication at an advanced level.

Rhet 5111 Information Design: Theory and Practice I**(Sec 076); 3 cr; A-F only; prereq Grad student or instr consent**

Instructor: Longo, Bernadette

This course will focus on designing information display and content for various media and formats. Emphasis will be on reader- or user-centered design and composition, based on audience analysis and theoretical frameworks, including cognitive, organizational, feminist, cultural, and intercultural contexts. The course will cover information and concepts from the fields of visual design, human factors, and

technical communication. Students will learn to apply concepts from usability testing and survey design to study the effectiveness of messages and designs.

Class time: 15% lecture, 65% Discussion, 20% in-class work

Work load: Not known yet. Still designing class.

Grade: 0% Still designing class. Will post info on www.tc.umn.edu/~blongo when available.

Exam format: Essay and research paper

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

Rhet 5196 Internship in Scientific and Technical Communication (Sec 001); 3-6 cr; max crs 6, 1 repeat allowed; S-N only; prereq STC grad or instr consent

Instructor: STAFF

Internship sites may include the University, industry, or government agencies. An internship proposal, progress report, internship journal (optional) and final report, with a letter from the internship supervisor are required. See Rhetoric Internship Guide for more information.

Rhet 5291 Independent Study (Sec 001); 1-3 cr; max crs 3, 1 repeat allowed; prereq instr consent, dept consent

Instructor: STAFF

Supervised reading and research on topics not covered in regularly scheduled course offerings. Students negotiate a topic and assignments with a chosen faculty member.

Rhet 5511 Research in Scientific and Technical Communication (Sec 001); 3 cr; A-F only

Instructor: Mc Dowell, Earl Ernest

Experimental and survey research techniques for both quantitative and qualitative methodologies in STC. Face-to-face interviewing, telephone interviewing, questionnaire development, focus group interviewing, contextual inquiry, using rating, ranking, and q-sort methods. Ethics, experimental bias, and inferential statistical analyses. Students will write research proposals, learn how to complete statistical analyses and conduct research studies. I am the author of the textbook used in the course.

Class time: 25% lecture, 75% Discussion

Work load: 40 pages of reading per week, 50 pages of writing per semester, 1 exams, 5 papers

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

Exam format: Multiple choice

Russian

215 Nolte Center: 612/624-3331

Russ 1102 Beginning Russian II

(Sec 001, 050-051); 5 cr; prereq 1101 or equiv

Instructor: STAFF

The Beginning Russian course develops the four basic language skills - speaking, understanding, reading, and writing - in a balanced, highly integrated manner. Students do regularly assigned grammar exercises, listen to tapes, and are required to participate in each class session. Active control of Russian structure is the principal criterion of evaluation.

Class time: 30% lecture, 70% Instructor guided oral exercises.

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

Grade: 25% final exam, 70% quizzes, 5% Oral exam.

Exam format: Fill in blanks, translation.

Russ 3002 Intermediate Russian II

(Sec 001, 050); 5 cr; prereq 3001 or equiv

Instructor: STAFF

Textbook: "V. Puti: Russian Grammar in Context". We are continuing the simultaneous development of speaking, listening, reading and

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writing skills. The course is designed to prepare students for the graduation proficiency test (GPT) in Russian. Class time: 10% lecture, 90% language-oriented impersonal interaction. Work-load: 4 exams, daily assignments. Grade distribution: 35% final, 60% tests/quizzes, 5% oral exam.

Class time: 10% lecture, 90% Discussion

Work load: 10 pages of reading per week, 4 exams, about 1 lesson per week

Grade: 35% final exam, 60% quizzes, 5% oral exam

Exam format: Answering questions, fill-in-the-blanks, short essays

Russ 3102 Advanced Russian II (Sec 001); 4 cr; prereq 3101 or equiv

Instructor: STAFF

Attention will be given to developing reading comprehension, conversational competence, grammatical accuracy, and cultural sophistication. We'll discuss news and review grammar and word study, along with exercises that will help to achieve understanding and mastery of these concepts. Regular attendance is very important for your progress. Class participation 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. A missed test cannot be made up except if due to illness or emergency. You are encouraged to take advantage of the instructor's office hours to discuss the material or any problems. We'll paraphrase the stories and other texts, answer the questions and carry on discussions in class. This semester we'll read texts from contemporary literature and expository writing. 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. Correct grammar, spelling, sentence structure, content (clear, logical thought). There will be a midterm and final written exam.

Class time: 100% Russian language interaction

Work load: 20 pages of reading per week, 10 pages of writing per semester, 2 exams, 3 papers, 1 oral report

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

Exam format: fill in the blank, short essay, translation

Russ 3311 Russian Major Project

(Sec 001); 3 cr; A-F only; prereq Advanced Russian major

Instructor: STAFF

This 3-credit course is designed for and required of all students majoring in Russian, except for Honors students (see Russ 3312). It consists of writing a research paper of no less than 20 typed double-spaced pages, under the guidance of two faculty members in the Russian program. Topics are chosen by students in consultation with their faculty advisors. Students have scheduled individual meetings with the advisors. The Director of Undergraduate Studies coordinates all projects, and students should consult her/him before signing up for the course. Projects should show evidence of original thinking, the ability to use secondary sources (critical and scholarly literature) appropriately, and the ability to analyze and present arguments effectively. Unacceptable projects include book reports, plot summaries, or translations. The project should be linked to the student's course work within the Russian major, i.e. the student should have some academic background in a particular area before undertaking to write a paper in that area. The language of the paper should be English. The paper should, however, present evidence of appropriate use of Russian-language sources.

Russ 3311H Honors Major Project in Russian

(Sec 001); 3-4 cr; A-F only; prereq credit will not be granted if credit has been received for Russ 3311, Russ 3312; Russ maj, instr consent

Instructor: STAFF

This course is designed for and required of all Honors students majoring in Russian. It consists of writing a research paper of no less

than 35 typed double-spaced pages, under the guidance of two faculty members in the Russian program. Candidates for summa cum laude need three faculty readers, one of who should be outside the Russian department. Topics are chosen by students in consultation with their faculty advisors. Students have scheduled individual meetings with the advisors. The Director of Undergraduate Studies coordinates all projects, and students should consult her/him before signing up for the course. Projects should show evidence of original thinking, the ability to analyze, and to present arguments effectively. Unacceptable projects include book reports, plot summaries, or translations. The project should, in some way, be linked to the student's course work within the Russian major, i.e., the student should have some academic background in a particular area of study before undertaking to write a paper in that area. The language of the paper should be English. The paper should present evidence of appropriate use of Russian-language sources.

Class time: 25% Discussion, 75% guided research

Work load: 20-25 pages of writing per semester, 1 papers

Grade: 100% finished research paper

Russ 3404 Tolstoy in Translation

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

for: RUSS 5404; 3 cr

Instructor: Jahn, Gary R

This course provides a survey of the life and literary career of Leo Tolstoy (1828-1910), one of the most celebrated writers of the 19th Century Russia. Known both as a writer of fiction and as a religious and social thinker, Tolstoy was perhaps the best known Russian of his time. This is usually a rather small class, normally less than twenty students. Class time is split between lectures on Tolstoy's life and work and discussions of the required readings. This year we will be reading Tolstoy's long novels *War and Peace* and *Anna Karenina*, as well as a shorter work, "The Death of Ivan Ilich." We will also consider a few of the philosophical/ religious works of the old Tolstoy. Students in the class will be evaluated on the basis of their contribution to discussions and the quality of their papers (one substantial paper required of students enrolled in Russ 5404) and written examinations (two are scheduled, a midterm and a final).

Class time: 25% lecture, 75% Discussion

Work load: 15 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers

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

Exam format: essay

Russ 3407 Stories and Plays of Anton Chekhov in Translation

(Sec 050); Credit will not be granted if credit has been received

for: RUSS 5407; 3 cr

Instructor: Polakiewicz, Leonard Anthony !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

This course is devoted to the study of literary devices, ideas and themes in 23 stories and 5 major plays by Anton Chekhov--one of the world's greatest modern writers. Although the intrinsic approach is used in analyzing Chekhov's works which focuses mainly on their aesthetic merits, the role of extrinsic factors such as biography, psychology, history, etc., is also studied. This course should be an enriching experience for all students and especially those interested in world literature and drama, Russian and East-Central European Studies, English and Theatre Arts.

Class time: 50% lecture, 50% Discussion

Work load: 100 pages of reading per week, 1 exams, 1 papers, Paper should be 8 to 10 pages

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

Exam format: Essay

Russ 3422 Literature: Tolstoy to the Present in Translation

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

for: RUSS 5422; 3 cr; meets CLE req of Literature Core

Instructor: Corten, Irina H

The purpose of this course is to provide a systematic account of the This information is accurate as of: 10/30/2003 at 12:09 PM

history and cultural context of Russian literature from the second half of the 19th century to the present, and to help students understand and appreciate the works of individual writers. Among the subjects covered are realism and modernism, feminism, socialist realism, and dissidence, and changes in literature and culture under glasnost and in the post-Soviet period. Readings include works by Tolstoy, Chekhov, Zamyatin, Bulgakov, and Solzhenitsyn. The course is required for Russian language and literature majors and is open to all others.

Class time: 80% lecture, 20% Discussion

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

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

Exam format: Multiple choice, identification, essay.

Russ 3993 Directed Studies

(Sec 001); 1-4 cr; max crs 4, 1 repeat allowed; prereq instr consent, dept consent, college consent

Instructor: STAFF

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 5404 Tolstoy in Translation

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

for: RUSS 3404; 3 cr

Instructor: Jahn, Gary R

This course provides a survey of the life and literary career of Leo Tolstoy (1828-1910), one of the most celebrated writers of the 19th Century Russia. Known both as a writer of fiction and as a religious and social thinker, Tolstoy was perhaps the best known Russian of his time. This is usually a rather small class, normally less than twenty students. Class time is split between lectures on Tolstoy's life and work and discussions of the required readings. This year we will be reading Tolstoy's long novels *War and Peace* and *Anna Karenina*, as well as a shorter work, "The Death of Ivan Ilich." We will also consider a few of the philosophical/ religious works of the old Tolstoy. Students in the class will be evaluated on the basis of their contribution to discussions and the quality of their papers (one substantial paper required of students enrolled in Russ 5404) and written examinations (two are scheduled, a midterm and a final).

Class time: 25% lecture, 75% Discussion

Work load: 200 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers

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

Exam format: essay

Russ 5407 Stories and Plays of Anton Chekhov in Translation

(Sec 050); Credit will not be granted if credit has been received

for: RUSS 3407; 3 cr

Instructor: Polakiewicz, Leonard Anthony !!CLA Distinguished Tchg Awd; Morse Alumni Award!!

This course is devoted to the study of the literary devices, ideas, and themes in 23 stories and 5 major plays by Anton Chekhov--one of the world's greatest modern writers. Although the intrinsic approach is used in analyzing Chekhov's works which focuses mainly on their aesthetic merits, the role of extrinsic factors such as biography, psychology, history, etc., is also studied. This course should be an enriching experience for all students and especially those interested in world literature and drama, Russian and East-Central European Studies, English and Theatre Arts.

Class time: 50% lecture, 50% Discussion

Work load: 120 pages of reading per week, 2 exams, 1 papers, One

paper of 18 to 20 pages in length

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

Exam format: Essay

Russ 5422 Literature: Tolstoy to the Present in Translation (Sec 001); Credit will not be granted if credit has been received for: RUSS 3422; 3 cr

Instructor: Corten, Irina H

The purpose of this course is to provide a systematic account of the history and cultural context of Russian literature from the second half of the 19th century to the present, and to help students understand and appreciate the works of individual writers. Among the subjects covered are realism and modernism, feminism, socialist realism and dissidence, and changes in literature and culture under glasnost and in the post-Soviet period. Readings include works by Tolstoy, Chekhov, Zamyatin, Bulgakov, and Solzhenitsyn. The course is required for Russian language and literature majors and is open to all others. Russ 5422 students, in addition to fulfilling all requirements for 3422, are required to read an additional novel and write a 10-page analytical essay in connection with it.

Class time: 80% lecture, 20% Discussion

Work load: 75 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers

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

Exam format: Multiple choice; identification, essay.

Russ 5993 Directed Studies

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

Instructor: STAFF

The purpose of this course, offered at the discretion of the faculty, is to provide individualized instruction to advanced undergraduate and graduate students wishing to explore specialized topics not covered in regular course offerings. The number of faculty in the Russian program being small, no more than 3-5 students per year can be thus accommodated, preference is given to students in their final year of the Russian major and to graduate students in Russian Area Studies. The content and procedures of this course vary widely, depending upon agreement between student and instructor, and the number of credits for which the course is taken. Students must consult the Director of Undergraduate Studies in the Russian unit before registering for this course.

Class time: 100% 100% guided research and discussion

Work load: amount of reading and writing variable, depending on # of credits

Grade: 100% 100% student's work evaluated on the basis of variable course criteria

Scandinavian

205 Folwell Hall: 612/625-2080

Scan 3012 Scandinavian Languages and Cultures in Contact (Sec 001); 4 cr; prereq Nor 3011 or Dan 3011 or Swed 3011

Instructor: Houe, Poul

Study of cultural and linguistic issues common to Denmark, Norway and Sweden. Conversation and composition in one Scandinavian language; reading and listening in all three languages. Students will do 50% of their required readings in their language of choice, and will read 25% of the required texts in each of the other two languages. Texts and other materials will focus on contact or conflict among Scandinavian nations and cultures. Instruction will be given in Danish, Norwegian and Swedish in three successive five week periods of the semester with only a small base of textual references in English.

Scan 3503 Scandinavian Folklore

(Sec 001); 3 cr; meets CLE req of Literature Core

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Instructor: Grimstad, Kaaren E

This course focuses on folktales, legends, jokes and anecdotes as literature that informs us about culture. We will look at form and content in these genres and survey several theoretical approaches to the material. Class sessions will consist of lecture and small group discussions. Primary reading material will include examples from all the Nordic countries, including Finland. The target audience includes both majors and non-major undergraduates.

Class time: 50% lecture, 50% Discussion

Work load: 50 pages of reading per week, 25 pages of writing per semester, 2 papers

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

Exam format: no exams

Scan 3993 Directed Studies

(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent

Instructor: STAFF

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 5613 Contemporary Scandinavian Literature

(Sec 001); 3 cr

Instructor: Houe, Poul

This course explores Scandinavian fiction, drama, lyrical poetry, and essayistic criticism since WWII. Emphasis will be on one major novel--typically a fictional journey of life--from each of the five Scandinavian countries, and on selected shorter texts by Scandinavian critics, poets, and playwrights. Thematically, the continued dominance of modernism will be seen as challenged by various strands of realism and by various reconfigurations of modernism itself, such as postmodernist modes, new strategies and roles for the reader, and new notions of the author's verbal and imaginative craft. Around 2000 a simultaneity of literary positions, discourses and voices seems to have supplanted the more univocal scenarios of previous decades, and the literary scene to have increasingly become a field of artistic transformations. This overall picture will be further nuanced by references to the relevant historical and socio-cultural circumstances of each Scandinavian country and by mappings of pertinent literary influences from abroad. A balanced view of Scandinavian distinctions and international interdependency will thus be attempted. In like manner, the course, which is intended for graduate students and advanced undergraduates, will seek to balance lecture surveys with in-depth discussions of individual texts, authors, and their national and transnational characteristics.

Class time: 40% lecture, 60% Discussion

Work load: 125-150 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers

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

Exam format: take home essay exam

Scan 5993 Directed Studies

(Sec 001); 1-4 cr; max crs 12, 12 repeats allowed; prereq instr consent, dept consent, college consent

Instructor: STAFF

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.

Science in Agriculture

120 Biosystems & Agricultural Engineering: 612/624-7254

ScAg 4009W Undergraduate Senior Thesis: Science in Agriculture (Sec 001); 1-6 cr; max crs 12, 12 repeats allowed; A-F only; prereq jr or sr major in ScAg, instr consent; meets CLE req of Writing Intensive

Instructor: STAFF

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

Class time: 100% Laboratory

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

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

Social Work

105 Peters Hall: 612/625-1229

SW 3402 Child Abuse and Neglect: Intervention and Prevention (Sec 001); 3 cr; meets CLE req of Social Science Core

Instructor: STAFF

This interdisciplinary liberal arts course is a comprehensive study of child maltreatment and family violence today. It is intended to offer the undergraduate student a wide breadth of understanding regarding the prevalence, scope, dynamics and contemporary response and preventive strategies for individual, familial and community analysis. The course is structured to examine child abuse within an ecological perspective and a risk/resilience framework and focuses on developing strategies likely to support healthy children, families, and communities. Child Abuse and Neglect: Intervention and Prevention should be considered a beginning study for students interested in working with children, their families, and the policies that impact them. Course materials include a required textbook and reading packet. This course will also include online readings. Students learn from interactive course lectures, small group discussions, community guest speakers, and informal class presentations. Course content is particularly relevant to students in the fields of sociology, education, child psychology, early childhood education, public health, public policy, and other related areas. This course also serves as a requirement within the undergraduate Family Violence Prevention Minor. It is recommended, but not required, that students in the Minor first complete SW 3706 Family Violence and Prevention: Exploring the Issues.

Class time: 60% lecture, 20% Discussion, 20% informal presentations, video tapes, individual learning exercises

Work load: 35 pages of reading per week, 15 pages of writing per semester, 1 exams, 4 papers

Grade: 30% final exam, 55% written reports/papers, 15% class participation

Exam format: Varied

Course URL: <http://www.mincava.umn.edu/educ.asp>

SW 5810 Seminar: Special Topics: Working with Immigrant Populations

(Sec 001); 2 cr; max crs 10, 3 repeats allowed

Instructor: Hollister PhD, C David !!Outstanding Achievement Award!!

Trends in immigration to the U.S. and public policy responses. Acculturation processes, issues, and problems. Common social service needs of immigrants and refugees. Skills for engagement and interventions with immigrants and refugees across the main fields of social work practice.

Sociology

909 Social Sciences Tower: 612/624-4300

Soc 1001 Introduction to Sociology

(Sec 001, 011, 021); Credit will not be granted if credit has been received for: SOC 1011, SOC 1011V, SOC 1011V, SOC 1012W, SOC 1012W; 4 cr; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme

Instructor: STAFF

This course is intended to provide an introductory overview of the discipline of sociology including some of the main sub-fields and different theoretical approaches to understanding social life. The course will encourage you to develop an essential sociological skill: to question taken-for-granted ideas about the social world and to think about familiar things in new and different ways. This course is intended to provide an introductory overview of the discipline of sociology including some of the main sub-fields and different theoretical approaches to understanding social life. The course will encourage you to develop an essential sociological skill: to question taken-for-granted ideas about the social world and to think about familiar things in new and different ways.

Class time: 60% lecture, 30% Discussion, 10% guest speakers and films

Work load: 50-75 pages of reading per week, 50-75 pages of reading per week, several exams, several short writing assignments

Exam format: multiple choice

Soc 1011V Honors: Introduction to Sociology

(Sec 001); Credit will not be granted if credit has been received for: SOC 1001, SOC 1001, SOC 1001, SOC 1012W, SOC 1012W; 4 cr; prereq honors; meets HON req of Honors; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme

Instructor: STAFF

This course is intended to provide an overview of the discipline of sociology including some of the main sub-fields and different theoretical approaches to understanding social life. The course will be a seminars style course where participants will be expected to engage in discussions of assigned readings and extend the ideas learned in the class to current issues of social interest.

Soc 3211W American Race Relations

(Sec 002); 3 cr; A-F only; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme

Instructor: Hartmann, Douglas R

"The problem of the 20th century," W.E.B. DuBois wrote at the turn of the 20th century, "is the problem of the color line." 100 years later, there is a much evidence that would seem to vindicate DuBois's prediction. If most Americans can agree that race is a problem in the US, there is great disagreement about almost everything else having to do with race. This course is designed to help students begin to develop their own informed perspectives on American racial "problems" by introducing them to the ways that sociologists deal with race/race relations/racism. We begin by talking about racial identities/attitudes in the US, the ways in which these have changed since the Civil Rights movement, and the kinds of conceptual tools and empirical information needed to properly think about race in contemporary America. We will examine the experience(s) of African Americans in the post-Civil Rights period and the coterminous realities of racism, whiteness and white privilege. After midterm, we will expand our understanding of racial/ethnic dynamics by exploring the experiences of other communities of color & how these intersect with class & gender. We will focus on immigration, & the importance of race/ethnicity in contemporary Amer. cities. The course will conclude by giving close consideration to issues of assimilation/pluralism/diversity. Our goal will be to consider race as a source of identity & difference as well as a system of privilege, power & inequality affecting everyone.

Class time: 60% lecture, 30% Discussion, 10% videos/other AV materials

Work load: 75-100 pages of reading per week, 12 pages of writing per semester, 2 exams, 3 papers, writing intensive; service learning option for final paper

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

Exam format: short answer, essay and identification

Soc 3251W Sociological Perspectives on Race, Class, and Gender (Sec 002); Credit will not be granted if credit has been received for: AFRO 3251, SOC 3251, AFRO 3251W, SOC 3251W, AFRO 3251W, SOC 3251W, AFRO 3251W, SOC 3251W, AFRO 3251W, SOC 3251W, AFRO 3251W; 3 cr; A-F only; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme

Instructor: Wald, Pamela Kathryn

This course is designed to provide an introduction to sociological perspectives on race, class, and gender. We will start by examining race, class, and gender as individual aspects of social life. Then, we will focus our attention on how race, class, and gender shape American society and individual experiences in interaction with each other. We will spend a substantial amount of time examining how race, class, and gender shape and are shaped by social institutions, including cultural institutions, the economy, the family, and the state. We will discuss possible approaches for addressing race, class, and gender oppression throughout the course, and will devote one week to examining activism and social movements. Most of the course material will focus on the United States.

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

Work load: 30-60 pages of reading per week, 15 pages of writing per semester, midterm exam, 5 short quizzes

Grade: 20% mid-semester exam(s), 40% written reports/papers, 20% quizzes, 20% class participation

Exam format: Midterm essay exam, multiple choice and short answer quizzes

Soc 3251W Sociological Perspectives on Race, Class, and Gender (Sec 001); Credit will not be granted if credit has been received for: AFRO 3251, SOC 3251, AFRO 3251W, SOC 3251W, AFRO 3251W, SOC 3251W, AFRO 3251W, SOC 3251W, AFRO 3251W, SOC 3251W, AFRO 3251W; 3 cr; A-F only; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme

Instructor: Weiner, Melissa Faye

Race, class and gender affect nearly all of our lived experiences but are often taken for granted and rarely confronted, challenged or contested in public. This class will do just that by focusing on how race, class, and gender both exist on their own and intersect with each other. We will examine their salience both in the realm of social interactions and in the context of different social institutions such as work, education, family, and criminal justice as well as state policy realms such as immigration, citizenship and welfare. The course will conclude with discussions about resistance to the constraints of racial, classed, and gendered identities and the social movements that developed to contest the definitions implied by each of these aspects of identity. Class time will consist of a number of in-class small-group activities as well as multimedia such as movies, poems, and popular culture such as music and TV shows, which will be incorporated throughout the semester.

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

Work load: 50-100 pages of reading per week, Writing intensive, 3 papers (one requiring revision), in-class writing assignments, quizzes

Grade: 60% written reports/papers, 15% quizzes, 20% In-Class Writing, 5% Meeting with Instructor

Soc 3411W Organizations and Society (Sec 001); 3 cr; A-F only; prereq 1001 or instr consent; meets CLE req of Writing Intensive

Instructor: Knoke, David H

This course introduces undergraduates to contemporary theories and This information is accurate as of: 10/30/2003 at 12:09 PM

debates about formal organizations in an international context. Our primary objectives are: (1) To compare, from the perspectives of people in affected nations, the diverse assumptions, interpretations, and organizational responses to complex globalization processes (2) To identify significant differences and consequences of the social institutions - customs, norms, associations, laws, governments - that manage and regulate organizational behaviors from the workplace to multinational corporations (3) To examine organizational networks of economic, technological, cultural, and political relations that interconnect the world's societies and nation-states Classes consist of lectures, role-playing activities, occasional films, and discussions of the issues raised by the reading assignments. This is a writing intensive course, with an option for community service learning. Designation as an International Perspectives Theme course has been requested.

Class time: 67% lecture, 33% Discussion

Work load: 50 pages of reading per week, 25 pages of writing per semester, 1 papers, 10 short and 2 longer in-class or take-home writing assignments

Grade: 100% written reports/papers

Course URL: <http://www.soc.umn.edu/~knoke/>

Soc 3501 Sociology of the Family

(Sec 001); 3 cr; prereq 1001 or instr consent; meets CLE req of Social Science Core; meets CLE req of Cultural Diversity Theme

Instructor: Shinohara, Chika

In this course, we examine the relationship between family and social life. We trace the historical evolution that has led to our current ideas about family and the resulting clash with differing definitions of family in the U.S. and in the world. Throughout the semester, we explore the diversity of life experiences derived from race/ethnicity, social class, gender, age, and sexual orientation, especially focusing, but not exclusively, on the U.S. We delve into issues such as family & career decisions, domestic violence, divorce, teen pregnancy, same-sex marriage, immigration, and adoption. The central questions for the course are the following. How do race, class, gender, age, and sexual orientation interact and shape processes of family formation, intimacy and partnership as well as decisions about parenting and career? How do domestic and international policies affect the work-family life of different groups of families and individuals? How does globalization influence families in the US. and in the world today?

Class time: 60% lecture, 30% Discussion, 10% videos or other A/V materials

Work load: 50 pages of reading per week, 15 pages of writing per semester, 2 exams, 2 papers, 1 group presentation about a book, informal in-class writing, and group activities

Grade: 20% mid-semester exam(s), 20% final exam, 40% written reports/papers, 10% in-class presentations, 10% class participation

Exam format: multiple choice and short answer

Course URL: <http://www.soc.umn.edu/~shin0104/course.html>

Soc 3701 Social Theory

(Sec 002); 4 cr; A-F only; prereq 1001 or instr consent

Instructor: Cleveland, Lara L

We use theories every day as we try to make sense of our life experiences. Sociological theory is a formalized attempt to understand and explain the way that our social world operates. In this course, students learn how social theorists have explained events, activities, structures and interactions in society. The course provides an overview of sociological theory from the early classical works of Marx, Weber and Durkheim through a broad range of contemporary writing. It is designed to provide sociology majors with a secure grounding in the core theoretical literature of the discipline, but should be of interest to other students who wish to gain new perspectives for understanding the social world.

Class time: 60% lecture, 30% Discussion

Work load: 50 pages of reading per week, 20 pages of writing per semester, Percentages are approximate and also include informal student reports and in-class activities or exercises.

Exam format: essay

Soc 3701 Social Theory**(Sec 001); 4 cr; A-F only; prereq 1001 or instr consent**

Instructor: Gerteis, Joseph Howard

This course is directed to advanced undergraduates who are curious about how society works, what makes us stick together, and what pulls us apart. We study both classical and contemporary answers to these questions. In class, we mix lectures, discussions and exercises. Outside of class, we continue to interact through posting our thoughts in an electronic class journal. This course fulfills the thought-intensive requirement for living in a diverse world.

Class time: 40% lecture, 40% Discussion, 20% exercises, AV**Work load:** 80 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers**Grade:** 35% mid-semester exam(s), 25% final exam, 20% written reports/papers, 20% special projects**Exam format:** essay and identification**Course URL:** <http://webct.umn.edu>**Soc 3711 Principles of Social Organization****(Sec 001); 3 cr; A-F only; prereq 1001 or equiv**

Instructor: Nelson, Joel I

The course is primarily for undergraduate majors and is designed illustrate how sociologists think about societies and social change. The subject matter covers a wide range of issues: the structure of everyday life (with discussions of shopping, eating out and entertainment); the organization of the economic and political order (including power, capitalism, and the devolution of bureaucracy); the structure of race, gender and class; and changes in the domestic and international economy--with emphasis on the world system and trends in post-industrialization. The course uses classroom lectures, and discussions to clarify and augment the materials introduced. Readings are drawn from popular and academic work in sociology; no text book is used.

Class time: 70% lecture, 30% Discussion**Work load:** 50 pages of reading per week, 10 pages of writing per semester, 3 exams, 1 papers**Grade:** 25% mid-semester exam(s), 50% final exam, 15% written reports/papers, 10% class participation**Exam format:** Multiple choice and essay exam combined**Soc 3721 Principles of Social Psychology****(Sec 001); 3 cr; prereq 1001 or instr consent**

Instructor: Falci, Christina D

This course will provide a broad overview of the field of social psychology by introducing students to major methods, theories and concepts in the field. Social psychology is an interdisciplinary field rooted in both sociology and psychology that employs scientific methods to understand human social behavior. Social psychologists investigate how the actual, imagined, or implied presence of another individual influences our thoughts, feelings, and behaviors. The course will review several of the major substantive areas in social psychology: the self, socialization, cognition, attitudes, social influence, social interaction, interpersonal relations, and group dynamics. I will conclude the course by connecting several concepts learned throughout the semester to status attainment and health, within a Social Structure and Personality framework. The goal of this course is for you to understand the reciprocal relationship between individuals and society. In particular, I want you to think about how larger social forces influence your everyday social interactions, your social relationships, and the perception you form of yourself and others. At the same time, I want you to understand how you create and influence the social world around you.

Class time: 60% lecture, 20% Discussion, 20% In-class exercises**Work load:** 45 pages of reading per week, 8 pages of writing per semester, 3 exams, 2 papers**Grade:** 25% mid-semester exam(s), 25% final exam, 30% written reports/papers**Exam format:** Multiple choice, matching, short answer, and true/false**Soc 3811 Basic Social Statistics****(Sec 008); 4 cr; prereq GC 0731 or intermediate algebra; 3801 recommended**

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Instructor: Granados, Francisco J.

This social statistics course is required for undergraduate sociology majors. It emphasizes describing data and testing hypotheses.

Lectures expose students to basic statistical principles and how to apply them in social research. Laboratory sessions teach computing skills and data manipulation techniques. Exam problems and lab assignments help students to gain knowledge about descriptive statistics, means tests, bivariate correlation, and multiple regression equations. Numerous examples are drawn from diverse sociological topics and illustrated with national survey data.

Class time: 66% lecture, 7% Discussion, 27% Laboratory**Work load:** 3 exams, 3 data analysis lab assignments**Exam format:** computational**Course URL:** <http://www.soc.umn.edu/~granados/sociology3811.htm>**Soc 3991H Junior Honors Seminar****(Sec 001); 3 cr; A-F only; prereq Jr soc honors student; meets HON req of Honors**

Instructor: Kelly, Erin L

Honors students who major in sociology write the Honors Thesis in close collaboration with faculty and in a small seminar context together with other honors students. The process begins with the Junior Honors Seminar, designed to help students develop a thesis topic and research question and review the existing literature on that topic. (The Junior Honors Seminar is followed by the two-semester Senior Proseminar, in which honors students are guided through the research process to write their literature review, possibly collect data, conduct data analysis, and complete the writing of their thesis.)

Class time: 15% lecture, 85% Discussion**Work load:** 30-80 pages of reading per week, 15+ pages of writing per semester**Soc 4101W Sociology of Law****(Sec 001); 3 cr; A-F only; prereq 1001 or 3101 or 3102 or 3111 or instr consent; 3701 recommended; meets CLE req of Writing Intensive**

Instructor: Larson, Erik Walter

Law touches nearly every aspect of our lives. How should we understand the relationship between law and other aspects of society? In this course, we consider this question, examining a number of specific topics. We begin the course examining differences in the ways individuals experience and use law, trying to understand the nature and consequences of these differences. Next, we briefly consider theories about the development of law in industrialized societies. We then move to considering sociological analyses of the operation of law, concerning the operation of courts, the legal profession, and employment non-discrimination. In light of this analysis, we consider the potential for law to create social change in two specific social institutions: education and the family. Finally, we consider the global context of the development of law, from colonialism to contemporary conflicts about human rights issues.

Class time: 50% lecture, 50% Discussion**Work load:** An average of 3 book chapters/articles per week, 15-20 pages of finished writing per semester, 2 short answer/essay exams**Grade:** 50% written reports/papers, 10% class participation, 40% quizzes and exams**Exam format:** short answer and essay**Soc 4105 Sociology of Punishment and Corrections****(Sec 001); 3 cr; A-F only; prereq 3101 or 3102 or 3111 or instr consent**

Instructor: STAFF

This course provides an extensive overview of historical and contemporary correctional practices. In particular, there will be examination of sentencing philosophy and practices, corrections history, incarceration trends, the design and administration of modern prisons, life inside prisons, probation, parole, and supervised release. This course will provide students with a solid foundation of knowledge about institutional and community corrections.

Soc 4111 Deviant Behavior**(Sec 001); 3 cr; A-F only; prereq 3101 or 3102 or 3111 or instr consent**

Instructor: Uggen, Christopher

This course examines how particular attributes or behavior are defined as deviant, the social consequences of formal and informal deviant designations, and the construction and imposition of norms, values and rules. The subject matter is classified into four units. In the first unit, we take up definitional and ethical issues. The second unit is devoted to theories of deviant behavior and societal reaction. The third unit considers case studies in substantive areas, such as substance use, sexual harassment, and corporate deviance. The fourth unit addresses deviant careers and the social stratification of deviance. Course objectives include the following: (1) to understand how deviance is defined and produced; (2) to gain a working knowledge of sociological theories of deviance and social control; (3) to apply the conceptual tools of these theories to selected substantive areas; and, (4) to critically evaluate institutional approaches to deviance and control.

Class time: 50% lecture, 30% Discussion, 20% media, exercises**Work load:** 100 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers**Grade:** 25% mid-semester exam(s), 30% final exam, 25% written reports/papers, 10% special projects, 10% class participation**Exam format:** mixed**Course URL:** <http://www.soc.umn.edu/~uggen/4111.html>**Soc 4141 Juvenile Delinquency****(Sec 001); 3 cr; A-F only; prereq 3101 or 3102 or 3111 or instr consent**

Instructor: Uggen, Christopher

This course presents an overview of sociological theory and research on juvenile delinquency. We start with a critical examination of the social facts surrounding the measurement, extent, and distribution of delinquency. Next we study some of the principal sociological explanations of delinquent behavior. These theories provide conceptual tools for analyzing monographs detailing delinquency among diverse groups of young people. We conclude by analyzing some of the key programs implemented in attempts to reduce delinquency. Course objectives: 1) To understand the way that delinquency is currently measured and the extent and distribution of delinquent behavior according to these measures; 2) To gain a working knowledge of the major sociological theories used to explain delinquency; 3) To apply the conceptual tools of these theories to selected case studies; and, 4) To critically evaluate concrete policy responses to delinquency.

Class time: 50% lecture, 30% Discussion, 20% Media**Work load:** 100 pages of reading per week, 20 pages of writing per semester, 2 exams, 1 papers**Grade:** 25% mid-semester exam(s), 30% final exam, 25% written reports/papers, 10% special projects, 10% class participation**Exam format:** Mixed**Course URL:** <http://www.soc.umn.edu/~uggen/4141.html>**Soc 4149 Killing****(Sec 001); 3 cr; prereq Sr or grad; grad students only may enroll S-N**

Instructor: Malmquist, Carl P

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.

Work load: 3 exams, (2 mid-term examinations and a cumulative final examination)**Soc 4162 Criminal Procedure in American Society****(Sec 001, 002); 3 cr; prereq 3101 or 3102 or 3111 or instr consent**

Instructor: Samaha, Joel B !!CLA Distinguished Tchg Awd!!

Course Content: Balance between government power to enforce criminal laws and individuals' right to be let alone by the government. Topics include: police power to stop and frisk, arrest, search, and interrogate suspects; right to a lawyer; remedies for constitutional

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violations. Teaching methods: Read and discuss U.S. Supreme Court and other cases; a few mock arguments and debate. Textbooks and other reading: Samaha, Criminal Procedure 5th edition, U.S. Supreme Court and other cases on line. Audience: Upper division undergraduates in all departments and colleges; some graduate and professional students.

Class time: 20% lecture, 80% Discussion**Work load:** 35 pages of reading per week, 5 exams, 1 papers, unannounced quizzes**Grade:** 20% quizzes, 80% 5 non cumulative short answer and essay exams**Exam format:** identification, definition, and essay (no multiple choice)**Course URL:** <http://www.soc.umn.edu/~samaha>**Soc 4305 Society and the Environment: A Growing Conflict (Sec 001); 3 cr; A-F only; prereq 1001 or environmental course or instr consent; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Environment Theme**

Instructor: Broadbent, Jeffrey P

This course focuses on society and the natural environment -- in particular, what causes us to degrade our environment, and what can we do to save it? We want jobs and prosperity, but we have to figure out how to get that without fouling our own nest -- the planet Earth. This is a big question that people all over the planet are puzzling about right now. Global warming. Ozone hole. Dirty rivers. Toxic wastes in our drinking water. Giant manure piles from hog farms. The list goes on. Why do we let it go this far? In the course we will look at a variety of possible reasons, including self-centered thinking, the blind pursuit of profit and power, desire for "modernity," denial (of the problems), narrow government agendas, the complexity of society, lack of exposure to the wilderness, the male bias, and many other ideas. While reading about and discussing these social issues, we will also conduct "experiments" consisting of exercises and actual experience through community service (30 hours) in an environmentally-related organization (we will introduce you to a number, but you will make your own choice). Your term paper will reflect on your service experience as "field work." This course is an introduction to the field, open to both majors and non-majors.

Class time: 50% lecture, 50% Discussion**Work load:** 50 pages of reading per week, 30 pages of writing per semester, 2 exams, 1 papers**Grade:** 20% mid-semester exam(s), 20% final exam, 30% written reports/papers, 25% special projects, 5% class participation**Exam format:** essay**Course URL:** <http://classweb.cla.umn.edu>**Soc 4521 Love, Sex, and Marriage****(Sec 001); 3 cr; Soc majors must register A-F**

Instructor: Hull, Kathleen E

This course will provide an overview of social scientific approaches to intimate human relationships. Specific topics include love and romance, dating and mate selection, sexuality, cohabitation, marriage, and divorce. Current U.S. practices are placed in historical and cross-cultural context. The goals for the course include: familiarizing you with social scientific approaches to the study of intimate human relationships and increasing your interest in the topic; challenging some of your taken-for-granted notions about what is ?natural? or ?normal? with regard to love, sexuality, and marriage; stimulating you to think about the impact of broad social forces on beliefs and practices related to intimate relationships; highlighting the salience of various social identities ? including race/ethnicity, class, age, sexual orientation, and especially gender ? to beliefs and practices around intimacy; and, introducing you to some of the significant current policy debates regarding intimate relationships and fostering your ability to critically assess the arguments on all sides of these debates.

Class time: 70% lecture, 20% Discussion, 10% In-class writing, small group exercises**Work load:** 70-100 pages of reading per week, 10-15 pages of writing per semester, 3 exams**Grade:** 30% mid-semester exam(s), 40% final exam, 30% written

reports/papers

Exam format: Multile choice, short answer and essay

Soil, Water, and Climate

439 Borlaug Hall: 612/625-1244

Soil 2125 Basic Soil Science

(Sec 001); Credit will not be granted if credit has been received for: SOIL 1125, AGUM 2251, AGUM 2251; 4 cr; A-F only; prereq Chem 1011 or Chem 1021 or equiv; meets CLE req of Environment Theme

Instructor: Lamb, John A

This is the introductory course for Soil Science. The material covered includes information on physical, chemical, and biological soil properties. These properties are related to agricultural and environmental examples where knowledge of soils is important. This course has 2 lectures a week (Monday and Wednesday), a self-paced laboratory, and a recitation session on Thursday. The overall goal of this course is to provide a foundation of Soil Science principles that can be applied to future study and every day life.

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

Work load: 35 pages of reading per week, 4 exams

Grade: 29% mid-semester exam(s), 20% final exam, 10% class participation, 19% lab work, 22% problem solving

Exam format: Multiple choice and short answer.

Course URL: <http://www.ARdilla.umn.edu/soil2125/>

Soil 4093 Directed Study

(Sec 001); 1-7 cr; max crs 20, 20 repeats allowed; prereq instr consent

Instructor: STAFF

Students who want to explore a special topic of their interest should visit with a faculty member who will direct their exploration. Report length dependent on the credits.

Class time:

Soil 4094 Directed Research

(Sec 001); 1-7 cr; max crs 7, 1 repeat allowed; prereq instr consent

Instructor: STAFF

Students who want to do research in a special area should determine a faculty member who will guide their research activities. Research depth depends on the credits.

Class time:

Soil 4111 Introduction to Precision Agriculture

(Sec 001); 3-5 cr; A-F only; prereq credit will not be granted if credit received for: MAST 2420; Basic sciences, statistics, soil, agronomy

Instructor: Robert PhD, Pierre C

Precision agriculture (PA) is a holistic new and developing agricultural system that is progressively changing agriculture in the U.S. and the world. PA is bringing an information revolution in agriculture based on new technologies. Precise spatial and temporal information and inputs management is increasing significantly (when used appropriately) farm productivity, profitability, sustainability, environmental protection, food safety, and quality of life. PA applies to most agricultural systems and technological management levels. Students, undergraduate seniors, and graduate beginners will be introduced to essential aspects of the concept: soil/landscape and crop spatial variability; new technologies such as GIS, DEM, GPS, sensors, variable rate machinery, PA software, remote sensing; geostatistics, sampling, experimental designs; precision integrated crop management; data acquisition, processing, and management; and socio-economical and e-marketing aspects. The class will be given in a weekly 3-hour sequence. The first hour will include basic information (lecture) and the next 2 hours will include activities such as case study, group discussion and presentation, problem solving, and hands-on computer exercises. Field

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trips (weather permitting) and farm visits will be scheduled. The class, also offered to MAST students, will be a unique opportunity to interact with students from a variety of countries.

Class time: 25% lecture, 30% Discussion, 40% Laboratory, 5% One field trip

Work load: 5 pages of reading per week, 20 pages of writing per semester, 2 exams, Group project, presentation and paper

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

Exam format: Essay

Soil 5111 Practicum Internship in Precision Agriculture (Sec 001); 2-5 cr; max crs 5, 1 repeat allowed; S-N only

Instructor: Robert PhD, Pierre C

Practical experience in the field of study relevant to precision agriculture in agri-industry/business. Content and extent of student work at the internship site will be jointly decided by the instructor, host business representative, and student's principle adviser.

Class time: 100% Internship

Work load: 10 pages of reading per week, 10 pages of writing per semester, 1 papers, Bi-weekly progress report

Grade: 30% written reports/papers, 70% Internship host report

Exam format: Oral

Soil 5311 Soil Chemistry and Mineralogy

(Sec 001); 3 cr; prereq [[Chem 1022 or equiv], Phys 1102, grad] or instr consent

Instructor: Bloom, Paul Ronald

Structural chemistry, and origin and identification of crystalline soil minerals. Structure of soil organic matter. Chemical processes in soil; solubility, adsorption/desorption, ion exchange, oxidation/reduction, acidity, and alkalinity. Solution of problems related to environmental degradation, plant nutrition, and soil genesis.

Class time: 80% lecture, 20% Discussion

Work load: 20 pages of reading per week

Course URL: <http://www.soils.argiedu/academics/classes>

Soil 5312 Soil Chemistry and Mineralogy Laboratory

(Sec 001); 2 cr; prereq concurrent enrollment 5311 recommended

Instructor: STAFF

Companion laboratory 5311. Clay mineral preparation for x-ray diffraction, selective mineral dissolution, cation exchange properties, absorption and solubility reactions and their modeling, carbonate equilibria, and organic matter extraction and identification

South Asian Languages and Cultures

453 Folwell Hall: 612/625-6534

SALC 3414 Comparative Religions of South Asia

(Sec 001); Credit will not be granted if credit has been received for: SALC 5414; 3 cr; meets CLE req of International Perspective Theme; meets CLE req of Other Humanities Core

Instructor: Junghare, Indra Y !!CLA Distinguished Tchg Awd!!

This course compares and contrasts basic philosophical concepts, literatures, ideologies, and ritualistic practices of Hinduism, Buddhism, and Jainism, with those of Islam and Sikhism. The course begins with a discussion of the rise and development of the religions as socio-cultural traditions and belief systems. The subsequent discussions include the concepts of the soul, the ultimate reality, the self, and their relationships with each other and the universe in general. The approach to the study of the religions is synthetic, i.e. a combination of historical, philosophical, and anthropological methods. This course is open to all interested students.

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

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

Grade: 30% mid-semester exam(s), 30% final exam, 30% written

reports/papers, 10% class participation

Exam format: multiple choice, essay, short answer

SALC 5414 Comparative Religions of South Asia (Sec 001); Credit will not be granted if credit has been received for: SALC 3414, SALC 5414, SALC 3414; 3 cr; meets CLE req of International Perspect Theme

Instructor: Junghare, Indira Y !!CLA Distinguished Tchg Awd!!

This course compares and contrasts basic philosophical concepts, literatures, ideologies, and ritualistic practices of Hinduism, Buddhism, and Jainism, with those of Islam and Sikhism. The course begins with a discussion of the rise and development of the religions as socio-cultural traditions and belief systems. The subsequent discussions include the concepts of the soul, the ultimate reality, the self, and their relationships with each other and the universe in general. The approach to the study of the religions is synthetic, i.e. a combination of historical, philosophical, and anthropological methods. This course is open to all interested students.

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

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

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

Exam format: multiple choice, essay, short answer

SALC 5993 Directed Studies

(Sec 001); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent, dept consent, college consent

Instructor: STAFF

Guided individual reading or study. Topics are related to South Asian languages and cultures. The focus differs from student to student, from sociocultural change to law, philosophy and religion. Various aspects of South Asian societies are studied from a variety of disciplinary perspectives, in social sciences as well as the humanities.

Class time: 100% one hour consultation/week and reading assignments, library research

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

Grade: 100% special projects

Exam format: Essay-paper.

SALC 5994 Directed Research

(Sec 001); 1-5 cr; max crs 5, 1 repeat allowed; prereq instr consent, dept consent, college consent

Instructor: STAFF

Guided individual research. Topics are related to South Asian languages and cultures. The research topic differs from student to student, from linguistics and literature to philosophy, religion and various aspects of South Asian culture.

Class time: 100% one hour consultation/week and reading assignments, library research

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

Grade: 100% special projects

Spanish

34 Folwell Hall: 612/625-5858

Span 344 Advanced Medical Spanish

(Sec 001); 0 cr; S-N only; prereq Span 0144, 2 yrs. Spanish College Level or equiv, department consent.

Instructor: Lopez, Maria Emilce

Designed to further develop and strengthen the language skills and cultural awareness students have been exposed to and acquired in Intermediate Medical Spanish 0144, a course designed to help health care professionals communicate with patients who speak Spanish. Explore more advanced and specific medical vocabulary and phrases to improve conduct patient interviews and medical history, vocabulary and conversation to conduct physical exams, and understand the Latin American view of health and health care. Complete individual work on

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WebCT and CD-ROM; these activities focus on vocabulary, listening, reading, writing, and exploring cultural issues about interviews to a significant number of health care providers who work with Spanish speaking community and the unique opportunity to get perspectives on health related issues from Chicano/Latino immigrants in the Twin Cities.
Course URL: <http://www.idl.umn.edu/Span0144/home.html>

Span 1002 Beginning Spanish

(Sec 001-004); 5 cr; prereq 1001 completed at UMNTC, dept consent

Instructor: STAFF

This course is for the student who has completed Spanish 1001 at the University of Minnesota. Upon entering this course, the student should know basic vocabulary and present and past tense forms, that is to say, be familiar with the material between the "Leccion Preliminar" to "Leccion 9" of the text, "?Sabias que...?", 3rd ed. Spanish is spoken almost exclusively in class. Spanish 1002 continues to focus on the development of communicative skills: listening, speaking, reading and writing. One day a week students watch "Destinos", an educational television program in Spanish. The text "?Sabias que...?", 3rd ed., is accompanied by a workbook and audio tapes that are designed to be studied outside class. The readings in the text have been taken from Spanish language newspapers and magazines. Grammar is covered in the homework assignments and reinforced in class with a variety of paired and small group activities. Since the majority of class time is devoted to speaking and listening, class attendance is critical.

Class time: 5% lecture, 15% Closed Circuit TV, 10% Discussion, 1% Laboratory, 60% Group work, reading and related activities

Work load: 3-5 pages of reading per week, 10 pages of writing per semester, 6 exams, 6 quizzes, compositions and journals, approximately 60-120 mins. study per day, 20 pages textbook and workbook exercises (5-10 hrs./wk)

Grade: 20% mid-semester exam(s), 20% final exam, 15% quizzes, 10% class participation, 35% 15% oral interview type evaluations, 10% written compositions and writing activities, 10% listening and workbook exercises

Exam format: All quizzes and tests evaluate listening, reading, vocabulary, grammar and writing. A minimum of multiple choice & true-false items; an effort is made to encourage the use of natural language by using short answers and essays. Two oral interviews.

Span 1003 Intermediate Spanish

(Sec 002-029); 5 cr; prereq [1002 or 1022] or entrance proficiency test

Instructor: STAFF

This course is for those who have completed Spanish 1022 or 1002 with C- or better, or who have taken two or more years of Spanish in high school and have successfully passed the Entrance Proficiency Test (EPT) for this level. In this course, students build on the communicative speaking, writing, listening and reading skills that were acquired in beginning Spanish. The "Conexiones" series, text, lab manual and workbook, are used in class. Class activities are carried out almost entirely in Spanish. For the most part, grammar should be studied at home; a small percentage of class time is intended for grammar instruction and practice. Reading skills are developed through "Conexiones", and writing skills are developed through a variety of writing assignments. Each student will present an oral presentation on a topic related to those covered in "Conexiones" or in class. Because Spanish class is about the only place where a student can practice listening and speaking, class attendance is critical.

Class time: 40% Discussion, 60% communicative activities with language

Work load: 20 pages of reading per week, 10 pages of writing per semester, 4 exams, 3 papers, Daily participation in Spanish. Workbook and lab manual for 6 chapters. Oral group presentation. Oral interview.

Grade: 30% mid-semester exam(s), 20% final exam, 15% written reports/papers, 10% in-class presentations, 10% class participation, 5% lab work, 10% Oral interview

Exam format: Diverse - essay - fill in blank - short answer

Span 1004 Intermediate Spanish**(Sec 002-027); 5 cr; prereq 1003 or entrance proficiency test or [instr consent,dept consent]**

Instructor: STAFF

This course is for those who have successfully passed Spanish 1003 with a C- or have passed the Entrance Proficiency Test (EPT) for this level. This course is a requirement for Spanish 3015. In this course, you will build on the communicative speaking, writing, listening and reading skills that you acquired during the first three semesters of Spanish. The "Conexiones" series, text, lab manual and workbook, are used in class. Class activities are carried out almost entirely in Spanish. For the most part, grammar should be studied at home; a small percentage of class time is intended for grammar instruction and practice. Reading skills are developed through "Conexiones", and writing skills are developed through process writing, a multi-step writing process which entails composition writing, rewrites, journals, pop-quizzes, etc. You will also prepare and present a debate with other classmates. Because Spanish class is about the only place where you can practice listening and speaking, class attendance is critical. All students in a BA, BFA of BIS degree program in the CLA must take the Graduation Proficiency Test (GPT) as a requirement of the course, unless they have already passed the GPT in this or another language.

Class time: 10% lecture**Work load:** 25/30 pages of reading per week, 10/15 pages of writing per semester, 3 exams, 1 composition; 2 mesa redonda**Grade:** 50% quizzes, 10% class participation, 5% lab work, 0% 15% written composition; 10% round-table discussion; 10% debate**Exam format:** Exams evaluate listening, reading, vocabulary & grammar, writing & culture. A minimum of multiple choice and true/false items; Encourage the use of natural language by using short answers, short/long essays. 1 debate**Span 1022 Alternate Second-Semester Spanish****(Sec 001-025); 5 cr; prereq Placement above 1001**

Instructor: STAFF

This course is for the student who has studied two or more years of Spanish. The course provides a quick review of very beginning Spanish and at the end of this course students should be ready for Spanish 1003. Upon entering this course, the student should know basic vocabulary and be familiar with present and past tense forms. Spanish is spoken almost exclusively in class. Spanish 1022 focuses on the development of communicative skills: listening, speaking, reading and writing. One day a week students watch "Destinos", an educational television program in Spanish. The text, "?Sabias que..?" 3rd ed., is accompanied by a workbook and audio tapes that are designed to be studied outside class. The readings in the text have been taken from Spanish language newspapers and magazines. Grammar is covered in the homework assignments and reinforced in class with a variety of paired and small group activities. Since the majority of class time is devoted to speaking and listening, class attendance is critical.

Class time: 5% lecture, 15% Closed Circuit TV, 10% Discussion, 10% Laboratory, 60% group work, reading and related activities**Work load:** 15/25 pages of reading per week, 10/15 pages of writing per semester, 5 exams, 3 compositions; approximately 60-120 mins. study per day, 20 pages textbook and workbook exercises (5-10 hrs./wk)**Grade:** 20% final exam, 10% class participation, 10% lab work, 60% 25% unit exams, 15% oral interview type evaluations, 10% written compositions and journals, 10% listening and workbook exercises**Exam format:** All quizzes and tests evaluate listening, reading, vocabulary, grammar & writing. A minimum of multiple choice & true/false items; encourage the use of natural language by using short answers and essays. Two oral interviews.**Span 3015 Spanish Composition and Communication****(Sec 001-009); 4 cr; prereq [1004 or 1014 or 1044], GPT high pass**

Instructor: STAFF

Spanish 3015 is the first of the upper division sequence for Spanish majors and minors. To enroll in this class, a student must take Spanish 1004 and successfully pass the Graduation Proficiency Exam (GPT) at

the level set for majors and minors. This class is designed to further develop and strengthen the language skills acquired in the foundation courses. Rather than separating the internal disciplines inherent in second language study, this course seeks to integrate in a meaningful and "real world" fashion the student's ability to write, speak, read and understand modern Spanish at a level that is expected of majors and minors. Students will generate a series of creative and original compositions and will read a variety of texts from both Spain and Latin America. The class will employ diverse learning techniques -- grammar review, audio tape exercises, paired work, small group work, all class discussions, oral presentations, peer editing, process writing -- to provide students with the appropriate opportunities to enhance their language skills as they learn academic content through the active use of the Spanish language. This course requires a major time commitment on the part of each student registered.

Class time: 25% lecture, 50% Discussion, 25% 15% peer editing, 10% preparing and presenting projects**Work load:** 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 4 papers, 30% compositions, 20% examinations, 10% research paper, 10% oral presentation, 10% reader's journal, 20% compositional group work and class participation**Grade:** 15% class participation, 0% 5% participation in peer editing groups, 30% compositions and portfolio, 20% examinations, 10% reader's journal, 10% round-table discussion, 10% final research paper**Exam format:** Essays and short answers written in Spanish, together with grammar sections.**Span 3021 Advanced Communication Skills****(Sec 001-003); 4 cr; prereq 3015 or [dept consent, instr consent]**

Instructor: STAFF

Spanish 3021 is the second of the upper division sequence for majors or minors. Students who received an A or B in Spanish 3015 under the semester system and feel linguistically prepared, have the option to advance to the 31xx series in lieu of 3021; however, they may substitute it later for an elective course. While this class is designed to further develop and strengthen the language skills, it seeks to integrate in a meaningful and "real world" fashion the student's ability to write, speak, read and understand modern Spanish at a level that is expected of majors and minors. Students will write summaries of lectures given by native speakers, two papers and reader's journals. They will give an oral presentation and read a variety of texts. The class will employ diverse learning techniques -- grammar review, audio tape exercises, paired work, small group work, all-class discussions, peer editing, and process writing -- to provide students with the appropriate opportunities to enhance their language skills as they learn academic content through the active use of the Spanish language. This course requires a major time commitment on the part of each student registered.

Class time: 25% lecture, 50% Discussion, 25% 15% peer editing, 10% preparing and presenting projects**Work load:** 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 6 papers, 30% compositions, 20% examinations, 10% research paper, 10% oral presentation, 10% reader's journal, 20% compositional group work and class participation**Grade:** 20% mid-semester exam(s), 20% quizzes, 10% in-class presentations, 10% class participation, 0% 15% compositions and portfolio, 10% paper, 10% reader's journal, 25% final paper**Exam format:** Essays and short answers written in Spanish, together with grammar sections.**Span 3044 Advanced Medical Spanish****(Sec 001); 4 cr; prereq [[1004 or 1014 or 1044 or equiv], GPT] or instr consent**

Instructor: Lopez, Maria Emilce

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.

Work load: 20 pages of reading per week, 15 pages of writing per semester, 2 exams, 1 papers

Grade: 20% class participation, 15% compositions and portfolio, 5% participation in peer editing groups; 20% examinations; 10% web-CT activities and homework; 10% final research paper

Exam format: Essays and short answers written in Spanish, together with grammar sections. Exams evaluate listening, reading, vocabulary & grammar, writing & culture. A minimum of multiple choice and true/false items.

Course URL: <http://www.idl.umn.edu/SPAN0144/home.html>

Span 3105W Introduction to the Study of Hispanic Civilizations (Sec 001-004); 3 cr; prereq [3015, GPT high pass] or [instr consent, dept consent]; meets CLE req of Writing Intensive

Instructor: STAFF

La clase presenta un enfoque parcial del amplio panorama de la cultura y civilizacion hispanicas en Espana Latinoamerica y en los Estados Unidos. Vasto, pero limitado en su alcance, el curso se organiza cuidadosamente alrededor de un mosaico de segmentos interrelacionados que intentan explicar la compleja idiosincracia hispana. Motivo de discusion seran ciertos rasgos que tienden a formularse en las sociedades latinas: la religion y el fetichismo, la re-escritura de la historia, el discurso politico, el racismo y los grupos etnicos, la civilizacion y la barbarie, la revolucion y las nascentes democracias, la literatura, la musica, el teatro y el carnaval etc. El proposito original del curso es familiarizar al estudiante con el funcionamiento de los mecanismos sociales que hacen de la sociedad hispana un fenomeno peculiar y distinto. En razon a ello, las clases tendran dos componentes basicos. Por un lado, el profesor presentara al inicio de cada seccion y en algunas clases los conceptos y los temas que seran enfatizados en el analisis de textos especificos recurriendo a los fuentes de informacion disponibles, e.g., bibliotecas, bibliografias, revistas especializadas etc. Se requiere que los alumnos: 1) atiendan las explicaciones y tomen notas de las mismas; 2) estudien los topicos formales e historicos que aparecen en los textos asignados; 3) observen sistematicamente los videos presentados en clase; 4) formen grupos de discusion funcionales tanto dentro como fuera de clase.

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

Exam format: take-home

Span 3107W Introduction to the Study of Hispanic Linguistics (Sec 001-004); 3 cr; prereq [3015, GPT high pass] or [instr consent, dept consent]; meets CLE req of Writing Intensive

Instructor: STAFF

This course is an introduction to Linguistics conceived as theoretical discipline, with special attention to Hispanic Linguistics. The course is divided into the following components: (1) The Spanish language from a communicative perspective, (2) synchronic linguistics, which encompasses: (2.1) phonetics, (2.2) phonology, (2.3) morphology, (2.4) syntax, (2.5) lexicon, (3) diachronic linguistics: history of the Spanish language, (4) discourse analysis, pragmatics, (5) language and social context, (6) language, culture and ideology. Through these components, students are introduced to the study of Hispanic

Linguistics and its relationships with social, cultural and literary studies. Teaching methods include lectures, discussions, group activities, and problem solving exercises. As this course has been designated writing intensive written reports and papers will be assigned.

Class time: 70% lecture, 30% Discussion

Work load: 20 pages of reading per week, 20 pages of writing per semester, 2 exams, 2 papers, 2 homework assignments

Grade: 30% mid-semester exam(s), 15% final exam, 20% written reports/papers, 15% in-class presentations, 10% problem solving, 10% group work

Exam format: fill in the blank, essay

Span 3212 Literary Discourses of Modern and Contemporary Spain (1800-Present)

(Sec 001); Credit will not be granted if credit has been received for: SPAN 3312, SPAN 3212H; 3 cr; prereq 3104

Instructor: STAFF

Al margen de su calidad intrinseca probada, la poesia espanola posee una cohesion, una sujecion y engarzamiento tales que su continuidad, su tradicionalismo, es uno de los rasgos que mejor la singulariza en el quehacer lirico ecumenico. Lo decisivo aqui es quo lo nuevo y lo prestado de afuera se combina y funde con lo tradicional para convertirse en una hechura genuinamente espanola. De esta forma se explica el por que el Cancionero y el Romancero anonimos de los siglos XII-XVI aun pervivan en Juan Ramon Jimenez y Federico Garcia Lorca, poetas de nuestro siglo. Ocurre algo identico, salvando las distancias de las epocas, 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 anos ochentas y noventas: con su agudeza de ser, su metrica y su caracter nacional hispano. Tampoco habremos de olvidar que la Vieja Espana--aferrada a ese tradicionalismo castizo que ha venido retrasando, desde el XVIII, el racionalismo afrancesado neoclasico, el Romanticismo del XIX (Becquer y Espronceda), el Modernismo americano de fin de siglo, etc.--se ha batido en los ultimos dos si-glos para mantener viva aquella "idiosincracia espanola" obsesionada con el aislamiento y el exilio.

Grade: 20% final exam, 15% in-class presentations, 15% class participation, 0% Ensayo # 1/# 2, 15% @; Examen I, 20%

Span 3401 Service Learning in the Chicano/Latino Community (Sec 001-003); 3 cr; prereq 3015, GPT, dept consent via application; meets CLE req of Citizenship/ Publ Ethics Theme; meets CLE req of Cultural Diversity Theme

Instructor: Ganley, Kathleen Marie !!Outstanding Service Award!!

This is a service-learning course in which students relate academic topics with service they do in an organization that works with the Chicano/Latino population. Students work 45 hours in the community over the semester. They also meet once per week for a 2 1/2 hour seminar. The class is composed of discussions (such as intercultural communication, racism, white privilege, bilingual education and immigration), guest speakers, role plays, videos and visits to the community.

Class time: 85% Discussion, 15% Videos, role-plays, simulations.

Work load: 30-50 pages of reading per week, 13-26 pages of writing per semester, 1 papers

Grade: 50% written reports/papers, 20% class participation, 30% participation in the community, discussion leader

Exam format: no exams

Span 3502 Spanish Civilization: Modern Spain (Sec 001); Credit will not be granted if credit has been received for: SPAN 3402, SPAN 3502H; 3 cr; prereq 3105

Instructor: Sullivan, Constance A

For undergraduate majors. Given in Spanish. We examine the development of Spanish culture from the early 19th century (c. 1800) to the end of the 20th century through critical analysis of representative works of literature, art and film in the specific historical contexts. Beginning with the late Enlightenment in Spain, we move to the Romantic era, Realism and the crisis of individual, group, and national identities, and the conflicts of the 20th century as writers, artists and

filmmakers expressed them imaginatively.

Class time: 40% lecture, 60% Discussion

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

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

Exam format: Short answer and essay.

Span 3701 The Structure of Spanish: Phonology

(Sec 001); Credit will not be granted if credit has been received for: SPAN 3801, SPAN 3701H; 3 cr; prereq 3107

Instructor: Face, Timothy L

This course aims to provide undergraduate students with an understanding of the basic concepts of phonetics and phonology and to teach them to apply these concepts to Spanish. The course will be both conceptual and practical. The practical component will involve the students using the concepts learned in class to improve their own pronunciation of Spanish. Students will acquire skills in recognizing, producing, transcribing and describing in linguistic terms the sounds of Spanish and in understanding and analyzing the Spanish sound system. Some consideration will also be given to the Spanish orthographical system as it relates to the Spanish sound system.

Class time: 20% Discussion, 10% group activities

Work load: 15 pages of reading per week, 10 pages of writing per semester, 1 exams, 1 papers, project; periodic homework assignments/quizzes

Grade: 20% final exam, 10% written reports/papers, 30% special projects, 40% quizzes, 0% homework

Exam format: mixed format

Span 3970 Directed Studies

(Sec 001-011); 1-4 cr; max crs 9, 3 repeats allowed; prereq instr consent, dept consent, college consent

Instructor: STAFF

Guided individual reading or study. Consult with the Undergraduate Advisor: Margaret Demmessie.

Span 5107 The Literature of the Spanish Empire and Its Decline (Sec 001); 3 cr; prereq three 3xxx or 5xxx literature courses in Spanish or Portuguese

Instructor: Spadaccini, Nicholas

This course is conducted in Spanish and is directed to graduate students and exceptional undergraduates who may register with permission of the instructor. The focus is on the literature and culture of the Spanish 16th and 17th centuries, of the Renaissance and Baroque periods respectively. Texts chosen for analysis include romances of chivalry, pastoral romances, chronicles of conquest, picaresque narratives, Cervantes' _Exemplary Novelles_, a variety of poems illustrative of several poetic movements, plays composed under the aegis of the so-called arte nuevo, sacramental plays, dreams, emblems and aphorisms. General topics of discussion include: "Novel and Experience--The Knight Errant, The Shepherd, and The Picaro"; "Renaissance Humanism and Poverty"; "Letters and Empire"; "The Culture of Crisis of Baroque Spain"; and "Baroque Subjectivity".

Class time: 50% lecture, 50% Discussion

Work load: 200 pages of reading per week, 30-40 pages of writing per semester, 1 exams, Extensive take-home exam

Grade: 50% final exam, 25% in-class presentations, 25% class participation

Exam format: Essay

Span 5711 The Structure of Modern Spanish: Phonology

(Sec 001); 3 cr; prereq 3701, two 3xxx or 5xxx linguistics courses in Spanish or instr consent

Instructor: Face, Timothy L

This course provides an intense introduction to some of the major topics in Spanish phonology and their treatments within the various models of generative phonology. A working knowledge of Spanish articulatory phonetics and a basic knowledge of phonological concepts is assumed. Throughout the course we will build on this previous

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knowledge and examine the ways in which modern phonological theory has been applied to topics in Spanish, the contribution that phonological theory has made to our understanding of Spanish, and the contribution that Spanish has made to phonological theory. While lecture will be used to introduce concepts, the majority of class time will be spent discussing the course readings.

Class time: 25% lecture, 75% Discussion

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

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

Exam format: Essay, problem solving

Span 5930 Topics in Ibero-Romance Linguistics

(Sec 001); 3 cr; max crs 9, 3 repeats allowed

Instructor: Klee, Carol Anne

The topic of this course is Spanish language contact. We will examine theoretical and methodological issues relating to different types and results of contact on Spanish, taking into account the varying social conditions under which contact occurs. The course will begin with an analysis of the major theoretical frameworks for the study of language contact (Weinreich, Thomason & Kaufmann, Myers-Scotton). We will then analyze and discuss research articles in the following areas: Spanish-based creole languages, Afro-Hispanic language contact in Africa and Latin America, Spanish in contact with the indigenous languages of Latin America, Spanish in contact with Portuguese, Spanish in contact with the regional languages of Spain, and Spanish in contact with English in the U.S.

Class time: 35% lecture, 40% Discussion, 25% Student presentations

Work load: 100 pages of reading per week, 25 pages of writing per semester, 1 papers

Grade: 80% written reports/papers, 10% in-class presentations, 10% class participation

Exam format: essay

Span 5970 Directed Readings

(Sec 001-011); 1-4 cr; max crs 9, 9 repeats allowed; prereq MA or PhD candidate, instr consent, dept consent, college consent

Instructor: STAFF

Sport Studies

220 Cooke Hall: 612/625-5300

SpSt 3601 Ethics and Values in Sport

(Sec 001); 2 cr; A-F only; prereq SpSt major only; 3611 recommended

Instructor: Buysse, Jo Ann Marie

Are professional sports immoral? What does it mean to act in a way that characterizes good sports behavior? Does sport perpetuate violence in society? What is moral and ethical conduct in sport? These and other ethical issues in sport will be explored from historical, philosophical, and sociological perspectives. Students will be required to actively engage in critical reading, writing, thinking, and discussion. This course is designed for Sport Studies majors and has the prerequisite of SpSt 1701 and a recommendation of SpSt 3611.

Class time: 40% lecture, 20% Closed Circuit TV, 40% Discussion

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

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

Exam format: Multiple choice, essay

SpSt 3641 Training and Conditioning for Sport

(Sec 001); 2 cr; A-F only; prereq [Kin or SpSt] major

Instructor: Ingraham, Stacy Jean

This course will provide an opportunity to learn the methodology of developing training and conditioning programs for a variation of sports. This course will also focus on the dissemination of research to obtain reasonable conclusions of current trends in training. The student will

acquire sound knowledge that will enable him/her to systematically write training and conditioning programs.

SpSt 3861 Legal Aspects of Sport

(Sec 001); 2 cr; A-F only; prereq SpSt major only

Instructor: STAFF

Survey of legal issues in sport, including participation rights, civil rights, civil liberties, risk management, negligence, due process, and employment and work related legalities. Develop awareness as to how the law impacts the world of sport. Develop an ability to identify legal issues and exposures that impact sport situations. Develop a basic understanding of sport law and liability.

Class time: 80% lecture, 20% Discussion

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

Grade: 25% mid-semester exam(s), 25% final exam, 40% written reports/papers, 10% in-class presentations

Exam format: essay

SpSt 3881W Senior Seminar in Sport Studies

(Sec 001); 3 cr; A-F only; prereq SpSt major, completion of major coursework, instr consent; meets CLE req of Writing Intensive

Instructor: Buysse, Jo Ann Marie

This course is the final academic preparation course prior to the practicum experience. Topics will focus on student interests in sport careers and career preparation. A final research project will be required. Students will be required to do an oral presentation as well as a final paper. This is a writing intensive course.

Class time: 20% Discussion, 80% Guest Speakers and Research.

Work load: 20 pages of reading per week, 20 pages of writing per semester, 1 papers, SR Thesis Project.

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

Exam format: N/A

Statistics

313 Ford Hall: 612/625-8046

Stat 1001 Introduction to the Ideas of Statistics

(Sec 001); 4 cr; prereq High school algebra; meets CLE req of Mathematical Thinking Core

Instructor: Hawkins, Douglas M

The course covers the essentials of statistical thinking. Topics include types and sources of data, principles of experimentation, and the most commonly useful statistical tools. Presentation is non-mathematical. Exercises use hand calculators; there is no computer component.

Class time: 80% lecture, 20% Laboratory

Work load: 40 pages of reading per week, 50 pages of writing per semester, 3 exams

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

Exam format: In-class problem solving

Stat 1001 Introduction to the Ideas of Statistics

(Sec 004, 007, 010); 4 cr; prereq High school algebra; meets CLE req of Mathematical Thinking Core

Instructor: STAFF

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

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claims made about populations.

Class time: 75% Closed Circuit TV, 25% Laboratory

Work load: 10 pages of reading per week, 3 exams

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

Exam format: essay, problem solving and multiple choice

Stat 3011 Introduction to Statistical Analysis

(Sec 001, 005, 009, 013, 017); Credit will not be granted if credit has been received for: STAT 5021, ANSC 2211, ANSC 2211, ANSC 2211; 4 cr; prereq Two yrs high school math; meets CLE req of Mathematical Thinking Core

Instructor: STAFF

This course provides an introduction to basic methods of statistics, including descriptive statistics, elementary probability ideas and random variables, distributions of sample averages. One and two sample t-procedures, simple linear regression, basic ANOVA. The target audience is undergraduates from all majors. Stat 3011 and Stat 3021 are both entry courses into the statistics curriculum for undergraduates.

Exam format: problem solving

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

Stat 3021 Introduction to Probability and Statistics

(Sec 003); 3 cr; prereq Math 1272

Instructor: Chatterjee, Singdhansu Bhusan

This course will start with an introduction of probability, including meanings of probability, axioms of probability, symmetry probability and the use of counting methods for solving probability problems, conditional probability, Baye's 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.

Stat 3021 Introduction to Probability and Statistics

(Sec 001, 004); 3 cr; prereq Math 1272

Instructor: STAFF

This course will start with an introduction of probability, including interpretations of probability, axioms of probability, and the use of counting methods for solving probability problems, conditional probability, Bayes theorem, independence, random variables and distributions, expected values, the binomial, Poisson, normal and other distributions, the law of large numbers, and the central limit theorem. Then we will cover applications of the above to the theory of statistical inference, including estimation, confidence intervals, and hypothesis tests.

Class time: 100% lecture

Work load: 10 pages of reading per week

Grade: 45% mid-semester exam(s), 45% final exam, 10% problem solving

Exam format: Problem solving

Stat 3022 Data Analysis

(Sec 001, 004, 007); 4 cr; prereq 3011 or 3021

Instructor: STAFF

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

(Sec 001); Credit will not be granted if credit has been received for: STAT 5102; 4 cr; prereq 4101

Instructor: Dickey, James Mills

This is the second of a two course sequence. The two course sequence will start with an introduction to probability, including meanings of probability, axioms of probability, symmetry probability and the use of counting methods for solving probability problems, conditional probability, Bayes' theorem, independence, random

variables and distributions, expected values, the binomial, Poisson, normal and other distributions, the law of large numbers and the central limit theorem. Then we will cover applications of the above to statistical inference, including estimation, confidence intervals, and hypothesis tests. We may also discuss the analysis of variance and linear regression if time permits. Lecture section meets 3 days per week plus one or more recitation sections once per week. Quizzes are given bi-weekly and will be discussed in the recitation section. The course will emphasize basic understanding of concepts and methods, rather than learning stylized problems, procedures, or calculations. The subject matter in the textbook will be studied.

Class time: 75% lecture, 25% Discussion

Work load: 1 exams, 7 bi-weekly quizzes

Grade: 50% final exam, 50% quizzes

Exam format: variable (avoid stylization)

Stat 4893W Senior Paper

(Sec 001); 1 cr; prereq Stat major; meets CLE req of Writing Intensive

Instructor: STAFF

STAT 4893W is a requirement for a BA in Statistics in CLA. The requirement can be satisfied in three ways: (1) Directed study culminating in a paper on a specialized area of Statistics (this is the most common choice), (2) A written report on a consulting assignment or on an analysis of data. (3) A computer program to implement a nontrivial statistical technique, together with documentation of its use. Students should enroll in any semester of their Senior year. If work is unfinished at the end of the semester (as frequently happens), an incomplete (I) will automatically be reported. The topic of the paper should be chosen in consultation with a faculty supervisor. Frequently this faculty member will be the student's instructor in STAT 5xxx, and the paper will build from the course.

Work load: 1 papers

Grade: 100% written reports/papers

Stat 5021 Statistical Analysis

(Sec 001); Credit will not be granted if credit has been received for: STAT 3011, ANSC 2211, ANSC 2211, ANSC 2211; 4 cr; prereq credit will not be granted if credit received for: 3011; College algebra or instr consent; Stat course recommended

Instructor: Meeden, Glen Dale

The primary audience for this course is graduate students in non-statistics- major programs who need statistical competence. Typical needs would be the analysis of data using the more common statistical methods, the design of single-factor experiments and the ability to read journal articles and assess their statistical content critically. After completion of the course, students are able to carry out one-and-two sample tests, set up confidence intervals for means, proportions and differences in means and proportions. They can fit single-predictor regressions and one-way analysis of variance, along with checks of the model assumptions underlying these methods. The course includes a brief non-calculus introduction to probability theory and statistical distributions. Teaching involves in-class lectures and weekly homework exercises. To do many of the problems you will need to use a statistical package. If your home department has such a package you should use that. Otherwise you may use Rweb. This is a free statistical analysis package which is available over the Internet. For more information go to <http://www.stat.umn.edu> and click on Rweb.

There is a weekly computer lab for help with the assignments. Homework solutions, some course handouts and copies of old exams with solutions will be available over the web.

Class time: 75% lecture, 25% Laboratory

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

Grade: 44% mid-semester exam(s), 44% final exam, 12% problem solving

Exam format: problem solving

Course URL: <http://www.stat.umn.edu/~glen/classes/5021a/>

Stat 5021 Statistical Analysis

(Sec 007); Credit will not be granted if credit has been received for: STAT 3011, ANSC 2211, ANSC 2211, ANSC 2211; 4 cr; prereq

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credit will not be granted if credit received for: 3011; College algebra or instr consent; Stat course recommended

Instructor: STAFF

The primary audience for this course is graduate students in non-statistics- major programs who need statistical competence. Typical needs would be the analysis of data using the more common statistical methods, the design of single-factor experiments and the ability to read journal articles and assess their statistical content critically. After completion of the course, students are able to carry out one-and-two sample tests, set up confidence intervals for means, proportions and differences in means and proportions. They can fit single-predictor regressions and one-way analysis of variance, along with checks of the model assumptions underlying these methods. The course includes a brief non-calculus introduction to probability theory and statistical distributions.

Stat 5102 Theory of Statistics II

(Sec 001); Credit will not be granted if credit has been received for: STAT 4102; 4 cr; prereq 5101 or Math 5651

Instructor: Chatterjee, Singdhansu Bhusan

This is the second part of a paired course, the first part being Stat5101. In this course we discuss theories involving estimation techniques, sampling distributions of estimators, hypothesis testing theory, linear regression and some parts of categorical data analysis and nonparametric statistics. Stat5101 (or Math5651) is a necessary prerequisite for this course.

Course URL:

<http://www.stat.umn.edu/~chatterjee/teaching/stat5102.html>

Stat 5102 Theory of Statistics II

(Sec 004); Credit will not be granted if credit has been received for: STAT 4102; 4 cr; prereq 5101 or Math 5651

Instructor: Wang, Lan

THEORY OF STATISTICS II. (4 cr.; SP-5101 or MATH 5651, no credit if credit was received for 4102) Estimation, test of hypotheses, size and power; categorical data; contingency tables; multivariate normal distribution; linear models; decision theory.

Stat 5201 Sampling Methodology in Finite Populations

(Sec 001); 3 cr; prereq 3011 or 3021 or 5021 or instr consent

Instructor: Martin, Frank B

This course is intended for undergraduate stat majors and graduate students in any field who have an interest in gathering data, sampling their objects of interest, human, animal, enterprises or plots of ground, etc. Techniques for drawing samples are the major focus. Appropriate estimation is described for the sampling technique employed. The efficiencies of various sampling plans are examined and techniques for compensating for non response are described. Text: Sampling: Designs & Analysis, by Sharon Lohr, Duxbury, 1999. Teaching method is lecture and assignment of homework problems. There are midterm and final exams.

Class time: 80% lecture, 20% Discussion

Work load: 30 pages of reading per week, 2 exams, Weekly homework problems (10pages)

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

Exam format: Essay

Stat 5302 Applied Regression Analysis

(Sec 001); 4 cr; prereq 3022 or 4102 or 5021 or 5102 or instr consent

Instructor: Cook, R Dennis

This course is on statistical methods for studying the dependence of a response variable (e.g., life expectancy) on a number of predictor variables (e.g., age, smoking status, gender, ...). It is designed for beginning graduate and advanced undergraduate students who will likely use regression in future studies. Students will make extensive use of the computer program Arc, available at www.stat.umn.edu/arc. A description of the textbook is available at this web-site as well. Arc is based on a point-and-click interface; no programming skills are

required. Grading will be based on two mid-semester exams, weekly assignments and a final exam. .

Class time: 75% lecture, 25% Laboratory

Work load: 30 pages of reading per week, 3 exams, 10 problem assignments

Grade: 35% mid-semester exam(s), 25% final exam, 30% problem solving

Exam format: Multiple choice and essay

Stat 5303 Designing Experiments

(Sec 001); 4 cr; prereq 3022 or 4102 or 5021 or 5102 or instr consent

Instructor: Weisberg, Sanford

Planning and analysis of experiments, including randomized, block, incomplete block, fractional, split plot and response surface designs. Analysis of variance, multiple comparisons, variance-stabilizing transformations, contrasts, and random effects. .

Class time: 75% lecture, 25% Laboratory

Work load: 3 exams

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

Exam format: problem solving

Course URL: <http://www.stat.umn.edu/~sandy/courses/5303>

Stat 5993 Tutorial

(Sec 001); 1-6 cr; max crs 12, 12 repeats allowed; prereq instr consent

Instructor: STAFF

Students may contact the department for information.

Studies in Cinema and Media Culture

350 Folwell Hall: 612/624-8099

SCMC 3177 On Television

(Sec 001, 002); Credit will not be granted if credit has been received for: CSCL 3177, CSCL 3177; 4 cr

Instructor: STAFF

Television is a pervasive and hybrid cultural form, marking a convergence of technologies, institutions, audiences and ideas. It has reorganized domestic and public space; challenged traditional concepts of "high" culture and "low" culture; nurtured ideas of global villages and simultaneity; ushered spectacle, advertising and standardized programs into our living rooms and supplied resonant metaphors for understanding the experience of contemporary life: boob tube, sound bite, talking head, tune-in/drop out, instant replay, prime time and pet-cam. In short, television has played a crucial role in transforming perception, inviting us to rethink fundamental concepts such as time, space, text, image, sound, and aesthetics. This course begins with the assumption that television is a complex phenomenon with neither a unitary significance nor a simple effect. We will explore key debates in the history, theory and criticism of television, concentrating on developing skills to facilitate critical and creative "readings" of television's past and present forms. This will include consideration of how television has borrowed from and influenced other media forms - especially film, music and digital media.

Class time: 80% lecture, 20% Discussion

Swedish

205 Folwell Hall: 612/625-2080

Swed 1002 Beginning Swedish

(Sec 001, 002); Credit will not be granted if credit has been received for: SWED 4002; 5 cr; prereq 1001

Instructor: STAFF

This course continues the beginning sequence in Swedish, which

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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 Graduation Proficiency Test (GPT) in another language or are a graduate student or a non-degree-seeking student. Contact the Department Office at (612) 625-2080 for a permission number.

Class time: 10% lecture, 70% Discussion, 20% Laboratory

Swed 1004 Intermediate Swedish

(Sec 001, 002); Credit will not be granted if credit has been received for: SWED 4004; 5 cr; prereq 1003

Instructor: STAFF

This course continues the presentation of language skills--speaking, writing, listening and reading begun in Swedish 1001/1002. Students will review, examine and develop these skills through a content-based curriculum. Students will be introduced to a variety of Swedish texts--stories, songs, newspaper articles, video and Internet resources. The review of basic points of Swedish grammar with an emphasis on sentence structure and word order will enable students to improve their writing skills in connection with process-oriented writing assignments. Vocabulary building will be supported by a rich array of texts that the students will be reading during their second year. Speaking and listening will be practiced in role play activities involving representative social situations. The interaction will familiarize students with the different levels of formality and intimacy used in conversational settings, and the codes and mythologies unique to Swedish culture. You may register for this course under the number Swed 4004 for a reduced number of credits (and lower tuition) if you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or a non-degree-seeking student. Contact the Department Office at (612) 625-2080 for a permission number.

Class time: 10% lecture, 70% Discussion, 20% Laboratory

Work load: 50% reading/writing; 50% oral/aural

Swed 4002 Beginning Swedish

(Sec 001, 002); Credit will not be granted if credit has been received for: SWED 1002, SWED 1002; 2 cr; prereq passing score on GPT in another language or grad

Instructor: STAFF

See the course descriptions for Swed 1002. This 4xxx-level course designator is a special option for qualified students to take the 1xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or are not seeking a CLA degree, you may register for Swed 1002 under the number 4002 for 2 credits. Contact the department office, 612-625-2080, for a permission number.

Class time: 10% lecture, 70% Discussion, 20% Laboratory

Work load: 50% reading/writing; 50% oral/aural

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

Swed 4004 Intermediate Swedish

(Sec 001, 002); Credit will not be granted if credit has been received for: SWED 1004, SWED 1004; 2 cr; prereq passing score on GPT in another language or grad

Instructor: STAFF

See the course description for Swed 1004. This 4xxx-level course designator is a special option for qualified students to take the 1xxx-level course for reduced credits. If you have already passed the Graduation Proficiency Test (GPT) in another language or are a graduate student or are not seeking a CLA degree, you may register for Swed 1004 under the number 4004 for 2 credits. Contact the Department Office at (612) 625-2080 for a permission number.

Class time: 10% lecture, 70% Discussion, 20% Laboratory
Work load: 50% reading/writing; 50% oral/aural

Class time: 10% Discussion, 90% participation in apprenticeship placement
Work load: 20 hrs/wk, including apprenticeship in an ESL class
Grade: 10% class participation, 90% improvement in ESL teaching performance

Teaching English as a Second Language

215 Nolte Center: 612/624-3331

TESL 5402 Language Analysis for Teachers of English as a Second Language

(Sec 001); 4 cr; prereq 5401, Ling 5001

Instructor: Lazaraton, Anne Louise

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.

Class time: 50% lecture, 50% Discussion

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

Grade: 40% written reports/papers, 35% quizzes, 15% in-class presentations, 10% class participation

Exam format: problem solving

TESL 5610 Research Methods in Applied Language Study

(Sec 001); 3 cr; max crs 12, 4 repeats allowed; prereq Ling 5505 or instr consent

Instructor: Cohen, Andrew D

The course familiarizes students with key issues in second language acquisition/learning research with a focus on the learning of second or foreign language in the classroom. In addition, students read in depth a limited number of studies which deal with adult second language acquisition/learning. Students are asked to write as a midterm paper a critical review of studies done in an area of SLA of their choice. The final project entails planning and carrying out a case study to examine some aspect of SLA. Key topics to be addressed regarding SLA research: a. Critiquing and preparing a research abstract; b. Stating the research problem and giving the background; c. The research questions, variables, and operational definitions; d. Research design: sample, instrumentation, data collection; procedures, data analysis procedures e. The reporting of the results; f. The discussion and conclusions for a research study; g. Writing a research proposal; h. Writing a research report. The two course textbooks are: 1) Wallace, M. J. (1998). Acting research for language teachers. Cambridge, UK: Cambridge University Press. 2) Porte, G. K. (2002). Appraising research in second language learning: A practical approach to critical analysis of quantitative research. Amsterdam: John Benjamins.

Class time: 30% lecture, 50% Discussion, 20% Student presentations

Work load: 40 pages of reading per week, 15 pages of writing per semester, 2 papers

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

TESL 5722 Practicum in Teaching English as a Second Language

(Sec 001); 6 cr; max crs 12; S-N only; prereq [[5401 or &5401],

[5402 or &5402], 5721, ESL major or ESL minor] or instr consent

Instructor: Lazaraton, Anne Louise

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: TESL 5721, TESL 5401, concurrent enrollment in or completion of TESL 5402, and permission of instructor. Class is limited to M.A. ESL majors; enrollment is usually capped at 10.

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TESL 5723 Materials for Teaching English as a Second Language

(Sec 001); 3 cr; prereq 5721, 5722 or instr consent

Instructor: Cohen, Andrew D

This is a course for graduate and undergraduate students alike. It considers the problems inherent in creating or adapting English and other second-language teaching materials for use in particular classroom settings. Students are expected to have had a basic methods course for teaching a second or foreign language and some experience actually teaching a second language. First, to establish a context for materials development, students look at key concepts and practices in the design of language courses and programs. Then focus is given to the evaluation of existing teaching materials in a variety of media (textbooks, audio, video, CALL, internet), as necessary first step before adapting or creating new materials. Students assist in leading discussions on the evaluation of second-language teaching materials in particular skill areas. The course is primarily devoted to the preparation, field testing, evaluation, and revision of a set of teaching materials, based on feedback from peers and from the instructor.

Topics covered: elements of course and syllabus design, teachers as course developers, criteria for the evaluation of ESL materials, materials development, materials for grammar, materials for reading and writing, materials for listening and speaking, the piloting of materials, the teachers' guide to materials, and course materials for autonomous language learning.

Class time: 20% lecture, 50% Discussion, 30% Group Work

Work load: 50 pages of reading per week, 24 pages of writing per semester, 2 papers, One paper is a "review," the other "course materials."

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

TESL 5993 Directed Studies

(Sec 001, 002); 1-4 cr; max crs 9, 9 repeats allowed; prereq instr consent, dept consent, college consent

Instructor: STAFF

In order to obtain Directed Studies credit through TESL 5993, students must fill out a Student/Faculty Contract for Directed Study. On the form, the student indicates the title of the project, the number of desired semester credits (1-4), the learning objectives associated with it, methods and resources to be used (books, articles, etc.), and also indicate how the results of the project will be evaluated. Then a Faculty Member for ESL must approve it and sign as the supervisor for the project. Forms are available in the department office.

Theatre Arts

580 Rarig Center: 612/625-6699

Th 1101W Introduction to the Theatre

(Sec 001); 4 cr; meets CLE req of International Perspect Theme; meets CLE req of Literature Core; meets CLE req of Writing Intensive

Instructor: STAFF

TH 1101 introduces students to the appreciation of theater as both dramatic text and live event. Through lecture, reading, viewing, analysis, discussion and activities, this class provides students with tools to critically regard theater within its social contexts. This critical analysis particularly emphasizes a comparison of theater across cultures. In addition, TH 1101 provides an introduction to and practice in some of the basic skills necessary to create live theater. Finally, TH 1101 fulfills the CLE requirements for International Perspectives, Literature Core and is a Writing Intensive Course (requiring ten pages of formal writing with at least one revision assignment). This course will be web enhanced but the URL is not yet available.

Class time: 50% lecture, 50% Discussion

Work load: 50-100 pages of reading per week, 10 pages of writing per semester, 1 exams, 3 papers, final project

Grade: 15% mid-semester exam(s), 30% written reports/papers, 25% special projects, 5% quizzes, 25% class participation

Exam format: multiple choice and essay

Instructor: STAFF

BFA Core Component

Th 1301 Acting/Non-Majors

(Sec 001-006); 3 cr; prereq 1101 or concurrent enrollment 1101

Instructor: STAFF

This course is designed to enable students without prior experience in theatre to better appreciate theatrical elements, develop a vocabulary for discussing theatre, and recognize the degree to which the study of basic acting techniques can inform perceptions of self and others.

Students are taught how to act within imaginary circumstances, make bold choices, and develop interpersonal trust and ensemble awareness. Required text: ACTING ONE by Robert Cohen.

Class time: 10% Discussion, 90% Laboratory

Grade: 30% written reports/papers, 30% in-class presentations, 20% Attendance & Participation; 20% Attitude & Growth.

Th 1321 Fundamentals of Performance

(Sec 001-003); 3 cr; A-F only; prereq 1101 or concurrent registration in 1101

Instructor: STAFF

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: training the artistic will, training 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, both courses must be completed to receive credit. Required reading: The Articulate Body by Anne Dennis Body Learning by Michael J. Freeing the Natural Voice by Kristin Linklater Towards a Poor Theatre by Jerzy Grotowski Acting Power by Robert Cohen

Class time: 10% Discussion, 90% Laboratory

Grade: 25% written reports/papers, 25% in-class presentations, 25% Attendance & Participation; 25% Attitude & Growth.

Th 1322 Creating the Performance

(Sec 005); 3 cr; A-F only; prereq 1321 [taken preceding sem or summer session]

Instructor: Margolis Brown, Kari

A fundamental yet comprehensive overview of directing. As the person who directs and co-ordinates the efforts of the playwright, designers and actors, the director is responsible for creating a tangible, aesthetic form out of these disparate elements. The course is intended to introduce the beginning director to the basic tools of the director's craft. The student is instructed in the fundamentals of interpretation, blocking, movement, composition, communication, picturization and rhythm as well as the terminology and jargon of the theatre. A great emphasis is placed upon both the creative and interpretive process of the director's art, as well as on building effective collaborative relationships between actors and directors as they work together to "create the performance" Particular emphasis will be placed on the Director/Actor relationship. 1321 Fundamentals of Performance is a prerequisite for this course.

Class time: 20% lecture, 30% Discussion, 50% Laboratory

Work load: 7-10 pages of writing per semester. The course consists of five projects and requires outside class time.

Grade: 15% final exam, 15% written reports/papers, 40% class participation, 30% problem solving

Exam format: A final project that incorporates lessons learned from the semester.

Th 1396 BFA Voice and Speech II

(Sec 001); 2 cr; A-F only; prereq 1392

Th 1397 BFA Movement II

(Sec 001); 2 cr; A-F only; prereq 1393

Instructor: STAFF

BFA Core Component

Th 1911W Freshman Seminar: Theatre, Entertainment With Attitude

(Sec 001); 3 cr; A-F only; prereq Fr with no more than 30 cr; meets CLE req of Writing Intensive

Instructor: Bernstein, David Joseph

Is live performance obsolete? Are art and entertainment the same, as in ?A & E? In this freshman seminar for non-theater majors, we will address these questions by experiencing the power, immediacy, and social relevance of live theater. Our main goal is to use the rich cultural resources of the Twin Cities, supplemented by in-class discussions, talks with theater and dance professionals, and textual readings to develop a critical language - and a critical eye - with which to look at performance. We will attend performances at a variety of local theaters and use the experience of seeing them ?;up close and personal? to focus on a number of questions. What does it mean for a theater to be mission-driven rather than market-driven? How does theater reflect social and political issues - and the cultural context in which it was created and/or performed? How, and how well, do acting, scenery, costumes, lighting, and sound combine into a total effect to make a text or concept come alive on stage? And yes, we will also ask of each production whether or not it engaged and entertained us as audience members. Here is an excellent opportunity to experience live performance and think about its relationship to culture and values. In other words, to experience live theater as more than a way of passing the time on an otherwise boring Thursday night.

Class time: 10% lecture, 40% Discussion, 50% attending theatre productions

Work load: 0-50 pages of reading per week, 20-25 pages of writing per semester. Attendance at plays is required(fee pays for tickets and transportation); workload consists of a critical journal, one 5-6 page paper, and one special project.

Grade: 55% written reports/papers, 25% special projects, 20% class participation

Exam format: No exams

Course URL: http://webct3.umn.edu/public/TH1911W_s03/index.html

Th 2396 BFA Voice and Speech IV

(Sec 001); 2 cr; A-F only; prereq BFA-acting, sophomore

Instructor: STAFF

BFA Core Component

Th 2397 BFA Movement IV

(Sec 001); 2 cr; A-F only; prereq BFA-acting sophomore

Instructor: STAFF

BFA Core Component

Th 3100 Theatre Practicum

(Sec 001-004); 1 cr; max crs 4, 4 repeats allowed; S-N only; prereq 1101; only two enrollments as actor may count toward a major

Instructor: Gwinup, Martin Bruce

Theatre Practicum is a course that allows the student to receive credit for work within our Main Season production laboratory. This can be as a cast member within a production, as a backstage running crew or board operator, within the shops during the construction of a production, in the box office in promotions, audience development, or House management. The student is expected to commit to 48-54 hours over the term of registration and will be working alongside faculty and/or staff in the development and realization of the production. This is the hands-on lab which is connected to our academic training. Realize that the course is only offered S/N and is also open to any student on campus.

Class time: 95% Laboratory, 5% organizational meetings

Work load: 48 to 54 hours over the term in production area
Grade: 100% lab work

**Th 3120 Theatre: Theory and Practice
 (Sec 001); 3 cr; max crs 6; prereq 1101**

Instructor: STAFF

While Theatre may be a "place of seeing", the very notion of "seeing" radically differs between historical moments as well as between the visual representations those moments produce: from the flickering forms of Plato's cave to those of the cinema, television, or pc screen; from the captured image outside Daguerre's window to the fugitive and countless representations circulating in today's media. This course examines theatrical production within these conflicting visualities of past and present, focusing in particular upon the modern photographic and cinematic eras and the advent of what we now call "popular" culture. We will incorporate readings from visual culture theory (Barthes, Benjamin, Berger, Sontag) and well as those pertaining more specifically to the theatrical/artistic movements (Artaud, Brecht, Breton, Eisenstein, Zola). The emphasis, however, will be upon the creative challenges of (re)presenting the "past" theatrically and visually. Class projects will engage the skills of visual dramaturgy and pursue various ways of writing with/about images; often with a "hypothetical" production in mind. It is geared toward students with an interest in cultural/theatrical/art history, directing and design practitioners, and visual artists.

Class time: 40% Discussion, 60% Lecture/Viewings

Work load: 30-40 pages of reading per week, 10-15 page paper, notebook/journal

Grade: 20% class participation, 30% final paper; 30% notebook/journal; 20% short assignments

Exam format: none

Th 3171 History of the Theatre: Ancient Greece Through Neo-Classicism

(Sec 001); 3 cr; prereq Th major or instr consent

Instructor: Kobialka, Michal A

The course focuses on a critical examination of representational practices in the period from Ancient Greece to the French Revolution. While reviewing these representational practices, which materialize as play-texts, performances, theatre architecture, theatre rebellions and regulations, theoretical writings, etc., the students will discuss how they were produced, given intelligibility, and disseminated. What are the consequences of using or promoting these and not other representational practices? In order to answer this question, the students will explore the following questions/issues: the Western origins of theatre and drama, Aristotle's Poetics, the practices of controlling and censoring creative activities in Rome and in Renaissance Italy and England, the emergence of medieval liturgical drama as well as medieval modes of representation, a shift from resemblance-oriented visual systems to the neoclassical ideal of the French Academy, the female actors and playwright in Restoration, the drama and theatre of the long eighteenth century and how they participated in the process of fashioning a new personality/economic type. This course investigates how performance events are brought to our attention, how they are made worthy of notice, and how they are rationalized as significant for theatre history.

Class time: 70% lecture, 30% Discussion

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

Grade: 30% class participation, 70% 3 exams

Exam format: essay

Th 3314 Text and the Actor

(Sec 001); 3 cr; A-F only; prereq 1101, 1321, 1322

Instructor: Nash, Elizabeth H

The focus of this course is on instruction in Standard Stage Speech, IPA transcription, textual analysis and appropriate interpretive styles to perform heightened language texts: i.e., selections from the Anglo-Saxon poem Beowulf and Geoffrey Chaucer's Canterbury Tales, as well as from the plays of Shakespeare, Wilde, Shaw, O'Neill, Miller and Williams. Videos will be viewed and discussed. This course is intended to teach the varied vocal presentational techniques required by both

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stage and singing actors.

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

Work load: 10 varied short written assignments.

Grade: 50% in-class presentations, 50% Written assignments

Exam format: Presentations and written assignments

Th 3322 Advanced Techniques for Characterization

(Sec 001); 3 cr; prereq 3321

Instructor: Stephens, Kent

The sequel course to 3321, Stanislavski and Technique for Characterization, this session focuses on building characters and researching behavior; techniques are applied to observed real-life characters, characters created from the symbolic imagination, and characters from scripts of "classic" realism: O'Neill, Williams, Chekhov, Hellman, Miller, etc. A series of classes are devoted to handling elevated text, and another to effective audition technique. Acting fundamentals are reviewed and a variety of techniques are examined for developing an approach to work and articulating a personal process. Open only to students who have completed 3321.

Class time: 10% lecture, 90% Laboratory

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

Th 3331 Physical Approaches to Acting

(Sec 001); 3 cr; prereq 1322, [3314 or concurrent enrollment 3314], audition

Instructor: Margolis Brown, Kari

This course will empower students to create and evaluate theater by providing them with a heightened awareness of dynamic performance qualities, dramatic intention and physical metaphor along with a vocabulary to articulate their observations and experience. Students will be trained comprehensively by exploring and strengthening the vital connection between physical and vocal expression. Technique, theory, structured improvisation and collaborative and solo projects will give each student the opportunity to assimilate important principles in to their own working process. PHYSICAL APPROACHES TO ACTING will use the basic principles of Margolis Method as the core pedagogy. Inspired by the work of Brecht, Kantor, Grotowski and Decroux, this method is a dynamic approach to theater that expands the actor's expressive and creative capabilities and physically embodies essential principles for performing and creating all forms of theater. The actor's body knowledge, strength and stamina will also be addressed in every class. Entrance is by audition after you have completed 1321 Fundamentals of Performance and 1322 Creating the Performance.

Class time: 10% lecture, 10% Discussion, 80% Laboratory

Work load: 4-6 pages of writing per semester, 2 papers, students will view and evaluate a performance

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

Th 3395 BFA Workshop I

(Sec 001); 2 cr; A-F only; prereq BFA-acting jr

Instructor: STAFF

BFA Core Component

Th 3398 BFA Rehearsal & Performance I

(Sec 001); 2 cr; A-F only; prereq BFA-acting jr

Instructor: STAFF

BFA Core Component

Th 3399 BFA Rehearsal and Performance II

(Sec 001); 2 cr; A-F only; prereq BFA-acting jr

Instructor: STAFF

BFA Core Component

Th 3390 Topics in Theatre: Advanced Acting: Shakespeare, Shaw, Beckett

(Sec 001); 3 cr; max crs 8, 8 repeats allowed; prereq Varies by topic

Instructor: Stephens, Kent

To introduce techniques for highly demanding texts, this fifteen-week session teaches analysis, preparation, and rehearsal methods for Shakespeare, George Bernard Shaw, and Samuel Beckett. Pre- and post-Stanislvskian methods for the use of language and characterization will be covered, but the course will also demonstrate how Stanislavskian fundamentals continue to apply, and the importance of ongoing work in articulating a personal process.

AUDITION REQUIRED: CONTACT INSTRUCTOR

Class time: 10% lecture, 90% Laboratory

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

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

Th 4322 Acting for the Camera

(Sec 001, 002); 3 cr; prereq 3321

Instructor: Gamoke, John P

Students prepare and perform commercial and industrial copy and scripted scenes and monologues with a focus on the function and effect of the camera and production process. The course begins by comparing camera acting to live stage acting and then continues to build a camera acting technique. Open to students who have successfully completed 1301, Beginning Acting for Non-Majors, or the 1321/1322 introductory performance sequence, or who have been auditioned and selected by the instructor. Required reading: The Camera Smart Actor, Richard Brestoff (required); Acting for the Camera, Tony Barr (recommended).

Class time: 100% Laboratory

Grade: 25% quizzes, 25% class participation, 25% lab work, 25% Final Scenes

Th 4395 BFA Workshop III

(Sec 001); 2 cr; A-F only; prereq BFA-acting sr

Instructor: STAFF

BFA Core Component

Th 4398 BFA Rehearsal and Performance V

(Sec 001); 2 cr; A-F only; prereq BFA-acting sr

Instructor: STAFF

BFA Core Component

Th 4399 BFA Rehearsal and Performance VI

(Sec 001); 2 cr; A-F only; prereq BFA-acting sr

Instructor: STAFF

BFA Core Component

Th 4550 Video Technology

(Sec 001); 3 cr

Instructor: Ludwitzke Jr, Gary R

This course helps the student to understand and gain skills in the area of video production. Areas discussed in this course include; camera technology, operation, and composition; Lighting for video/film; Audio; and production planning. The course includes lecture and demonstration as well as hands on experience in actual location shooting. Students take the roles of Camera operator, Gaffer, Key grip, etc. This course requires the student to check out equipment to shoot the assigned projects. This course is a prerequisite for most of the advanced Video production courses in Theatre Arts and Dance.

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

Work load: 10 pages of reading per week, 2 exams, Hands-on lab projects (4)

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

Exam format: T/F, Multiple Choice, Short answer

Th 4556 Digital Audio and MIDI for Performance

(Sec 001); 3 cr; prereq instr consent

Instructor: Gwinup, Martin Bruce

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Digital Audio is now a mainstay in most recording and many performance situations. This course helps the student to understand the technology of digital audio as well as give them hands on experience using software to manipulate, mix, and create digital audio. The course also exposes the students to MIDI (Musical Instrument Digital Interface). Here the student learns the ins and outs of this computer protocol and how to use it to manipulate both musical instruments as well as other outboard control equipment. The projects are designed to help the student explore and experiment with the softwares and technologies involved with Digital Audio and MIDI. Software used in the course includes Sound Forge, Vegas Video, and Sonar. There is no prerequisite for this course.

Class time: 40% lecture, 20% Discussion, 30% Laboratory, 10%

Work load: N/A pages of reading per week, 1 exams, Projects (5)

Grade: 15% mid-semester exam(s), 5% quizzes, 80% Projects

Exam format: T/F, Multiple Choice, Short Answer

Th 4560 Pre-Production and Planning for Video and Film

(Sec 1); 3 cr; prereq 4550

Instructor: Gwinup, Martin Bruce

One of the most important component of any film for major release, video, or broadcast is the preproduction planning. In this course the students will learn about organization, management, fund raising, script development, hiring, casting, equipment lists, location scouting, etc. The main project for the class will cover these topics as they relate to the project that will be shot in TH5550 Video Project during the summer. Students taking this class are invited to participate in this summer course. Students in the class will take a major roll in the preproduction planning for this project.

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

Work load: Projects (4-5)

Grade: 50% special projects, 10% quizzes, 20% class participation, 20% problem solving

Th 4905H Honors: Tutorial Seminar in Theatre Arts

(Sec 001); 2-4 cr; max crs 4, 1 repeat allowed; prereq =4905; honors, theatre arts, dept consent; limit [2 cr for [cum laude or magna cum laude], 4 cr for summa cum laude]; meets HON req of Honors

Instructor: STAFF

Independent reading and research in selected fields in preparing honors thesis or creative project. Detailed requirements available from the department's Director of Honors.

Work load: 20-25 pages of writing per semester, 1 papers

Grade: 10% written reports/papers

Th 5100 Theatre Practicum

(Sec 001, 002); 1-4 cr; max crs 20, 10 repeats allowed; prereq instr consent, dept consent; 4 cr of 3100 for undergrads

Instructor: STAFF

Individual creative projects in production of approved plays as an actor, director, dramaturg or playwright.

Th 5355 Puppetry: Techniques and Practice in Contemporary Theater

(Sec 001); 3 cr; prereq [[3513 or &3513], instr consent] or grad student

Instructor: STAFF

This course will introduce the fundamentals of puppetry and object theatre through puppetry forms both traditional and contemporary. Object Theatre, Toy Theatre, hand puppets, shadow puppets, and Bunraku-style puppetry will be the primary focus, introduced through in-class manipulation, screenings of videos and slides, and readings. Students will build and create a series of short works for in-class performance. This course includes a shop lab component. Students must have completed TH 1322 and either completed TH 3513 or be taking it concurrently. Qualified students must interview with instructor Michael Sommers and be given a magic number for enrollment.

Th 5500 Theatre Design Practicum**(Sec 001, 002); 1-3 cr; max crs 20, 10 repeats allowed; prereq 3515, instr consent, dept consent**

Instructor: STAFF

Individual projects in production of approved plays as a designer for scenery/properties, costumes, lighting or sound.

Class time: 100% Laboratory**Work load:** projects for design**Grade:** 100% final production and prep work**Th 5540 Lighting Design for the Theatre****(Sec 001, 002); 3 cr; max crs 9, 3 repeats allowed; prereq 3515 or grad or instr consent**

Instructor: Montgomery, Jean A

This course covers the theory and principles of theatre lighting design.

Class format is lecture, discussion, and practical laboratory where students have the opportunity to participate in their own experiments in color and design theory. There are also guest lighting designers from the mainstage season of the University Theatre who lead demonstrations of their designs for actual productions for various stage forms. Students will develop a light plot and paperwork for at least one lighting design in the theatre of their choice in Rarig Center. For non-theater majors, there are alternatives to this requirement, discussable with the instructor. The use of computers in lighting design and paperwork will be discussed and practical experience in using computers for this part of the design is available as part of the course.

Undergraduates with a theater design background (Th 3515), graduate/upper level students with an architecture or art background interested in lighting would be welcome. Note: Section 2 is a practical extension of the coursework covered in Section 1. It is intended for students who have already completed Section 1 in a previous semester. Course content is developed to meet the lighting design interests of the class participants.

Th 5556 Audio Engineering**(Sec 001); 3 cr; prereq 4555 or instr consent**

Instructor: Gwinup, Martin Bruce

What is the best way to record an acoustic guitar? How should you set up microphones to record a grand piano? Should I record the bass amp or should I take a direct line? How should I place the instruments in this mix. These questions and many others are asked and answered in this course. The students get hands on training in the areas of micing, mixing, and recording music in a studio environment. Bands are brought in and the students take on responsibilities such as, engineer, Studio Technician, Producer, etc. Everyone will get hands on access to a modern equipped recording studio and gain experience on mixing with a state of the art digital console. TH4555 Audio Technology is a prerequisite for this course.

Class time: 30% lecture, 20% Discussion, 50% Laboratory**Work load:** LAB (every Friday 5:30-10:00 pm)**Grade:** 20% quizzes, 60% lab work, 20% Attendance**Th 5570 Properties/Scenery Technology****(Sec 001, 002); 3 cr; max crs 15, 15 repeats allowed; prereq 3515 or grad or instr consent**

Instructor: STAFF

Topics in the fields of properties and scenery technology and crafts, as listed in the Class Schedule. Topics may include management structures, upholstery, mask-making, furniture construction, stage mechanics, soft properties, faux finishes and the like.

Th 5580 Costume Technology**(Sec 001); 1-3 cr; max crs 15, 15 repeats allowed; prereq 3515 or grad or instr consent**

Instructor: Binder, Susan M

Costume Technology is offered Fall and Spring Semester. The emphasis of each semester rotates between two methods of pattern making for the theatrical costume. Fall Semester offers Flat Patterning, covering the basic principles and skill of flat patterning the male and

female body block and how to use that information to arrive at the pattern for the Costume Designer's sketch.

Th 5590 Theatre Technology Practicum**(Sec 001, 002); 1-3 cr; max crs 15, 15 repeats allowed; prereq 3515, instr consent, dept consent; 4 cr max for undergrads**

Instructor: STAFF

Individual creative projects in the technology or craft areas of theatre that further practical skills or knowledge in the fields of costumem, lighting, makeup, props, scenery, sound, or theatre management.

Th 5760 Advanced Stage Management**(Sec 001); 2-3 cr; max crs 3, 1 repeat allowed; prereq 5716 or concurrent enrollment 5716, instr consent; [4 cr max for undergrads]**

Instructor: Montgomery, Jean A

The course is a practical extension of TH 5716. You would participate as part of the stage management team on a production during this year's University Theatre season or, in rare cases, on a special project arranged with the instructor.

Class time: 100% Practical lab**Work load:** Practical lab**Grade:** 100% special projects**Th 5993 Directed Study****(Sec 001, 002); 1-5 cr; max crs 20, 20 repeats allowed; prereq 6 Th cr, instr consent, dept consent, college consent**

Instructor: STAFF

Guided individual reading or study.

Urban Studies**348 Social Sciences Building: 612/626-1626****UrbS 3202 Urban Studies Colloquium****(Sec 001); 1 cr; max crs 4, 4 repeats allowed; A-F only; prereq instr consent**

Instructor: STAFF

Visionary Planning and Urban Design.--UrbS 3202 section 001 will examine several recent developments in downtown Minneapolis from the perspective of their contributions to the streetscape and to overall design ambitions. Possible topics of focus include: Block E, Nicollet Mall, the Guthrie, and the Warehouse District housing developments. Dr. Byers is the lead designer in the Minneapolis Planning Dept.

UrbS 3751 Understanding the Urban Environment**(Sec 001); 3 cr; A-F only; meets CLE req of Environment Theme**

Instructor: Pentel, Paula R

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 and environmental justice, among others. Students are required to complete one field trip. Ms Pentel is the Chair of the planning commission in Golden Valley and a PhD candidate in Geography.

UrbS 3900 Urban Studies Internship Seminar**(Sec 001); 2 cr; max crs 4; A-F only; prereq Sr, internship placement, dept consent, instr consent**

Instructor: Pentel, Paula R

A weekly seminar which serves to integrate an internship experience with the academic programs of students. This course is appropriate for any student completing an internship that has an urban focus.

Students must have their internships secured prior to the beginning of the term, and must speak to Paula Pentel prior to registering.

UrbS 3955W Senior Paper Seminar**(Sec 001); 2 cr; A-F only; prereq dept consent, UrbS sr, instr**

consent; meets CLE req of Writing Intensive

Instructor: Martin, Judith A !!Morse Alumni Award!!

This course is intended for seniors in Urban Studies who are ready to work on their senior paper. Format will be sharing information about paper writing process, working on drafts, and completing a final paper.

UrbS 3993 Urban Studies Directed Study

(Sec 001); 2-3 cr; max crs 6, 3 repeats allowed; A-F only; prereq UrbS majors, instr consent, dept consent

Instructor: STAFF

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

(Sec 001); 2 cr; prereq Grad student or [adv UrbS undergrad, instr consent]

Instructor: Martin, Judith A !!Morse Alumni Award!!

This course will explore the City and the metropolis as places which result from important acts of human creativity. We will use interdisciplinary and exploratory perspective to consider the process of building and developing cities as well as the construction of "urban culture." The "texts" for this course will include readings, films, novels and field exploration. A 12-15 page paper will be required.

Women's Studies**425 Ford Hall: 612/624-6006****WoSt 1001 Introduction to Women's Studies**

(Sec 001); 3 cr; max crs 4, 1 repeat allowed; meets CLE req of Social Science Core; meets CLE req of Writing Intensive; meets CLE req of Cultural Diversity Theme

Instructor: Bouchard, Danielle Marie

This course will provide an introduction to the field. We will critically engage with the basic concepts used in women's studies, focusing on different interpretations of these concepts and how they play a role in debates about various issues. We will work toward understanding how power and privilege affect people's material lives, and we will explore histories of resistance movements. Emphasis will be placed on critical reading and thinking skills as we explore the ways in which such categories as race, gender, sexuality, ethnicity, class constitute each other. We will also review dominant histories of feminism and consider the arguments of those who have urged us to rethink these dominant histories, considering debates over the history of women's studies as an academic field.

WoSt 3004W Point/Counterpoint: Contemporary Feminist Debates

(Sec 001); Credit will not be granted if credit has been received for: WOST 3054, WOST 3004V; 3-4 cr; max crs 4, 1 repeat allowed; meets CLE req of Writing Intensive

Instructor: Scheman, Naomi !!CLA Distinguished Tchg Awd!!

Contemporary debates of concern to many women. Abortion, affirmative action, marriage rights, welfare rights, sex education, children's rights, daterape. In-depth study of several issues. Debate pros/cons of relevant perspectives

WoSt 3410 La Chicana

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

Instructor: Fuentes, Claudia L

This class centers on Chicanas or politically defined women of the Mexican American community. Our method is interdisciplinary. It emphasizes the importance of historical context and cultural process to any discussion of the Chicana experience. In order to truly engage in critical analysis it is necessary to explore social and political issues of concern to all Mexican Americans- to discuss racial, cultural, economic and political diversity within the community-and to talk about the Mexican American relationship to our Indigenous, Mexican, U.S.

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mainstream, and diverse Latino cultures. But our primary focus at all times will be Chicanas. Gender dynamics and the intersection forces of race, literature as a lens, we talk about labeling, contextual meaning, and the way in which language structure our thinking. We will look at the socialization process in which ethnicity and culture combine gender expectations. Our topics will include critical discussion of the way in which Chicana writers reflect traditional cultures, how and why they (re)create Mexican culture, and how they use literature as a subversive tool and as a strategy for healing.

WoSt 3412 American Indian Women: Ethnographic and Ethnohistorical Perspectives

(Sec 001); 3 cr; A-F only; prereq =Amin 3409; meets CLE req of Social Science Core; meets CLE req of Cultural Diversity Theme

Instructor: Albers, Patricia

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

Class time: 50% lecture, 35% Discussion, 15% film and video**Work load:** 100 pages of reading per week, 21 pages of writing per semester, 4 papers**Grade:** 100% written reports/papers**WoSt 4103H Honors: International Feminist Theories**

(Sec 001); 3 cr; prereq [3102, 8 cr WoSt] or grad or instr consent; meets HON req of Honors

Instructor: Desai, Jigna

This course provides an opportunity for participants to study and engage with Third World feminisms from our location in a US women's studies department. We will begin our study by interrogating the categories of "women," "feminism," and "Third World." In order to do this, students will learn to interrogate their own power and position. Equipped with critical tools, we will then examine the varieties of oppression that women have endured as well as resisted, including colonization, globalization, and sexuality. Through this exploration, we will highlight the interconnectivity between Third World feminisms and transnational feminisms. Similarities in women's oppression around the world do not mean that all women are equally oppressed however, or that there is some commonality in gender. Nor does it mean that one cannot speak about or critique the oppression of women throughout the world. In fact, this cultural relativist position will be heavily critiqued in this course. OBJECTIVES: Move students away from Western, Eurocentric ideas about feminism and the social locations of women and to provide them with a sense of the many different forms that feminism can take. Familiarize students with feminist critiques of power from around the world and understand their own historical and contemporary complicity in the ongoing oppression of women. To encourage students to critically interrogate the complex articulations of dominance and resistance.

Class time: 20% lecture, 80% Discussion**Work load:** 100-150 pages of reading per week, 20-30 pages of

writing per semester

Grade: 0% grade based on essays and participation and presentations**Grade:** 25% special projects, 25% class participation, 50% Legislative internship activities**WoSt 4109 Field Learning****(Sec 001); 2 cr; prereq 4107, concurrent enrollment 1 cr 4993**

Instructor: STAFF

This course is to assist students working on internship-based projects. The course is also open to students working on internships that require a final paper or report. Attention will be given to the internship experience and how students can move from that experience to a final senior project paper. Students who successfully complete WoSt 4109 will be able to do the following: plan and write a document that meets their own, their advisor's, and their seminar instructor's criteria for a successful project; evaluate and use effectively their internship experience and a variety of other resource materials to complete their senior project; produce clear correct, organized writing at the sentence, paragraph, and essay level; communicate effectively to an audience who is not familiar with their internship; contribute creatively and helpfully to the internship research community of students in the class. The grade for this class will be determined by the instructor and the site supervisor for the student's internship. Students must also enroll for a one-credit Directed Studies (WoSt 4993) with an academic advisor who will evaluate the senior project for the department and for graduation clearance.

WoSt 4402 Rebels, Radicals, and Revolutionaries: History of Western Feminisms**(Sec 001); 3 cr; max crs 4, 1 repeat allowed**

Instructor: STAFF

This course takes its title as an object of debate. Rather than presuming that there is such a thing as the "history of western feminisms," which tells the tale of rebels, radicals and revolutionaries who progress through the first and second waves in order to achieve the final and ultimate resolutions in the third wave, this course raises the question as to who benefits from such a narrative, who is left out, and why. In other words, we will deconstruct not only the wave narrative and the whiteness of western feminism, but we will also deconstruct the project of history itself. We will read primary and secondary texts (from the 19th through the late 20th centuries) that are often considered emblematic of this history of western feminism and place these readings within contexts of U.S. history and world events, particularly in regards to the histories of imperialism, colonialism, racism, heterosexism, and classism. We will also read primary and secondary texts that are not generally included within the canon of western feminism and ask how these works challenge, expose, and transform this canon. Our goal, then, is to construct and weave together multiple narratives and histories of feminist thought in the U.S. from an intersectional analysis.

Class time: 40% lecture, 40% Discussion, 20% films, documentaries, media**Work load:** 50-100 pages of reading per week, 20-25 pages of writing per semester**Grade:** 25% final exam, 50% written reports/papers, 25% class participation**WoSt 4505 Honors: Legislative Internship****(Sec 001); 3 cr; prereq 4504 or equiv or grad, dept consent; meets HON req of Honors**

Instructor: Bellis, Maureen Clancy

As interns at the Minnesota Legislature, students will participate in the legislative process and learn first-hand about gender issues, power dynamics, and how to function effectively within the legislative setting. Course requirements include participation as an intern, regular participation in one class period per week, journaling, reading and a class presentation. The class period will focus on fostering discussions, providing support, and offering opportunities for reflection and analysis.

Class time: 10% lecture, 20% Discussion, 50% Laboratory, 20% Outside speakers**Work load:** 20 pages of reading per week, 3 pages of writing per semester, 1 papers, Journal of legislative activities**WoSt 4993 Directed Study****(Sec 001, 002); 1-8 cr; max crs 12, 12 repeats allowed**

Instructor: STAFF

WoSt 5300 Communication and Gender**(Sec 001); 3 cr; A-F only; prereq credit will not be granted if credit has been received for Spch 5406; one women's studies course or instr consent**

Instructor: Sheldon, Amy L

How gender can be constructed in and through everyday verbal interactions. How subordinate, dominant or egalitarian gender positions and social relationships can be reflected in and produced by patterns of ordinary language use. Sample topics: silence, talk control, LGBT language, children's language, feminist issues in language, social construction of gender, the gender order, gender as linguistic performance, sexist language, prescriptivism, guidelines for nonsexist language, and resistance to subordination and domination through language. Emphasis is on the development of critical and analytical thinking and skill in clear writing. Readings and assignments raise awareness of the power of language, the extent of the reach of gender into our use of language, the influence of gender prescriptions on everyone's speech, the possibilities for individual and social change in the use of language, the degree to which the field is being explored and developed. Students will observe their own speech and speech events they participate in. Focus on English; comparisons across languages where possible. Senior paper may be written in this course. Graduate and undergraduate students graded separately. This course can be used by Women's Studies majors to satisfy the Women's Studies Advanced Theory Requirement. This course can be used by Women's Studies majors to satisfy the Women's Studies Advanced Theory Requirement. Permission by instructor required.

Class time: 40% lecture, 60% Discussion**Work load:** 20-40 pages of reading per week, 20-30 pages of writing per semester, 4 papers**Grade:** 80% written reports/papers, 20% class participation**Wood and Paper Science****203 Kaufert Laboratory: 612/625-5200****WPS 3393 Directed Study****(Sec 001-011); 1-3 cr; max crs 3, 1 repeat allowed; prereq instr consent**

Instructor: STAFF

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.

WPS 3396 Industrial Internship (Industrial Assignment)**(Sec 001-008); 1 cr; A-F only; prereq WPS cooperative ed student**

Instructor: STAFF

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.

WPS 4200H Honors Seminar**(Sec 001); 1 cr; A-F only; prereq WPS upper div honors, instr consent; meets HON req of Honors**

Instructor: Massey, Joseph Gerald

A class seminar of honors students consisting of discussions on wood and paper science led by the professor.

Class time: 100% Discussion**Work load:** 20 pages of writing per semester

Grade: 50% written reports/papers, 50% class participation
Course URL: <http://www.cnr.umn.edu/WPS>

Grade: 20% mid-semester exam(s), 20% final exam, 10% written reports/papers, 5% quizzes, 5% class participation, 15% lab work

WPS 4303 Wood Deterioration and Preservation (Sec 001); 3 cr; prereq 1301 or instr consent

Instructor: Schmidt, Elmer Lyle
Class time: 65% lecture, 5% Discussion, 20% Laboratory, 10% Field project
Work load: 20 pages of reading per week, 3 exams, Lab report at class end
Grade: 60% mid-semester exam(s), 30% final exam, 10% special projects
Exam format: Multiple choice, true/false, short answer

WPS 4307 Wood-Base Panel Technology (Sec 001); 3 cr; prereq 4301 or instr consent

Instructor: STAFF
 Familiarize students with the production, application, and performance of wood based composite products.
Class time: 80% lecture, 10% Discussion, 10% Laboratory
Work load: 25 pages of reading per week, 10 pages of writing per semester, 2 exams, 1 papers
Grade: 30% mid-semester exam(s), 35% final exam, 10% written reports/papers, 10% class participation, 15% lab work

WPS 4314 Papermaking Processes and Process Engineering Laboratory (Sec 001); 3 cr; prereq 4305, 4313, ChEn 4001, ME 3321, ME 3322

Instructor: Ramaswamy, Shri
 Fundamental principles and practices associated with unit operations in papermaking processes. Topics to be covered include: stock preparation, beating and refining, approach flow system, head boxes, sheet forming, drainage and dewatering, machine design, wet pressing, drying, calendering, super calendering, winding. Major reference books: Transport Processes and Unit Operations; Pulp and Paper Manufacture, Vol 7. Laboratory experiments that illustrate and apply the principles of momentum, heat and mass transfer in paper making processes and process engineering.
Class time: 50% lecture, 25% Discussion, 25% Laboratory
Work load: 20 pages of reading per week, 10 pages of writing per semester, 4 exams
Grade: 25% mid-semester exam(s), 25% final exam, 25% lab work, 25% problem solving
Exam format: problems and short essays

WPS 4321 Material Science of Paper (Sec 001); 3 cr; prereq 4301, 4305, ChEn 4001, Chem 3501, ME 3321

Instructor: Severtson, Steve John
 This course deals with the structure and properties of fibers, paper, paperboard and related fibrous structures. The major focus of this course is on mechanical properties, including elasticity, viscoelasticity, strength, and fracture behavior. These properties are considered in relation to single fiber properties, interfiber bonding and structure. Optical properties of paper are also briefly considered.
Class time: 80% lecture, 20% Discussion
Work load: 3 exams
Grade: 40% final exam, 60% 3 exams
Exam format: Essay and problems

WPS 4355W Mechanics and Structural Design With Wood Products (Sec 001); 3 cr; prereq 4301 or CE student; meets CLE req of Writing Intensive

Instructor: STAFF
 Familiarize students with the mechanical properties of wood and develop an understanding of safe, efficient, and environmentally sound design with wood..
Class time: 80% lecture, 10% Discussion, 10% Laboratory
Work load: 25 pages of reading per week, 20 pages of writing per semester, 3 exams, 2 papers
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WPS 4362W Pulping and Bleaching (Sec 001); 4 cr; prereq 4302, 4305, paper sci/engineering [jr or sr or grad student]; meets CLE req of Writing Intensive

Instructor: Tschirner, Ulrike Waltrau
 Course covers established pulping and bleaching processes and introduces new, evolving technologies. Goal is to familiarize students with chemistry and technologies involved in production of paper making raw material. Main focus will be on wood, but non-wood fibers and recycled fibers will be included.
Class time: 75% lecture, 25% Laboratory
Work load: 10 pages of reading per week, 25 pages of writing per semester, 6 papers
Grade: 25% final exam, 35% quizzes, 10% class participation, 30% lab work
Exam format: Multiple choice and essays.

WPS 4401W Forest Products Marketing (Sec 001); 4 cr; A-F only; prereq 1301; meets CLE req of Writing Intensive

Instructor: Smith, Timothy M
 WPS 4401 provides an introduction to the marketing function as it relates to the forest products industry. Issues of products positioning, pricing, promotion, and channel management within the overarching theme of strategic planning will comprise the core of course instruction. Case study and class discussion focusing on issues impacting the forest products industry will supplement daily readings drawn from multiple academic and industry publications. This course aims to foster strategic thinking, enhance interpretation, financial and market analysis, report writing and in class presentations. Students of Junior or Senior status with some knowledge of general marketing concepts or the forest products industry will be best able to take advantage of the format of this course, however, this background is not a prerequisite.
Class time: 50% lecture, 50% Discussion
Work load: 80-100 pages of reading per week, 30 pages of writing per semester, 2 exams, 3 papers
Grade: 20% mid-semester exam(s), 30% final exam, 30% written reports/papers, 10% in-class presentations, 10% class participation
Exam format: Combination Multiple Choices, T/F, Essay.

WPS 4411 Application and Performance of Wood-based Composites in Services (Sec 001); 2 cr; A-F only; prereq 1301 or 4406 or instr consent; intended for [forest products marketing/manufacturing professionals, architects, commercial/residential design engineers]

Instructor: STAFF
 Physical/mechanical properties of composites. Composite applications/installations.

WPS 4491 Senior Topics (Independent Study) (Sec 001-011); 1-4 cr; max crs 4, 1 repeat allowed; prereq CNR sr, instr consent

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

WPS 4801H Honors Research (Sec 001); 2 cr; A-F only; prereq WPS upper div honors, instr consent; meets HON req of Honors

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

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

Instructor: Massey, Joseph Gerald

Research problems developed by the student and the professor together, problems in the area of wood and paper science geared to the student's scholastic and career interests.

Class time: 100% Discussion

Work load: 20 pages of writing per semester

Grade: 100% special projects

Course URL: <http://www.cnr.umn.edu/WPS>

Work, Community, and Family Education

210 VoTech Building: 612/625-3757

WCFE 3011W Introduction to Technology and Public Ethics (Sec 001); 3 cr; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive

Instructor: Davis, Joan Audrey

Nature of technology. Values, ethical issues related to technology.

Technology and transformation of workplace, family, community life.

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

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

WCFE 5002 Thinking, Learning, and Teaching in Work, Community, and Family

(Sec 001); 3 cr; A-F only

Instructor: Thomas, Ruth G. !!Educ Distinguished Tchg Awd!!

Nature of thinking, learning, and teaching in everyday life contexts of work, family, and community. Theory and practice relevant to understanding, stimulating, and supporting thinking and learning with these contexts. Over the past 25 years, new knowledge concerning the nature of thinking, learning, and teaching within the contexts of everyday life, including work, family, and community, have created an appreciation for the complexity of these processes and contexts. Far from being mundane, they are finely tuned, subtle, and sophisticated. Implications for those interested in understanding thinking and learning relevant to work, family, and community contexts, and in stimulating and supporting both through nonformal and formal education will be addressed. This course is intended for graduates students and educational practitioners; interested upper division students may also enroll. Enrollment either through day school or through Continuing Education and Extension is available. Call 612-624-1221 for registration info. Majors readings: Paul R. (1993) Critical thinking; What Every Person Needs to Survive in a Rapidly Changing World. Rohnert Park, CA; Center for Critical Thinking & Moral Critique, Sonoma State University. Rogoff B (1990) Aparentiord University Press.

Class time: 50% lecture, 50% Discussion

Work load: 30 pages of reading per week, 25-30 pages of writing per semester

Grade: 40% written reports/papers, 60% special projects

WCFE 5011W Technology and Public Ethics

(Sec 001); 3 cr; A-F only; meets CLE req of Citizenship/Publ Ethics Theme; meets CLE req of Writing Intensive

Instructor: Davis, Joan Audrey

Nature of technology. Values, ethical issues related to technology.

Technology and transformation of workplace, family, community life.

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

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

WCFE 5451 Seminar: Youth Development Leadership

(Sec 001); 1 cr; max crs 4, 4 repeats allowed; S-N only; prereq Youth Development Leadership student or instr consent

Instructor: Walker, Joyce Ann

The seminar offers educational experiences co-created by faculty and students to integrate learning and leadership on community youth

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development issues. Seminar topics change each semester. The seminar is led, or co-taught, by graduate students and faculty with an emphasis on addressing critical issues in the field from the perspective of theory and practice. Student-led discussions, presentations, and class projects in the community are the norm. Selected readings reflect the topic. Seminar is designed for graduate students in the Youth Development Leadership M.Ed. cohorts. Some reading assignments are available by downloading from organizational websites. This course can be taken in units of 1 or 2 credits. Students may not take more than 4 graduate credits in WCFE 5451.

Class time: 50% Discussion, 25% student presentations; 25% class projects in the community

Work load: 30 pages of reading per week, Planning and preparation time with team members and community site visits.

Grade: 25% in-class presentations, 50% class participation, 25% 25% community issue assignments

Exam format: no exams

WCFE 5496 Leadership Field Experience: Youth Development (Sec 001); 4 cr; S-N only

Instructor: Walker, Joyce Ann

This student-initiated experience is built on the premise that the essence of leadership is professional and personal learning through practice, documentation, and contribution to youth and the community. The field experience begins once the proposal is approved by faculty consultation. The documentation of experiences and learning is intended to contribute to an understanding of the substance of youth development leadership, as well as actually changing how the community responds to its youth, and manifests its moral compact with its young people. Readings, organizational setting and learning methods are specified in the student proposal. The field experience is designed for graduate students in the Youth Development Leadership M.Ed. cohorts and facilitated by the student's advisor.

Class time: 100% Student designed and initiated community field work.

Work load: A minimum of 180 hours of community work.

Grade: 25% in-class presentations, 75% Supervisor evaluations/self-assessment

Youth Development and Research

170 Peters Hall: 612/624-3700

YoSt 2002W Introduction to Youth Studies: Understanding Youth, Young People, Youthhood,

(Sec 001); 4 cr; meets CLE req of Writing Intensive

Instructor: VeLure Roholt, Ross Ronald

Introduces Youth Studies Minor. Prepares students for more in-depth departmental offerings and for continued scholarship or later work with youth, directly or on their behalf.

YoSt 5112 Youth Work Methods II: Seminar

(Sec 001); 1 cr; prereq 5111, concurrent enrollment in 5102, instr consent

Instructor: Dimock, Peter

Weekly discussion seminar taken concurrently with YoSt 5102, Youthwork Practice II. This course is a continuation of YoSt 5111 and builds on the relationships and trust established with this group. Advanced topics and cases are discussed using both a theoretical and experiential framework. Topics include: counseling skills; ethical dilemmas; relationships with youth, colleagues, and peers; personal values; critical incidence role plays; and feedback. Assignments include journaling, creating a personal portfolio of internship and work experience, developing a learning plan, readings, participation and case presentation.

Class time: 15% lecture, 60% Discussion, 25% Role play, case presentation

Work load: 25 pages of reading per week, 10 pages of writing per semester, 1 papers, Two case presentations, portfolio

Grade: 25% written reports/papers, 25% special projects, 25% in-class presentations, 25% class participation

YoSt 5234 Youth Agencies, Organizations, and Youth Service System

(Sec 001); 2 cr; prereq Two soc/anth courses, work exper in a youth agency or org

Instructor: Calhoun, Richard Delroy

Overview of the major forms of youth agencies and organizations, sources of agency legitimacy, ideologies, values, and goals. Relations between and among agencies and organizations. Roles of adults and youth; professionals and nonprofessionals; paid staff and volunteers; youth participation; legal and ethical issues. Examples of existing and ideal agencies. Topics include: organizations (historic and modern), Listening to Youth, New arrangements in School, Work, Service, Mapping environments, Youth and Society, Case Study of City, Case Study of Juvenile Justice System; Methods of Instruction: Active Learning Experiences, Discussion, Guest Speakers, Short Writing Assignments, Final Group Project. This class can be taken for graduate or undergraduate credit.

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

Grade: 70% written reports/papers, 30% class participation

(Sec 001); 3 cr; prereq Two social sci courses, exper working with youth or instr consent

Instructor: Baizerman, Michael Leon !!Outstanding Achievement Award!!

Youth Policy, typically, is grounded to problems and risks, and is specific to human service domains such as education, health, juvenile justice, employment and the like. This course will create Youth Policy directed at enhancing healthy development through community building, program development and other strategies. Topics include: Youth Policy Process, Everyday Lives of Youth, What is healthy development?, Prevention As Strategy, Youth Policy As Social Instrument, Youth Policy: The Example of "At Risk" Federal/State/Local Youth Policies, Youth Policy as it relates to elections and policies. Methods of Instruction: Pedagogic/Dialogue style in classroom including lecture, group discussion and participation. This class can be taken for graduate or undergraduate credit.

Class time: 50% lecture, 50% Discussion

Grade: 50% written reports/papers, 30% class participation, 20% problem solving

YoSt 5241 Experiential Learning

(Sec 001); 2 cr; prereq Two social sci courses, exper working with youth or instr consent

Instructor: Ross, Terrance Kwame

This course will cover the rationale for, and purposes of, experiential learning in schools and youth serving agencies, development and implementation of experiential programs for youth and adolescents. Topics covered include: Process Education; Connection between Adolescence and Participatory Learning; Experiential Methods; Relevance of Place/Environment to the Learning Process; Planning/Developing Experiential Curriculum; Importance of reflection in the Learning Process; Diverse Mix of Experiential Activities and Methods; Group Participation; Discussion and Reflection; Community Site Visits; Final Project Presentations. Multi-culturally diverse content led by guests with diverse teaching styles and activities.

Class time: 30% lecture, 30% Discussion, 10% Laboratory, 30% Group activities.

Work load: 10 pages of writing per semester, Special project

Grade: 20% written reports/papers, 40% special projects, 40% class participation

YoSt 5291 Independent Study in Youth Studies

(Sec 001); 1-8 cr; max crs 8, 1 repeat allowed

Instructor: STAFF

Independent reading and/or research under faculty supervision. This course can be taken for undergraduate or graduate credit.

Class time: 100% Individually designed and negotiated.

YoSt 5401 Young People's Spirituality and Youthwork: an Introduction

(Sec 001); 3 cr; A-F only

Instructor: Kimball, Lisa

Exploration of spirituality and its relationship to youth work; the healthy spiritual development of young people in their everyday lives, and the types of youth work practices most respectful of and best able to facilitate this. Understanding the complex terrain that is spirituality in an increasingly pluralistic world, and the distinctions between religion, religiosity, faith, morality, and spirituality.

Class time: 5% lecture, 60% Discussion, 35% Video, site visits, student presentations, guest speakers

Work load: 40 pages of reading per week, 15 pages of writing per semester, Individual/group project/presentation

Grade: 65% written reports/papers, 15% special projects, 20% class participation

YoSt 5402 Youth Policy: Enhancing Healthy Development in Everyday Life

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