Dear First-Year Student:

Welcome to the University of Minnesota!

Undoubtedly, you have seen the words “Driven to Discover” around campus. It’s our way of expressing what we stand for at the U of M. The University is about discovery - the discovery of a brain cap that makes it possible to control computers with only your mind. The discovery that bacteria can be used to generate electricity. The discovery of new technology, such as the robots designed to protect troops from harm. But discovery at the U is also about the discovery you are embarking on to find your place in the world: who you are, what you want, what you will be. We are here to help you with these important discoveries.

This booklet will introduce you to an exciting array of small courses designed just for new students. Studies from around the country have repeatedly shown that students do well in college and enjoy the experience when they get to know faculty members and other students. Freshman Seminars are designed to help you do just that—they are limited to about 15–20 students, so you will have a real opportunity to get to know other students in your class and to interact with a faculty member who will guide you and help you make the adjustment to college.

This is a wonderful opportunity to explore new areas or to test your interest in something you might eventually choose as a major. There are no prerequisites for any of these courses - except a willingness to learn, participate and be open to new ideas and approaches. If you are in the University Honors Program, any freshman seminar you take will count as an Honors experience.

So open your mind, explore the richness the University has to offer, and discover yourself!

Laura Coffin Koch
Associate Vice Provost for First-Year Programs
What is a Freshman Seminar?

A Freshman Seminar is a small, discussion-oriented class that is designed just for first-year students. Faculty who teach Freshman Seminars have developed the class around their particular interests, and students are able to learn in a small class environment from an expert in the field.

What to expect in a Freshman Seminar:
› A small class (15-20 students) of first-year students where it is easier to talk, participate, and engage yourself in class discussions
› Faculty who create these courses specifically for first-year students and are excited about the subject
› An opportunity to work with faculty that will help you better understand how to succeed academically at the University of Minnesota

Tips for Success in a Freshman Seminar (and all your classes!):
› Come to class prepared with readings and assignments completed
› Express your thoughts and opinions by participating in group discussions
› Visit your professor during office hours
› Get to know your classmates
› Ask plenty of questions

How to Search Online for Freshman Seminars

If you would like to search for a Freshman Seminar online, follow the steps below. The online course catalog will always contain the most up-to-date information on Freshman Seminars.

1. Visit onestop.umn.edu, and select “Class Search” under Quick Links
2. Enter Search Criteria:
   › Select the term (Fall or Spring)
   › Under “Sections” select “All sections”
   › Under “Class title” enter “Freshman Seminar”
3. Hit the “Search” button

If you have questions about any of the Freshman Seminars, contact your advisor.

Important Web Sites

Freshman Seminars: www.ofyp.umn.edu/freshsem
Orientation & First-Year Programs: www.ofyp.umn.edu
One Stop Student Services: www.onestop.umn.edu
MyU Web Portal: www.myu.umn.edu
Welcome Week: www.welcomeweek.umn.edu
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Key to Liberal Education Requirements
E: Environment Theme
CD: Cultural Diversity Theme
CPE: Citizenship and Public Ethics
IP: International Perspectives
WI: Writing Intensive

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<td>1905</td>
<td>The Animal</td>
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<td>HUM</td>
<td>1905</td>
<td>Utopias and Anti-Utopias</td>
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<td>PHIL</td>
<td>1905</td>
<td>Socrates and Philosophy*</td>
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### Literature and Film

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<th>Course</th>
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<tr>
<td>ALL</td>
<td>1905</td>
<td>Buddhism in Literature and Film</td>
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<td>ALL</td>
<td>1905</td>
<td>Ramayana and Media*</td>
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<td>ALL</td>
<td>1910W</td>
<td>Gender in Japanese Literature and Theater</td>
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<tr>
<td>ANTH</td>
<td>1908W</td>
<td>Genes R’Us: Social and Historical Issues in the Age of the New Genetics</td>
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<td>COMM</td>
<td>1905</td>
<td>Communicating the Holocaust</td>
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<tr>
<td>CSCL</td>
<td>1909W</td>
<td>Is there a Colony in this Class? Education and Empire in Literature, History, and Culture</td>
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<td>DES</td>
<td>1910W</td>
<td>Storytelling and Narrative</td>
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<td>ENGL</td>
<td>1905</td>
<td>The Animal</td>
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<td>ENGL</td>
<td>1905</td>
<td>History and Memory: “On the Day You Were Born”</td>
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<td>FREN</td>
<td>1905</td>
<td>From Away: Literature, Politics, and the Stranger*</td>
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<td>GER</td>
<td>1905</td>
<td>The Dragon-Slayer Stories</td>
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<td>GLOS</td>
<td>1905</td>
<td>The Making of Global Cities</td>
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<td>PSTL</td>
<td>1902</td>
<td>The Experience of Aging in Literature and the Arts</td>
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<td>PSTL</td>
<td>1908W</td>
<td>Reflections of Justice: Images of the Law in Literature, Film, &amp; Popular Culture</td>
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### Politics and Government

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<td>AMST</td>
<td>1905</td>
<td>The Pursuit of Fairness: The History of Affirmative Action in 20th Century America</td>
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<td>ANTH</td>
<td>1903</td>
<td>The Culture of Financial Crisis*</td>
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<td>BIOL</td>
<td>1905</td>
<td>Understanding the Evolution-Creationism Controversy</td>
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<td>BIOL</td>
<td>1905</td>
<td>Cloning, Politics, and Religion</td>
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<td>CI</td>
<td>1903</td>
<td>Critical Issues and Controversies in Elementary Education†</td>
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<td>COMM</td>
<td>1910W</td>
<td>Great Words of Great U.S. Presidents</td>
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<td>ENGL</td>
<td>1907W</td>
<td>Probing the Social Text: Founding Ideas and Current Issues</td>
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<td>HIST</td>
<td>1905</td>
<td>Changing Explanations of the Great Depression of the 1930's</td>
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<td>POL</td>
<td>1904</td>
<td>Welfare Queens, Sick Kids, and Aging Boomers: Social Policy in the U.S. and Europe</td>
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<td>POL</td>
<td>1905</td>
<td>Puzzles in Politics and Economics</td>
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<td>PSTL</td>
<td>1903</td>
<td>The Science and Politics of Genetics and Reproducing*</td>
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<td>WRIT</td>
<td>1908W</td>
<td>What is College? The Past, Present, and Future of Universities</td>
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### Psychology

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<tr>
<td>COMM</td>
<td>1910W</td>
<td>Popular Culture as Persuasion</td>
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<td>CPSY</td>
<td>1904</td>
<td>Cross-Cultural Studies of Children</td>
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<td>CPSY</td>
<td>1910W</td>
<td>Child Psychologists Confront the Real World*</td>
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<td>EPSY</td>
<td>1905</td>
<td>Chess and 21st Century Skills</td>
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<td>PSY</td>
<td>1905</td>
<td>What is the Human Mind?</td>
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<td>PSY</td>
<td>1905</td>
<td>Psychology of Eating and Body Image</td>
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<td>PSY</td>
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<td>Psychopaths and Serial Killers</td>
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<td>PSY</td>
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<td>Fact and Fiction in Standardized Testing*</td>
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<td>PSY</td>
<td>1905</td>
<td>The Psychology of Good Design*</td>
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### Science and Technology

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<td>AEM</td>
<td>1905</td>
<td>Spaceflight with Ballooning</td>
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<td>AST</td>
<td>1905</td>
<td>Cosmic Catastrophes*</td>
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<td>AST</td>
<td>1905</td>
<td>Nothing*</td>
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<tr>
<td>BBE</td>
<td>1906W</td>
<td>Sustainable Housing: Community, Technology and Environment</td>
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<td>BIOL</td>
<td>1905</td>
<td>The Nature of Research Life: Is It For You?</td>
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<td>CFAN</td>
<td>1902</td>
<td>Ways of Knowing and Science</td>
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<td>CHEM</td>
<td>1905</td>
<td>My Other Car is a Bicycle</td>
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<td>CHEM</td>
<td>1905</td>
<td>Science in the News†</td>
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<td>CHEM</td>
<td>1905</td>
<td>Scientific Progress: Dynamics and Impacts on Practitioners, Popular Culture, and Policy†</td>
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<td>CHEM</td>
<td>1905</td>
<td>Recycling in the Twin Cities†</td>
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<td>CHEM</td>
<td>1905</td>
<td>NANO: Small Science, Big Deal*</td>
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<tr>
<td>EDPA</td>
<td>1909W</td>
<td>Leapfrog into the Future: Creating your Academic and Professional Futures*</td>
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<td>PHYS</td>
<td>1905</td>
<td>How Things Work</td>
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<td>PHYS</td>
<td>1905</td>
<td>The Physics of Superheroes</td>
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<td>PHYS</td>
<td>1910W</td>
<td>How Common is Extraterrestrial Life?</td>
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*Spring 2010 seminar
†Offered in Spring and Fall
Hip Hop as Academic Inquiry

Geoffrey Sirc, English

Fall 2009
ENGL1910W, Section 001
LE: Writing Intensive
3 credits
TuTh 2:30 – 3:45 p.m.
Rapson Hall 43, East Bank, Minneapolis
58157

Yo, yo, yo, what's up with rap music? Social blight or great art? Are the haters right or does hip hop keep it real? For that matter, just what does hip hop mean by "real"? Is 50 Cent's "real" the same as Talib Kweli's? Where did hip hop even come from? In this seminar, we'll take a VERY close look at hip hop, and learn how academic inquiry works at the University. Hip hop is an exceptionally fruitful topic for scholarly study because it offers a variety of research "portals": not just the aesthetics of beats and rhymes, but issues of race, gender, sexuality, economics, marketing, fashion, violence, media representation, the history of American popular culture, and a host of others. We'll get our research on and read, write, listen, and watch our way to bangin' critical insight.

Geoffrey Sirc finds American popular culture fascinating. He's published scholarly articles on punk rock, the Sex Pistols, Kurt Cobain, and hip hop. If you look deeply enough at a pop song, he swears, you can see the whole sociocultural history of our country in it. He picked up a copy of "Rappers Delight" in 1979, immediately figured out the lyrics and brought it to his American literature class. His teaching and research have never been the same.
Asian Americans and U.S. Race Relations

Erika Lee; Asian American Studies, History

Fall 2009
AAS 1902, Section 001
LE: Cultural Diversity
3 credits
Tuesday, 1:00 – 3:30 p.m.
Blegen Hall 235, West Bank, Minneapolis
58361

While the Asian American population is one of the fastest growing in the United States, it remains largely misrepresented or ignored in American culture and politics. This seminar will examine the place of Asian Americans in U.S. race relations through law, history, sociology, and popular culture. We will begin by asking the questions: Where do Asian Americans fit into the larger multiracial context of the U.S. and theories of race relations? What does it mean when Asian Americans are described as “perpetual foreigners,” the “yellow peril,” “potential terrorists,” “honorary whites,” or “model minorities”? How have Asian Americans experienced racism and discrimination? What are some contemporary race issues affecting Asian Americans, and what are they doing about them? What is the importance of race in the “age of Obama?”

When Erika Lee was a history major in college, she wondered why Asian Americans and other peoples of color were largely absent from the major U.S. history textbooks she was reading. She went on to create a second major in ethnic studies, taught a class on the civil rights movement, and vowed to help write new versions of American history. She now teaches courses in Asian American studies and American history.
Spaceflight with Ballooning

James Flaten, Aerospace Engineering and Mechanics

Fall 2009
AEM 1905, Section 001
2 credits
Tuesday, 3:35 – 5:30 p.m.
Akerman Hall 227, East Bank, Minneapolis
43339

Outer space, sometimes called the Final Frontier, has always been difficult to reach due to the tremendous expense of rocket launches and the limited number of launch opportunities. In this hands-on course we will design and build mini-spacecraft and use (relatively) inexpensive high-altitude helium balloons to launch them into “near-space” – the upper reaches of the atmosphere which has many of the same physical properties as outer space. The launch and recovery will be a required class activity on a weekend day in late October or early November. The remainder of the semester will involve data analysis from our balloon mission as well as lectures, discussions, and activities associated with full-fledged spaceflight, including the scientific accomplishments and engineering challenges of past, current, and future missions.

James Flaten is the associate director of the Minnesota Space Grant Consortium, a NASA higher education program whose goals include promoting interest in space science and space exploration. Housed in the Aerospace Engineering and Mechanics department, his academic background is actually in experimental physics and he has taught many physics and astronomy classes in the past. He enjoys using high-altitude ballooning as a low-cost means of giving students hands-on experience building and flying space hardware.

Your Television Will Be Colorized: Black TV Comics’ Riffs on Race

Walt Jacobs, African American and African Studies

Fall 2009
AFRO 1902, Section 001
LE: Cultural Diversity
3 credits
TuTh, 8:15 – 9:30 a.m.
Blegen Hall 430, West Bank, Minneapolis
53603

In this seminar, students will learn to identify and decode racial critique of American society found in TV shows that feature African American comics. From overt commentary offered in sketch comedy shows such as Chappelle’s Show and In Living Color, to the more subtle discourse used in a situation comedy like The Cosby Show, African American comics have a long history of using television as a stage to address the continuing significance of race in the United States. The seminar will explore both historical and contemporary uses of humor in attempts to explain and reorganize our understandings of American racial dynamics. For the final project, students will create, perform, and analyze comedic skits along the lines of those studied throughout the seminar.

Walt Jacobs is chair of the Department of African American & African Studies. He is interested in the personal and social possibilities of students’ generation of creative nonfiction. His current in-process project on that topic is a new book: Speaking the Lower Frequencies 2.0: Race, Learning, and Literacy in the Digital Age.
The Animal

Christine Marran, Asian Languages and Literatures; Tony Brown, English

Fall 2009
ALL 1905, Section 004
3 credits
TuTh, 4:00 – 5:15 p.m.
Folwell Hall 116, East Bank, Minneapolis
57778

The animal has recently come into focus as a subject of intellectually varied and stimulating scholarly attention in the humanities. It is, in a sense, a time of the animal. But it is also a time for the animal—a time of unprecedented extinctions and of once unimaginable abuses (witness the recent growth of a factory-farming system likened by some to the Nazi concentration camps). In this seminar we will follow the turn of attention to the animal, asking along the way some fundamental questions: What is an animal? What makes the difference between human and animal? What constitutes ethical treatment of animals by humans? How have philosophers engaged the animal and to what ends? And finally, how has the animal been understood differently over time? We will read (novels, newspapers, philosophy), watch films (Grizzly Man, Balthazar, The Eel, The Cow), and possibly take field trips to sites of human-animal interaction.

Paul Rouzer started studying Chinese as an undergraduate. He went to graduate school because that was the only way he could keep studying Chinese and still support himself (sort of). He mainly worked on Chinese poetry in those days, but after graduating and becoming a professor, his curiosity widened to include Japanese poetry, Buddhism, and manga/anime. When he isn’t struggling in his role as chair of the department of Asian Languages and Literatures he teaches courses on East Asian poetry, Buddhism, and the supernatural traditions of China and Japan.
Cross-gender performance prevails in Japanese literature and theater. For example, while the all-male kabuki theater is well known for actors playing women’s roles, the all-female Takarazuka revue is popular because of its male-role actors. In the realm of literature, memoirs flourished due mainly to prolific ladies-in-waiting at royal court, but this literary tradition was initiated by a male aristocrat posing as a female writer. Our goal is to gain an applicable working paradigm in which to further explore the topic of gender by contemplating gender in this cultural context. It has two interlocking aims. First, it will provide an understanding of gender performance in the context of Japanese literature and theater. Second, it will engage in a theoretical inquiry into “gender.” For example, what does “cross-gender” performance mean? What differences and similarities can be found in two concepts, “gender” and “gender impersonation”? 

**Maki Isaka** offers courses in Japanese theater and Japanese premodern literature. Her research publications are mostly on Japanese theater, although her first book, *Secrecy in Japanese Arts*, also discusses martial arts. On the topic of this seminar, namely, gender and Japanese theater, she has published several essays. Unfortunately, however, she does not do any martial art or acting.

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**What is Education?**

Simona Sawhney, Asian Languages and Literatures

Fall 2009
ALL 1910W, Section 002
LE: Writing Intensive
3 credits
TuTh, 12:45 – 2:00 p.m.
Folwell Hall 312, East Bank, Minneapolis
58259

This seminar will provide an opportunity to think together about the aims of education. Is education related only to individual well-being or should it also be understood in terms of the well-being of the world? What are some of the questions that repeatedly arise in philosophical and political discussions concerning education? We will focus especially on questions concerning power, race, and class as we read a range of short texts including works by Plato; Aristotle; Kant; Martin Luther King, Jr.; and Maya Angelou.

**Simona Sawhney** grew up in India and has been teaching in the United States for several years. She remains perpetually puzzled by the world and by the actions and tendencies of human beings, and perhaps for that reason has a long-standing interest in philosophy, literature, and politics. She is especially interested in thinking about how inequalities are perpetuated, in the politics of race and gender and by our own participation in unjust institutions.
The Pursuit of Fairness: The History of Affirmative Action in 20th Century America

Jennifer Pierce, American Studies

Fall 2009
AMST 1905, Section 001
3 credits
TuTh, 2:30 – 3:45 p.m.
East Bank, Minneapolis
58352

Many Americans think that affirmative action as a policy for remedying racial and gender inequality first emerged in the 1970s. Actually, its origins can be traced to the 1930s and President Roosevelt’s New Deal policy agenda. This seminar follows the trajectory of these early policy formations through WWII to the influential Brown vs. Board of Education decision, which ruled the “separate but equal” doctrine unconstitutional. To understand the consequences of the Brown decision, we then focus on the 1958 desegregation of Central High School in Little Rock, Arkansas, from the perspective of the white and black students who attended it at the time. Next, we move to the post-civil-rights era and examine the varied debates about affirmative action in legal terms, media accounts, scholarly discussions, and within American popular culture during this time. Finally we consider the future of this controversial policy.

Jennifer Pierce is a sociologist whose research focuses on how American workplaces structure gender and racial inequalities through seemingly benign and neutral practices and how, in turn, workers respond to them. Her current research focuses on the different stories the media, popular films, and individual women and men tell about affirmative action in order to understand how Americans make sense of race and gender inequality in the contemporary United States.

Genes ‘R’ Us? Social and Historical Issues in the Age of the New Genetics

Karen-Sue Taussig, Anthropology

Fall 2009
ANTH 1908W, Section 001
LE: Citizenship and Public Ethics, Writing Intensive
3 credits
Friday, 12:20 – 3:00 p.m.
CSOM 1-122, West Bank, Minneapolis
43577

In this seminar we will explore the development of genetics in the 20th century in its social and historical contexts. The seminar introduces the idea that the current explosion of molecular knowledge is creating what has been called “geneticization,” a world view in which human diversity is increasingly ascribed to genetic causality and the body, health, and illness are conceptualized in terms of genetics. The seminar is organized to enable students to critically engage with contemporary genetic ideas and practices and to explore how a range of scholars are grappling with the issues raised by this new knowledge. Such issues include aspects of social life such as kinship, health care, reproduction, disease/disorder, normalcy, and personhood and how these are in the process of being reshaped as knowledge and practices associated with genetics progress.

Karen-Sue Taussig, one of a growing number of anthropologists working in the new field of the Anthropology of Science, holds a joint appointment in the departments of anthropology and medicine. Her research and teaching examine the social and cultural implications of new genetic knowledge. Her work specifically focuses on the ways ordinary people encounter, learn about, and develop understandings of the new knowledge associated with advances in molecular genetic biology.
The “Ordinary Business of Life” – Issues in Business, Government, and Macroeconomics

Gary M. Cooper, Applied Economics

Fall 2009
APEC 1905, Section 001
2 credits
Thursday, 3:35-5:30 p.m.
Nicholson Hall 335, East Bank, Minneapolis 30263

In this course we will discover, reflect on, and teach ourselves about a selected group of topics in the fields of business management and economics. The first quarter of our meetings will be on business and economic history, and the second quarter of class will analyze “macro” issues related to the domestic and world economies. The remainder of our time together will be “micro” related. We will read and solve The Fatal Equilibrium, a mystery novel that highlights several basic economic principles. We will also investigate the field of business ethics through a series of readings and films.

Students with academic and career interests in business management, economics, global studies, political science, and history will find this seminar to “prime the pump” for further study in advanced-level course work. Although not an official prerequisite, students will find this seminar complements the content of Principles of Microeconomics.

Gary M. Cooper is the Undergraduate Program Coordinator and Academic Advisor in the Department of Applied Economics and the College of Food, Agricultural and Natural Resource Sciences. He has received university teaching and academic advising awards for his work with students and faculty.

BioArt

Diane Willow, Art; Neil Olszewski, Plant Biology

Fall 2009
ARTS 1905, Section 001
3 credits
Wednesday, 1:25 – 4:25 p.m.
Regis Center W123, West Bank, Minneapolis 24535

Victimless Leather at MOMA, the One Tree series of genetically identical trees living in San Francisco, and artists “cultivating” consciousness with a Botanical Gameboy each hint at the range of contemporary artwork by artists whose creative research integrally links art and biology. We will examine the collaborative process between scientist, artist, and the public, the questions that artists and scientists pose, the poetic and political implications of this art, the response of scientists to this portrayal, and ethical issues associated with the creation of this art. These issues will be explored through engagement with living things, reading and discussions that develop critical thinking, as well as laboratory and studio sessions that lead to the creation of BioArt.

Diane Willow is a multi-modal artist. She experiments with hybrid media to explore the subtle ways we interact with one another, express empathy with other life forms, and respond to ambient atmospheres. Focused on art as the experience, she invites people to engage as participants and choreographers rather than as viewers.

Neil Olszewski’s research investigates the molecular mechanisms regulating plant growth and the molecular biology of plant viruses. He has produced transgenic petunia plants for an exhibition by Eduardo Kac at the Weisman Art Museum. He also enjoys playing the cello and crafting beer.
The Art of Collaboration

Guerino Mazzola, Music; Michael Sommers, Theatre Arts and Dance

Fall 2009
ARTS 1905, Section 002
3 credits
Thursday, 1:25 – 4:25 p.m.
Regis Center W217, West Bank, Minneapolis 32181

This introductory seminar presents the characteristics and challenges of collaboration through three representative approaches drawn from visual arts, music, and theater. The course unfolds around concrete problematic situations arising from a collaborative and multimedia-enhanced project.

Guerino Mazzola, educated as a mathematician, also works as a contemporary jazz pianist and composer. Mazzola has also been active in music and science journalism, brain research, and semiotics. His present interest focuses on a theory of the art of collaboration, comprising flow, gestures, and collaboratories.

Michael Sommers has been a theatre arts designer, director, composer, performer, playwright, and technician. In 2000 he co-founded Open Eye Figure Theatre, whose original work has been produced at the Walker Art Center in Minneapolis, in New York, Chicago, Washington, D.C., and Mexico. At the University, Sommers has collaborated with students to create Articulations: An Evening of Student Puppetry (2003), Mississippi Panorama (2006), and with Luverne Seifert from the Theatre Department on the Master and Margarita (2006).

Risk-E-Business

Andrew Whitman, Finance

Fall 2009
BA 1910W, Section 001
LE: Writing Intensive
3 credits
Wednesday, 1:30 – 4:00 p.m.
CSOM 1-127, West Bank, Minneapolis

The goal of this course is to comprehend the significance of risk in decision-making and to apply risk management principles to personal life experiences. In addition, students will learn about risk from a historical and evolutionary perspective and master the application of the risk management process to contemporary issues (from health sciences to bio-ethics and from basic product research to successful marketing, through presentations by distinguished UMN faculty). Students will develop and enhance writing, verbal response and collaborative skills while investigating applications of risk analysis and decision-making.

Andrew Whitman is an attorney, teaching, researching and consulting in areas of corporate risk management, insurance & personal finance. He has served as Deputy Commissioner & Acting Chief Counsel PA Ins. Department and as Chair of Finance Insurance Real Estate Department, Cal Poly University.
Community, Technology and Environment

Bob Seavey, Bioproducts & Biosystems Engineering

Fall 2009
BBE 1906W, Section 001
LE: Environment and Writing Intensive
3 credits
MW, 4:30 – 5:45 p.m.
Kaufert Laboratory 225, St. Paul
55947

For most people, the dream of owning their own home is one of the most important decisions in their lives. Building and living in homes involves many decisions about recycling materials and making choices about energy efficient building products and energy conservation. Furthermore, for most of us, the home is part of a community and the very process of providing shelter is one of the most significant factors in building community. A home will be the largest single investment for most people. Homes need to be comfortable and cost-effective while still representing, perhaps defining, our self-identity. Homes represent a place of shelter and security within a society that is continually changing and sometimes very challenging. There is also a continuing pressure to provide more value for the houses that we build. Given this situation, it is appropriate to examine some of the basic principles and guidelines that are critical to designing, building and owning an energy efficient and sustainable home.

Bob Seavey was born and raised in Hibbing, Minnesota. His hobbies include kayaking, woodworking, and skiing and his professional interest is in the motivation and controversies related to sustainability in housing and renewable resources. His research and teaching interests are in biobased composites, biomass energy and building science.

Photographing the University Community

Robert J. Roon; Biochemistry, Molecular Biology & Biophysics

Fall 2009
BIOL 1905, Section 001
2 credits
Tuesday, 2:30 – 4:25 p.m.
East Bank, Minneapolis
22015

This seminar will provide students and faculty an opportunity to explore the art of photojournalism and/or documentary photography. Students and faculty will take photographs on the University campus or the surrounding neighborhoods and then each student and faculty member will assemble their photographs into a coherent essay. The course will include social themes, and have a strong writing component as well as the obvious focus on photography.

Robert J. Roon is a veteran of more than 30 years of university teaching. His eclectic interests range from neuroscience and nutrition to the origins of human life and Northwest Coast Native American art. He also sings in a men’s choral group and co-parents his eight-year-old grandson. He has been taking photographs for 50 years and in the past few years, he has averaged 20,000 photographs per year.

Alex Lange is an associate professor in biochemistry and his research interests include diabetes, metabolite sensing and signaling and metabolic enzyme regulation. Alex was born in German and emigrated to the U.S. with his family at the age of three. He grew up in Maryland and Long Island and attended Cornell University. Ithaca and the Twin Cities have similar weather, so he feels very much at home here.
**Understanding the Evolution-Creationism Controversy**

Randy Moore, Biology

Fall 2009  
BIOL 1905, Section 002  
1 credit  
Tuesday, 9:05 – 9:55 a.m.  
Amundson Hall 162, East Bank, Minneapolis  
42837

This course has two goals: 1) to help you succeed at the University of Minnesota, and 2) to help you develop your own understanding and appreciation of the evolution-creationism controversy.

We'll discuss the many aspects of this controversy, including its history, legacy, relevance, and key people. We will also discuss a variety of issues related to the controversy, including those involving court decisions, public opinion, and related issues (e.g., racism, politics, etc.). Many people are emotional and opinionated about the evolution-creationism controversy. Although the focus of this course is not on opinions, we will talk about why so many people feel strongly about these issues, and why the controversy persists. You’ll be interested in, and probably surprised by, what you learn.

Each week we will also talk about concerns and/or questions you have about life at the University. Although I can’t fix your parking tickets, I can tell you about what you’ll need to do to succeed here.

**Randy Moore** is a H.T. Morse-Alumni Distinguished Teaching Professor of Biology who has written many papers and books about the evolution-creationism controversy. Randy uses a variety of teaching styles and other approaches (e.g., field trips) to learning.

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**Energy: Issues and Options**

Richard Peifer, Biology

Fall 2009  
BIOL 1905, Section 003  
1 credit  
Tuesday, 2:30 – 3:20 p.m.  
Ford Hall 130, East Bank, Minneapolis  
58363

There are no doubts that many challenges face humankind in the search for abundant sources of energy to replace our dependence on fossil fuels to power our industrial processes, heat our homes, propel our modes of transportation and feed a growing human population. The problem is global, not just local. Where do we look for solutions? Is nuclear power the answer? Can solar, wind and geothermal provide enough energy to meet our needs? Should conservation be part of the solution? Are biofuels the ultimate answer? Will the new solutions create new problems? Can we afford to implement and deploy the solutions that are developed? Will there be negative consequences to the global environment? Students will conduct research as they explore these issues and gather to discuss the possible options available to meet our global energy needs.

**Rick Peifer** has been an instructor for General Biology 1009 and its laboratory coordinator for more than thirty years. He was trained as an ornithologist and evolutionary biologist. He has worked for the past twenty-five years helping to restore the Peregrine Falcon to the Midwest United States and is a vice president of the Midwest Peregrine Society.
Being Human

Jane Phillips, Biology

Fall 2009
BIOL 1905, Section 004
2 credits
MW, 11:15 a.m. – 12:05 p.m.
Molecular and Cell Biology 2-120, East Bank Minneapolis
26467

There is nothing more fascinating to humans than humans. From the biology of our bodies to the spirituality of our minds, we spend a lifetime investigating who we are. In this seminar, we will explore a small subset of all that it means to be human, particularly focusing on the intersection of biology, evolution, and ethics. We will explore where we came from to where we are going, how we study ourselves and how we use the information we find to better our health, and how better self-awareness will lead us to decisions we can live with.

Jane Phillips is the Coordinator of the Instructional Laboratories and Associate Director of the Biology Program in the College of Biological Sciences. Jane has a Bachelor's degree in Bacteriology and Master's degree in Plant Pathology from UW-Madison and has had over 30 years of combined teaching experience at the University of Minnesota and at the University of Wisconsin-Madison. She has taught courses ranging from molecular, cellular, and developmental biology, microbiology, mycology, organismal adaptation and diversity, computing in biology, plant pathology, microbial physiology, and teaching and learning.

The Nature of Research Life: Is It For You?

David Marks, Plant Biology

Fall 2009
BIOL 1905, Section 005
3 credits
Monday, 3:00 – 5:30 p.m.
Magrath Library 8, St. Paul
26469

This course will begin with formal classroom meetings in which students will meet with researchers from all levels and discuss how and why they ended up in research. Students will participate in a National Science Foundation funded research project and will receive hands on experience in using state of the art techniques to address basic scientific questions concerning cell biology.

M. David Marks is an active researcher in the field of Plant Developmental Biology. He uses the development of plant hairs, called trichomes, as a model system to study how cells in a multi-cellular organism become different from one another.
It is a microbial world. Bacteria have adapted to life virtually everywhere on our planet. Bacteria and other microbes living in the wildest environments are commonly known as 'extremophiles.' Research in this area has led to several groundbreaking discoveries that have impacted biology in profound ways. This research is also driven by our fascination with life on other planets, and has rekindled the possibility that life may exist on nearby planets or moons (e.g. Mars or Europa). We will cover a variety of extreme environments, including; high and low temperature, high and low pH, dry, deep and other strange ecosystems, discuss how bacteria are able to thrive in such environments, and explore the feasibility of detecting life beyond Earth.

Jeffrey Gralnick is an Assistant Professor in the Department of Microbiology, but his home is the BioTechnology Institute on the St. Paul campus. His favorite bacterium finds itself in many interesting places, including McMurdo Sound, Antarctica. Years of reading science fiction and playing video games has convinced him that life does indeed exist on other planets.

Daniel Bond is an Assistant Professor in the Department of Microbiology, also based in the BioTechnology Institute on the St. Paul campus. He uses his favorite bacterium to make electricity from wastewater. No, really, he does.

DNA and Genomes are discussed in just about every modern context, from modern medical science and biotechnology to crime scene investigations, law, medical insurance policies, and ethics of retooling animal and plant genomes. In this seminar we will consider interfaces between science, politics, religion and the press. This seminar will begin with some of the recent findings of science and medicine and then consider some ramifications that you will encounter in your daily lives as genomics plays a larger role as applications develop. Students and visitors will discuss a variety of topics including bioethics, genetic counseling, CSI in Minnesota, and a state legislator, as well as DNA profiling in medicine, the future of retooling of plant and animal genomes, and human evolution in the future. We will try to develop personal strategies that will allow us to evaluate controversies pertaining to recent findings and applications of DNA technologies.

Perry Hackett has been a professor of genetics and cell biology for more than 28 years at the University. He is also a co-founder of two local biotech startup companies that focus on genome engineering for human gene therapy and animal biotechnology. He is especially interested in conveying to students the awesome possibilities of modern genetics and the importance of seeking answers to important questions that science continues to raise.
Biotech for Fun and Profit

Marty Blumenfeld, Genetics, Cell Biology & Development

Fall 2009
BIOL 1905, Section 008
1 credit
Monday, 11:15 a.m. – 12:05 p.m.
Molecular and Cell Biology 2-122, East Bank, Minneapolis
26563

Biotech is the use of technology to manipulate living systems for human benefit. It’s a complex and fascinating subject that blends science and technology with a broad range of non-scientific, non-technical human activities. The major focus of biotech is making money. In this seminar, we’ll discuss biotech, its profit motives, and its relationships to politics.

Marty Blumenfeld is Associate Professor of Genetics, Cell Biology and Development. He was the founder and Chief Scientific Officer of Blizzard Genomics, which prospered for a while but died of financial insufficiency in the aftermath of 9/11.

What Sex Should I Be?

Jane Phillips, Biology

Fall 2009
BIOL 1905, Section 009
1 credit
Tuesday, 9:45 – 11:00 a.m.
East Bank, Minneapolis
26565

Are you XX or XY? You probably know that I am asking if you are female or male, but the XY genetic system found in humans and most other mammals is not the only way that sex is determined in animals. Some animals develop into females if the temperature is high and others when the temperature is low. Other animals change their sex based on the sex of a nearby potential mate. In fact, some animals change their sex more than once in their lifetimes – a pretty nifty trick! This seminar will explore different sex determination systems, how they work, and how external forces, including estrogen-mimics in our environment, can disrupt these systems. While learning about sex determination, you will also explore many of the resources at the University and elsewhere that will help you become a successful student and a proud graduate of the University of Minnesota.

Jane Phillips is the Coordinator of the Instructional Laboratories and Associate Director of the Biology Program in the College of Biological Sciences. Jane has a Bachelor’s degree in Bacteriology and Master’s degree in Plant Pathology from UW-Madison and has had over 30 years of combined teaching experience at the University of Minnesota and at the University of Wisconsin-Madison. She has taught courses ranging from molecular, cellular, and developmental biology, microbiology, mycology, organismal adaptation and diversity, computing in biology, plant pathology, microbial physiology, and teaching and learning.
Cloning, Politics, and Religion

Marty Blumenfeld, Genetics, Cell Biology & Development

Fall 2009
BIOL 1905, Section 010
1 credit
Monday, 2:30 – 3:20 p.m.
Nils Hasselmo Hall 6-101, East Bank, Minneapolis 26567

Scientists can clone animals, plants, cells, and DNA. Is this a good thing? In this seminar, we’ll discuss cloning, its benefits, its limitations, and the ethical problems posed by its application to animals and plants in the twenty-first century.

Marty Blumenfeld is Associate Professor of Genetics, Cell Biology and Development. He was the founder and Chief Scientific Officer of Blizzard Genomics, which prospered for a while but died of financial insufficiency in the aftermath of 9/11.

Science, Sex, and Society: How Do We Know What We Know?

Sehoya Cotner, Biology

Fall 2009
BIOL 1905, Section 011
2 credits (offered in conjunction with SEAM, application required)
Tuesday, 1:25 – 3:20 p.m.
East Bank, Minneapolis 26591

In this seminar we will tackle recent gains in our scientific understanding of sex from biological, evolutionary, social, and behavioral perspectives which impact identity. Students will have the opportunity to develop and sharpen fundamental skills in the natural and social sciences.

Sehoya Cotner is an Assistant Professor of Teaching in the Biology Program. Her interests are in researching strategies for teaching evolution to non-scientists and engaging students in large-lecture arenas. She currently teaches the courses “The Evolution and Biology of Sex,” “General Zoology,” “Biology, Society and the Environment,” “The Nature of Life” and “Teaching in the Biology Laboratory.”
Biology in our Lives

Kathryn Hanna, Biology

Fall 2009
BIOL 1905, Section 012
1 credit
Wednesday, 2:30 – 4:00 p.m.
Molecular and Cell Biology, East Bank, Minneapolis
27021

Every day we run across biology in our lives and in the news. We’ll look at biology using sources like the New York Times or CNN. What is meant by a bioterrorism threat? How is biological evidence influencing a trial outcome? How is pollution affecting different cultures? What’s happening to the arctic environment? How does penicillin work? Students will help determine the topics we discuss, and careers related to the topics will also be introduced. The class will also serve as an orientation to the University environment and discuss topics such as academic survival skills.

Kathryn Hanna has worked with many biology undergraduate students through the Biology Colloquium Program and biology internships. She is the faculty advisor for the University’s Forensic Science Club and Minnesota Medical Leaders. Her interests include everything from microorganisms to art to how universities work.

Darwin is Everywhere: Applications and Implications of Evolution

Mark Decker, Biology

Fall 2009
BIOL 1905, Section 013
1 credit
Tuesday, 3:30 – 4:25 p.m.
Amundson Hall 120, East Bank, Minneapolis
35169

“Nothing in biology makes sense except in the light of evolution.” Theodosius Dobzhansky

Charles Darwin has been dead for well over a hundred years and his most influential book, On the Origin of Species, was first published 146 years ago. Wow, evolutionary biology is really old! Surely it’s no longer important, right? Au contraire! As the Dobzhansky quote above indicates, evolution is the central unifying principle in biology and is influential not only throughout biology but also in disciplines that overlap or border on biology. In this seminar we will explore how an evolution-centered perspective is beneficial (required!?) for an adequate understanding of a variety of topics (e.g., infectious diseases, human behavior, medicine, science education and scientific literacy, conservation, philosophy) and how principles in evolutionary biology are being applied in these disparate areas.

Mark Decker is an Associate Teaching Professor in the General Biology Program in the College of Biological Sciences. He is an evolutionary biologist by training, and is fortunate to be able to spend most of his professional time on his true passion, teaching. He is a strong advocate for increasing science literacy in general and the understanding of evolution in particular.
BioArt

Neil Olszewski, Plant Biology
Diane Willow, Art

Fall 2009
BIOL 1905, Section 014
3 credits
Wednesday, 1:25 – 4:25 p.m.
Regis Center W123, West Bank, Minneapolis
58364

Victimless Leather at MOMA, the One Tree series of genetically identical trees living in San Francisco, and artists “cultivating” consciousness with a Botanical Gameboy each hint at the range of contemporary artwork by artists whose creative research integrally links art and biology. We will examine the collaborative process between scientist, artist, and the public, the questions that artists and scientists pose, the poetic and political implications of this art, the response of scientists to this portrayal, and ethical issues associated with the creation of this art. These issues will be explored through engagement with living things, reading and discussions that develop critical thinking, as well as laboratory and studio sessions that lead to the creation of BioArt.

Neil Olszewski’s research investigates the molecular mechanisms regulating plant growth and the molecular biology of plant viruses. He has produced transgenic petunia plants for an exhibition by Eduardo Kac at the Weisman Art Museum. He also enjoys playing the cello and crafting beer.

Diane Willow is a multi-modal artist. She experiments with hybrid media to explore the subtle ways we interact with one another, express empathy with other life forms, and respond to ambient atmospheres. Focused on art as the experience, she invites people to engage as participants and choreographers rather than as viewers.

Using Knowledge You Never Thought You Would Use

David Fan, Genetics, Cell Biology & Development

Fall 2009
BIOL 1905, Section 015
1 credit
Tuesday, 1:55 – 2:45 p.m.
St. Paul
58685

Much of David Fan’s career was in laboratory biology. Among his research interests were hormones which can be conceptualized as messages sent in identical copies from one group of cells to another. At one point, he saw the parallel to mass media messages that are similarly sent by one group of people, the publishers, to another group of people, the general public. That led him to transfer the knowledge and thinking from biology to the social sciences, his current area of research. This seminar will explore the possibilities of making similar transfers of knowledge from one domain to another, one of the keys to creative thinking.

David Fan is a Professor of Genetics, Cell Biology, and Development and Adjunct Professor of Journalism and Mass Communication. He has published academic articles with faculty colleagues in Forestry, Journalism and Mass Communication, Political Science, the School of Public Health, and Statistics among other disciplines.
By the Harvest You Shall Live

Vernon B. Cardwell, Agronomy & Plant Genetics

Human survival is dependent upon “the Harvest.” From the first cave dwellers to the modern sky-rise condo-dweller, each was and is dependent upon the fruits of the land and the bounty of the sea. Science and technology has transformed human societies from 98-99% hunters and gathers to 2% or less agriculturalists, foresters and fisherman in the U.S. Worldwide, approximately 48% of the population is still employed in food and fiber production. What transformations have allowed 300 million Americans to do their hunting and gathering in the aisles of giant super markets and not think about the origin or availability of their food and fiber? What has been the impact on the land, the landscape and the people? What contributes to the bountiful harvests and the lack of widespread famines in the U.S.? What challenges face the continued bountiful harvests for all of humankind? Our course will include field trips to hunt and gather from natural sites and harvesting from planted sites using 1840 technology.

Vernon Cardwell is a Distinguished Teaching Professor of Agronomy and Plant Genetics. His research has focused on crop and seed physiology and he is a national leader in food and agricultural literacy efforts. He has received the University Community Service Award for his public outreach activities.

Evaluating Starvation: Revisiting Malthus in the Era of Biotechnology

Paul Porter, Agronomy & Plant Genetics

This seminar will provide students with an introduction to a multitude of issues surrounding starvation and human hunger. We begin with a brief review of the predictions of Thomas Malthus and Paul Erlich and a discussion of why those predictions never came to fruition. We will explore the growth in human population and our ability to feed that population. Through consideration of fundamental principles in the areas of agricultural production and human nutritional needs, this seminar will evaluate agriculture and human development from a historical perspective as they relate to nutrition, famine, and the human diet. Through the course students will gain first-hand experience in preparing nutritionally based meals targeted for needy people suffering from malnutrition.

Paul Porter is a Professor of Agronomy and Plant Genetics. He is a cropping systems agronomist and returned Peace Corp volunteer (Zaire) who has experienced starvation firsthand. Paul worked for the University of Wyoming (in Somalia) and Clemson University prior to joining the University of Minnesota faculty in 1995. He is also a marathon runner and Ironman triathlete with a personal interest in human nutrition.
Every human society has developed its own knowledge of food and health relationships. But until very recently, scientific researchers at large universities have paid little attention to this knowledge, in part because it has been dismissed as “unscientific”. Most professional scientists do not accept indigenous, ancestral or ancient knowledge systems as valid. When such knowledge is considered, it is studied through the lens of “science” to determine its legitimacy. Diverse food practices and understandings may be acknowledged as cultural artifacts, but are seldom seen by scientists as legitimate on their own merit.

In this seminar, we will attempt to take a more culturally competent “inside look” at diverse ways of knowing. Experience is often the best teacher. By direct experience and involvement with another culture, we come to recognize their cultural worldview and its way of seeing and making sense of the world. In this way, you will encounter different ways of knowing. We will focus specifically on different cultural orientations to understanding food and health relationships. We will explore Indigenous knowledges, Ayurveda, Chinese Medicine, western/biomedical and African American perspectives. Each of these “ways of knowing” is grounded in distinct and divergent ancestral and cultural orientations.

Craig A. Hassel works on food and health issues in partnership with communities who bring knowledge that is incongruent with western/scientific perspectives.

Karl Lorenz leads the work of the Diversity Catalyst Team and is responsible for implementing College-wide diversity initiatives.
Antioxidants: How do they protect your food and your body?

A. Saari Csallany, Food Science & Nutrition

Fall 2009
CFAN 1905, Section 001
2 credits
Thursday, 1:55-3:50 p.m.
Andrew Boss Laboratory Meat Science 223A, St. Paul 55960

This seminar will review how changes take place in food and biological systems in the absence and presence of antioxidants. We will concentrate on what antioxidants are, how they act, and how they protect food from deterioration and the body from deteriorative changes.

A. Saari Csallany has a long history in the research related to the function of antioxidants, both in food and in biological systems.

My Other Car is a Bicycle

R. Lee Penn, Chemistry

Fall 2009
CHEM 1905, Section 001
2 credits
Monday, 3:35 – 5:15 p.m.
Smith Hall 100, East Bank, Minneapolis 55905

This seminar will be devoted to researching bicycling as a viable alternative to car-based transportation. We will examine the environmental impacts of choosing cars for transportation, compare the energy required to produce and maintain cars and bicycles, compare the energy required to move people by various modes of transportation, research how city planning limits options for non-car-based transportation, and compare bike movements and cultures in cities worldwide, including the twin cities. We will learn some basic bike repair and practice urban riding skills. Classes will include field trips (by bike, of course), guest lectures, movies, and more. Each student must have access to a bike during class time.

R. Lee Penn has been a member of the Chemistry faculty since 2001. She earned her Ph.D. from UW-Madison. She has taught a materials course, freshman seminars, and introductory chemistry courses. Her research interests include nanoparticle growth mechanisms in aqueous environments.
Science in the News

George Barany, Chemistry

Fall 2009
CHEM 1905, Section 002
2 credits
Tuesday. 3:35 – 5:15 p.m.
Appleby Hall 103, East Bank, Minneapolis 58706

This course will focus on scientific applications and significance in current events. In particular students will discuss the New York Times’ “Science News” section each week.

George Barany is a Distinguished McKnight University Professor, and received his Ph.D. in chemistry from the Rockefeller University with adviser R.B Merrifield in 1977. He joined the University of Minnesota faculty in 1980. His research is in organic chemistry and chemical biology.

Scientific Progress: Dynamics and Impacts on Practitioners, Popular Culture, and Policy

Chris Cramer, Chemistry

Fall 2009
CHEM 1905, Section 003
2 credits
Wednesday, 3:35 – 5:15 p.m.
Appleby Hall 223, East Bank, Minneapolis 58707

The history of science offers many examples illustrating how messy the actual process of discovery and interpretation can be. This course focuses on particular advances and the individuals who made them and places those discoveries into the context of their time. What prior work led investigators to their new ideas? How were these ideas received by the scientific community initially and to what extent were they modified by the response of other researchers to them? What influence did they have on the field as a whole and on science policy? What was the importance of multidisciplinary perspective? What kind of patronage, or politics, affected the scientists and their ability to carry out their research and interpret the results? Each class will include discussion of the weekly reading, current scientific topics selected by the students from popular media, and writing from texts, media, or assignments.

Chris Cramer’s professional career began with four years of service as an active-duty officer in the United States Army, including a tour in Korea, research experience at Aberdeen Proving Ground, and combat duty in Operation Desert Storm. In 1992, Cramer began his academic career at the University of Minnesota, where he is currently a Distinguished McKnight and University Teaching Professor in the Chemistry Department with research interests in the area of chemical theory and modeling.
Recycling in the Twin Cities

Wayland E. Noland, Chemistry

Fall 2009
CHEM 1905, Section 004
2 credits
Thursday, 3:35 – 5:15 p.m.
East Bank, Minneapolis
58708

This course will deal with recycling of metals, plastic, paper, cardboard, books, clothing and pets and will include aspects such as the ecology, environmental effects, and economics of recycling. We will also examine the chemical structures of recyclable material and how we, as consumers, can contribute to the overall process of recycling.

Wayland E. Noland has been a member of the Chemistry faculty since 1952, specializing in organic chemistry. He has witnessed the development of recycling throughout his career, including extensive personal experience in recycling. In 2006 he received the Charles E. Bowers Faculty Teaching Award.

Chicana/o-Latina/o: History, Culture, and Identity

Edén Torres, Chicano Studies

Fall 2009
CHIC 1902, Section 001
LE: Cultural Diversity
3 credits
TuTh, 4:00 – 5:15 p.m.
Peik Hall 335, East Bank, Minneapolis
42233

It might be argued that everyone in today's world struggles to understand and articulate multiple identities. While people in U.S. society are encouraged to think of themselves as individuals, no one is a finite entity. We are all products of history, and we all have complex relationships with others as well as to power. For people whose ethnicity or race separates them from the dominant culture, identities must be formed without adequate representation in popular culture. We must look past mainstream representations into history, home cultures, languages, ethnic literature and film, etc. to understand and construct an affirmative vision of what it means to be a Chicana/o or Latina/o in a contemporary context.

Edén Torres, a Mexican American woman, considers two places “home,” the Rio Grande Valley of South Texas and Minnesota. Before college, she thought she knew who she was as a Chicana and how she fit (or didn’t fit) into the history and culture of the United States. That understanding was challenged, broadened, and changed as she explored what it meant to be Chicana or Latina through the eyes of writers, historians, artists, activists, filmmakers, and theorists. She’s discovered that the definition of who she is in terms of ethnicity, race, and class is an ever shifting process.
Critical Issues and Controversies in Elementary Education

Katherine Byrn, Curriculum & Instruction

Fall 2009
CI 1903, Section 001
LE: Citizenship and Public Ethics
3 credits
Friday, 9:30 a.m. – 12:10 p.m.
Peik Hall 25, East Bank, Minneapolis
43277

Through exploration of multiple viewpoints on issues and controversies related to elementary education, this course will engage students in examining the knowledge, skills, and values needed by effective citizens in the 21st century and the role of the elementary school in producing those citizens. The course includes visits to elementary schools.

Katherine Byrn brings eight years of elementary teaching experience and is an advanced doctoral student in literacy education. Additionally, she has taught numerous education courses at the University of Minnesota.

Intentional Communities as Education for Life

Lynn Englund, Curriculum & Instruction

Fall 2009
CI 1903, Section 002
LE: Citizenship and Public Ethics
3 credits
Thursday, 2:30 – 5:00 p.m.
East Bank, Minneapolis
43279

In this course, students will examine a number of intentional communities to understand the social context that spurred their formation, will examine life experiences in the community, and will consider educational role of the community in family and society.

Lynn Englund has 20 years experience creating and participating in an intentional community in the Twin Cities. Her interests include non-formal educational processes that facilitate group development and enhance participants’ experience of community and family life.
Schindler’s List turns the Holocaust into Hollywood. But the Holocaust was nothing like that. Rather, it was a double tragedy: for the German people and the Jews of Europe. The first descended from the heights of culture to the despicable barbarism of which the second were the victims. In this seminar, in such films as Shoah, and memoirs like Survival in Auschwitz, you will hear these victims speak in their own voices. In such films as Hotel Terminus and such books as Ordinary Men, you will hear their tormentors speak candidly about their experiences. These riveting accounts are not about unnamed millions, but about the temptations and tragedies of real people—victims and perpetrators who were, as Nietzsche says, “human, all too human.”

Alan Gross studies the ways in which pictures persuade. He is especially interested in the way war and terrorism are depicted and teaches courses in both subjects. His interest in the Holocaust was piqued after he saw Schindler’s List. He was so angry at the film that he engaged in a public and private exchange of letters with its defenders, and wrote and published a long review of Holocaust literature. For the second time in his life, he was the recipient of hate mail.

Edward Schiappa is Chair of the Department of Communication Studies and holds a Frenzel Chair of Liberal Arts. He has studied popular culture from historical, critical, and empirical perspectives for 20 years. He formulated the “Parasocial Contact Hypothesis,” which generated the first empirical evidence that television and movies have the ability to decrease prejudice. In 2008, he published Beyond Representational Correctness: Rethinking Criticism of Popular Culture, which brings together his views on popular culture analysis and that students in this seminar will be reading.
Great Words of Great U.S. Presidents

Karlyn Kohrs Campbell, Communication Studies

Fall 2009
COMM 1910W, Section 002
LE: Writing Intensive
3 credits
MW, 4:00 - 5:15 p.m.
Ford Hall 155, East Bank, Minneapolis
58365

How have great presidents used their “bully pulpit” to influence how Americans see and understand the world? What are the speeches that all agree are great? Why is that the case? Which of Lincoln’s words shape our understanding of the Civil War; how do FDR’s words shape our understanding of the depression and of World War II? How do John Kennedy’s and Ronald Reagan’s words shape our understanding of the Cold War? How did Eisenhower attempt to limit the dangers of nuclear weapons and warn of the increasing political power of the military-industrial complex? How did the words of Kennedy and Lyndon Johnson help bring about civil rights for African Americans? How do presidents lead us into war? Or comfort us in the face of catastrophe? Students will be expected to read presidential speeches and analyses of these speeches, respond to questions about them, and do an extended analysis of a major presidential speech.

Karlyn Kohrs Campbell studies public discourse, particularly the public discourse of U.S. presidents, as well as that of social movements, such as the women’s rights/women’s suffrage and the later women’s-rights efforts that began in the 1960s, and efforts to increase civil rights for disadvantaged groups in the U.S.

Cross-Cultural Studies of Children

Michael Maratsos, Institute of Child Development

Fall 2009
CPSY 1904, Section 001
LE: International Perspectives
3 credits
Tuesday, 10:10 a.m. - 12:40 p.m.
Child Development 172, East Bank, Minneapolis
39117

Most people feel that something central about human nature is shown by the ways that people raise and treat children. It seems natural to us that parents would be motivated largely by unselfish love and concern for their children. But the historical and anthropological literature shows a much wider range of what is natural. Indeed, historians and anthropologists often find themselves taken aback at the apparent cruelty or disregard for children’s welfare that parents and society seem to display in a great many human cultures, in contrast to the benevolence or warmth that is ordinary in others. In this seminar we will become better acquainted with this extraordinary variation, and how it arises from the interaction of human biological potential with the ever-changing environments that humans evolve for themselves.

Michael Maratsos is a professor of developmental psychology in the Institute of Child Development. He has been at the University since 1972, teaching courses on child development, the biological foundations of development, and language development, and honors courses on nonrational thought and cross-cultural development. He has received awards for distinguished research contributions from the American Psychological Association (APA) and the developmental division of APA.
Is there a Colony in this Class? Education and Empire in Literature, History, and Culture

Shaden Tageldin, Cultural Studies and Comparative Literature

Fall 2009
CSCL 1909W, Section 001
LE: International Perspectives, Writing Intensive
3 credits
TuTh, 2:30 – 3:45 p.m.
Folwell Hall 152, East Bank, Minneapolis
53746

Empire seems a world away from us—removed in time and space. But empire is as close as the television, and often speaks a familiar language. Coverage of the ongoing U.S. occupation of Iraq, for example, brings us images of U.S. Army officers pointing at a blackboard, “teaching” Iraqi police how to reinvent their country as an American-style democracy with freedoms of religion, conscience, and speech. We will retrace the link between education and empire by studying cultures that have experienced foreign domination: a process, in the words of the Senegalese novelist Cheikh Hamidou Kane, whose cannons force the body and whose schools fascinate the soul. We will explore novels, critical essays, poems, and films by writers who use classroom scenes to represent struggles between the forces of empire and those of anti-imperialist revolution. We also will think about what we can take from our own educations as they take control of us.

Shaden Tageldin is a specialist in 19th and 20th century literatures in English, Arabic, and French, with research and teaching interests in empire studies, postcolonial theory, and the politics of language, translation, and literary and cultural transformation. She is completing a book on the impact of French and British imperialisms on post-1800 Egyptian literature and culture.

Storytelling and Narrative

Brad Hokanson, Graphic Design

Fall 2009
DES 1910W, Section 001
LE: Writing Intensive
3 credits
Tuesday, 2:30 – 5:00 p.m.
Social Science 278, West Bank, Minneapolis
37811

How we convey information and convince others often occurs through the use of stories; we use narrative to structure our understanding of the world or of our context; and we use myth as a means to provide order even in the most technological context. Examining the use of stories will provide tools and skills valuable in the world of the future; valuable for any university student. Skill with narrative, as taught in the Harvard Business School, can be a valuable tool and a worthwhile skill. Stories will be developed in written, oral, and visual form, and end products will include oral presentations, written stories, and graphic novels or comic books. Class will have a number of components, all focused on the development of skills tied together by storytelling.

Brad Hokanson is a graphic design faculty member in the College of Design. He has a special interest in eScholarship and the use of technology in instruction.
Printing for Designers
James Boyd-Brent, Graphic Design

Fall 2009
DES 1910W, Section 002
LE: Writing Intensive
3 credits
Thursday, 11:45 a.m. - 2:15 p.m.
McNeal Hall B3, St. Paul
37761

This seminar is a studio and research exploration of how designers reproduce their ideas in print. The studio component of the course will center on hands-on screenprinting in the Surface Design Studio in McNeal Hall, and will also include monoprinting, letterpress printing, relief printing, and digital printing, as well as 3-D printing. A variety of printing surfaces will be used, including paper and fabric. The research component of the class will focus on how contemporary printing technologies are changing, and the effect these changes are having on creative production in the design world, and will also include a brief overview of the history of printing.

James Boyd-Brent is a graphic design faculty member in the College of Design. He is a practicing printmaker who has received multiple awards for his work.

Strategic Thinking and Social Interaction
Itai Sher, Economics

Fall 2009
ECON 1905
3 credits
TuTh, 11:15 a.m. - 12:30 p.m.
Blegen Hall 335, West Bank, Minneapolis

Game theory is a field which studies strategic interaction. This may be important in any situation where a group of people interact and the decisions made by each person depend on the decisions made by others. Game theory is relevant in many situations, including nuclear deterrence and warfare, the theory of auctions, the analysis of voting systems, political campaigns, competition among firms, and the formation of social networks. Game theory is also a useful tool for studying concepts such as reputation, threats, promises, cooperation, coordination, and incentives, which are relevant to social interactions. This course will provide an informal introduction to the basic concepts of game theory, which does not require any mathematics. Readings and discussions will focus on the many areas to which these notions apply.

Itai Sher is an assistant professor of economics at the University of Minnesota. He specializes in microeconomic theory. He received his Ph.D. from Northwestern University and his B.A. from Reed College.
The Animal

Tony Brown, English; Christine Marran, Asian Languages and Literatures

Fall 2009
ENGL 1905, Section 001
3 credits
TuTh, 4:00 – 5:15 p.m.
Folwell Hall 116, East Bank, Minneapolis
31589

The animal has recently come into focus as a subject of intellectually varied and stimulating scholarly attention in the humanities. It is, in a sense, a time of the animal. But it is also a time for the animal—a time of unprecedented extinctions and of once unimaginable abuses (witness the recent growth of a factory-farming system likened by some to Nazi concentration camps). In this seminar we will follow the turn of attention to the animal, asking along the way some fundamental questions: What is an animal? What makes the difference between human and animal? What constitutes human ethical treatment of animals by humans? How have philosophers engaged the animal and to what ends? And finally, how has the animal been understood differently over time? We will read (novels, newspapers, philosophy), watch films (Grizzly Man, Balthazar, The Eel, The Cow), and possibly take fieldtrips to sites of human-animal interaction.

Tony Brown received his Ph.D. in English from the University of Chicago. His interests include 18th-century literature, romanticism, literary theory, philosophy, aesthetics, and early-American, colonial, and postcolonial literature.

Christine Marran’s interests are in early Meiji writing—especially newspapers and gesaku literature, gender and representation in Japanese fiction, Japanese and Asian film, Japanese popular culture from the 1870s to the present, ecocriticism, and animal rights.

History and Memory: “On the Day You Were Born”

Shirley Garner, English

Fall 2009
ENGL 1905, Section 004
3 credits
TuTh, 9:45 – 11:00 a.m.
Rapson Hall 13, East Bank, Minneapolis
42997

Focusing on autobiography and memoir, this seminar will offer students the opportunity to explore their identity and place. It will ask them to set their memories and impressions against the history of their time and place and by so doing to enhance their understanding of both. The works we will read treat in various ways the experience of “growing up,” the relationship between history and memory, and the meaning of place—within a family, a town or city, and a country, or as otherwise understood and defined. The seminar will prepare students to write a culminating essay in which they look at the beginning of their lives from a local as well as a broader perspective.

Shirley Garner was born in Waxahachie, Texas, a small town, Southern in atmosphere. She spent her young life in Amarillo, Texas, popularly recognized as part of the “Wild West.” The child of a working, single parent, she spent a great deal of time alone—mainly reading. In literature, she discovered a “world more attractive.” Her love of literature took her to the University of Texas at Austin, Stanford University graduate school, and finally to the University of Minnesota. Shakespeare and contemporary writers are the mainstays of her current intellectual life.
Probing the Social Text: Founding Ideas and Current Issues

Ellen Messer-Davidow, English

Fall 2009
ENGL 1907W, Section 001
LE: Cultural Diversity, Writing Intensive
3 credits
TuTh, 8:15 – 9:30 a.m.
Amundson Hall 104, East Bank, Minneapolis
58778

This seminar will introduce students to some of the historical principles inscribed in the U.S. Constitution, state constitutions, and major statutes, and show how they play out in flashpoint contemporary issues. Students will read and evaluate a variety of materials including government documents, NGO reports, academic scholarship, journalism, and personal narratives/ethnographies; or, put another way, statistical studies and stories, precise analyses and partisan polemics, formal text, and popular discourse. Topics will include economic inequality, K-12 education, religion, and equal rights. Students will develop close reading and careful evaluation skills to help them become not only more engaged college students, but also engaged citizens.

Ellen Messer-Davidow has always been interested in how things function—facts and theories, texts and discourses, academic disciplines and institutions, social movements, and public policies. To answer questions on these subjects, she oscillates among empirical research, theory, and practice. Practice has been an important part of her life—organizing women on campus during her graduate-student days, chairing the Women's Caucus for the Modern Languages, and co-editing a book series and issues of journals. Her interests include literary, cultural, and social theory; modern/contemporary American social movements; and contemporary American public policy and law.

Hip Hop as Academic Inquiry

Geoffrey Sirc, English

Fall 2009
ENGL 1910W, Section 001
LE: Writing Intensive
3 credits
TuTh, 2:30 – 3:45 p.m.
Rapson Hall 43, East Bank, Minneapolis
58157

Yo, yo, yo, what's up with rap music? Social blight or great art? Are the haters right or does hip hop keep it real? For that matter, just what does hip hop mean by “real”? Is 50 Cent’s “real” the same as Talib Kweli’s? Where did hip hop even come from? In this seminar, we'll take a VERY close look at hip hop, and learn how academic inquiry works at the University. Hip hop is an exceptionally fruitful topic for scholarly study because it offers a variety of research "portals": not just the aesthetics of beats and rhymes, but issues of race, gender, sexuality, economics, marketing, fashion, violence, media representation, the history of American popular culture, and a host of others. We’ll get our research on and read, write, listen, and watch our way to bangin’ critical insight.

Geoffrey Sirc finds American popular culture fascinating. He’s published scholarly articles on punk rock, the Sex Pistols, Kurt Cobain, and hip hop. If you look deeply enough at a pop song, he swears, you can see the whole sociocultural history of our country in it. He picked up a copy of “Rappers Delight” in 1979, immediately figured out the lyrics and brought it to his American literature class. His teaching and research have never been the same.
Chess and 21st Century Skills

William Bart, Educational Psychology

Fall 2009
EPSY 1905, Section 001
3 credits
Monday, 11:35 a.m. – 2:15 p.m.
Peik Hall 325, East Bank, Minneapolis
35265

This course is an examination of the basic components of chess and computer-based chess. During the seminar we will investigate how chess players think, including visual-spatial thinking and critical thinking, the psychology of critical thinking and other 21st Century reasoning skills, and research on chess cognition.

William M. Bart studies critical thinking skills and visual-spatial thinking skills used in chess playing and other contexts. He is interested in helping students improve their reasoning skills.

Human Impact on the Environment

Jay Bell; Soil, Water, & Climate

Fall 2009
ESPM 1901, Section 001
LE: Environment
3 credits
Monday, 4:05 – 4:55 p.m.
Wednesday, 3:00-4:55 p.m.
Coffey Hall 120, St. Paul
42529

Humans have had a profound effect on the environment throughout the history from our earliest civilizations until today. In this seminar we will examine how human activities have altered the earth by studying specific events in our past and of concern today. Examples include land degradation in ancient Mesopotamia, the draining of the Aral Sea, and the Dust Bowl. We will focus on the causes, attempted solutions, and long-term effects of human impact on the environment using examples from around the world (Australia, China, Russia, Morocco, and Antarctica) as well as what we find in our own backyards today.

Jay Bell is Associate Dean of Academic Programs and Faculty Affairs for the College of Food, Agricultural, and Natural Resource Sciences and a professor of soil science, he has received four teaching awards including the H.T. Morse Teaching Award for Excellence in Undergraduate Education and has worked in such diverse areas as wetland ecology, mine reclamation, soil conservation, remote sensing, soil salinization, soil mapping, and climate change. He has had the opportunity to work extensively in Australia, Morocco, and across North America.
It's New Year's Day, 2101. Somehow, humanity survived the worst of global warming – the higher temperatures and sea levels and the more intense droughts and storms – and succeeded in stabilizing the Earth’s climate. Greenhouse gas concentrations are peaking and are expected to drift downward in the 22nd century. The rise in global temperatures is slowing and the natural world is gradually healing. The social contract largely held. And humanity as a whole is better fed, healthier, and more prosperous today than it was a century ago. This scenario of an imagined future raises a key question: What must we do in the 21st century to make such a future possible, and to head off the kind of climate catastrophe that many scientists now see as likely? This question inspires the theme of our text, the Worldwatch Institute’s State of the World 2009 report: how climate change will play out over the coming century, and what steps we most urgently need to take now.

Terry Cooper is a professor of Soil Science; he has received four teaching awards including the H.T. Morse Teaching Award for Excellence in Undergraduate Education. He teaches the basic soils course, environmental problem solving, environmental review, soil morphology and is coach of the soil judging team.
Did a change in climate doom the ancient Mayans? Did a tsunami destroy the Minoan civilization? Why do people live on and near explosive volcanoes? Can any geologic event, however destructive, change the course of history? The general theme of this seminar is: What is the role of geology in the evolution of civilizations, from pre-history to the present day? In this discussion-based seminar class, we debate the influences of geological processes on humans, including how climate change, earthquakes, volcanism, and the distribution of mineral, energy, and water resources affect where and how we live today, in the past, and in the future. In addition to considering how the physical environment influences humans, we discuss whether humans can and should control the physical environment; for example, floods, landslides, or volcanic eruptions.

Donna Whitney is a professor in the Department of Geology & Geophysics. In addition to this seminar, she teaches courses about physical geology, minerals, and rocks. Her research focuses on how mountains form and collapse, with current field sites in Turkey, Greece, and western North America.

Polar Environments: Rock, Ice, and Human Impact

Christian Teyssier, Geology & Geophysics

Polar regions are fascinating. They spend a good fraction of each year either in bright sunlight or in total darkness. Few people live there but these regions experience perhaps the largest environmental changes caused by human activities. Over millions and even billions of years of Earth history, polar regions have been the host of large expanses of water like the Arctic ocean today, or sizable continents like Antarctica. Since Antarctica has been separated from other continents it has become the refrigerator of Earth, as a two-mile thick ice sheet accumulated and sea level dropped. More recently, this cooling trend has seen short-term variations in climate, with periods of glaciations interrupted by spells of warming. Today, human activities interfere with these natural climate cycles, as our societies produce atmospheric carbon dioxide and other greenhouse gases that cause global warming. This seminar addresses general principles of geology, long-term climate changes, and the relation between human activities and the environment.

Christian Teyssier was educated in France, obtained a doctorate in Australia, and has been at the University since 1985. His interests include structural geology and tectonics, and the understanding of rock deformation from the grain to the global scale. He has conducted fieldwork in many places, including Antarctica and the Arctic region.
The World Within: Exploring Contemporary Immigrant America

Helga Leitner, Geography

Fall 2009
GEOG 1905, Section 001
3 credits
Tuesday, 9:05 – 11:35 a.m.
West Bank, Minneapolis
53914

This seminar explores some salient issues of contemporary immigrant America, with the goal of fostering a deeper understanding and more knowledgeable appreciation of the diverse experiences of immigrants to the U.S.; the challenges of living with difference, from the perspective of both immigrants and the majority population; and of future prospects for peaceful co-existence in a multicultural/multiracial United States. Utilizing readings from across the social sciences and humanities, films and videos, and short field trips into Minneapolis neighborhoods, we will attempt to gain insights into diversity of contemporary immigrant experiences and the specific opportunities and challenges they and their children face in making the U.S. their home. We will also examine the contributions that immigrants have made to U.S. society, economy, and everyday life; and their reception in our communities and the nation.

Helga Leitner is a professor of geography and a faculty member in Global Studies and the Interdisciplinary Center for the Study of Global Change. Born in Austria, she immigrated to Minnesota in 1985. One of her primary areas of research is international migration, including the politics of immigration and citizenship, and immigrant incorporation. She regularly teaches undergraduate courses on Population in an Interacting World (William Alonso) and Transnationalism and the Politics of Belonging (Anni Phizacklea).

The Dragon-Slayer Stories

Lena Norrman, German, Scandinavian, and Dutch

Fall 2009
GER 1905, Section 001
3 credits
TuTh, 9:45 – 11:00 a.m.
Peik Hall 335, East Bank, Minneapolis
45329

The Dragon-Slayer stories have their roots in early-medieval oral traditions and survive in such major epic texts as the medieval German Nibelungenlied, the Old Norse Völsunga saga, and the Old English Beowulf. The stories have continued on through history to the present day and have found expression in modern prose fiction, opera, and film. We will explore the power of the medieval master-narrative and will then follow its course into modernity in an effort to explain our continuing engagement with this tradition as it is adapted by writers, composers, and film directors.
In 2007, someone moved to the city. That move marked the tipping point of a new urban century in which more than half of the world’s population now lives in cities. Most metropolitan growth is occurring in cities of the global south, such as Guangzhou (China) and Johannesburg (South Africa), where populations are expected to double over the next three decades. It is imagined that these global cities “in the making” will cultivate new entrepreneurs that will catapult poor countries into rich players in the global marketplace. Is this the best hope for the world’s poor, to become globally competitive urbanites? Does living in cities reflect new types of freedom, democracy, and opportunity? Does the growth of cities spark the diffusion of new artistic expression and creativity? We will explore these questions by reading fiction, watching films, and learning about the power of finance capital, real estate speculation, and subterranean urban cultures. We will visit a range of cities, experiencing them from street level, to gain a robust understanding of how cities work in this new era of globalization.

Michael Goldman has lived in a variety of cities around the world, in search of the hottest chili peppers and the best basketball game. He is currently writing a book on Bangalore, India, called *Speculating on a World City*. 

Helga Leitner is a professor of geography and a faculty member in Global Studies and the Interdisciplinary Center for the Study of Global Change. Born in Austria, she immigrated to Minnesota in 1985. One of her primary areas of research is international migration, including the politics of immigration and citizenship, and immigrant incorporation. She regularly teaches undergraduate courses on *Population in an Interacting World* (William Alonso) and *Transnationalism and the Politics of Belonging* (Anni Phizacklea).
What’s Normal, What’s Not? A Critical Look at Autism

Jigna Desai, Gender, Women & Sexuality Studies; Ruskin Hunt, Gender, Women & Sexuality Studies

Fall 2009
GWSS 1902, Section 001
LE: Cultural Diversity
3 credits
TuTh, 11:15 a.m. - 12:30 p.m.
Ford Hall 400, East Bank, Minneapolis 58266

Anyone watching the news recently knows about the alarming increase in autism diagnoses, nationally and locally. What is autism? Are autistic brains broken or just different? In this course, we will explore how people are diagnosed as autistic and what that diagnosis means, medically, socially, and personally. We will investigate the broader political and social consequences of diagnoses that label people as being disabled or different from “normal”, and where our societal ideas about normality come from.

Jigna Desai has discovered as a parent and a teacher that people think in very different ways. Most of her research has been about how race, gender, and sexuality shape our perspectives and experiences of the world. Recently, she is contemplating what counts as abled (normal?) or disabled (not normal?) when it comes to brains and how people think. She thinks that “normal” might be overrated.

Ruskin Hunt spent his undergraduate days studying language and culture. Later, while teaching English, he wondered how people learn language, so he got an M.A. in applied linguistics and a Ph.D. in cognitive science. He then wondered what was happening in his students’ brains as they were learning, so he came to Minnesota where he now teaches and uses brain imaging to study children.

Asian Americans and U.S. Race Relations

Erika Lee; Asian American Studies, History

Fall 2009
HIST 1902, Section 001
LE: Cultural Diversity
3 credits
Tuesday, 1:00 – 3:30 p.m.
Blegen Hall 235, West Bank, Minneapolis 58276

While the Asian American population is one of the fastest growing in the United States, it remains largely misrepresented or ignored in American culture and politics. This seminar will examine the place of Asian Americans in U.S. race relations through law, history, sociology, and popular culture. We will begin by asking the questions: Where do Asian Americans fit into the larger multiracial context of the U.S. and theories of race relations? What does it mean when Asian Americans are described as “perpetual foreigners,” the “yellow peril,” “potential terrorists,” “honorary whites,” or “model minorities”? How have Asian Americans experienced racism and discrimination? What are some contemporary race issues affecting Asian Americans, and what are they doing about them? What is the importance of race in the “age of Obama?”

When Erika Lee was a history major in college, she wondered why Asian Americans and other peoples of color were largely absent from the major U.S. history textbooks she was reading. She went on to create a second major in ethnic studies, taught a class on the civil rights movement, and vowed to help write new versions of American history. She now teaches courses in Asian American studies and American history.
Changing Explanations of the Great Depression of the 1930s

George Green, History

Fall 2009
HIST 1905, Section 001
3 credits
Monday, 1:25 – 3:55 p.m.
Blegen Hall 230, West Bank, Minneapolis
58095

The causes of the 1930s depression have been debated since it started, and economic historians continue to argue about the different influences, both national and global. We will dig into some of those arguments and also explore comparisons with more recent events that have driven the current American and world economies into serious recession; Can we discern “lessons of history” that could inform the present-day policy efforts to stabilize financial systems, end the recession, and return the world economy to a growth path?

George Green grew up in California and started college as an engineering major. A great sophomore course on the history of Western Civilization drew him into a history major. He soon added economics to retain the math-science style and pursued his Ph.D. in both fields. His parents were much affected by the 1930s depression and this has been a major focus of his own studies for many years. Sadly, the historical topic keeps reappearing as a theme of current-events comparisons with each major recession or financial crash.

Masculinities in the Americas

Malinda Lindquist, History

Fall 2009
HIST 1907W, Section 001
LE: Cultural Diversity, Writing Intensive
3 credits
Tuesday, 3:00 – 5:30 p.m.
West Bank, Minneapolis
58275

Everyone knows what a real man is. Real men are masculine, but what does that mean, anyway? This course asks a series of questions: What has it meant to be a man in the Americas? What did it mean to be a “man” before the term “masculine” was even popularized? Do “manhood” and “masculinity” matter? By exploring changing meanings of manhood and the complicated constructions of masculinity in the 19th and 20th centuries, this seminar argues that understanding “men,” “manhood,” and “masculinity” is central to understanding United States history. From citizenship and slavery, war and peace, and sport and drink, to labor and civil rights and cowboys and the hip hop generation, the history of being man will be used to both illuminate and fundamentally redefine your approach to U.S. history.

Malinda Alaine Lindquist grew up in Southern California where she rarely surfed and spent far too few days at the beach, something she sorely regrets during long Minnesota winters. She studied history and women’s studies in college. In graduate school, she settled on writing a book about the meanings of black manhood and white masculinities during the era of Jim Crow. Between work and family, she is also an avid and ironic viewer of the TV show, 24.
Crusade vs. Jihad:
Muslim-Christian Relations in Historical Perspective

Giancarlo Casale, History

Fall 2009
HIST 1909W, Section 001
LE: International Perspectives, Writing Intensive
3 credits
Wednesday, 1:25 – 3:55 p.m.
Humphrey Center 35, West Bank, Minneapolis
58094

Is there really a “clash of civilizations” between Islam and the West today? Has there ever been? In this seminar we will try to answer this question, by examining the historical development of relations between Christianity and Islam, and focusing specifically on the contrast between perceptions today and the realities of the more distant past. Themes to be addressed will include holy war, conquest, and slavery, but also peaceful religious conversion, cultural interaction, and shared concepts of faith and tolerance.

Giancarlo Casale is a specialist in the history of the Ottoman Empire, or “the O.E.” as his students prefer to call it. He is just finishing a book about Ottoman explorers in the Indian Ocean during the 16th-century “Age of Discovery,” and has also written extensively on the history of mapmaking, trade, and piracy in the early modern world. At the U, he teaches courses on Ottoman history, Islam, and world civilizations. He is originally from Madison, Wisconsin, but is fluent in Turkish, having lived in Istanbul for several years. He has also traveled extensively throughout the Middle East, and sometimes—when he's in a really good mood—brings groups of students with him.

Local Food: Grow, Store, Buy Sustainable Organics

Albert (Bud) Markhart,
Horticultural Science

Fall 2009
HORT 1905, Section 001
2 credits
MF, 3:00 – 3:50 p.m.
Alderman Hall 310, St. Paul
55972

This seminar will focus on local foods – where it comes from, who grow it, and the environmental implications for consumers. The class will provide students with unique content on our food system and the current and potential roles of local food production. As part of our time together, two field trips are required; one to the Minnesota Landscape Arboretum and the other as a service learning experience to the Dream for Wild Health organic farm with additional stops at the Minnesota Food Association CSA, Stillwater, and Pine Tree Apple Orchard. In addition, the course will provide introductions to the University including career, counseling, and international programs.

Bud Markhart, 1997 Distinguished Teacher of the Year, conducts research and teaches courses in environmental physiology and organic horticulture. He has taught the Department's student learning community course for freshmen and transfer students, advises the student organic farm on the Saint Paul campus, and works with Master Gardeners, local organic farmers, and coops to increase the use of organic methods to grow food in backyards and small diversified farms. He has also constructed the first high tunnel for food production and is interested in exploring season extension for food production in Minnesota.
Utopias and Anti-Utopias

George Kliger, Humanities

Fall 2009
HUM 1905, Section 001
3 credits
Wednesday, 2:30 – 5:00 p.m.
Heller Hall 731, West Bank, Minneapolis
40261

This seminar will explore a variety of visions of an ideal society (utopia) and its opposite (anti-utopia) in the writings of philosophers, novelists, psychologists, and social and cultural critics through the ages, from Plato to Orwell, to feminist perspectives. With regard to each vision, topics such as fundamental assumptions about human nature, the nature of human institutions and their potentials for good and evil, ideals and values worthy of implementation and their compatibility, will be examined. A central concern of the seminar will be to assess the degrees of actual or potential correspondence of these visions to the real world of individual and social existence.

George Kliger’s focus is on interdisciplinary research and teaching with emphases on philosophy, literature, psychology, and social thought.

What Music Is: Its Meaning, Reality, Communication, and Embodiment

Guerino Mazzola, Music

Fall 2009
MUS 1905, Section 001
3 credits
MWF, 11:15 a.m. – 12:05 p.m.
Ferguson Hall 225, West Bank, Minneapolis
41195

This seminar is about the way music comes into our existence—from its symbolic abstraction to the vibrations of our psyche and the physical waves, and how it is communicated among humans from composers to audiences; how it creates poetic, emotional, and physiological meaning; is embodied in musicians’ lives; and unfolds abstract formulas into living gestures. The seminar should clarify to freshmen why they want to study music, and why music is about the whole life. This study is not an easy game, but is as serious as your life.

Guerino Mazzola’s present concern is in the making, the gestures, the human dimension of scientific and artistic works, not the result-oriented ideology of the living dead. He earned his Ph.D. in Mathematics from Zurich University, where he also qualified as a professor in algebraic geometry and in computational science. He is also an internationally acclaimed free-jazz pianist and has profiled the European school of mathematical music theory since 1980. He has written 16 books on mathematics, music theory, brain research and semiotics, among them The Topos of Music, proposed by the American Mathematical Society as the mathematics book of the year 2005. His latest book, Flow, Gesture, and Spaces in Free Jazz, is about the collaborative aspects of free jazz.
Music in Nazi Germany

Karen Painter, Music

Fall 2009
MUS 1908W, Section 001
LE: Citizenship and Public Ethics, Writing Intensive
3 credits
TuTh, 9:45 – 11:00 a.m.
Ferguson Hall 105, West Bank, Minneapolis
43679

Apart from an explicit message in lyrics of musical works, can music be political? Often the political message comes from the interpreter or politician, not the musician or composer. Are artists responsible for the effect of their works, regardless of their intentions? The relationship of art and politics is contested in every era and regime. How have those in power legitimated their rule through the arts? Can the arts maintain independence? What is the responsibility of the listener or amateur musician in a highly political environment?

This seminar examines the role of art and art censorship in civic life by focusing on the role of music in one of history’s most brutal regimes, which was also among the greatest patrons of music. What did it mean for a musician, conductor, or composer to collaborate, and what were the associated guilt and punishment? Did music influence the rise of support for Nazism? Finally, how should citizens of democratic societies commemorate and judge the choices artists made in harsher times?

Karen Painter has examined the relationships between music, listening, and ideology in the context of 19th-century Austrian and German social history, fin-de-siècle cultural debates, World War I, Austro-German socialism, and Nazism. Her research interests include Mozart, Schubert, Wagner, Bruckner, Mahler, Schoenberg, Richard Strauss, Hindemith, and Orff.

What’s So Great about Classical Music?

Michael Kac, Philosophy

Fall 2009
PHIL 1910W, Section 001
LE: Writing Intensive
3 credits
TuTh, 2:30 – 3:45 p.m.
Humphrey Center 35, West Bank, Minneapolis
58651

Despite what you may have heard, classical music isn’t just a dry, and landscape of interest only to culture snobs. The great masterpieces are supreme products of the human imagination touching on all aspects of the human condition—comic, tragic, sacred, profane. This is music that has moved generations of listeners to laughter and to tears, while at the same time inviting them to contemplate and reflect on its inner order and architectural grandeur.

This seminar will present some of the great works of the classical tradition along with an explanation of what makes them so remarkable. No prior knowledge about music is required—just bring an open mind.

Michael Kac, professor of philosophy and linguistics, is a musician and composer with extensive experience in both the classical and popular fields. From 1967-69 he played electric harpsichord with the rock band Mandrake Memorial, with whom he recorded two albums. More recently, he spent a number of years as part of a duo with guitarist Linda Cohen performing music in an eclectic blend of styles. He also performs regularly on the Twin Cities folk-music circuit, both as a solo artist and as a member of the Milltown Band, a group specializing in traditional American, British, and Irish music.
How Things Work

Dan Dahlberg, School of Physics and Astronomy

Fall 2009
PHYS 1905, Section 001
2 credits
Tuesday, 2:30 - 4:25 p.m.
Tate Laboratory of Physics 170, East Bank, Minneapolis
53472

This seminar will develop an understanding of how many devices in our high technology society work including engines, motors, thermometers, and cameras. There will also be a series of simple technological devices the students will construct during the semester to explore the engineering process of taking physics into technology. These engineering projects may include building an electromagnet, electric motor, a mouse trap powered toy car, an egg saver (when dropped from a considerable height), and a match head rocket. In addition to the construction projects, at the end of the semester each student will make a short presentation on something they have taken apart to explore and understand.

Dan Dahlberg is a Professor of Physics. He is a condensed matter experimentalist with expertise in magnetism and superconductivity. At the present time his primary research focus is on magnetism at the nanoscale.

The Physics of Superheroes

James Kakalios, School of Physics and Astronomy

Fall 2009
PHYS 1905, Section 002
2 credits
Monday, 2:30 – 4:25 p.m.
Tate Laboratory of Physics 143, East Bank, Minneapolis
32147

This seminar class will discuss basic principles of physics and chemistry as illustrated by their correct application in comic books. We will discuss how large the gravity on Krypton must have been in order to enable someone on Earth to leap tall buildings in a single bound. The principle of conservation of energy will be illustrated by considering the super speedster, the Flash. Are any of the X-Men’s powers realistic? Plausible? Possible? And why can’t Superman change history when he travels through time? After you learn what would really happen if you were bitten by a radioactive spider, you’ll want to sleep with the lights on!

James Kakalios is a Professor in the School of Physics and Astronomy whose research interests include disordered semiconductors and fluctuation phenomena in neurological systems. He has been reading comic books longer than he has been studying physics, and was the science consultant for the Warner Bros. film Watchmen.
How Common is Extraterrestrial Life?

J. Woods Halley, School of Physics and Astronomy

Fall 2009
PHYS 1910W, Section 001
LE: Writing Intensive
2 credits
TuTh, 3:35-4:25 p.m.
Tate Laboratory of Physics 157, East Bank, Minneapolis
41967

This course will study the various scientific issues that arise in considering the question of whether extraterrestrial intelligence is likely to exist in our galaxy and whether humans are likely to detect it. We will read a series of articles by distinguished experts on various aspects of the question, leading to an analysis of various factors in the ‘Drake equation,’ which provides a model for estimating the number of existing civilizations in the galaxy. Estimates of these factors involve huge uncertainties, but something definite can be said about most of them and the discussion ranges over a great many disciplines including physics, astronomy, biology, chemistry, archeology, and sociology. There will be a brief discussion of the quality of the evidence that extraterrestrials have been observed as claimed by the UFO community. This will occasion a discussion of what constitutes scientific evidence.

J. Woods Halley is a professor in the physics department at the University of Minnesota where he teaches physics courses at all levels and directs research programs in low temperature and chemical physics. He is a fellow of the American Physical Society and the Minnesota Supercomputing Institute and a member of the graduate faculties of Physics and Materials Science at the University.

Welfare Queens, Sick Kids, and Aging Boomers: Social Policy in the U.S. and Europe

Jane Gingrich, Political Science

Fall 2009
POL 1904, Section 001
LE: International Perspectives
3 credits
MWF, 11:15 a.m. – 12:05 p.m.
Blegen Hall 430, West Bank, Minneapolis
58223

The word “welfare” is reviled in American politics, yet we spend three times more on social programs (social security, Medicare, Medicaid) than on defense. The media also portrays the recipients of social programs in starkly contrasting manners: as Cadillac-driving welfare queens, deserving sick children, or RV-driving baby boomers enjoying a long retirement. Why these differences? This seminar examines social policy in the U.S. through an international lens, asking why the political dynamics among social programs in the U.S. are so varied, and why the U.S. looks different from many European and Asian countries. Why do attempts to introduce universal health insurance in the U.S. fail? Why does the U.S. provide public pensions to all elderly citizens, but lack universal programs for children and young people?

Jane Gingrich's research involves the study of social policy in Europe and the U.S. She has traveled to many countries; to her teaching she brings firsthand knowledge of welfare states, comparing differences in political systems and the lives of citizens across countries. She studies how countries structure and reform health care, pension, and welfare systems differently, and what political forces are behind these differences. Fortunately, her research agenda dovetails with her other hobbies, which include traveling, meeting new people, and engaging in political debate.
Puzzles in Politics and Economics

Benjamin Ansell, Political Science

Fall 2009
POL 1905, Section 001
3 credits
TuTh, 12:45 – 2:00 p.m.
Blegen Hall 220, West Bank, Minneapolis
35903

Political, social, and economic life is complex. And unlike the movement of atoms or the growth of cells, we cannot perfectly predict future behavior. But in fact, there are regularities, patterns, and trends to human relations. This seminar will help you understand these issues systematically. During the semester, you will learn to develop simple and testable theories, collect evidence, use that evidence to test and prove your theory. These are the kinds of skills not only in demand among academics; they are excellent training for careers in consultancy, policy, medicine, and the law.

Among the topics of study are the rise and fall of states, drugs and crime, suicide terrorism, globalization and inequality, racism, and why you have to pay tuition fees. In each topic, there will be a particular emphasis on international comparisons, so that you can understand the diversity of human experience and how your life in the United States differs from life abroad.

Benjamin Ansell’s research studies the impact of democracy and globalization on public education and the political consequences of stock and housing bubbles. He has experience in public policy, having developed a 20-year plan for British education policy, and as a half-Briton/half-American, he is fascinated by international differences.

Brazil: Land of the Future, Postponed

Fernando Arenas, Spanish & Portuguese

Fall 2009
PORT 1909W, Section 001
LE: International Perspectives, Writing Intensive
3 credits
TuTh, 12:45 – 2:00 p.m.
Nicholson Hall 355, East Bank, Minneapolis
58696

Brazil is more than the common stereotypes associated with lush tropical beaches, the Amazon rainforest, glamorous Carnaval pageantry, sensuous mulattas, or world-famous soccer players. Brazil is the largest country in Latin America, and it plays a pivotal role in the Western Hemisphere due to population, landmass, and economic output. Given Latin America’s proximity to the United States and its importance from a geostrategic, economic, political, and cultural viewpoint, American citizens need to become acquainted with Brazil. This seminar offers an introduction to Brazilian culture as well as key historical and socio-political issues from 1500 until the early 21st century. We will approach Brazil from a comparative perspective, making relevant connections to Africa, Europe, the U.S., and Spanish-speaking Latin America. One third of the course will be dedicated to a comparative study of “race” and race relations in Brazil, the U.S., and South Africa.

Fernando Arenas is a multilingual teacher, scholar, administrator, and world traveler. Growing up in New York City and in Bogotá, Colombia, he was always interested in other cultures beyond his immediate horizon. He studies Portuguese-speaking cultures (Brazil, Portugal, Lusophone Africa). He has traveled extensively to all of these countries and regions and strongly believes that learning happens in the classroom and beyond.
The Experience of Aging in Literature and Film

Robert Yahnke, Postsecondary Teaching & Learning

Fall 2009
PSTL 1902, Section 002
LE: Cultural Diversity
3 credits
TuTh, 2:30 – 3:45 p.m.
Appleby Hall 117, East Bank, Minneapolis
53591

The course will present an overview of how literature (novels, short fiction, drama, nonfiction, poetry) and films portray the experience of aging. Research and study with this focus can enrich our understanding of many universal aspects of aging, increase our awareness of the effects of ageism, and inform our attitudes about the basis of old age and family relationships. This course will emphasize the experience of aging as it is perceived from the older person’s point of view. Throughout the course students will be encouraged to consider their attitudes toward their own aging and to analyze the significance of their relationships with older persons.

Robert E. Yahnke has studied and written on films and gerontology since 1978, made numerous presentations on literature and film in the context of gerontology at national conferences, and has written numerous articles, reviews, and three books analyzing resources on film and/or literature on aging.

Reflections of Justice: Images of the Law in Literature, Film, and Popular Culture

Gary Peter, Postsecondary Teaching & Learning

Fall 2009
PSTL 1908W, Section 001
LE: Citizenship and Public Ethics, Writing Intensive
3 credits
TuTh, 2:30 – 3:45 p.m.
Appleby Hall 226, East Bank, Minneapolis
53989

This course explores the treatment of legal themes in literary texts, films, and popular culture. Students will develop skills in research, analysis, oral communication, and creativity through writing formal and creative papers, participating in and leading class discussions, making oral presentations, and completing a group project.

Gary Peter has been teaching at the University of Minnesota since 2002 and currently teaches courses in American Literature, the social sciences, and in the First Year Experience (FYE) program. Before teaching, he worked as a lawyer in private practice and in the legal publishing industry.
What is the Human Mind?

Chad Marsolek, Psychology

Fall 2009
PSY 1905, Section 001
3 credits
Tuesday, 9:45 a.m. – 12:30 p.m.
Elliott Hall S204, East Bank, Minneapolis
37937

You are reading the description of a seminar. That is, some part of you is capable of taking a series of shapes as visual input, abstracting intended meaning from them, organizing the information, and evaluating it (e.g., “fascinating seminar!”). Your mind accomplishes this task, not your lungs or heart. What is this “mind” that is capable of such complex internal information processing? Is it just a flurry of activated brain cells, or something non-physical? One of the most intriguing aspects of the universe is that you can think, that minds operate as entities apparently crucially tied to physical brains but are also importantly different. In this seminar, we will examine conceptions of the human mind from psychological, philosophical, and neuroscientific perspectives. Can science and critical analysis offer a concrete and compelling specification of the human mind?

Chad Marsolek investigates human memory, vision, and learning—and how emotional and social factors influence these abilities—from the perspective of how the brain underlies these abilities. His most influential work has been in uncovering important aspects of unconscious-versus-conscious memory and left/right-hemisphere differences in the brain. His most important form of “sanity maintenance,” for both of his hemispheres, is live music, although he’s not quite sure how conscious or unconscious he is of such maintenance.

Psychology of Eating and Body Image

Traci Mann, Psychology

Fall 2009
PSY 1905, Section 002
3 credits
Thursday, 1:25 – 3:55 p.m.
Elliott Hall N227, East Bank, Minneapolis
45405

This seminar covers the continuum of human eating behavior, from hunger, starvation, and restraint, to binge eating and obesity, as well as body image and eating disorders. I hope that during this seminar we can call into question several myths about eating and obesity that you may believe. We will discuss the media’s influence on body image, as well as the development of body image concerns and eating disorders. We will read about the famous starvation study conducted on this very campus over 60 years ago, as well as the causes and consequences of obesity. We will learn about the effectiveness of diets (or lack thereof!), and about the little things that may be influencing our eating without our realizing it. We will talk about solutions to these problems, and about what healthy eating really is.

Traci Mann is an associate professor of psychology. She is in her third year on the faculty here after ten years’ teaching at UCLA. Her research focuses on how people control and change their health-related behaviors, and in particular, their eating. She has conducted research on whether diets are effective, eating-disorder prevention, psychological factors that influence dieters’ eating, and ways to improve people’s body image.
Psychopaths and Serial Killers

Monica Luciana, Psychology

Fall 2009
PSY 1910W, Section 001
LE: Writing Intensive
3 credits
Tuesday, 11:15 a.m. – 2:00 p.m.
Elliott Hall N423, East Bank, Minneapolis
54298

Psychopathic personality has been described as a “mask of sanity”. While appearing superficially normal and personable, psychopaths exact a costly toll on society by covertly manipulating and coercing others to satisfy selfish aims and desires. Among the general public, the term “psychopath” brings to mind the image of a crazed or sadistic serial killer. However, psychopaths do not meet legal or conventional psychiatric criteria for insanity, and while it is probably true that most serial killers are psychopathic, most psychopaths are not homicidal individuals. We will review existing diagnostic criteria for a psychopathic personality, and discuss distinctions between this and other psychiatric disorders. Using case histories, we will examine different expressions of the psychopathic personality, as well as the serial murderer. Other topics will include psychopaths in history, literature, and film; personality profiling; causal factors in criminal and psychopathic behavior; and research on emotion and thought processes in psychopaths.
Images of Youth

Michael Baizerman, Social Work

Fall 2009
SW 1905, Section 001
2 credits
Thursday, 3:00 – 4:55 p.m.
Peters Hall 70, St. Paul
35309

Youth are the subjects of a variety of popular media which treat them as a market and as consumers. Media are basic to the diffusion of youth culture and life-styles; media are central players in the articulation and sustentation of youth moral panics, such as adolescent pregnancy and parenting, drug use, gangs, school shootings, school drop-out rates and the like. This course critically explores the place of youth in visual and aural media and in turn the place of these media in the everyday lives of teenagers, adolescents and young people, in the United States and internationally.

Mike Baizerman is Director and Professor of Youth Studies. He has been at the University since 1972, teaching courses in youth development and is active in youth civic engagement work in Northern Ireland and in other divided and contested societies.

Theatre: Entertainment with Attitude

David Bernstein, Theatre Arts and Dance

Fall 2009
TH 1911W, Section 001
LE: Writing Intensive
3 credits
Thursday, 6:30 – 9:30 p.m.
Rarig Center 75, West Bank, Minneapolis
23455

Is live performance obsolete? Are art and entertainment the same, as in “A & E”? 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 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.

David Bernstein has thirty years of professional management and artistic experience in the nonprofit theatre world. He is a founding member of the Attic Theatre in Detroit and founder/managing director of the Performing Network in Ann Arbor, Michigan.
What is College? The Past, Present, and Future of Universities

Patrick Bruch, Writing Studies

Fall 2009
WRIT 1908W, Section 001
LE: Citizenship and Public Ethics, Writing Intensive
3 credits
Thursday, 4:00 – 6:30 p.m.
Civil Engineering 213, East Bank, Minneapolis
43289

This seminar will introduce students to the intellectual projects of studying and participating in higher education as a participatory institution by inviting them into critical dialogue with past, present, popular, and academic representations of higher education and its civic purposes. We will examine the shifting role of the university in public life and the roles that students and other constituencies have played in shaping the character of higher education through writing and other activities. Designed specifically for first-year students, the seminar will combine academic skill building with personal and collective reflection on the actual and possible purposes and values of higher education for individuals and the society.

As a kid, Patrick Bruch got into trouble for questioning authority. When he went to college he was happy to find out that questioning authority is central to the University’s mission of creating new knowledge. This background informs his current research into the ways that regular people influence and shape powerful institutions such as education. He studies writing, the teaching of writing, and higher education, all with an eye on the power of regular people to create a world that serves the interests of justice, fairness and democracy.

From Fashion to Fashioning a World: American Magazines as Cultural Objects

Tom Reynolds, Writing Studies

Fall 2009
WRIT 1910W, Section 001
LE: Writing Intensive
3 credits
TuTh, 2:30 – 3:45 p.m.
East Bank, Minneapolis
53783

This seminar will provide students who are likely interested in pursuing journalism, writing studies, American studies, art, English, fashion design, and other majors the opportunity to study magazines and other smaller publications as significant cultural objects. Assigned readings will include study of magazines that students find themselves as well as instructor-chosen magazine essays and fiction. Different forms of magazine writing and reading, magazine art, magazine production as political statement, magazine audience reception, and current forms of ‘zines and e-zines are some of the topics to be discussed and written about in the seminar. This seminar asks students to learn more about publications they might already read, as well as others, and to discuss and write about those texts as cultural artifacts. Students will also study magazines as “composed” objects that can help us learn about our own writing.

Tom Reynolds’ research and teaching focuses on ways that magazines and other popular forms of writing “teach” us how to live our everyday lives and with what cultural assumptions. He is interested in exploring written and visual elements with students. He particularly enjoys working with first-year students.
Your Television Will Be Colorized: Black TV Comics’ Riffs on Race

Walt Jacobs, African and African American Studies

Spring 2010
AFRO 1902, Section 001
LE: Cultural Diversity
3 credits
Minneapolis

In this seminar, students will learn to identify and decode racial critique of American society found in TV shows that feature African American comics. From overt commentary offered in sketch comedy shows such as Chappelle’s Show and In Living Color, to the more subtle discourse used in a situation comedy like The Cosby Show, African American comics have a long history of using television as a stage to address the continuing significance of race in the United States. The seminar will explore both historical and contemporary uses of humor in attempts to explain and reorganize our understandings of American racial dynamics. For the final project, students will create, perform, and analyze comedic skits along the lines of those studied throughout the seminar.

Walt Jacobs is chair of the Department of African American & African Studies. He is interested in the personal and social possibilities of students’ generation of creative nonfiction. His current in-process project on that topic is a new book: Speaking the Lower Frequencies 2.0: Race, Learning, and Literacy in the Digital Age.
The meaning of the Ramayana, one of the most influential literary works in world history, has always revolved around the question of medium, whether the spoken word, inspired poetry, textual composition, painterly brush stroke, auratic film, or popular video. This seminar will introduce students to the ancient literary work by the sage Valmiki as well as later modern versions, concentrating always on the question of medium and its relationship to meaning. Any reading of the Ramayana tradition will mainly, but not exclusively reflect various dimensions of Indian culture, religion, society, and history. What is the relationship between religiosity and media in the contemporary world and how does it compare to previous historical moments? How do states of mind such as love, community, devotion, anger, and hatred find their proper expression in diverse media? These are just some of the questions we will ask of this traditional epic—or epic tradition. The seminar may especially appeal to those curious about India, religion, or media studies.

Bali Sahota is interested in the nature of belief in late modern society across a variety of secular and religious domains. His education has included training in diverse European and Indian languages and literatures, including Sanskrit. He has pursued photography, literary journalism, translation, and traveled much around the world over various births.

The 2008 U.S. financial meltdown, which spread globally and engendered widespread socioeconomic inequalities and suffering, was instigated in large part in the corridors of Wall Street investment banks and financial institutions. This seminar is an investigation of the culture and practices of investment bankers and banks that helped to catalyze this crisis. We delve into the question of how Wall Street was able to do what it did, exploring the history of U.S. financial institutions, their rise to power and influence over the past thirty years, and the particular morality, values, and ethics they impart. We also investigate the hand of government and larger American cultural practices and values in this crisis, such as consumption, debt, governmental deregulation, and the ideology of free markets. Throughout, we pay attention to the ethical role of financial institutions in our civic life: what are their values, how do they envision the role of business and finance in society, and how have they wielded their power and made decisions that have affected the very nature of work, corporations, ownership, and security in America.

Karen Ho is an anthropologist who studies cultures of power in the U.S. Her research examines the culture and values of Wall Street financial institutions, the construction of financial markets, and the creation of financial crises.
Humans, like all other species, are an integral part of the ecology of the earth. We display a series of adaptations that allow us to eat, grow, find mates, and raise offspring. How have human adaptations been modified over time—for example, as we spread out of Africa beyond the low latitudes? How do our adaptations change as we change our own environment? For humans, our interactions with the environment include a high dependence on sociality, technology, agriculture, trade, and today, fossil fuels. We will consider changes in human diets, methods of food acquisition, geographic distribution, social structure from the earliest ape-like humans through the Stone Age into the present day. How long have humans made a significant impact on the environment?

Martha Tappen is a paleoanthropologist with research interests in the reconstruction of early human behavior and environments, especially from the time of the earliest Stone Age. How have humans changed through time, and how do we compare with our closest relatives, the apes? Tappen has worked with hunter-gatherers in the Congo and on archaeological sites in France, the Congo, Ethiopia, and post-Soviet Georgia. Currently, she is a principle investigator at the Homo erectus site of Dmanisi, Georgia, the earliest fossil site found outside of Africa.
Graphics Revolution

Jenny Schmid, Art

Spring 2010
ARTS 1903, Section 001
LE: Citizenship and Public Ethics
3 credits
Tuesday, 9:05 a.m. – 12:05 p.m.
Regis Center W185, East Bank, Minneapolis
93502

This seminar examines the recent trend in subversive, do-it-yourself culture. Through street graphics, rock poster screen-print studios, letterpress shops, craft fairs, and comics, people find rebellion in the hand-made. We will research this community in the Twin Cities and meet with some of the local luminaries who run studios and form craft- and comics-communities. We will consider the recent history of street graphics and comics both nationally and locally. As a class, we will create a final ‘zine, comic, or poster.

Jenny Schmid is an artist and consumer of comics, street art, music, and rock posters with a B.A. in political science and an M.F.A. in printmaking. She belongs to a community of artists called The Outlaw Printmakers, who enjoy irony and the space between high-brow and low-brow culture.

Cosmic Catastrophes

Lawrence Rudnick, Astronomy

Spring 2010
AST 1905, Section 001
2 credits
Tuesday, 3:35 – 5:30 p.m.
Tate Laboratory of Physics B49, East Bank, Minneapolis
66655

Bored with life’s everyday perils? Let’s explore some bigger ones instead – planetary-sized nightmares, genuine dangers out there in the universe. Everyone has heard of asteroid impacts, but do you know how many awful things they can do? How hard is it to fend off an approaching comet? On a galactic scale, how often do planets like ours get fried by GRB’s? How much should the insurance company charge for supernova coverage? In this course we’ll investigate at least six real astronomical threats to civilization, some of which have actually occurred in the past.

Lawrence Rudnick is a Distinguished Teaching Professor of Astronomy, who has survived over 30 winters in Minnesota. He enjoys teaching and learning with students from freshmen through Ph.D. candidates. Professor Rudnick’s research involves the observation of high energy objects, such as exploded stars, using ground-based telescopes and satellites. He is also involved in a wide range of public outreach activities.
Nothing

Lawrence Rudnick, Astronomy

Spring 2010
AST 1905, Section 002
2 credits
Thursday, 3:35 – 5:30 p.m.
Tate Laboratory of Physics B49, East Bank,
Minneapolis
78619

Is nothing too wonderful to be true, as the great
18th century physicist Michael Faraday pondered?
Following the Bard, in this seminar we will make
much ado about “nothing.” From the birth of the
Universe ex nihilo, to the philosophies that find
meaning in nothing, to the tangle history of zero
over the centuries, to our beginnings as seen by
theologies when even nothing was not. In our journey
through the teeming vacuum, “nothing” is sacred, and
will be both ventured and gained. Caution is advised,
however, in telling people that you’ve signed up for
“nothing”!

Lawrence Rudnick is a Distinguished Teaching
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the observation of high energy objects, such as
exploded stars, using ground-based telescopes and
satellites. He is also involved in a wide range of
public outreach activities.

Internet Search
Economics, Google, and
New Business

Robert Connor, Finance

Spring 2010
BA 1905, Section 001
2 credits
Monday, 1:45 – 3:25 p.m.
CSOM 1-136, West Bank, Minneapolis
93228

This course will engage students in a deeper
understanding of the market dynamics of internet
search today and in the prediction of how it will
change in the next five years. Key questions to be
covered include: What are the different ways by
which people search for information through the
internet? What are the different ways by which
companies, such as Google, generate revenue and
provide value to shareholders from internet search?
How have search methods and search monetization
evolved during the past ten years and how are
they likely to evolve in the next five years? How do
search engines rank results? To what extent is there
competition or synergism among major players like
Google, Wikipedia, Microsoft, and Yahoo? Who are
the players and what are the stakes in the battle
for control of the primary point(s) of access to the
internet?

Robert A. Connor, Associate Professor at the
Carlson School has taught, won awards, and
published research in the areas of health care
finance, financial management, the medical device
industry, the pharmaceutical industry, the economics
of internet search, and new product development at
the University of Minnesota. Prior to his academic
career, he was Associate Director for Patient Services
at Strong Memorial Hospital of the University of
Rochester.
Popular Culture and the Evil Empire: Media and the Business World

Holly Littlefield, Strategic Management & Operations

Spring 2010
BA 1910W, Section 001
LE: Writing Intensive
2 credits
Thursday, 12:45 – 2:25 p.m.
CSOM 1-127, West Bank, Minneapolis
84269

For decades Hollywood films and the popular media have portrayed corporate America as the enemy – a decadent, heartless entity that values profits over people. Investigative reporters in the early Twentieth Century turned out scathing exposés of businesses abusing workers, customers, and the environment. Popular books and films like Wall Street, The Insider, and Roger and Me depicted the business world in unflattering terms. In response, corporations have employed increasingly sophisticated public relations campaigns to control public perception of their businesses.

This course will look at the ways that corporations, business executives, workers, and entrepreneurs are portrayed in popular culture and at the ways that the media covers business issues. We will consider how this image has developed over time and look at the archetypes of the business world from Horatio Alger to the Corporate Raider.

Holly Littlefield has a Ph.D. in English with an emphasis in composition. She has taught business and international communications at the Carlson School of Management for the past eight years. She also works as a communications consultant for area businesses and organizations such as Target Corporation, Cima Labs, and Boston Scientific and has published seven children’s books.

From Ebola to SARS: Emergent Human Viruses

Sue Wick, Plant Biology

Spring 2010
BIOL 1905
1 credit
Minneapolis

This seminar will examine a number of viruses that have jumped from various animals to humans, some of them relatively recently, others in the more distant past, all with devastating effects. Using a series of short readings, we will focus attention on the ecological and economic conditions and aspects of human culture and behavior that contribute to these occurrences, examine why health officials around the world fear another bird flu pandemic, and discuss what we as world citizens can do to control these viruses. For some, we will be able to examine recent molecular genetic evidence that indicates when the virus first entered human populations. Students in small groups will give a short presentation on a virus of their choosing and lead the rest of the class in discussion.

Sue Wick is a plant cell and developmental biologist who nonetheless has a strange fascination with how human behavior and ecological changes have created situations in which it is easy for some nasty animal pathogens to cross over into human populations. She enjoys interacting with freshmen to help them discover the world of amazing biology stories waiting to be investigated. She learns something new (about emergent human viruses and about U of MN freshmen) every time she teaches this course.
Genomics: Applications in Biomedical Science and Biotechnology

Perry Hackett, Genetics, Cell Biology & Development

Spring 2010
BIOL 1905, Section 004
1 credit
Tuesday, 2:30 – 3:45 p.m.
Nils Hasselmo Hall 6-101, East Bank, Minneapolis 76533

DNA and Genomes are discussed in just about every modern context, from modern medical science and biotechnology to crime scene investigations, law, medical insurance policies, and ethics of retooling animal and plant genomes. In this seminar we will consider interfaces between science, politics, religion and the press. This seminar will begin with some of the recent findings of science and medicine and then consider some ramifications that you will encounter in your daily lives as genomics plays a larger role as applications develop. Students and visitors will discuss a variety of topics including bioethics, genetic counseling, CSI in Minnesota, and a state legislator, as well as DNA profiling in medicine, the future of retooling of plant and animal genomes, and human evolution in the future. We will try to develop personal strategies that will allow us to evaluate controversies pertaining to recent findings and applications of DNA technologies.

Perry Hackett has been a professor of genetics and cell biology for more than 28 years at the University. He is also a co-founder of two local biotech startup companies that focus on genome engineering for human gene therapy and animal biotechnology. He is especially interested in conveying the awesome possibilities of modern genetics and the importance of seeking answers to important questions that science continues to raise.

Biologists: People and Personalities

Brett Couch, Biology

Spring 2010
BIOL 1905
1 credit
Monday, 2:30 – 3:20 p.m.
Minneapolis

Courses in the sciences focus heavily on the body of knowledge accumulated by researchers over the course of decades. What is often overlooked, but equally fascinating, is the people and personalities involved in scientific discoveries. Behind each research paper, discovery and Nobel Prize is a story. How was important research accomplished? What were the motivations, ambitions, politics, conflicts and disappointments experienced by researchers during the course of their work? The objectives of this seminar is to explore the personalities and people involved in the biological sciences through biographies and other literature that explore the process of science on a personal level. As a class, we will choose readings of interest and discuss these works during the course of the semester. Possible readings include: The Double Helix, a personal account by James D. Watson of the discovery of the structure of DNA; A Feeling for the Organism, a Biography of Barbara McClintock who discovered transposable elements; And the Band Played On: Politics, People, and the AIDS Epidemic about the discovery of HIV, The Man Who Fed the World, a biography of Norman Borlaug, excerpts from Chaos: Making a New Science and Great and Desperate Cures: The Rise and Decline of Psychosurgery and Other Radical Treatments for Mental Illness.

Brett Couch is a Teaching Assistant Professor in the Biology Program. He has developed the BIOL 2004 laboratory and is currently teaching in both BIOL 2003 and BIOL 2004.
CSI Minnesota: Biologists Look at Forensic Science

Kathryn Hanna, Biology

Spring 2010
BIOL 1905
2 credits
Wednesday, 2:30-4:25 p.m.
Minneapolis

What is forensic science? How is science used to help solve crimes? What are the truths and myths behind forensic science analysis? What are its limits? Does crime scene investigation resemble what one sees on television? The class will look at DNA fingerprinting, fiber analysis, forensic pathology, anthropology, document analysis, etc., separating fact from fiction. Case studies will be examined where scientific evidence was a deciding factor. Guest speakers will include practicing forensic scientists. The class will also discuss strategies for continued student success in college.

Kathryn Hanna has worked with many biology undergraduates through the Biology Colloquium Program and biology internships. She is the faculty advisor for the University’s Forensic Science Club and Minnesota Medical Leaders. Her interests include everything from microorganisms to art to how universities work.

American Indian Ways of Knowing the Environment

Jay Bell; Soil, Water, & Climate
Mark A. Bellcourt, College of Food and Natural Resource Sciences
Student Services Office

Spring 2010
CFAN 1902, Section 001
LE: Cultural Diversity
3 credits
Wednesday, 3:00-6:00 p.m.
Coffey Hall 120, St. Paul 89617

American Indian peoples have occupied “Turtle Island” or North America for more than 20 thousand years. Today, more than 800 American Indian nations have been recognized by the federal government and more than 250 distinct languages are used. Despite the great diversity, almost all American Indian people share many common worldviews of the environment that rely on connection to and respect for the land. However, traditional western science has the prestige, privilege, and control what is studied and how it is to be studied. Students will examine the historical, contemporary, and often adversarial relationship between Native American worldviews of the environment and the traditional western views of earth sciences as well as understand the social constructs that legitimize and promote one set of scientific protocols and beliefs over another.

Jay Bell is a professor of pedology with emphasis on geospatial research, digital soil mapping, scientific visualization, wetland soil, geomorphology and soil genesis.

Mark A. Bellcourt is an enrolled member of the Minnesota Chipewa Tribe, Mississippi Band of Ojibwe from White Earth. His research has focused on Indigenous ways of knowing math and science.
NANO: Small Science, Big Deal

R. Lee Penn, Chemistry

Spring 2010
CHEM 1905, Section 001
2 credits
Monday, 3:35 – 5:15 p.m.
Minneapolis

This seminar will be devoted to NANO! Nanotechnology is frequently encountered in products (e.g., in socks), technology (e.g., computer components), and even in the environment (both natural and synthetic nanomaterials). We will use the recent scientific literature to learn about nanotechnology and how scientists characterize nano-sized objects (e.g., using electron microscopy). We will learn some of the basic science and consider the ethics of introducing new products with nano-ingredients or components. Classes will include field trips, guest lectures, movies, and more.

R. Lee Penn has been a member of the Chemistry faculty since 2001. She earned her Ph.D from UW-Madison. She has taught a materials course, freshman seminars, and introductory chemistry courses. Her research interests include nanoparticle growth mechanisms in aqueous environments.

Science in the News

George Barany, Chemistry

Spring 2010
CHEM 1905, Section 002
2 credits
Tuesday, 3:35 – 5:15 p.m.
Minneapolis

This course will focus on scientific applications and significance in current events. In particular students will discuss the New York Times’ “Science News” section each week.

George Barany is a Distinguished McKnight University Professor, and received his Ph.D. in chemistry from the Rockefeller University with adviser R.B Merrifield in 1977. He joined the University of Minnesota faculty in 1980. His research is in organic chemistry and chemical biology.
Dynamics and Impacts on Practitioners, Popular Culture, and Policy

Chris Cramer, Chemistry

Spring 2010
CHEM 1905, Section 003
2 credits
Wednesday, 3:35 – 5:15 p.m.
Minneapolis

The history of science offers many examples illustrating how messy the actual process of discovery and interpretation can be. This course focuses on particular advances and the individuals who made them and places those discoveries into the context of their time. What prior work led investigators to their new ideas? How were these ideas received by the scientific community initially and to what extent were they modified by the response of other researchers to them? What influence did they have on the field as a whole and on science policy? What was the importance of multidisciplinary perspective? What kind of patronage, or politics, affected the scientists and their ability to carry out their research and interpret the results? Each class will include discussion of the weekly reading, current scientific topics selected by the students from popular media, and writing from texts, media, or assignments.

Chris Cramer’s professional career began with four years of service as an active-duty officer in the United States Army, including a tour in Korea, research experience at Aberdeen Proving Ground, and combat duty in Operation Desert Storm. In 1992, Cramer began his academic career at the University of Minnesota, where he is currently a Distinguished McKnight and University Teaching Professor in the Chemistry Department with research interests in the area of chemical theory and modeling.

Recycling in the Twin Cities

Wayland E. Noland, Chemistry

Spring 2010
CHEM 1905, Section 004
2 credits
Thursday, 3:35pm – 5:15 p.m.
Minneapolis

This course will deal with recycling of metals, plastic, paper, cardboard, books, clothing and pets and will include aspects such as the ecology, environmental effects, and economics of recycling. We will also examine the chemical structures of recyclable material and how we, as consumers, can contribute to the overall process of recycling.

Wayland E. Noland has been a member of the Chemistry faculty since 1952, specializing in organic chemistry. He has witnessed the development of recycling throughout his career, including extensive personal experience in recycling. In 2006 he received the Charles E. Bowers Faculty Teaching Award.
Controversies in Elementary Education

Katherine Byrn, Curriculum & Instruction

Spring 2010
CI 1903, Section 001
LE: Citizenship and Public Ethics
3 credits
Friday, 9:30 – 11:45 a.m.
Peik Hall 28, East Bank, Minneapolis
93326

Through exploration of multiple viewpoints on issues and controversies related to elementary education, this course will engage students in examining the knowledge, skills, and values needed by effective citizens in the 21st century and the role of the elementary school in producing those citizens. The course includes visits to elementary schools.

Katherine Byrn brings eight years of elementary teaching experience and is an advanced doctoral student in literacy education. Additionally, she has taught numerous education courses at the University of Minnesota.

Child Psychologists Confront the Real World

Herb Pick, Institute of Child Development

Spring 2010
CPSY 1910W, Section 001
LE: Writing Intensive
3 credits
Tuesday, 2:00 – 4:30 p.m.
East Bank, Minneapolis
88109

Everyone thinks of child psychologists working in clinics, schools and conducting family therapy. What is less known or thought about is their role in other real life settings where children spend their time. Like detectives, they gather clues about children through observations, test their hypotheses through research, and make suggestions for intervention. Examples of such settings include children on playgrounds and in children’s museums, children riding bicycles and ATVs, children in legal court, children suffering effects of war, and many others. The goal of this seminar is to examine child psychologists’ roles in many applied settings and learn how research informs their work.

Herb Pick’s interests focus on the relation between perception and action. He received an Outstanding Faculty award in 1997-98 from the CLA Student Board in recognition for his undergraduate teaching. He has taught and conducted research in Russia, Uganda, the Netherlands, and China.
Heritage Landscapes: Planning and Design for the World’s Special Places

Pat Nunnally, Landscape Architecture

Spring 2010
DES 1910W, Section 001
LE: Writing Intensive
3 credits
Wednesday, 9:05 – 11:35 a.m.
Rapson Hall 13, East Bank, Minneapolis 83725

This seminar will explore the concepts of heritage, preservation, and cultural landscapes and explore connections between culture, place, and design. Students will build basic college-level skills in research, analysis, writing, and presentation through an exploration of broad landscape architecture and world heritage topics.

Pat Nunnally is a landscape architecture adjunct faculty member in the College of Design. He leads the University’s Mississippi River Initiative, working to preserve and restore this vital resource in our community.

Storytelling and Narrative

Brad Hokanson, Graphic Design

Spring 2010
DES 1910W, Section 002
LE: Writing Intensive
3 credits
Tuesday, 2:30 – 5:00 p.m.
Rapson Hall 15, East Bank, Minneapolis 93068

How we convey information and convince others often occurs through the use of stories; we use narrative to structure our understanding of the world or of our context; and we use myth as a means to provide order even in the most technological context. Examining the use of stories will provide tools and skills valuable in the world of the future; valuable for any university student. Skill with narrative, as taught in the Harvard Business School, can be a valuable tool and a worthwhile skill. Stories will be developed in written, oral, and visual form. The end products of the class will include oral presentations, written stories, and graphic novels or comic books. The class will have a number of components, all focused on the development of skills tied together by storytelling. We will have a final performance/presentation for the term of work from the semester.

Brad Hokanson is a graphic design faculty member in the College of Design. He has a special interest in eScholarship and the use of technology in instruction.
Game Theory and Human Nature

Aldo Rustichini, Economics

Spring 2010
ECON 1905
3 credits
West Bank, Minneapolis

Game Theory is the systematic analysis of strategic environments like those created by war among states, competition among firms, and relationships between husband and wife. Together with the application of experiments methods, it is now providing a tool to understand some fundamental aspects of human nature, from sympathy to envy. The seminar will provide the basic tools to a good understanding of Game Theory and experimental analysis of human behavior in strategic situations. No special prerequisites are need, but students will be asked to play an active role in the learning process.

Aldo Rustichini received his Ph.D. from the University of Minnesota in 1987. He teaches in the areas of microeconomic theory, game theory, mathematics for economists, decision theory, and political economy. Professor Rustichini’s current research focuses on decision theory, models of bounded rationality, economic dynamics, and microeconomic theory.

Fair Play in the Business World

Kim-Sau Chung, Economics

Fall 2009
ECON 1905
3 credits
West Bank, Minneapolis

Congress passed the FTC Act in 1914, creating a government agency called the Federal Trade Commission, mandated to prevent corporations from using unfair methods of competition. What is fair? How should we define fair play in the business world? Often when we see a business practice, we have no trouble determining that it is unfair. But can we articulate our outrage and translate it into rules for others to follow? In this seminar, we will search for such rules by discussing a number of historical landmark cases, including Microsoft, National Collegiate Athletic Association, Toys R Us, Northwest Airlines, AOL-Time Warner, etc. We will debate whether the business practices in question are fair or unfair, and try to formulate our own rules of fairness through those debates.

Kim-Sau Chung comes from Hong Kong, China, where, he says, businessmen are not known for playing fair. He likes hiking, running, and playing ultimate frisbee. His research interest is game theory, which only means he enjoys watching others play games. He is not good at strategic settings, and is definitely terrible in poker. When it comes to politics, he is a liberal, and sometimes in danger of being a dreamer. Reality so far has not crushed his optimism, and he still dreams that before he dies he will be able to vote in his home country.
Leapfrog into the Future: Creating your Academic and Professional Futures

Arthur Harkins, Educational Policy & Administration

Spring 2010
EDPA 1909W, Section 001
LE: International Perspectives, Writing Intensive
3 credits
Wednesday, 3:35 – 6:30 p.m.
Wulling Hall 220, East Bank, Minneapolis 92589

This “edgy” freshman seminar is based on futures scholarship, coupled with emerging technologies that affect the academic, personal and work lives of young adults in an increasingly global society. The seminar features the best of in-person instruction (e.g., debates, student presentations) with the latest in technology to facilitate learning in a classroom and an online Moodle environment. The seminar also features guest presentations by University researchers who are studying how various aspects of technology affect student performance and retention (e.g., research on the effects of Facebook on student retention and academic performance). The seminar will be writing intensive, using a highly involving simulation process called StoryTech.

Arthur Harkins is an Associate Professor in Comparative and International Development Education. He has authored a number of recent articles about the future of higher education. His upper division seminar, “Leadership in the World,” explores how leadership, knowledge, and innovation have become de rigueur in modern societies. In support of knowledge leaders he is helping to develop a graduate program in Innovation Studies. His hobbies are sailing, bicycling, and glider soaring.

Evaluating Water Quality: What do Aquatic Insects Tell Us?

Leonard C. Ferrington Jr, Entomology

Spring 2010
ENT 1905, Section 001
2 credits
Wednesday, 6:30 – 8:20 p.m.
Hodson Hall 490, St. Paul 84089

Aquatic insects are often the most diverse group of organisms in freshwater ecosystems. Changes in water quality can have a direct influence on the types and abundances of aquatic insects in particular bodies of water. In this seminar we will discuss how we define an aquatic insect, learn about the different groups and life stages of aquatic insects and discuss their ecological requirements. We will discuss the effects that organic enrichment, heavy metals and acidification have on aquatic insect community structure and you will be introduced to new web-based software that we are developing to assist persons involved in Volunteer Stream Monitoring Programs in verifying identifications of stream insects. This seminar is appropriate for students interested in Environmental Science, Entomology, Water Quality, Aquatic Ecology or Conservation. It also will be of interest to those that have participated in Citizens Monitoring Programs or want to learn more about biological diversity.

Leonard Ferrington is a Professor in the Department of Entomology with research interests dealing with biological monitoring and water quality assessments. His research is intended to develop models that relate the kinds and abundances of aquatic insects to specific environmental pollutants such as increased organic enrichment, presence of toxic heavy metals and/or acidification.
Recreation Trail Design

Mel Baughman, Forest Resources
Stepha Carlson, Forest Resources

Spring 2010
FR 1901, Section 001
LE: Environment
3 credits
Monday, 5:30-8:30 p.m.
Green Hall 19, St. Paul
89163

Trail systems must be designed to offer different recreational activities (e.g., hiking, snowmobiling), meet the experiential needs of users with different ethnic and cultural backgrounds, and provide different types of experiences (from rugged wilderness trails to trails for persons with disabilities). Trails should be designed to learning about the natural world without damaging the natural environments through which they pass. Topics include: assessing user needs; trail planning; where to place trails in the landscape; construction standards; clearing rocks and trees; shaping the tread; sign information and design; structures for crossing obstacles (e.g., rivers, wetlands, steep slopes, boulder fields); funding sources; maintenance; trail crew management; and trail user manuals. Pre-requisites: enjoy hiking, bicycling, horseback riding, skiing, snowmobiling, ATVs, or canoeing. Mandatory weekend field trip required (April 23rd-25th).

Mel Baughman is Extension Forester and Area Program Leader. He conducts research on forest policies and extension programs for private forest landowners, but his passions are trail design, wilderness canoeing, hiking, photography, fishing and hunting.

Stepha Carlson is an Associate Professor in Extension who specializes in environmental interpretation and communication, especially signage, exhibit development, and interpretive planning.

From Away: Literature, Politics, and the Stranger

Juliette Cherbuliez, French & Italian

Spring 2010
FREN 1905, Section 001
3 credits
TuTh, 11:15 a.m. - 12:30 p.m.
Folwell Hall 246, East Bank, Minneapolis
92286

When is someone a stranger to us – when we’ve never seen them before, when they don’t look like us, when they don’t speak our language, when their everyday lives include foreign habits? Why think about and imagine the work of the foreigner in a community? In a survey of literature, art, film, and other cultural artifacts from a variety of traditions and time periods, we will examine the role of strangers in communities that admit but do not necessarily welcome them. Although primarily an introduction to literary and cultural criticism, this seminar will also push us to understand what literature can tell us about cultural values. How do literature and art engage with important political questions through the use of the stranger as a theme? What does literature do and say about the foreigner that can’t be found in sociological inquiries, census data, histories, or medical studies? We will explore these questions through class discussions, readings, and excursions to plays and exhibits.

Juliette Cherbuliez is an Associate Professor in French whose research and teaching focus on the relationship between sociopolitical institutions and literature, especially the novel and theater. She teaches courses on notions of violence, human nature, history of the book, and the early modern novel.
Striving to be a Creative Leader

Jerry Luckhardt, Music

Spring 2010
MUS 1905, Section 001
3 credits
TuTh, 9:45 – 11:00 a.m.
West Bank, Minneapolis
93257

The topic of leadership has been studied throughout time and over many disciplines. This seminar will explore this interesting subject through the experience of a musician, conductor, administrator, and teacher. Beyond examining theories of leadership, the seminar will explore creativity, communication, and setting the conditions for using leadership in everyday life.

Jerry Luckhardt is the Associate Director of Bands and conductor of the Symphonic Band, Chamber Winds and New Music Ensemble; and coordinates all aspects of the undergraduate conducting curriculum at the University of Minnesota. The scope of his background complements his ensemble accomplishments. He has served as interim director of the School of Music and was the director of the Minnesota Marching Band for eight years. He has appeared as a guest conductor and clinician with ensembles in Europe and Asia. Professor Luckhardt is also the conductor and manager of the Medalist Concert Band in Bloomington, Minnesota, and conductor and artistic director of the Encore Wind Ensemble of Minneapolis.

Bob Dylan

Alex Lubet, Music

Spring 2010
MUS 1905
3 credits
Tuesday, 11:15 a.m. – 12:05 p.m.
Thursday, 11:15 a.m. – 1:10 p.m.
West Bank, Minneapolis
93475

This seminar is an examination of the contributions of Bob Dylan, one of the world’s great artists, mostly to music, but also to literature, film, and the visual arts. Readings are both assigned and student-selected. Class sessions include discussion, listening to music, and viewing videos, concert footage, films and documentaries. Assignments include a Dylan journal with “weekly sharing” and a final paper with a finals-week seminar presentation on a student-chosen, instructor-approved topic. No exams. This is Dr. Lubet’s third Dylan class. His 2007 offering of this seminar was his best-received course ever in 30 years of teaching at the U of M.

Alex Lubet is a Morse-Alumni/Graduate and Professional Teaching Professor of Music and American and Jewish Studies. His teaching specialty is American popular music, including the history of rock. A guitarist, multi-instrumentalist, and composer, he is also a researcher on subjects ranging from Bob Dylan to disability issues in music and education. He is a fun guy, whom students say “is always in a good mood.”
Comics were once thought to be appropriate only for children. Recently, however, telling a story by combining drawings and word balloons has acquired an unexpected (but not undeserved!) respectability: The Holocaust memoir *Maus* won a Pulitzer Prize; the graphic novel *Watchmen* appeared on Time Magazine’s Top 100 Novels of All-Time list; and *Jimmy Corrigan, The Smartest Kid on Earth* won the prestigious Guardian First Book Award.

In this seminar, we will explore the idea that comics are as legitimate an art form as painting or poetry. We will ask: How do comics differ from other artistic media? How does reading a comic differ from reading poetry or novels? How have comics influenced, and been influenced by, culture and politics? And what, exactly, makes a comic a comic (and not something else)?

Roy Cook has a special interest in philosophical thought about the popular arts (including film, television, comics and cartoons, LEGO sculpture, collectible toys, and tattoos). He has been an avid reader of comic books since he was a child, when Spiderman was his favorite character, although he now prefers darker, more troubled superheroes (such as the Batman) and independent comics. He believes you can tell the difference between a normal person and an authentic nerd by whether they say “Batman” or “THE Batman”.

Socrates and Philosophy

Sandra Peterson, Philosophy

Spring 2010
PHIL 1905, Section 002
3 credits
TuTh, 11:15 a.m. - 12:30 p.m.
West Bank, Minneapolis
92703

The execution of Socrates in 399 B.C. for corrupting the youth of Athens is considered a founding event of Western philosophy. We will study Socrates and his conception of philosophy as depicted in Plato’s dialogues (since Socrates himself wrote nothing). We will read Plato’s depiction of Socrates’ defense speech at his trial, (conversations between Socrates and some adolescents, and conversations between Socrates and some professional educators of Athenian youth). We will attempt to understand why those who convicted Socrates thought he was corrupting young people. We will also consider what Socrates might have to teach us today.

Sandra Peterson’s main research interest is ancient philosophy. Currently she is most interested in Socrates. She got started on the path toward ancient philosophy when her high school Latin teacher volunteered to give her Greek lessons after school, and one of her most memorable translation exercises was a passage from Plato in which Socrates talked about love.
Immigrant Families: Are They All the Same?

Dan Detzner, Postsecondary Teaching & Learning

Spring 2010
PSTL 1902, Section 001
LE: Cultural Diversity
3 credits
TuTh, 11:15 a.m. – 12:30 p.m.
Appleby Hall 226, East Bank, Minneapolis 92661

In this course we will examine the hypothesis that contemporary and historical immigrants' groups and families all experience similar transitions and problems in society and at home within their families. We will carefully examine the similarities and differences in relationships between generations within families (elders, middle generation adults, and children) and across time (first, second, and third generations) in immigrant families from the 19th, 20th, and 21st centuries. Using novels, memoirs, autobiographies, diaries, videos, and other first person accounts, students will examine the characteristics and traits of intergenerational relations in immigrant families.

Dan Detzner's research is centered on the intersection of immigration, ethnicity, and intergenerational relationships. His 2004 book, Elder Voices: Southeast Asian Families in the United States, uses life history accounts from four ethnic groups to reveal the dynamics that occur within immigrant families after resettlement. He is a recipient of the Morse Award for Undergraduate Teaching and is a member of the Academy of Distinguished Teachers.

The Science and Politics of Genetics and Reproduction

Murray Jensen, Postsecondary Teaching & Learning

Spring 2010
PSTL 1903, Section 001
LE: Citizenship and Public Ethics
3 Credits
TuTh, 12:45 – 2:00 p.m.
Appleby Hall 223, East Bank, Minneapolis 78533

The science of genetics and reproduction involves learning the basics of DNA, fertilization, embryos, developmental biology, etc., as well as new developments in the science of becoming pregnant, such as in vitro fertilization techniques, as well as new science to prevent pregnancy while still being sexually active, such as the morning after pill.

The political portion of this course will revolve around bioethics; the hard work involved in making decisions surrounding genetics, DNA, sex, and reproduction. Topics will range from personal decisions (e.g., using a condom), to federal law (e.g., Roe vs. Wade), and even world politics (e.g., the one child rule in China). Cultural and religious traditions will be used as a framework for many topics and special consideration will be given to the lessons learned from our country's history with eugenics.

Murray Jensen has taught freshman biology, human anatomy and physiology, several different freshman seminars, and graduate courses on the use of technology in education. His research interests include cooperative learning, technology enhanced learning, and evolution education. Murray is a member of the U of M's Academy of Distinguished Teachers and in 2001 was awarded the Morse Alumni Award for Outstanding Contributions to Undergraduate Education.
Unlike Terms: Charting Pathways to Global Development

Susan Staats, Postsecondary Teaching & Learning

Spring 2010
PSTL 1904, Section 001
LE: International Perspectives
3 Credits
TuTh, 2:30 – 3:45 p.m.
Appleby Hall 3, East Bank, Minneapolis
92662

Quality of human life – in terms of access to basic resources, health and economic living standard – varies dramatically across the globe. This interdisciplinary class uses social, ecological and quantitative perspectives to study the United Nations' Millennium Development Goals to reduce abject poverty and inequality across the world. International issues covered include deforestation, global warming, urbanization and women's and children's health. The Millennium Project charts pathways to global development that may provide a more equitable future for all of the world’s people. Students will be able to develop their own reaction to significant international issues. One of the interdisciplinary goals of this class is to provide students a means of improving their algebra skills in a meaningful, humanistic context. There is no math prerequisite.

Susan Staats is an assistant professor of mathematics in the Department of Postsecondary Teaching and Learning. She is also a cultural anthropologist with field experience in indigenous communities of Guyana, South America.


Linda Buturian, Postsecondary Teaching & Learning

Spring 2010
PSTL 1906W, Section 001
LE: Environment, Writing Intensive
3 credits
TuTh, 2:30 – 3:45 p.m.
Appleby Hall 226, East Bank, Minneapolis
92663

In this seminar, students have an opportunity to learn about water from various disciplines including art, literature, and environmental science. Selected readings, guest speakers, and films will help us understand how the ecosystem functions, inform us on challenges involving access to clean water, inspire us with artistic endeavors, and educate us about some of the efforts to protect and celebrate the gift of clean water. Students will have an opportunity to write digital stories and create multimedia projects related to water. This seminar is an exciting, hands-on experience from a multidisciplinary perspective, about a resource we can’t live without.

Linda Buturian has taught writing and literature at the University of Minnesota for six years. Prior to receiving her masters of arts in literature and writing, she was the director of an environmental organization which addressed citizen-based solutions to watershed and ecosystem issues. In 2006, Buturian traveled to New Zealand to research water resource protection and sustainability models. Her recent collection of essays, examines her experiences of living in a clustered housing community along the Rum River. Relevant themes in the book include the impact of rural and urban development on the environment, and examples of alternative models for living sustainably with the land.
Fact and Fiction in Standardized Testing

Nathan Kuncel, Psychology

Spring 2010
PSY 1905, Section 001
3 credits
TuTh, 12:45 – 2:00 p.m.
Elliott Hall N227, East Bank, Minneapolis
78787

This seminar will review a wide range of topics surrounding what intelligence tests—ranging from the ACT to Stanford Binet—actually measure, and how they relate to important life outcomes including death, divorce, academic success, and work performance. We will explore the nature of intelligence and creativity, dig into twin and neurological research on IQ, and root around in several mysteries in psychological science, including dramatic increases in IQs in the U.S. over the preceding decades, birth-order effects, and the influence of parenting behaviors on intelligence and life outcomes. We will focus on learning and discussing quantitative research results with the goal of linking them to public policy.

Nathan Kuncel primarily studies academic and job performance. His goal is to understand what behaviors constitute academic success and what characteristics of students are related to success in school, including both cognitive and hard-to-measure characteristics like motivation and drive. He also researches faking personality tests, and how the background of children influences subsequent success, including socio-economic status and parental involvement. He once enjoyed a number of fun hobbies, but now spends most of his time with his son, Benjamin (3). He looks forward to becoming even more eccentric as he becomes a middle-aged professor moving toward downright wacky as an old professor.

The Psychology of Good Design: Smart Products, Graphs, and Logos

Steve Engel, Psychology

Spring 2010
PSY 1905, Section 002
3 credits
Thursday, 2:00 – 4:30 p.m.
Elliott Hall S204, East Bank, Minneapolis
92766

The seminar will introduce students to the psychology of good design. We will focus on three areas: 1) How to design easily usable products, 2) How to design easily understandable charts, graphs, and presentations, and 3) How to design effective logos and advertisements. The first 12 weeks of the class will be divided into three parts, during which we will read and discuss a classic text in each area. In the remaining classes students will present their own critiques of designs that they have picked from the real world, analyzing strengths and suggesting improvements.

Steve Engel is a professor of cognitive psychology, first at sunny UCLA and now at snowy UMN, researching how people see and remember things. His students have kept getting great jobs outside the research world, applying what he taught them to business. Given the state of the economy, he has learned more himself about applying psychology to real-world problems, and would like to share this with students at the University of Minnesota.
High School: Moments, Memories and Meanings

Michael Baizerman, Social Work

Spring 2010
SW 1905, Section 001
2 credits
Thursday, 3:00 – 4:55 p.m.
Peters Hall 70, St. Paul
81911

In this seminar, students are given the opportunity to critically reflect on their high school years in the context of their new university career. Using readings, visits, media and discussion, they are invited back to high school to make sense out of that experience and of themselves as adolescent students, and also to critique the social organization, pedagogy and personalities of their high school experiences.

Mike Baizerman is Director and Professor of Youth Studies. He has been at the University since 1972, teaching courses in youth development and is active in youth civic engagement work in Northern Ireland and in other divided and contested societies.

Theatre: Entertainment with Attitude

David Bernstein, Theatre Arts and Dance

Spring 2010
TH 1911W, Section 001
LE: Writing Intensive
3 credits
Thursday, 6:30 – 9:30 p.m.
Rarig Center 75, West Bank, Minneapolis
67753

Is live performance obsolete? Are art and entertainment the same, as in “A & E”? 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 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.

David Bernstein has thirty years of professional management and artistic experience in the nonprofit theatre world. He is a founding member of the Attic Theatre in Detroit and founder/managing director of the Performing Network in Ann Arbor, Michigan.
Freshman Seminar Notes
Use this worksheet to track the seminars you are interested in taking.

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University of Minnesota
Freshmen just like you!

This photo, along with all of the photos in this book, is part of the First Year Photo Project. The First-Year Photo Project is a student initiative that brings together a small group of new freshmen during their first year of college to photograph their experiences as they transition into the University of Minnesota community. At the end of the year many of those photos are put on display for faculty, staff, and other students to see.

To learn more, visit www.ofyp.umn.edu/photoproject.
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