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 each 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:

- CLE: Civic Life and Ethics
- DSJ: Diversity and Social Justice in the United States
- E: Environment
- GP: Global Perspectives
- TS: Technology and Society
- WI: Writing Intensive
Seminars by Interest Area

Arts

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<td>Printing for Designers</td>
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<tr>
<td>MUS 1905</td>
<td>What Music Is: Its Meaning, Reality, Communication, and Embodiment</td>
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<td>MUS 1905</td>
<td>Bob Dylan*</td>
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<td>MUS 1908W</td>
<td>Music in Nazi Germany</td>
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<td>MUS 1910W</td>
<td>My Music: Exploring Sonic Experience</td>
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<tr>
<td>PHIL 1905</td>
<td>Comics as Art*</td>
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<tr>
<td>PSY 1905</td>
<td>The Psychology of Design: Smart Products, Graphs, and Logos*</td>
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<td>SW 1905</td>
<td>Images of Youth</td>
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<td>TH 1905</td>
<td>The Art of Collaboration</td>
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<tr>
<td>TH 1911W</td>
<td>Theatre: Entertainment with Attitude†</td>
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Biological and Environmental Sciences

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<tr>
<td>BBE 1906W</td>
<td>Technology and Business of Bioenergy and Bioproducts*</td>
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<tr>
<td>BIOL 1905</td>
<td>Being Human</td>
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<td>BIOL 1905</td>
<td>What Sex Should I Be?*</td>
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<td>BIOL 1905</td>
<td>Happy in Hell: Microbes Thriving at Extremes</td>
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<tr>
<td>BIOL 1905</td>
<td>Genomics: Applications in Biomed Science and Biotech†</td>
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<td>BIOL 1905</td>
<td>Biotech for Fun and Profit</td>
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<td>BIOL 1905</td>
<td>Cloning, Politics, and Religion</td>
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<td>BIOL 1905</td>
<td>Science, Sex, and Society: How Do We Know What We Know?</td>
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<td>BIOL 1905</td>
<td>CSI Minnesota: Biologists Look at Forensic Science†</td>
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<td>BIOL 1905</td>
<td>A Man with a Plan</td>
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<td>BIOL 1905</td>
<td>From Ebola to H1N1</td>
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<td>BIOL 1905</td>
<td>Living Sustainably in Urban Ecosystems</td>
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<td>BIOL 1905</td>
<td>Darwin is Everywhere: Implications and Applications of Evolutionary Biology</td>
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<td>CFAN 1901</td>
<td>Evaluating Starvation: Revisiting Malthus in the Era of Biotechnology</td>
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<td>CFAN 1905</td>
<td>Antioxidants: How Do They Protect Your Food and Your Body?</td>
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<td>CFAN 1910W</td>
<td>Food, Genomics, and Geopolitics in the Modern World*</td>
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<td>CFAN 1942</td>
<td>By the Harvest You Shall Live</td>
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<td>CHEM 1905</td>
<td>Recycling in the Twin Cities†</td>
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<td>ESPM 1901</td>
<td>Human Impact on the Environment</td>
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<td>FR 1901</td>
<td>Recreation Trail Design*</td>
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<td>FW 1901</td>
<td>Carp and Culture</td>
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<td>GEO 1901</td>
<td>Geology of Minnesota</td>
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<td>GEO 1901</td>
<td>Polar Environments</td>
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<td>GEO 1905</td>
<td>History in a Grain of Sand</td>
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<td>GEO 1905</td>
<td>Tsunamis: An Underrated Hazard</td>
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<td>GEOG 1901</td>
<td>Is Climate Really Changing?</td>
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<td>HORT 1905</td>
<td>Local Food: Grow, Store, Buy Sustainable Organics</td>
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<tr>
<td>HORT 1910W</td>
<td>The American Lawn*</td>
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### Seminars by Interest Area, continued

#### Business

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<th>Code</th>
<th>Year</th>
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<tr>
<td>APEC</td>
<td>1905</td>
<td>The &quot;Ordinary Business of Life&quot;: Issues in Business, Government, and Macroeconomics*</td>
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<td>BA</td>
<td>1905</td>
<td>Internet Search Economics, Google, and New Business*</td>
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<td>BA</td>
<td>1910W</td>
<td>Risk-E-Business</td>
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<td>BA</td>
<td>1910W</td>
<td>Popular Culture and the Evil Empire: Media and the Business World*</td>
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<td>ECON</td>
<td>1905</td>
<td>Strategic Thinking and Social Interaction</td>
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#### Culture and People

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<thead>
<tr>
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<th>Year</th>
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<tr>
<td>AFRO</td>
<td>1902</td>
<td>Social and Cultural History of Blacks in Sports</td>
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<td>AMST</td>
<td>1905</td>
<td>Reading the Mississippi: Place, Race, Gender, and Empire</td>
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<tr>
<td>ANTH</td>
<td>1905</td>
<td>Strange Encounters: What Do Anthropologists Really Do?*</td>
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<tr>
<td>ANTH</td>
<td>1910W</td>
<td>Roots Music in American Culture and Society</td>
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<tr>
<td>CFAN</td>
<td>1902</td>
<td>American Indian Ways of Knowing the Environment*</td>
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<tr>
<td>CHIC</td>
<td>1902</td>
<td>Chicana/o-Latina/o History, Culture, and Identity</td>
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<td>EDPA</td>
<td>1909W</td>
<td>Leapfrog into the Future: Creating Your Academic and Professional Futures*</td>
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<td>HIST</td>
<td>1910W</td>
<td>Everyday Life in Frontier Minnesota*</td>
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<td>LING</td>
<td>1905</td>
<td>Language, Food, and Identity*</td>
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<td>SW</td>
<td>1905</td>
<td>High School: Moments, Memories, and Meanings*</td>
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<td>WRIT</td>
<td>1908W</td>
<td>What is College? The Past, Present, and Future of Higher Education</td>
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<td>WRIT</td>
<td>1910W</td>
<td>(Un)Settling the U.S. West: Revolution to Removal</td>
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#### Humanities

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<tr>
<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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<tr>
<td>ALL</td>
<td>1910W</td>
<td>Thinking Gender in Japanese Literature and Theater</td>
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<tr>
<td>AMIN</td>
<td>1902</td>
<td>American Indian History in Literature and Film</td>
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<tr>
<td>COMM</td>
<td>1905</td>
<td>Communicating the Holocaust</td>
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<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>ENGL</td>
<td>1905</td>
<td>America in Crisis: Actualities and Textualities</td>
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<td>ENGL</td>
<td>1905</td>
<td>Writing from Plow to Plate: Sustainable Food Narratives in the U.S.</td>
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<td>ENGL</td>
<td>1905</td>
<td>Global Childhoods: Post-Colonial and Anti-Racist Coming of Age Narratives</td>
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<td>ENGL</td>
<td>1910W</td>
<td>Our Monsters, Ourselves</td>
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<td>FREN</td>
<td>1905</td>
<td>Confessions, True or Otherwise...*</td>
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<td>GER</td>
<td>1905</td>
<td>Sonnets, Slams, and Slow Reading: Poetry Up Close</td>
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<td>GLOS</td>
<td>1905</td>
<td>Latin America Goes to the Movies</td>
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<td>PSTL</td>
<td>1908W</td>
<td>Reflections of Justice: Images of the Law in Literature, Film, and Popular Culture*</td>
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<td>PSY</td>
<td>1905</td>
<td>The Cultural Psychology of Storytelling</td>
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<td>TH</td>
<td>1905</td>
<td>The Luminous Ones: Great Actresses and Divas of Theatre, Films, Opera, and Musicals</td>
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## Politics and Government

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<th>Course</th>
<th>Year</th>
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<tr>
<td>BIOL</td>
<td>1905</td>
<td>Understanding the Evolution-Creationism Controversy</td>
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<td>CI</td>
<td>1903</td>
<td>Intentional Community for Social Change</td>
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<td>CNES</td>
<td>1903</td>
<td>Famous Criminal Trials</td>
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<tr>
<td>COMM</td>
<td>1908W</td>
<td>Great Words of Great U.S. Presidents</td>
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<td>HIST</td>
<td>1905</td>
<td>Cultural Fallout: The Cold War Era and its Legacy*</td>
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<td>PHYS</td>
<td>1910W</td>
<td>Evolution: A Physicist’s Point of View</td>
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<td>POL</td>
<td>1905</td>
<td>Finding Puzzles and Explanations in Everyday Life</td>
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<td>POL</td>
<td>1905</td>
<td>Fat Nation: The Political Economy of America’s Obesity “Epidemic”</td>
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<td>POL</td>
<td>1905</td>
<td>Islam and Democracy</td>
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<td>SMGT</td>
<td>1905</td>
<td>Jerry Maguire: Contracts, Negotiation, and Agency Law</td>
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<td>WRIT</td>
<td>1905</td>
<td>Information Gathering Techniques in the Social Sciences</td>
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## Psychology

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<th>Course</th>
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<tr>
<td>AAS</td>
<td>1902</td>
<td>Asian American Psychology</td>
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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 Childhood</td>
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<td>EPSY</td>
<td>1905</td>
<td>Chess and 21st Century Skills</td>
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<td>GWSS</td>
<td>1902</td>
<td>What’s Real, What’s Not: A Critical Look at Autism</td>
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<td>PSY</td>
<td>1902</td>
<td>Asian American Psychology</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>Fact and Fiction in Standardized Testing*</td>
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<td>SLHS</td>
<td>1905</td>
<td>Bilingualism: Principles and Processes, an Introduction*</td>
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<td>SOC</td>
<td>1905</td>
<td>High Anxieties*</td>
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## Science and Technology

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<tr>
<td>AEM</td>
<td>1905</td>
<td>Spaceflight with Ballooning</td>
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<tr>
<td>BBE</td>
<td>1906W</td>
<td>Sustainable Housing: Community, Technology, and Environment</td>
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<tr>
<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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<tr>
<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>NANO: Small Science, Big Deal*</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>1910W</td>
<td>Quantum Mechanics and Popular Philosophy†</td>
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<tr>
<td>CSCI</td>
<td>1905</td>
<td>The Art and Science of Information and Data Visualization*</td>
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<td>ESPM</td>
<td>1905</td>
<td>State of the World 2010†</td>
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<td>PHYS</td>
<td>1905</td>
<td>Quantum Mechanics for Everyone</td>
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<td>PHYS</td>
<td>1905</td>
<td>From Bongo to Brain</td>
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<td>PHYS</td>
<td>1905</td>
<td>Physics and Technology for Future Presidents</td>
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<tr>
<td>PHYS</td>
<td>1910W</td>
<td>How Common is Extraterrestrial Life?*</td>
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</tbody>
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† Offered in Fall and Spring
* Spring 2011 seminar
This seminar focuses on genres of southern American vernacular music that came to public attention in the 1920s and 1930s as commercial recordings and field recordings of rural music became available. The music had deep roots in the American past, and it continues to shape musical genres from rock to folk to hip hop. We can’t begin to appreciate or understand contemporary popular music if we don’t listen to and understand its roots. In this seminar we will focus on the social and economic contexts in which this music developed, and on the ways it has been entangled in the production of racial and economic inequalities in the United States.

Gloria Goodwin Raheja is an anthropologist with research and teaching interests in South Asia and in the earliest recorded roots music of the American south. She has carried out extensive field research in rural north India and has written on the anthropology of India; on caste, gender, and oral tradition in contemporary India; and on colonialism in nineteenth century India. A current research project focuses on blues music and industrial capitalism in 1920s Appalachia. She teaches courses on anthropological theory, South Asian society and culture, the politics of representation in global studies, and on popular music in the United States.
Asian American Psychology

Rich Lee, Psychology

Fall 2010
AAS 1902, Section 001
LE: Diversity and Social Justice in the United States
3 credits
Wednesday, 1:25 – 3:55 p.m.
East Bank, Minneapolis
42523

Have you ever been called a banana or FOB or wondered what the terms “rice king” or “dragon lady” mean? This seminar examines the nature and meaning of being an Asian American in the United States with a particular focus on immigrant, refugee, second-generation, and adoptee communities that are unique to Minnesota and the Midwest. Students will learn about the history, struggles, and successes of Asian Americans. Using psychological theory and research as a guiding framework, we will also explore family relationships, identity development, model minority stereotypes, racism and discrimination, media images, dating/marriage, race relations, and other issues affecting Asian American communities.

Richard Lee is an Associate Professor of Psychology and a core faculty member of the Asian American Studies Program. He conducts research on the ways race, ethnicity, culture, and migration affect the psychological and social lives of Asian American populations. He is most fascinated by how parents talk (or don’t talk) to their children about racial issues, how individuals develop ethnic and racial identities, and how people experience and confront racism and discrimination in everyday life. When not at work, Rich is out riding his bike, singing karaoke, and cooking meals without recipes.
Spaceflight with Ballooning

James Flaten, Aerospace Engineering & Mechanics

Fall 2010
AEM 1905, Section 001
LE: Writing Intensive
2 credits
Tuesday, 3:35 – 5:30 p.m.
Akerman Hall 227, East Bank, Minneapolis
37887

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 lost-cost means of giving students hands-on experience building and flying space hardware.

Social and Cultural History of Blacks in Sports

Keletso Atkins, African American & African Studies

Fall 2010
AFRO 1902, Section 001
LE: Diversity and Social Justice in the United States
3 credits
TuTh, 9:45 - 11:00 a.m.
Blegen Hall 225, West Bank, Minneapolis
40067

This seminar will consider the relationship between sports and society. We will analyze the social, cultural, and political contexts surrounding the eras of such sports figures as Moses Fleetwood Walker, Jack Arthur Johnson, Paul Robeson, Jackie Robinson, Joe Louis, Jessie Owens, Althea Gibson, Wilma Rudolph, Muhammad Ali, Arthur Ashe, Magic Johnson, Michael Jordan, and Tiger Woods and their impact on national and international events. We will look at how international developments of major contemporary power—such as the 1936 Berlin Olympics, Muhammad Ali’s draft resistance, and the revolt of black athletes in 1968—not only encapsulated critical social themes but also dramatized those issues to oppressed peoples around the globe. We will examine the period when it was not uncommon for black entertainers/athletes to become involved in politics and community activism and consider the dilemma of the black athlete as race role model.

Keletso Atkins has always been involved in and interested in the social, economic, and cultural aspects of the African and African-American experience. She has over 20 years of valuable experience teaching, conducting research, and traveling in South Africa and the surrounding countries of Botswana, Lesotho and Swaziland. Her research and teaching interests also include South African labor history, history of women in southern Africa, and the history of the African diaspora.
American Indian History in Literature and Film

Brenda Child, American Studies

Fall 2010
AMIN 1902, Section 001
LE: Diversity and Social Justice in the United States
3 credits
Smith Hall 111, East Bank, Minneapolis
57513

This seminar will focus on significant eras in American Indian history through the exploration of novels, life histories, and film. Students will read Blackfeet author James Welch’s novel, Fools Crow, which looks at the Indian history of the west prior to widespread westward expansion as one way to understand an Indian world before extensive American contact and reservation life. We will also use film and literature to consider the vitality of Indian life in the twentieth century. Students will be assigned a book in common with other American Indian Studies classes in the fall semester, Three Day Road by Canadian author Joseph Boyden, a brilliant recent novel about the experiences of two young Cree Indians who fought in the trenches of Belgium during World War I. Joseph Boyden will visit the University of Minnesota during the semester for a public talk and class visit.

Reading the Mississippi: Place, Race, Gender, and Empire

Kale Fajardo, American Studies

Fall 2010
AMST 1905, Section 001
3 credits
East Bank, Minneapolis
42505

The Mississippi River is literally central to the University of Minnesota, Twin Cities; yet how many of us have really reflected on the river’s multiple cultural, political, and environmental meanings? We will “read the Mississippi” by addressing how different writers, artists, thinkers, and people from different communities in the U.S. (and outside) experienced the Great River. Was the Mississippi a “New Nile” that could help build vast new European empires? An ancient site for indigenous peoples? A border to divide the “civilized” and “uncivilized?” An escape route from slavery and oppression? A tourist site for leisure? A place to create boyhood or manhood? A location of labor and capitalist expansion? An environmental site of flash floods and erosion? Or something else? Students will learn reading/interpretative strategies from literary studies, anthropology, cultural studies, feminist studies, queer studies, postcolonial studies, and American Studies.

Kale Fajardo loves water—especially traveling, moving, playing, and competing in it, and reading and writing about it. Fajardo, a transgendered-identified Filipino American, completed his Ph.D. in anthropology at University of California, Santa Cruz. He started thinking about how to connect water with the academic study of race, class, and gender while training with a Native Hawaiian outrigger canoe club in Santa Cruz in the 1990s. Fajardo dreams of sailing around the world one day.

Roots Music in American Culture and Society

Gloria Goodwin Raheja, Anthropology

Fall 2010
ANTH 1910W, Section 001
LE: Writing Intensive
3 credits
Tuesday, 2:00 – 4:30 p.m.
Blegen Hall 335, West Bank, Minneapolis
57433

This seminar focuses on genres of southern American vernacular music that came to public attention in the 1920s and 1930s as commercial recordings and field recordings of rural music became available. The music had deep roots in the American past, and it continues to shape musical genres from rock to folk to hip hop. We can’t begin to appreciate or understand contemporary popular music if we don’t listen to and understand its roots. In this seminar we will focus on the social and economic contexts in which this music developed, and on the ways it has been entangled in the production of racial and economic inequalities in the United States.

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Our Lives in Image and Text

Joyce Lyon, Art

Fall 2010
ARTS 1905, Section 001
3 credits
Tuesday, 1:25 – 4:25 p.m.
Regis Center W240, West Bank, Minneapolis
23001

Making sense of one’s life journey is a challenge that calls upon all our resources. Verbal language emphasizes certain ways of knowing, visual language focuses on others. Combining these languages enriches the possibilities for exploration and expression. By studying artists working with image and text and through art making, writing, reading, and discussion, we will attempt to become more attentive to our own journey and to the ways in which content, image and text, and form interact. The emphasis throughout will be interdisciplinary. No specific art or writing experience is expected (although curiosity about both is desired); students interested in all disciplines are welcome.

Joyce Lyon is a visual artist who works with drawing and digital imagery and often incorporates writing in her work. Found in Translation is a series of digital collages that documents her experiences in a small Italian town. Her most recent exhibit, Gardens for Winter, juxtaposed expressive drawings made with oil bars and photographs of a Renaissance garden. Each medium conveys something different. Joyce teaches drawing and painting classes in the Department of Art, and she is very interested in helping students develop their ideas and ways of presenting them.

The Art of Collaboration

Guerino Mazzola, Music
Michael Sommers, Theatre Arts & Dance

Fall 2010
ARTS 1905, Section 002
3 credits
Thursday, 1:25 – 4:25 p.m.
West Bank, Minneapolis
29751

This 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 Department of Theatre Arts and Dance on the Master and Margarita (2006).
Since all knowledge begins with experience, and since visual experience is primary and is prior to the verbal, the arts are the core of the humanities. All other disciplines spring from the philosophical questions arising from the attempt to understand our various experiences in the world. In art, making and doing precede theory. The discipline of art involves the various ways artists create and discover knowledge, artistic truth, and the concept of beauty. This seminar will explore the concept of art as social engagement; how the actions and motivations of artists are directed to expanding the definition of art as a discipline to include public process for social change.

Thomas Rose is a visual artist whose multimedia works have been included in exhibitions in China, Korea, France, Italy, Sweden as well as the United States. His current photographic work was awarded best foreign photographer at the International Festival of Photography in Ping Yao and has been seen in numerous exhibitions in Beijing. Since 2006, Rose has been working to develop a cross cultural collaboration with the Beijing Film Academy in Beijing, China and has been the principal director on the project which has brought together students from the University of Minnesota and several institutions in Beijing.

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 University of Minnesota 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 Polly University.
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.
Understanding the Evolution-Creationism Controversy

Randy Moore, Biology

Fall 2010
BIOL 1905, Section 002
1 credit
Tuesday, 10:10 – 11:00 a.m.
Ford Hall 170, East Bank, Minneapolis
37531

This seminar 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'll 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.

Being Human

Jane Phillips, Biology

Fall 2010
BIOL 1905, Section 004
2 credits
MW, 11:15 a.m. – 12:05 p.m.
Science Teaching and Student Services 530B, Minneapolis
24747

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 2010
BIOL 1905, Section 005
3 credits
Monday, 3:00 – 5:50 p.m.
406 Biosciences Building, St. Paul
24749

This seminar will begin with formal classroom meetings in which students 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.

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.

Happy in Hell: Microbes Thriving at Extremes

Jeffrey Gralnick, Microbiology & BioTechnology
Daniel Bond, Microbiology & BioTechnology

Fall 2010
BIOL 1905, Section 006
1 credit
Tuesday, 3:00 – 3:50 p.m.
239 Gortner Laboratory, St. Paul
24831

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.
Genomics: Applications in Biomed Science & Biotech

Perry Hackett, Genetics, Cell Biology & Development

Fall 2010
BIOL 1905, Section 007
1 credit
Tuesday, 2:30 – 3:45 p.m.
East Bank, Minneapolis
24823

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. The seminar will begin with some of the recent findings of science and medicine and then consider some ramifications that you will encounter in your daily lives as genomics plays a larger role as applications develop. Students and visitors will discuss a variety of topics including 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 29 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 2010
BIOL 1905, Section 008
1 credit
Monday, 11:15 a.m. – 12:05 p.m.
Hasselmo Hall 4-401, East Bank, Minneapolis
24825

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.
**Cloning, Politics, and Religion**

Marty Blumenfeld, Genetics, Cell Biology & Development

Fall 2010  
BIOL 1905, Section 010  
1 credit  
Monday, 2:30 – 3:20 p.m.  
Hasselmo Hall 6-101, East Bank, Minneapolis  
24829

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.

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

Sehoya Cotner, Biology

Fall 2010  
BIOL 1905, Section 011  
2 credits (offered in conjunction with SEAM, application required)  
Tuesday, 1:25 – 3:20 p.m.  
Science Teaching and Student Services 432B, Minneapolis  
24851

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.”
CSI Minnesota: Biologists Look at Forensic Science

Kathryn Hanna, Biology

Fall 2010
BIOL 1905, Section 012
2 credits (offered in conjunction with SEAM, application required)
Wednesday, 2:30 – 4:25 p.m.
East Bank, Minneapolis Campus
25251

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 TV? This 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 serve as an orientation to the University environment and discuss topics such as academic success skills.

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

A Man with a Plan

Jennifer Powers, Ecology, Evolution & Behavior

Fall 2010
BIOL 1905, Section 013
1 credit
Friday, 10:00 – 11:00 a.m.
Vocational-Technical Education R370, St Paul
32159

Dealing with anthropogenic climate change is one of the greatest challenges facing the world today. Former Vice-President Al Gore drew the public’s attention to this issue with his movie “An Inconvenient Truth”. In this seminar we will read and critically evaluate his new book, Our Choice: A Plan to Solve the Climate Crisis, which presents a range of solutions to the climate change problem. We will focus on understanding the science behind the problem and the solutions.

Jennifer Powers is an Assistant Professor in the Departments of Ecology, Evolution and Behavior and Plant Biology. Her research interests include understanding how humans are affecting ecological communities and biogeochemical cycles through land-use change and green house gas emissions.
From Ebola to H1N1

Sue Wick, Plant Biology

Fall 2010
BIOL 1905, Section 014
1 credit
Wednesday, 4:00 - 5:15 p.m.
East Bank, Minneapolis
42529

This seminar will examine the ecological and human behavioral factors that are associated with the emergence and spread of new human viruses or new versions of older human viruses. What is it about our current environment, culture and lifestyle that permits these viruses to branch out from their animal hosts to find a new home in our bodies, making us miserable or killing us in the process? What is it about human behavior that makes it so hard to control the spread of some types of viruses, such as HIV or Ebola or H1N1? We will spend a little time examining how various emergent viruses act within the human body and how some of them are particularly good at evading the efforts of medical science to stop their activity, but most of our time will be focused on examining the bigger picture of how humans find themselves to be the target of these viruses in the first place. We will also take some time each week to examine campus life: what makes for a successful undergraduate experience, time management skills, becoming broadly educated, managing your course load, making use of the libraries, exploring majors, opportunities for study abroad, and career preparation, among others.

Sue Wick is fascinated by the interplay between viruses and humans, and how scarily successful the viruses often are. She is Director of Undergraduate Studies for the Biology major in CBS and is a Professor of Plant Biology. One of her other teaching responsibilities is the first semester of Foundations of Biology, in which she endeavors to show how evolutionary biology is woven through other sub-disciplines within the large field of biology.

Living Sustainably in Urban Ecosystems

Sarah Hobbie, Ecology, Evolution & Behavior
Larry Baker, Ecology, Evolution & Behavior

Fall 2010
BIOL 1905, Section 016
2 credits
Monday, 3:00 – 4:55 p.m.
Ecology 150, St. Paul
57058

We will explore what it means to live sustainably in cities, by analyzing where our food, energy, and materials come from and where our waste products go. We will do this through an analysis of our individual actions and why we make the choices that we do, as well as through field trips to learn about the sources of energy and food for the Twin Cities and treatment of garbage and sewage. In addition, we will use the Freshman Seminar as an opportunity to become more comfortable with the University of Minnesota.

Sarah Hobbie is an Associate Professor in the Department of Ecology, Evolution, and Behavior.
Darwin is Everywhere: Implications and Applications of Evolutionary Biology

Mark Decker, Biology

Fall 2010
BIOL 1905, Section 017
1 credit
Tuesday, 2:30 – 3:45 p.m.
Science Teaching and Student Services Building 530A,
East Bank, Minneapolis
57190

Darwin is everywhere: “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 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. Mark holds degrees from the University of Michigan, Purdue, and the University of Minnesota. 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 understanding of evolution in particular.

Evaluating Starvation: Revisiting Malthus in the Era of Biotechnology

Paul Porter, Agronomy & Plant Genetics

Fall 2010
CFAN 1901, Section 002
3 credits
LE: Environment
TuTh, 1:15 – 2:30 p.m.
Classroom Office Building B26, St Paul
42525

This seminar provides 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 Erhlich 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. He is a marathon runner and Ironman triathlete with a personal interest in human nutrition. He co-teaches the following courses: World Food Problems; Student Organic Farming Planning, Growing & Marketing; Agro ecosystems Analysis Summer Field Course; and Environment, Global Food Production & the Citizen. He worked for the University of Wyoming (in Somalia) and Clemson University prior to joining the University of Minnesota faculty in 1995.
Ways of Knowing and Science

Craig Hassel, Food Science & Nutrition
Karl Lorenz, College of Food, Agricultural, & Natural Resource Sciences Student Services Office

Fall 2010
CFAN 1902, Section 001
LE: Diversity and Social Justice in the United States
3 credits
Thursday, 3:00 – 5:30 p.m.
Coffey Hall 120, St. Paul
41063

Every society has developed its own knowledge of food and health relationships. But until very recently, scientific researchers have paid little attention to this knowledge, in part because it has been dismissed as “unscientific”. Most 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 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 2010
CFAN 1905, Section 001
2 credits
Tuesday, 1:55 – 3:50 p.m.
St. Paul
41065

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.
By the Harvest You Shall Live

Vernon B. Cardwell, Agronomy & Plant Genetics

Fall 2010
CFAN 1942, Section 001
LE: Technology and Society
3 credits
TuTh, 1:55 – 2:45 p.m. and 1:55 – 3:50 p.m.
Borlaug Hall 306 and Plant Growth 103,
St. Paul
41073

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 is the diversity of food, its origins,
and its quality? What contributes to the bountiful
harvests and the lack of wide spread famines in the
U.S.? What challenges face the continued bountiful
harvests for all of humankind?

This seminar 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. He
enjoys teaching, advising and working with
undergraduate student organizations. His research
has focused on crop and seed physiology. He is
a national leader in food and agricultural literacy
efforts. He has received the University Community
Service Award for his public outreach activities.

My Other Car is a Bicycle

R. Lee Penn, Chemistry

Fall 2010
CHEM 1905, Section 001
2 credits
Tuesday, 3:35 – 5:15 p.m.
Smith Hall 121, East Bank, Minneapolis
42807

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 2010
CHEM 1905, Section 002
2 Credits
Tuesday, 3:35 – 5:15 p.m.
Smith Hall 111, East Bank, Minneapolis
42809

This seminar offers freewheeling discussions and analysis about modern scientific developments and historical contexts, with the point of departure being the “Science Times” section of The New York Times.

George Barany is a Distinguished McKnight University Professor who has been on the Chemistry faculty of the University of Minnesota since 1980. Previously, he was mentored at the Rockefeller University by Nobel laureate R.B Merrifield. Barany has well over 350 scientific papers, reviews, and patents on his research in organic chemistry and chemical biology, and has also published several New York Times crossword puzzles.

Recycling in the Twin Cities

Wayland E. Noland, Chemistry

Fall 2010
CHEM 1905, Section 003
2 credits
Thursday, 3:35 – 5:15 p.m.
Smith Hall 121, East Bank, Minneapolis
42811

This seminar 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.
Quantum Mechanics and Popular Philosophy

Doreen Leopold, Chemistry

Fall 2010
CHEM 1910W, Section 001
LE: Writing Intensive
2 credits
Wednesday, 3:35 – 5:15 p.m.
Science Teaching and Student Services Building 119,
East Bank, Minneapolis
56963

One may argue about its causal role in these matters, but there is no doubt that the language of quantum mechanics has provided a powerful new set of metaphors with which to express our understanding of ourselves and our place in the overall scheme of things. We will begin with an introduction to some of the basic ideas of quantum mechanics, including the uncertainty principle and wave/particle duality, and discuss some of the quantum paradoxes that highlight the counter-intuitive nature of these concepts. We will discuss the reflection of these ideas in popular books, articles and web sites concerning religion, mythology and philosophy.

Doreen Leopold has taught quantum mechanics, physical and introductory chemistry since 1987, and does research in spectroscopy.

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

Louis Mendoza, Chicano Studies

Fall 2010
CHIC 1902
LE: Diversity and Social Justice in the United States
3 credits

It might be argued that everyone in today’s world struggles to understand and articulate their often multiple identities. While people in U.S. society are encouraged to think of themselves as individuals, none of us are finite entities. We are all the products of history, existing in complex relationships to others as well as in diverse relationships to power. If ethnicity or race separates us from the dominant culture, identities must be formed without adequate representation in popular culture. This means that we have to look into history, home cultures, languages, ethnic literature and film, etc., in order to understand, express and construct an affirmative vision of what it means to be a Chicana/o or Latina/o in a contemporary context.

Louis Mendoza is a professor of Chicano Studies and an Associate Vice Provost in the Office for Equity and Diversity. Originally from Houston, Texas, he received his Ph.D. from the University of Texas at Austin. His research interests include Chicana/o literary and cultural studies, U.S. immigration literature, prison literature, and oral histories. Louis is currently working on two books related to his 2007 Journey Across Our America research project on U.S. Latina/o communities that he conducted while bicycling around the perimeter of the country in six months.
Intentional Community for Social Change

Lynn Englund, Curriculum & Instruction

Fall 2010
CI 1903, Section 002
LE: Civic Life and Ethics
3 Credits
TuTh, 2:30 – 3:20 p.m.
Peik Hall 155, East Bank, Minneapolis
37843

Students will examine a variety of historical and contemporary intentional communities to discover how intentionally chosen social values and ethical principles were enacted in daily life for social change. Students will identify their own social values and ethical principles and apply them to the design of an intentional community.

Lynn Englund has 20 years experience creating and participating in an intentional community in the Twin Cities. She is also one of the instructors of a 6 credit month-long residential community building course, “Phil 4326—Lives Worth Living: Questions of Self, Vocation and Community” which is usually referred to as Philosophy Camp.

Famous Criminal Trials

George Sheets, Classical & Near Eastern Studies

Fall 2010
CNES 1903, Section 001
LE: Civic Life and Ethics
3 credits
Tuesday, 10:10 a.m. - 12:40 p.m.
Nicholson Hall 135, East Bank, Minneapolis
57610

Trials are formal occasions during which societies publicize and validate their normative conceptions of right and wrong. Often the specific legal questions raised by a trial are merely the tip of the iceberg of larger social and political issues at stake. Sometimes trials can become famous (or infamous) after they have occurred because their results come to be interpreted as milestones in the narratives of history. This seminar will examine thirteen such trials, focusing on one each week. The thirteen trials are: (1) the trial of Socrates, (2) the trial of Jesus, (3) the trial of Thomas More, (4) the trial of Galileo, (5) the Salem witchcraft trials, (6) the trial of property rights in the cargo of the slave-ship Amistad, (7) the trial of Leo Frank, (8) the Boston Massacre trial, (9) the trial of Susan B. Anthony, (10) the Chicago Haymarket trial, (11) the murder trial of Leopold and Loeb, (12) the rape trials of the Scottsboro Boys, and (13) the Nuremberg war crimes trials.

George Sheets is an Associate Professor in the Department of Classical and Near Eastern Studies and the University Law School. He specializes in historical linguistics, the Greek and Latin languages, and legal history. He is also a licensed attorney and teaches Roman law.
Communicating the Holocaust

Alan Gross, Communication Studies

Fall 2010
COMM 1905, Section 002
3 credits
TuTh, 2:30 – 3:45 p.m.
Amundson Hall 104, East Bank, Minneapolis
42537

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, 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.

Great Words of Great U.S. Presidents

Karlyn Kohrs Campbell, Communication Studies

Fall 2010
COMM 1908W, Section 001
LE: Civic Life and Ethics, Writing Intensive
3 credits
MW, 4:00 – 5:15 p.m.
Ford Hall 110, East Bank, Minneapolis
57682

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 F. 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 read and analyze presidential speeches.

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

Edward Schiappa, Communication Studies

Fall 2010
COMM 1908W, Section 002
LE: Civic Life and Ethics, Writing Intensive
3 credits
MWF 9:05 – 9:55 a.m.
Ford Hall B10, East Bank, Minneapolis
57682

The purpose of this seminar is to introduce students to the theory and practice of the critical analysis of popular culture. It presupposes that we ought to treat popular culture seriously because popular-culture texts, artifacts, and practices are important cultural expressions that have an impact on the way people make sense of themselves, others, and the world. In short, popular culture persuades or socializes us to think and behave in some ways rather than others, and as citizens and consumers it is to our benefit to understand how that persuasion occurs.

Edward Schiappa is Professor and Chair of the Department of Communication Studies and holds the 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.

Cross-Cultural Studies of Childhood

Michael Maratsos, Institute of Child Development

Fall 2010
CPSY 1904, Section 001
LE: Global Perspectives
3 credits
Tuesday 10:10 a.m. – 12:40 p.m.
Child Development 172, East Bank, Minneapolis
35083

In this seminar students are introduced to a variety of experiences that comprise human childhood across a wide variety of geographical, economic, and cultural circumstances. Students will learn about the basic course of childhood and the development into adult roles in human societies ranging from subsistence level hunter-gatherers, through primitive and more developed agricultural societies, up to the modern state. This course seeks to develop an appreciation of the variety of human childhoods, and how the changes that humans themselves make can affect this at both familial and societal levels. At a broader level, this course seeks to help students examine what it means to develop as a human being, and the ethical issues humans face in guiding children’s development.

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 & Comparative Literature

Fall 2010
CSCL 1909W, Section 001
LE: Global Perspectives, Writing Intensive
3 credits
TuTh, 11:15 a.m. – 12:30 p.m.
East Bank, Minneapolis
40333

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 African, Asian, Arab, immigrant, and minority 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.

The Big House

Ann Ziebarth, Housing Studies

Fall 2010
DES 1905, Section 001
2 credits
Wednesday, 3:00 – 4:40 p.m.
Rapson Hall 15, East Bank, Minneapolis
52525

In 2007 there were 7.3 million people housed by the U.S. prison system. Who are these people? What is living in prison like? What does it cost Minnesotans to house people in prisons? Where do people live when they leave prison? Discover answers to questions about housing, social justice, and the U.S. prison system in this Freshman Seminar.

Ann Ziebarth is a housing studies faculty member in the College of Design. She has a special interest in housing issues in small towns and rural places as well as housing policy.
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 seminar 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.
Strategic Thinking and Social Interaction

Itai Sher, Economics

Fall 2010
ECON 1905, Section 001
3 credits
TuTh, 11:15 a.m. – 12:30 p.m.
Carlson School of Management 2-219, West Bank, Minneapolis
35059

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. It 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.

Itai Sher is an Assistant Professor of economics at the University of Minnesota who specializes in microeconomic theory. He received his Ph.D. from Northwestern University and his B.A. from Reed College.

America in Crisis: Actualities and Textualities

Ellen Messer-Davidow, English

Fall 2010
ENGL 1905
3 credits
TuTh, 12:45 – 2:00 p.m.
Lind Hall 216, East Bank, Minneapolis

Although the law has long promised equal protection and prohibited discrimination on grounds of race, ethnicity, sex, and class, many Americans still experience inequalities in education, employment, health care, and financial resources. Since 1980, our policies and practices have increased inequality, and the deep recession that followed the 2008 economic meltdown spread hardships to many more Americans. We will probe the gaps between the law’s goals and life’s grittiness. We will analyze the causes of destitute schools, unaffordable health care, job loss, and the descent into poverty. And we will practice problem-solving, formulating policies and practices that can alleviate these conditions.

Everyone has defining moments. Ellen Messer-Davidow’s occurred in 1960 when, as a college sophomore, she witnessed street riots and Klan rallies protesting the integration of New Orleans schools. In graduate school, she became an activist and scholar working for social justice. Her writing and teaching center on modern American social movements and the tangled strands of law and life that “make” complex problems like the racism-poverty conjuncture. At present she is writing about how “racial discrimination” as defined by the courts came to be an entirely different thing from the “systemic racism” combated by the movement and documented by scholars.
Writing from Plow to Plate: Sustainable Food Narratives in the U.S.

Dan Philippon, English

Fall 2010
ENGL 1905, Section 002
3 credits
TuTh, 12:45 – 2:00 p.m.
Hanson Hall 1-103, West Bank, Minneapolis
52323

This seminar will explore how the sustainable food movement got started in the U.S. by focusing on the farmers, activists, cooks, and eaters who made it all possible. We’ll read some of the most important things they wrote over the last forty years, including manifestos, cookbooks, memoirs, and more. We’ll also spend some time shopping, cooking, and eating; watching a few great new documentaries on food; and visiting “Cornercopia,” the student organic farm on the St. Paul Campus. Writers whose work we’ll read include Wendell Berry, Wes Jackson, Frances Moore Lappé, Peter Singer, Julia Child, Alice Waters, Carlo Petrini, and Michael Pollan. Our goal throughout will be to discover the role that writers have played in telling the story of our food from farm to table, or “plow to plate.”

Dan Philippon has been teaching undergraduates for more than seventeen years and is the recipient of one of the University's Distinguished Teaching Awards. An Associate Professor of English, he is Past President of the Association for the Study of Literature and Environment and the author of Conserving Words: How American Nature Writers Shaped the Environmental Movement. He is currently researching the role that writers have played in creating the sustainable food movement.

Global Childhoods: Post-Colonial and Anti-Racist Coming of Age Narratives

Omi Tinsley, English

Fall 2010
ENGL 1905, Section 004
3 credits
TuTh, 9:45 – 11:00 a.m.
Lind Hall 216, East Bank, Minneapolis
52326

“Hey, I’m not a kid anymore!” If you say this to your father, coach, boss, or friend, what are you protesting? The assumption that you’re powerless, inexperienced, naïve? Why do we associate these qualities with children, and why is narrating the end of childhood and the beginning of adulthood so important? We explore these questions by reading coming-of-age stories from around the world. While mainstream media may imagine children from these places as “underprivileged,” and eternally dependent, the literature we will read narrate childhoods as complex experiences where oppression, work, education, violence, and pleasure interact in ways that readers may find powerful, comic, and eye-opening. Such representations make us rethink our ideas about childhood and coming-of-age and challenge ideas of the “underdevelopment” of rural and global Southern locations from which these authors write.

When Omi Tinsley was a girl, she wanted to be a writer, dancer, and mother when she grew up; today, she’s still excited about working on all three of these goals. She recently completed a book on Caribbean women’s creative writing about landscape and love, and is now working on a novel about women shipbuilders during World War II. She has performed with hip hop and modern Indian dance companies in California and Minnesota, and currently enjoys dancing mambo with her baby daughter, Baía.
Our Monsters, Ourselves

Siobhan Craig, English

Fall 2010
ENGL 1910W, Section 001
LE: Writing Intensive
3 credits
TuTh, 2:30 – 3:45 p.m.
Lind Hall 203, East Bank, Minneapolis

We all grow up with “monsters.” They can be campy and kitsch, or objects of true fear and loathing. But what is monstrosity? What do “our” monsters reveal about us, as individuals and as a culture? How do they embody our conflicts, ambivalence and denial about our desires and our identity? Does the way we think about race, gender, sexuality, reproduction, and the body lead us to give “birth” to monsters? The “promise of monsters” can be both disturbing and exhilarating, as it calls into question distinctions like natural vs. unnatural; human vs. animal, male vs. female. This seminar will focus on literary and cinematic texts—all of them discomforting, some also hilarious—that bring “our” monsters into focus. What do monsters threaten and/or promise?

Siobhan Craig’s research specializes in film; she is especially interested in Italian Neorealist film, fascist film, and postwar German and Italian films about fascism. She teaches courses on the Western, Fascism and film, war films, the split self in literature and film, queer cinema and cinematic violence, as well as on contemporary literary and cultural theory. She was born in England and grew up in London and Rome. She is bilingual in Italian and English, and a citizen of the United Kingdom and Ireland as well as the United States.

Chess and 21st Century Skills

William Bart, Educational Psychology

Fall 2010
EPSY 1905, Section 001
3 credits
Monday 11:35 a.m. – 2:15 p.m.
Peik Hall 325, East Bank, Minneapolis 32237

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 2010  
ESPM 1901, Section 001  
LE: Environment  
3 credits  
MW, 4:05 – 4:55 p.m. [M] and 3:00 – 4:55 p.m. [W]  
Coffey Hall 120, St. Paul  
37321

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.

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**State of the World 2010**

Terry Cooper, Soil, Water & Climate

Fall 2010  
ESPM 1905, Section 001  
1 credit  
Wednesday, 12:50 – 1:40 p.m.  
Borlaug Hall 375, St. Paul  
41075

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 2010 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 and 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 UM soil judging team.
Carp and Culture

Andrew Simons, Fisheries, Wildlife & Conservation Biology

Fall 2010
FW 1901, Section 001
LE: Environment
3 credits
Thursday, 3:00 – 4:55 p.m.
Classroom Office Building B36, St. Paul 54600

This course will explore the complex interactions between humans and the common carp (Cyprinus carpio) as well as other invasive carp introduced to North America. The common carp is both reviled as a pest and revered as an almost mythical creature. In China, the carp is cultured for food and is a symbol of perseverance and strength. In Japan, carp are raised as expensive pets, some worth thousands of dollars. In Britain, carp are sought after as game fish and released after capture and in Eastern Europe carp are a delicacy served on special occasions. In North America, carp are despised as invasive pests that destroy habitat for fishes, ducks and other organisms. We will discuss the biology, aquaculture, and control of carp. We will also discuss the importance and symbolism of carp in art and folklore. Classroom discussions will be augmented by a laboratory dissection of carp, an exercise in gyotaku (fish printing), a visit to the Minneapolis Institute of Art, and two weekend field trips. The weekend trips will include a visit to the Duluth aquarium, and a carp collecting trip to the Mississippi River.

Andrew Simons is an Associate Professor in the Department of Fisheries, Wildlife, and Conservation Biology. He is also Curator of Fishes in the Bell Museum of Natural History. He is interested in the evolution of cyprinid fishes as well as the effects of Pleistocene glaciations on distribution and population structure of North American freshwater fishes.

Geology of Minnesota

Harvey Thorliefson, Geological Survey

Fall 2010
GEO 1901, Section 001
LE: Environment
3 credits
Wednesday, 10:10 – 11:50 a.m.
Pillsbury Hall 121, East Bank, Minneapolis 29279

Understanding interactions between the Minnesota environment, natural resources, ecosystems, and human activity requires a grasp of the structure and history of our landscape, from the Mississippi River basin to the Red River Valley and the Lake Superior basin. Underlying and shaping this landscape are ancient rocks in the north and in the deep subsurface, younger limestone and sandstone in the south, and the deposits of the Ice Age that our soils have formed in. These deposits host our principal drinking water sources, so we must understand them in order to protect and wisely use our water. A full-day field trip on Saturday, September 18 will examine the water resources of our rivers and lakes, and a second full-day trip on Saturday, October 2 will examine how geology controls our well water supply.

The seminar will be coordinated by Minnesota State Geologist Harvey Thorliefson, who previously carried out research on gold, diamonds, offshore mapping, climate change, shoreline erosion, and water supply across much of Canada. The course will be co-taught by members of the Minnesota Geological Survey staff, who have extensive experience in Minnesota geology.
Polar Environments

Christian Teyssier, Geology & Geophysics

Fall 2010
GEO 1901, Section 002
LE: Environment
3 credits
Monday, 10:10 – 11:50 a.m.
Pillsbury Hall 121, East Bank Minneapolis
40937

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 freshman seminar addresses general principles of geology, long-term climate changes on Earth, and on a shorter time scale, 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 of Minnesota since 1985. His teaching and research 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.

History in a Grain of Sand

Peter Hudleston, Geology & Geophysics

Fall 2010
GEO 1905, Section 001
2 credits
Wednesday, 3:35 – 5:15 p.m.
Pillsbury Hall 121, East Bank, Minneapolis
44533

Each grain of sand tells a story. Sand beaches surround the continents; sand covers great areas of desert in North Africa and elsewhere. Sand is the major constituent of the rocks that underlie the Twin Cities; it provides the aquifers we rely on for fresh water in this area and in much of the country. Where does all this sand come from? What is it made of? How does it find its way into so many places (including our clothes, shoes and hair when we visit the beach)? How can we use sand grains as clocks to measure time? We will answer these questions in this seminar, and use detective work to follow a hypothetical grain of sand from its source to the beach.

Peter Hudleston teaches introductory geology and courses in his area of research interest, structural geology and tectonics, which takes him in the field mostly to places in which there are mountains. He is especially fond of northern latitudes and has worked in Scandinavia, Iceland and arctic Canada. Most of the beaches he has visited have been too cold to lie on.
Tsunamis: An Underrated Hazard

David Yuen, Geology & Geophysics

Fall 2010
GEO 1905, Section 002
2 credits
Wednesday, 10:10 – 11:50 a.m.
East Bank, Minneapolis
44534

In this seminar students will learn about the fascinating phenomenon of tsunami waves and their general impact on society. Case studies of recent events will be examined and concerns regarding future hazards will be discussed.

David Yuen is a world-renowned geophysicist with wide experience in numerical modeling of fluid dynamical phenomena of all sorts, ranging from volcanic flows to mantle dynamics.

Is Climate Really Changing?

Kurt Kipfmueller, Geography

Fall 2010
GEOG 1901, Section xxx
LE: The Environment
3 credits
Tuesday, 12:45 – 3:15 p.m.
Carlson School of Management 1-149, West Bank, Minneapolis
57544

Depending on who you believe, we are either in for a wild ride in the next century, or scientists have been breathing too much CO₂. Climate change worries many people. Those who believe climate is really changing are concerned about what this might mean for the environment and how we live. Non-believers worry that even the perception of climate change will lead to excessive government regulation, rapidly rising living costs, and increased taxation to solve a non-existent problem. With all the rhetoric flooding the airwaves, it is difficult to really know if climate is changing, or who to trust. This seminar explores the climate change debate by introducing students to climate basics and the arguments used by both scientists and skeptics to support or refute climate change.

Kurt Kipfmueller can’t figure out why outdoor hockey seasons have shrunk from 90 days to 30 days in three decades. To discover why, he studies trees, which sounds weird but will make sense after this class. He studies forests in the Rocky Mountains and Minnesota to discover how they respond to fires, insect outbreaks, and climate variability. He teaches courses at the U on plants and animals and how they react to changes in the environment.
Sonnets, Slams, and Slow Reading: Poetry Up Close

Charlotte Melin; German, Scandinavian & Dutch

Fall 2010
GER 1905, Section 001
3 credits
TuTh, 9:45 – 11:00 a.m.
Peik Hall 225, East Bank, Minneapolis
39307

Think that poetry is an “old medium” that can’t compete in the digital world or that it’s too puzzling? Many poets agree, but only when they really want you to pay attention to poetry. In this seminar, we’ll explore how poems work on the printed page and in performances, comparing the aesthetics and constraints of traditional form with the exuberance of spoken verse. We will read poems by diverse authors, some in multi-media presentations. We’ll work on strategies for enjoying and interpreting poems, practice techniques for slow or “close” readings, and experiment with turning poetry into performance. Our discussions will ask how sonnets, slams, verse at presidential inaugurations, and other poetic forms invite us in as participants.

Charlotte Melin has always been fascinated by poetry—its sound, themes, and social relevance. She grew up in the Midwest and was drawn to German studies through the study of language. By translating as well as interpreting poems, she has combined her interests in language and poetry. She focuses in particular on literature after 1945. We usually think that poetry is extremely private, but throughout the late 20th century it is at the center of international literary exchanges, Cold War politics, public cultural debates, and path-breaking artistic innovation.

Latin America Goes to the Movies

Amy Kaminsky, Global Studies

Fall 2010
GLOS 1905, Section 001
3 credits
Wednesday, 1:25 to 4:25 p.m.
East Bank, Minneapolis
56826

In the last 20 years, films from Brazil, Argentina, Mexico, and Cuba have made a major splash both in their own countries and in Europe and the U.S.; and wonderful movies have come out of other Latin American nations as well. Once a week we will watch one of these films together and discuss it, asking the following questions: How do filmmakers in poor nations manage to make movies? What do those movies tell us about the nations they come from and about ourselves? What techniques do filmmakers use to tell stories and draw us into them? How do movies help form national culture and identity? How do these films confirm our ideas about the world, and how do they shake us up?

Amy Kaminsky grew up in New York and has lived in Spain and Sweden, but she has long made her home in Minneapolis. She teaches Gender, Women, and Sexuality Studies and Global Studies and has written books on living Latin American women writers and dead Spanish ones; on what happens to people when military dictatorships end and they can go home from exile; and, most recently, on how and why people from other countries care about Argentina. She really loves the movies.

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

Fall 2010
GWSS 1902, Section 001
LE: Diversity and Social Justice in the United States
3 credits
WF, 12:45 – 2:00 p.m.
Amundson Hall 116, East Bank, Minneapolis
42345

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 seminar, 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 has been 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.

Local Food: Grow, Store, Buy Sustainable Organics

Albert (Bud) Markhart, Horticultural Science

Fall 2010
HORT 1905, Section 001
2 credits
MF, 3:00 – 3:50 p.m.
Alderman Hall 310, St. Paul
41089

This freshman seminar will focus on local food—where it comes from, who grows it, and the environmental implications for consumers. The class will provide students with unique contact on our food system and the current and potential roles of local food productions.

Two field trips will be 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.

Bud Markhart, Morse Alumni Distinguished Teacher (2009) and COAFES Distinguished Teacher of the Year (1997) conducts research and teaches courses in environmental physiology and organic horticulture. He has taught the Horticulture student learning community course, 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 2010
HUM 1905, Section 001
3 credits
Wednesday, 2:30 - 5:00 p.m.
Heller Hall 731, West Bank, Minneapolis
35971

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 2010
MUS 1905, Section 001
3 credits
MWF, 11:15 a.m. - 12:05 p.m.
Ferguson Hall 225, West Bank, Minneapolis
36441

The great philosopher Friedrich Nietzsche rightly claims that “without music, life would be a mistake.” This does not mean that life is automatically perfect with music. Why do we listen to music? What is its meaning in our lives? How is it distributed between intellect and emotions? Why do we go to concerts when electronic media and the internet provide such easy access? The answers to these and other questions will be approached via intensive listening to music from different cultures and eras and critical, open discussion. The instructor being highly sensitive to non-authoritarian music cultures, he may provide a thoroughly dynamic and flexible access to music. Our overall target is to set up a gross “topography of music”, namely a big body encompassing all aspects and putting them together in a non-conflicting way. The miraculous thing is that this body can be visualized by a four-dimensional cube. Isn’t that fascinating?

On the one hand, Mazzola’s approach to music includes his role as an internationally acclaimed free jazz pianist and composer. On the other hand, Mazzola has profiled the European school of mathematical music theory and music software since 1980. Putting it all together, his understanding of music mirrors the whole life from thought to action, logic to emotion, symbols to gestures, and the spirits to bodies.
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.

Scott Currie studied physics and politics in college until he organized a jazz festival featuring an unforgettable concert by pianist-composer Cecil Taylor, which convinced him to devote his life to music. After a few years of struggling to break into the New York City jazz scene, he was inspired to quit his day job and pursue full-time study of avant-garde jazz at New York University. All the while, he's pursued his academic career researching and teaching jazz, world music, and African American music, along with anthropology and American studies, as he ponders the meaning of it all.
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.

One of the greatest intellectual accomplishments of the Twentieth Century was the development of Quantum Mechanics, a field of physics which describes the counter-intuitive behavior of molecules, atoms, light and subatomic particles. Can you pass through a solid wall without disturbing yourself or the wall? An electron can and does repeatedly in many common semiconductor devices. Without an understanding of quantum mechanics, neither the transistor nor the laser could have been invented. A significant fraction of the entire economy is based on technological developments that derive directly from quantum mechanics. This class will examine, with a bare minimum of mathematics, the conceptual foundations of the strange world of the quantum as well as its connection with devices and systems that we take for granted in our everyday lives.

Allen Goldman is currently Head of the School of Physics and Astronomy. His research is in the area of experimental condensed matter physics. The specific work on superconductivity involves the application of quantum mechanics to macroscopic systems.
From Bongo to Brain
John Broadhurst, School of Physics & Astronomy

Fall 2010
Phys 1905, Section 005
2 credits
Wednesday, 1:25-3:20PM
Tate Laboratory of Physics 143, East Bank, Minneapolis
23125

This seminar starts with the different ways in which sound waves are generated both as speech for communication and as music for pleasure, and it then deals with sound transmission in the atmosphere and in other materials, such as water. We will then explore the mechanical phase of hearing, namely the function of the structure of the ear, the ossicles, the organ of Corti, and the auditory nerve bundle. The final phase of this seminar is the mechanical processing of sound e.g. loud-soft, left- right etc. by the thalamic region, followed by the recognition of sounds (yes, that's a bongo) by the auditory cortex. Web based course.

John Broadhurst has been active since the end of the 1960s in the biophysical field, early work being done on the migration of heavy ions within contractile skeletal muscle cells. Since 1995, the instructor has concentrated on the functional aspects of the human auditory cortex, examining its behavior in response to the presentation of different types of sound stimuli to the ear.

Physics and Technology for Future Presidents
Marvin Marshak, School of Physics & Astronomy

Fall 2010
Phys 1905, Section 006
2 credits
Mondays 2:30PM-4:25PM
Tate Laboratory of Physics 210, East Bank, Minneapolis
57603

Informed citizens (and world leaders) are increasingly required to make policy decisions based on science and technology that many of them know little about. The purpose of this seminar is to address the science and technology underlying issues such as energy, global warming, terrorism and counter-terrorism, health, internet, satellites, strategic weapons and telecommunications. This seminar has no special prerequisites other than openness to considering evidence-based knowledge when reaching decisions on possibly controversial issues.

Marvin Marshak is an Institute of Technology and Morse-Alumni Professor of Physics. He does research in experimental elementary particle physics, especially the properties of neutrinos. He has taught a number of introductory physics and astronomy classes, including freshman seminars and study-abroad global seminars.
Evolution: A Physicist’s Point of View

J. Woods Halley, Physics & Astronomy

Fall 2010
PHYS 1910W, Section 001
LE: Writing Intensive
2 credits
TuTh, 10:10 – 11:00 a.m.
Tate Laboratory of Physics 157, East Bank, Minneapolis
36937

In this seminar we will review a history of the ideas and evidence leading to the theory of evolution. During the course we will discuss current research on evolution, including the molecular origin of life and the role of complexity in possibly limiting and modifying the results of the evolution of species.

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.

Finding Puzzles and Explanations in Everyday Life

W. Phillips Shively, Political Science

Fall 2010
POL 1905, Section 001
3 credits
TuTh, 9:45 – 11:00 a.m.
Blegen Hall 245, West Bank, Minneapolis
32771

This seminar will train students’ eyes for puzzles in the world around them, and provide them with several types of models by which puzzles can be explained. The seminar is loosely related to Steven Levitt’s books, *Freakonomics* and *Superfreakonomics*. An example of the sort of paradox we might look at is: “In the past several elections, the Republican candidate for President has done better among upper income groups than among the poor. However, the “red states” that tend Republican in Presidential elections (Mississippi, Texas, Idaho, etc.) are mostly poorer than the “blue states” that tend Democratic (Connecticut, Massachusetts, California, etc.) How can we explain this paradox?”

W. Phillips Shively studies elections across the world. He has also been involved in politics directly, including four years as a lobbyist at the state legislature. He enjoys looking for puzzles and paradoxes in political life, and playing both with words and with numbers. This seminar is a result of those proclivities. Outside of the University, he likes classical music, hiking, and birding.
Obesity has been described as America’s greatest threat, a killer of “epidemic” proportions. The numbers are staggering indeed: two-thirds of American adults are overweight. The proportion of the nation’s children aged 6 to 11 who are obese tripled between 1980 and 2000. Obesity purportedly causes 300,000 “preventable” deaths per year and contributes substantially to the costs of health care. We will critically examine the reality and rhetoric of America’s obesity problem, delving deeper into the story behind the statistics. We will look at ways in which various stakeholders are involved in the panic over obesity and ways in which their interests are represented politically. We will also explore the issue of fat stigma and discrimination in U.S. society and the social dynamics of the growing fat acceptance movement.

Wendy Rahn’s research interests include the role of emotions in political thinking and behavior, citizen participation in politics, the origins and consequences of political and social trust, national identity, and social capital and health outcomes. Wendy is the founder of Survivors’ Training,® an award-winning non-profit organization with the mission to help cancer patients and survivors develop healthy lifestyles based on regular physical activity. She is also a certified personal trainer and lives in St. Paul with her husband and son, 6 chickens, a dog, and a cat.

Islam and Democracy

Kathleen Collins, Political Science

Fall 2010
POL 1905, Section 004
3 credits
MW, 4:00 – 5:15 p.m.
Social Sciences Building 278, West Bank, Minneapolis
56781

This seminar will explore the contested relationship between Islam and democracy. We will study the intense global debates about whether Islam is compatible with democracy, and if so, then how. These debates involve issues of Muslim religiosity and secularism, Muslim popular opinion, recognition of secular authority, ideas of legitimate government, shari’a law, women’s rights, and jihad. We will examine these issues from a comparative historical and political perspective. We will read various perspectives on each issue of debate, and study the arguments in light of empirical examples from various Muslim countries, like Turkey, Iran, Uzbekistan, and Azerbaijan.

Kathleen Collins is an Associate Professor of political science. Her first book was published by Cambridge in 2006 and won the Central Eurasian Studies Society book award 2008. She is completing a second book on Islam and politics in Central Asia and the Caucasus, with a focus on how ideas about Islam’s public role have changed since independence. She has also worked as a consultant for the National Bureau of Asian Research, the United Nations Development Program, and the U.S. government.

Linda Buturian, Postsecondary Teaching & Learning

Fall 2010
PSTL 1906W, Section 001
LE: Environment, Writing Intensive
3 Credits
MW, 12:45 – 2:00 p.m.
Appleby Hall 201, East Bank, Minneapolis
52331

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, World Gone Beautiful: Life Along the Rum River (Cathedral Hill Press 2008), 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.

Asian American Psychology

Rich Lee, Psychology

Fall 2010
PSY 1902, Section 001
LE: Diversity and Global Justice in the United States
3 credits
Wednesday, 1:25 – 3:55 p.m.
East Bank, Minneapolis
57694

Have you ever been called a banana or FOB or wondered what the terms “rice king” or “dragon lady” mean? This seminar examines the nature and meaning of being an Asian American in the United States with a particular focus on immigrant, refugee, second-generation, and adoptee communities that are unique to Minnesota and the Midwest. Students will learn about the history, struggles, and successes of Asian Americans. Using psychological theory and research as a guiding framework, we will also explore family relationships, identity development, model minority stereotypes, racism and discrimination, media images, dating/marriage, race relations, and other issues affecting Asian American communities.

Richard Lee is an Associate Professor of Psychology and a core faculty member of the Asian American Studies Program. He conducts research on the ways race, ethnicity, culture, and migration affect the psychological and social lives of Asian American populations. He is most fascinated by how parents talk (or don’t talk) to their children about racial issues, how individuals develop ethnic and racial identities, and how people experience and confront racism and discrimination in everyday life. When not at work, Rich is out riding his bike, singing karaoke, and cooking meals without recipes.
What is the Human Mind?
Chad Marsolek, Psychology

Fall 2010
PSY 1905, Section 001
3 credits
Tuesday, 9:45 a.m. – 12:30 p.m.
Elliott Hall S204, East Bank, Minneapolis
34273

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.

The Cultural Psychology of Storytelling
Moin Syed, Psychology

Fall 2010
PSY 1905, Section 002
3 credits
Thursday, 12:45 – 3:15 p.m.
Elliott Hall N227, East Bank, Minneapolis
39447

How do you know a person? I mean how do you really know who a person is? Likely that person has told you a bit about his or her past life experiences. It is also likely that the way this person told you about those experiences was in the form of a story. In this seminar we will explore the form and content of the stories that people tell about their lives, and how these culturally-grounded stories are indicative of the psychologies of the individuals, groups, and societies who produce them. We will pay particular attention to the similarities and differences in these stories within and between diverse cultural communities in the U.S. and the world.

Moin Syed is a psychologist who studies how ethnically-diverse young people determine who they are and how they fit into society. One of the ways he does this is by analyzing the stories people tell about their lives. “Stories?” you may be saying, “that’s not research, that’s just nonsense about things that happen to people day in and day out as they go about their everyday lives.” That’s right. That is exactly right (except for the nonsense part).
Jerry Maguire: Contracts, Negotiation, and Agency Law

Rayla Allison, Kinesiology

Fall 2010
SMGT 1905, Section 001
3 credits
TuTh, 12:45 – 2:00 p.m.
215 Cooke Hall, East Bank, Minneapolis
57102

This course is designed to acquaint the student to the legal aspects of contract, labor, intellectual property, and agency law, legal terminology and principles. The course provides an introduction of the legal aspects of contract law, labor and agency law, as well as the role and purpose of negotiation strategies, negotiation skills, practices and tactics. The course instruction relies heavily on studying court cases and current sport agency issues through active learning with technology, discussion, guest speakers, and application exercises.

Rayla Allison, combines her legal knowledge and 20 years of sport experience as a professional athlete, college coach, sport executive, and lawyer practicing in the sport industry to provide an interactive learning experience for students. She speaks and consults frequently on legal issues particularly legal aspects of representing coaches and athletes as well as from the business perspective in the sport industry.

Images of Youth

Michael Baizerman, Social Work

Fall 2010
SW 1905, Section 001
2 credits
Thursday, 3:00 – 4:55 p.m.
Peters Hall 70, St Paul
32267

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 present, visual and aural media and 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.
The Luminous Ones: Great Actresses and Divas of Theatre, Films, Opera, and Musicals

Elizabeth Nash, Theatre Arts & Dance

Fall 2010
TH 1905, Section 001
3 credits
Friday, 9:05 a.m. – 12:05 p.m.
Hubert Humphrey Center 30, West Bank, Minneapolis 52932

The focus of this seminar is to serve as an overview of the outstanding actresses and divas from sixth century Byzantium’s Empress Theodora to Meryl Streep, Jessye Norman and Julie Andrews in the twenty-first century. The activities of their male contemporaries are well documented, but the female performers have been sadly neglected. All have made unique contributions to the theatre, films, opera, and musicals as leading performers of their time. They were and are the role models to serve as an inspiration to future generations. The area of opera will be devoted exclusively to this country’s African-American divas. The classes will consist of slides, films, discussions and student oral reports on individually selected stage, film, or singing actresses.

Elizabeth Nash was awarded a two year Fulbright Grant to study opera in Germany, and for ten years she was a leading coloratura soprano in European opera houses. Dr. Nash is the author of the biographies Always First Class: The Career of Geraldine Farrar; The Luminous Ones: A History of the Great Actresses; Pieces of Rainbow; The Memoirs of Sylvia Olden Lee: Premier African-American Classical Vocal Coach and Autobiographical Reminiscences of African-American Classical Singers, 1853-Present.

The Art of Collaboration

Guerino Mazzola, Music
Michael Sommers, Theatre Arts & Dance

Fall 2010
TH 1905, Section 002
3 credits
Thursday, 1:25 – 4:25 p.m.
West Bank, Minneapolis 56670

This 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 Department of Theatre Arts and Dance on the Master and Margarita (2006).
Theatre: Entertainment with Attitude

David Bernstein, Theatre Arts & Dance

Fall 2010
TH 1911W, Section 001
LE: Writing Intensive
3 credits
Thursday, 6:30 – 9:30 p.m.
Rarig Center 75, West Bank, Minneapolis
22147

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 theater world. He is a founding member of the Attic Theatre in Detroit and founder/managing director of the Performing Network in Ann Arbor, Michigan.

Information Gathering Techniques in the Social Sciences

Earl McDowell, Writing Studies

Fall 2010
WRIT 1905, Section 001
3 credits
TuTh, 1:15 – 2:30 p.m.
Classroom Office Building B30, St. Paul
56839

In this seminar, students will learn the fundamentals of face-to-face and telephone interviews, as well as email and mail survey techniques. We will also practice informational, probing, and problem-solving interviews. Specifically, students will conduct two face-to-face interviews on social issues that are reported in the Minnesota Daily. Student teams will conduct survey research with groups of students currently enrolled at the University.

Earl McDowell is the author of two information gathering textbooks and more than 50 articles on survey research. He has taught both undergraduate and graduate courses in Scientific and Technical Communication here at the U of M for the past 37 years.
What is College? The Past, Present, and Future of Higher Education

Patrick Bruch, Writing Studies

Fall 2010
WRIT 1908W, Section 001
LE: Civic Life and Ethics, Writing Intensive
3 credits
Tuesday, 4:00 to 6:30 p.m.
East Bank, Minneapolis
37851

This seminar will introduce students to the intellectual projects of studying and participating in higher education as a participatory institution by inviting freshmen 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, this 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.

(Un)settling the U.S. West: Revolution to Removal

Donald Ross, Writing Studies

Fall 2010
WRIT 1910W, Section 001
LE: Writing Intensive
3 credits
MW, 12:45 – 2:00 p.m.
Lind Hall 216, East Bank, Minneapolis
40403

In the six decades after 1776, over four million (white) Americans migrated from the East coast to the Ohio and Mississippi River valleys. There they found dozens of Native American nations that had been in place for centuries, and they used a combination of treaties and (rarely) military conflict to displace the Native Americans to the west of the Mississippi River. This seminar will combine travel accounts that preceded white settlement, statements of public policy, settlers’ narratives and poetry, and the few texts by Native Americans to figure out what people on the frontier thought was happening. Our main goal will be to use the readings to piece together a history of the American west.

Donald Ross is a Professor of English and Writing Studies. He has taught the American literature survey, American novel and poetry, as well as specialized courses in Hawthorne and the Brontës and American travel writing from the nineteenth century. His current research focuses on travel writing and federal land-use policy on the western frontier as it moved from the Ohio River valley to the Mississippi and then to the Rocky Mountains, with special interest in confrontation and conflict with Native Americans.
Strange Encounters: What Do Anthropologists Really Do?

Stephen Gudeman, Anthropology

Spring 2011
ANTH 1905, Section 001
3 credits
MWF, 11:15 a.m. to 12:05 p.m.
West Bank, Minneapolis

Anthropological fieldwork is unlike any other research. Unique and personal, the experience of living in a strange culture – whether on a remote island or Wall Street - can exhilarate, transform, and dispirit the anthropologist! In this seminar, we will explore this relationship through the eyes of anthropologists, other writers, and local people. What actually happens in the field? What is “culture shock,” and who experiences it – the anthropologist or the people she visits? What kinds of personal relationships does the anthropologist form in the field? What is “real” anthropology and what does the anthropologist report – scientific facts or personal impressions? Can novels and films be a form of anthropology? Can we do anthropology on ourselves? Is the tourist an anthropologist? Is everyone an anthropologist? We will explore the many sides of this experience through films, biographies, field accounts, novels, memoirs, critiques, and commentaries written by anthropologists.

Stephen Gudeman has been trying to solve problems in anthropology and economy for a long time; he even remains puzzled about the nature of anthropology itself. But he has carried out extensive fieldwork in Latin America and remains convinced that much of anthropology has to do with communication and understanding others. Currently he is co-directing a project on post-socialist economies in Eastern Europe for the Max Planck Institute in Germany.
The “Ordinary Business of Life”: Issues in Business, Government, and Macroeconomics

Gary M. Cooper, Applied Economics

Spring 2011
APEC 1905, Section 001
2 credits
Thursday, 2:30 – 4:25 p.m.
East Bank, Minneapolis
73556

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.

Internet Search Economics, Google, and New Business

Robert Connor, Finance

Spring 2011
BA 1905, Section 001
2 credits
Monday, 1:45 – 3:25 p.m.
Carlson School of Management 1-127, West Bank, Minneapolis
70361

This course will engage students in a deeper understanding of the market dynamics of internet searching today and in 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 graduated with honors from Princeton University where he also served on the Board of Trustees, holds a Masters in Health Administration from Duke University, and has a Ph.D. in Health Economics from the Wharton School of the University of Pennsylvania. He 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 2011
BA 1910W, Section 001
LE: Writing Intensive
2 credits
Thursdays 11:15 a.m. – 12:55 p.m.
Hanson Hall 1-105, West Bank, Minneapolis
67545

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. Additionally media conglomeration has also provided some businesses with the method to more tightly control what gets said or reported about them in the media.

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

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.

Technology and Business of Bioenergy and Bioproducts

Bob Seavey, Bioproducts & Biosystems Engineering

Spring 2011
BBE 1906W, Section 001
LE: Environment, Writing Intensive
3 credits
MW, 4:30 – 5:45 p.m.
St. Paul
73443

With the growing concerns about climate change and the decline of oil reserves, there has been considerable interest in renewable energy. Bioenergy is energy derived from plant or animal materials and represents an important component of the renewable energy portfolio. Furthermore, the vision for the bio-economy of the 21st century requires an integrated approach to the utilization of natural resources both for energy and for products. Biocomposites include many different products, from poly-lactic acid for compostable water bottles to the growing number of wood plastic composite products. The study of this area involves an integrated approach that includes the resource availability, manufacturing technology, as well as the business and marketing strategies.

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.
CSI Minnesota: Biologists Look at Forensic Science

Kathryn Hanna, Biology

Spring 2011
BIOL 1905, Section 002
2 credits
Wednesday, 2:30-4:25 p.m.
East Bank, Minneapolis
70669

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 TV? This class will look at DNA fingerprinting, fiber analysis, forensic pathology, anthropology, document analysis, and separating fact from fiction. Case studies will be examined where scientific evidence was a deciding factor, and 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.

What Sex Should I Be?

Jane Phillips, Biology

Spring 2011
BIOL 1905, Section 003
1 credit
Tuesday, 9:45 – 11:00 a.m.
Minneapolis
70670

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.
Genomics: Applications in Biomed Science and Biotech

Perry Hackett, Genetics, Cell Biology & Development

Spring 2011
BIOL 1905, Section 004
1 credit
Tuesday, 2:30 – 3:45 p.m.
East Bank, Minneapolis

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. The seminar will begin with some of the recent findings of science and medicine and then consider some ramifications that you will encounter in your daily lives as genomics plays a larger role as applications develop. Students and visitors will discuss a variety of topics including 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 98 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.

American Indian Ways of Knowing the Environment

Mark A. Bellcourt, College of Food, Agricultural, & Natural Resource Sciences Student Services Office

Spring 2011
CFAN 1902, Section 001
LE: Diversity and Social Justice in the United States
3 credits
Wednesday, 3:00 – 6:00 p.m.
St. Paul
69121

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 land. However, traditional western science has the prestige, privilege, and power to generate huge grants and to 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.

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.
Food, Genomics, and Geopolitics in the Modern World

F. Abel Ponce de León, Animal Science
Charles Muscoplat, Food Science & Nutrition

Spring 2011
CFAN 1910W, Section 001
LE: Writing Intensive
2 credits
Tuesday, 10:10 a.m. – 12:05 p.m.
East Bank, Minneapolis
72629

The seminar will cover origins of world food and agricultural production systems, world population growth, world trade, poverty and hunger. We will touch on aspects of sustainable agriculture and sustainable food systems, world trade and current geopolitical food-related issues. We will stress introductory topics in agricultural genetics and agricultural biotechnology and genomics of food, and introduce the subjects of genomics and epigenomics of foods and the altering effect food may have on the people. We will also discuss how common foods can alter the expression patterns of our own human genes. Finally we will discuss current U.S. food policy and global food-policy and global trade and relate this food policy to disease, poverty, and hunger.

F. Abel Ponce de León is past Head of Dept. of Animal Science and also International Consultant for the Inter-American Institute for Cooperation on Agriculture. de León’s research interests are in the areas of Structural and Functional Genomics, animal cloning and transgenesis, and his current research is in functional genomics of the bovine Y-chromosome and male fertility. He is Fellow of the American Association for the Advancement of Science (AAAS).

Charles Muscoplat spent 20 years in the private sector from producing agricultural biotechnology products and human pharmaceutical drug projects, and he was Dean of the College of Agricultural, Food and Environmental Sciences from 1999 to 2006. His academic specialty is in human pharmacology, genomics, food policy and academic administration and his current research is on the use of genistein (from soy) on effects of radiation therapy in reducing pain from bone cancers.
**NANO: Small Science, Big Deal**

R. Lee Penn, Chemistry

Spring 2011
CHEM 1905, Section 001
2 credits
Monday, 3:35 – 5:15 p.m.
East Bank, 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 2011
CHEM 1905, Section 002
2 Credits
Tuesday, 3:35 – 5:15 p.m.
East Bank, Minneapolis

This seminar offers freewheeling discussions and analysis about modern scientific developments and historical contexts, with the point of departure being the “Science Times” section of The New York Times.

George Barany is a Distinguished McKnight University Professor who has been on the Chemistry faculty of the University of Minnesota since 1980. Previously, he was mentored at The Rockefeller University by Nobel laureate R.B Merrifield. Barany has well over 350 scientific papers, reviews, and patents on his research in organic chemistry and chemical biology, and has also published several New York Times crossword puzzles.
Recycling in the Twin Cities

Wayland E. Noland, Chemistry

Spring 2011
CHEM 1905, Section 003
2 credits
Thursday, 3:35 – 5:15 p.m.
East Bank, 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.

Quantum Mechanics and Popular Philosophy

Doreen Leopold, Chemistry

Spring 2011
CHEM 1910W, Section 001
LE: Writing Intensive
2 credits
Thursday, 3:35 – 5:15 p.m.
East Bank, Minneapolis

One may argue about its causal role in these matters, but there is no doubt that the language of quantum mechanics has provided a powerful new set of metaphors with which to express our understanding of ourselves and our place in the overall scheme of things. We will begin with an introduction to some of the basic ideas of quantum mechanics, including the uncertainty principle and wave/particle duality, and discuss some of the quantum paradoxes that highlight the counter-intuitive nature of these concepts. We will then discuss the reflection of these ideas in popular books, articles and web sites concerning religion, mythology and philosophy.

Doreen Leopold has taught quantum mechanics, physical and introductory chemistry since 1987, and does research in spectroscopy.
The Art and Science of Information and Data Visualization

Victoria Interrante, Computer Science & Engineering

Spring 2011
CSCI 1905, Section 001
3 Credits
Thursday, 2:30 – 3:45 p.m.

Graphical depictions of quantitative and qualitative information have tremendous potential to facilitate both knowledge discovery and knowledge communication. At the same time, it is all too easy to create images that fail to inform, or, worse, that mislead. This seminar provides a comprehensive overview of the art and science of effectively creating computer-generated images and interactive applications that enable the accurate and intuitive communication of a wide variety of scientific data and information. It will cover information and data visualization, from design through implementation to evaluation.

This seminar is open to any student, and will be self-contained in terms of programming knowledge (i.e. there will be no prior programming course prerequisites).

Victoria Interrante is an Associate Professor in the Department of Computer Science and engineering. Her research focuses on the design, implementation and evaluation of methods for more effectively conveying information through computer generated images. She was a McKnight Land Grant Professor in 2001-2003, and regularly teaches graduate and upper level undergraduate classes in visualization and computer graphics, and has previously taught special seminars in perception for visualization and in virtual environments technology and applications for graduate students.

Chinese Fashion

Juanjuan Wu, Retail Merchandising

Spring 2011
DES 1904, Section 001
LE: Global Perspectives
3 credits
MW, 3:00 – 4:15 p.m.
St. Paul
73330

This seminar will provide a comprehensive account of modern Chinese fashion from the beginning of the twentieth century to the present day with an emphasis on the post-Mao era. It will offer a concentrated study of the development of the Chinese fashion industry, fashion systems, the roles of Chinese designers and models, and luxury brands in China, as well as an analysis of the relationship between dress, gender, identity, consumption, and pop culture in modern China. Special attention will be given to the interplay of Chinese and Western fashion in the context of a changing, globalized world.

Juanjuan Wu is a Retail Merchandising faculty member in the College of Design. She has a special interest in retail design and consumer behavior as well as mass-customization and co-design.
Leapfrog into the Future: Creating Your Academic and Professional Futures

Arthur Harkins, Educational Policy and Administration

Spring 2011
EDPA 1909W, Section 001
LE: Global Perspectives, Writing Intensive
Wednesday, 3:35 – 6:30 p.m.
3 Credits
69831

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). Readings will include StoryTech: A personalized guidebook to the 21st century by Arthur Harkins and George Kubik, and Disrupting Class: How disruptive innovation will change the way the world learns, by Clayton Christensen, Curtis W. Johnson, and Michael B. Horn.

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 his is helping to develop a graduate program in Innovation Studies. His hobbies are sailing, bicycling, and glider soaring.

State of the World 2010

Terry Cooper, Soil, Water, & Climate

Spring 2011
ESPM 1905, Section 001
1 credit
Wednesday, 12:50 – 1:40 p.m.
St. Paul

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 2010 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 and has received four teaching awards including the H.T. Morse Teaching Award for Excellence in Undergraduate Education. He teachings the basic soils course, environmental problem solving, environmental review, soil morphology and is coach of the UM soil judging team.
Recreation Trail Design

Mel Baughman, Forest Resources
Stephen Carlson, Forest Resources

Spring 2011
FR 1901, Section 001
LE: Environment
3 credits
Monday, 5:30 – 8:30 p.m.
Green Hall 19, St. Paul
68974

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 include: enjoy hiking, bicycling, horseback riding, skiing, snowmobiling, ATVs, or canoeing. A mandatory weekend field trip is required for this seminar.

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.

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

Confessions, True or Otherwise...

Mary Franklin-Brown, French & Italian Studies

Spring 2011
FREN 1905, Section 001
3 credits
TuTh, 9:45 – 11:00 a.m.
East Bank, Minneapolis
69648

True confessions are rarer than you might think. Not because people don’t intend to tell the truth (although there are plenty of shady characters who don’t), but because a story changes in the process of being told; we have to use words, and often they fail to capture the lived experience while creating subtly different experiences of their own. The paradigms that we have been taught for understanding the world also intervene; people from different cultural contexts produce radically different narratives. So the narration of the self changes from place to place, religion to religion, language to language, and century to century. This course will investigate the paradigms of self-narration, from Augustine to Montaigne, from Rousseau to Freud and Foucault.

Mary Franklin-Brown persists in writing about topics obscured by age (medieval encyclopedias, troubadour song, Latin poetry) and enjoys discussing with students how books written in other times and places can simultaneously shock us with their strangeness and force us to view our own contemporary experience in new ways. She grew up in Montana and then, in the pursuit of “something completely different,” lived in New Hampshire, Berkeley, and Paris, rifling through old books all the while, before moving to the Twin Cities.
Cultural Fallout: The Cold War Era and its Legacy

Elaine Tyler May, History

Spring 2011
HIST 1905, Section 001
3 credits

This seminar will examine the culture of the Cold War as it developed in the years after World War II, how it affected and reflected the domestic politics, public policies, and civic life in the postwar era, the impact of the Atomic Age, domestic anti-communism, and the influence of American cultural politics abroad. We will look at how the Cold War shaped gender expectations, sexuality, class relations, racial justice, and civil rights, and how its legacy has affected American politics, culture, and social life in the years since. We will also consider the ways in which the legacy of the Cold War affected the nation’s response to the terrorist attacks of September 11, 2001.

Elaine Tyler May is Regents Professor of American Studies and History at the University of Minnesota. She is President of the Organization of American Historians (2009-2010), and served as President of the American Studies Association in 1995-96. She is the author of several books, including Homeward Bound: American Families in the Cold War Era, and she is a co-author of a college-level United States history textbook, Created Equal: A History of the United States.

Everyday Life in Frontier Minnesota

Lisa Norling, History

Spring 2011
HIST 1910W, Section 001
LE: Writing Intensive
3 credits

This seminar will explore the social history of Minnesota, from the beginning of sustained contact between the indigenous peoples and Europeans in the early 1700s, through statehood in 1858 and the 1862 Dakota War. What was everyday life like for the various peoples - Dakotas and Ojibwes, Europeans; white and black Americans; hunter-gatherers and horticulturalists, explorers, soldiers, trappers, traders, missionaries, speculators, surveyors, and settlers - who together created Minnesota? Through eye-witness accounts and scholarly analyses, films and field trips to local historical sites and archives, class discussions and oral reports, short take-home essays and a substantial research project, we will explore the diverse experiences on the Minnesota frontier and also consider how race, class, gender, age, and location shaped individuals’ ability to influence historical change.

Lisa Norling is fascinated by “history from the bottom up,” exploring how ordinary people like us both made and were made by history. She is also interested in the interaction between history and location, how events literally “take place.” Originally from Connecticut, she has researched and written about women and men in coastal New England from the Revolution to the Civil War. Here at the U, she likes to tap the rich local resources and include as much Minnesota history as she can in her teaching.
The American Lawn

Erik Watkins, Horticultural Science

Spring 2011
HORT 1910W, Section 001
LE: Writing Intensive
3 credits
MW, 1:15 – 2:30 p.m.
St. Paul

This seminar will examine the American Lawn in terms of its history, impact on society and the environment, and future. We will examine both the environmental and economic impact of lawns through scientific research articles. We will also discuss how societal values affect the future of the American Lawn. Topics covered will include low-input lawns, pesticide fate, nutrient run-off, genetically modified turfgrass, and other related topics. Students will explore these topics through books, articles, research papers, field trips, and interactions with people involved in all aspects of the debate about the American Lawn. Students will also be exposed to important technologies that will help them become both better researchers and writers.

Eric Watkins’ research focuses on the development of new low-input turfgrass cultivars for use in Minnesota. His research activities involve germplasm improvement of several cool-season turfgrass species including Kentucky bluegrass, tall fescue, and perennial ryegrass. A major focus of his research is breeding native grasses such as prairie junegrass (Koeleria macrantha) for use as low-input turf. He is also involved with turfgrass cultivar evaluation and other turfgrass science research, and teaches four undergraduate turfgrass science courses.

Language, Food, and Identity

Polly Szatrowski, Linguistics

Spring 2011
LING 1905, Section 001
3 credits
73224

What could be more central to our lives than food and language? We learn language (including gesture) and tastes of food early in our lives, and both form an important part of our identities. We will address the following questions: How do we use language and nonverbal behavior to make fine distinctions in meaning and discriminate among flavors, how do these fine distinctions and discriminations define us as people, and how do we react to and talk about novel flavors, and make or not make them a part of our identities? We will explore the connection between language, food, and identity by video recording and analyzing conversations among people eating a variety of foods from Asia, America, and Africa. This seminar will be most rewarding for students who like to cook, talk about food, and educate their palate.

Polly Szatrowski lived in Japan for over 13 years, and became interested in language and food when she realized how this experience dramatically affected her own food preferences. She has also studied the tea ceremony for over 20 years, and is a licensed tea ceremony teacher. Her areas of research include Japanese linguistics, conversation analysis, and sociolinguistics, in particular the interface between linguistic and nonverbal behavior in Japanese conversation.
Bob Dylan

Alex Lubet, Music

Spring 2011
MUS 1905, Section 002
3 credits
Tuesday, 11:15 a.m. - 12:05 p.m.
Thursday, 11:15 a.m. - 1:10 p.m.
Ferguson Hall 149, West Bank, Minneapolis
70544

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 final-week seminar presentation on a student-chosen, instructor-approved topic. There are no exams. This is Dr. Lubet’s fourth Dylan class. His 2010 offering of this seminar was his best-received course ever in more than thirty 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 as Art

Roy Cook, Philosophy

Spring 2011
PHIL 1905, Section 001
3 credits
MW, 12:45 to 2:00 p.m.
Heller Hall 731, West Bank, Minneapolis
66553

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.”
How Common is Extraterrestrial Life?

J. Woods Halley, School of Physics & Astronomy

Spring 2011
PHYS 1910W, Section 001
LE: Writing Intensive
2 credits
TuTh, 11:15 – 12:05 p.m.
Tate Laboratory of Physics 143, East Bank, Minneapolis

This seminar 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.

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

Gary Peter, Post Secondary Teaching & Learning

Spring 2011
PSTL 1908W, Section 001
3 credits
LE: Civic Life and Ethics, Writing Intensive
MW, 12:45 – 2:00 p.m.
Appleby Hall 223, East Bank, Minneapolis 73169

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 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.
Fact and Fiction in Standardized Testing

Nathan Kuncel, Psychology

Spring 2011
PSY 1905, Section 001
3 credits
TuTh, 12:45 – 2:00 p.m.
Elliott Hall N227, East Bank, Minneapolis
65695

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. 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 Design: Smart Products, Graphs, and Logos

Steve Engel, Psychology

Spring 2011
PSY 1905, Section 002
3 credits
Thursday, 1:25 – 4:00 p.m.
Elliott Hall S204, East Bank, Minneapolis
69962

This seminar will introduce students to the psychology of good design. We will focus on three areas: 1) How to design easily usable products, 2) How to design easily understandable charts, graphs, and presentations, and 3) How to design effective business logos. In each of these areas, psychology researchers and design experts have uncovered methods that match the design to what is known about how people process information. These methods are what distinguish, for example, a useable computer interface or an elegant remote control, from the clunky, difficult to use devices we have all encountered. We will read and discuss classic texts on each topic and 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, 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, law, and industry. 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 U of M.
Bilingualism: Principles and Processes, an Introduction

Kathryn Kohnert, Speech-Language-Hearing Sciences

Spring 2011
SLHS 1905, Section 001
3 credits

Language is at the core of human experience. We use it to learn, think, solve problems, inform, categorize our environments, and connect with others. The majority of the global population speaks at least two languages. In the United States, conservative estimates are that 1 of 5 individuals speaks a language other than, or in addition to, English. As such, bilingualism and second language acquisition are central to public policy and basic theories across a wide range of disciplines. In this seminar we take an interdisciplinary approach to the methods, theories and issues encompassed in the VERY broad domain of bilingualism and second language learning. Students will also have the opportunity to engage with researchers who are investigating bilingualism from diverse perspectives and for different purposes.

Kathryn Kohnert is considered an international expert in language development and disorders in bilingual children and adults and has recently published a book on this subject. She grew up in southern Minnesota speaking only one language. As a high school exchange student to Bolivia, she learned the value of bilingualism as well as the challenges people face when they are not proficient in the languages of their homes or community. The languages studied in her laboratory include English, Spanish, Hmong, and Vietnamese.

High Anxieties

Teresa Gowan, Sociology

Spring 2011
SOC 1905, Section 001
3 credits
TuTh, 11:15 a.m. - 12:30 p.m.
Blegen Hall 110, West Bank, Minneapolis
72250

This seminar will get you thinking hard about the immense popularity of mood-enhancing drugs, legal and illegal, around the world today. Why do we want to modify our moods, and how do we go about it? Why do some people throw themselves into drug use while others fearfully avoid it? And why do many more of us feel worried about “addictions” to shopping, sex, or gambling? Looking at academic studies, memoirs, and films, we’ll build a comparative analysis of drug cultures, conceptions of addiction, and changing forms of intervention from twelve-step to harm reduction, and educational campaigns to the drug court movement.

Teresa Gowan comes from England and plays the fiddle in a local band called the Gated Community. She has just published a book called Hobos, Hustlers, and Backsliders: Homeless in San Francisco, based on several years of street research. She loves teaching interdisciplinary classes which bring fiction, music, and film into dialogue with sociological research and analysis.
High School: Moments, Memories and Meanings

Michael Baizerman, Social Work

Spring 2011
SW 1905, Section 001
2 credits
Thursday, 3:00 – 4:55 p.m.
70 Peters Hall, St Paul
66724

In this seminar, students are given the opportunity to critically reflect on those 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 & Dance

Spring 2011
TH 1911W, Section 001
LE: Writing Intensive
3 credits
Thursday, 6:30 – 9:00 p.m.
Rarig Center 75, West Bank, Minneapolis
61200

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 theater 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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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.