

2010

Intellectual Community Brochure

Curriculum Committee

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UNIVERSITY OF MINNESOTA MORRIS

Intellectual Community (IC)

Goal of the IC requirement

Foster development of an intellectual community among new college students at UMM

IC courses are designed to

- introduce students to intellectual and practical skills needed to participate effectively in an intellectual community;
- promote active participation (written, oral, creative);
- provide students with the opportunity to work with and to know others from their cohort well;
- provide students with the opportunity for close interaction with faculty.

The courses themselves come from various disciplines and areas of study at UMM. Some involve outside of class projects and commitments; some involve creative endeavors while others are research-based; some involve deeper exploration of yourself as an individual while others promote discovery of people and places less familiar. All offer an opportunity to engage more deeply in an area of study and to be an active contributor to what is learned.

Pick a 2-3 sections that interest you. Your advisor will help you select a section based on your choices that also fits the scheduling of your other courses.

Class#	Course#	Title	Instructor	Cr.	Time	Days
57377	ArtH 1801.1	Memorials & Memorialization	Dabbs	2	10:30-11:20	MW
57378	ArtH 1801.2	Memorials & Memorialization	Dabbs	2	11:00-11:50	TTh
57379	ArtS 1801	Mural Project and Public Art	Eble	2	12:00-2:00	Wed
57382	CMR 1801	Legal Argument and Free Speech: Ready to Become a Supreme Court Justice?	Bezanson	4	9:15-10:20	MW F
57380	Csci 1801.1	The Design of Everyday Technologies	Lamberty	2	10:30-11:20	MW
57381	Csci 1801.2	The Design of Everyday Technologies	Lamberty	2	12:00-12:50	TTh
57383	Ed 1801.1	Critical Issues in K-12 Education	Kuechle	2	1:00-1:50	MW
57384	Ed 1801.2	Critical Issues in K-12 Education	Kuechle	2	2:15-3:05	MW
57385	Hist 1811	A History of You(th)	Ryan VanZee	4	2:00-3:40	TTh
57386	Hist 1812	FIRE!: An introductory Seminar to American Environmental History	Gross	4	4:00-5:40	TTh
57387	IS 1802.1	Music, Education, and the Liberal Arts	Odello	2	12:00-12:50	TTh
57388	IS 1802.2	Music, Education, and the Liberal Arts	Odello	2	1:00-1:50	TTh
57389	IS 1803	Dangerous Minds: Images of Education in Popular Culture	Blodgett	4	3:30-5:10	MW
57390	IS 1804	Community Engagement: From Volunteerism to Social Justice	Manolis	4	11:45-12:50	MW F
57391	Phil 1801	THINK: An Introduction to Philosophy	Collier	4	10:00-11:40	TTh
56494	Phys 1064	High Altitude Ballooning: An Exploration of Near Space	McIntosh	2	2:00-5:00	Tue
57392	Pol 1811.1	War and Terrorism	Joo	2	12:00-12:50	TTh
57393	Pol 1811.2	War and Terrorism	Joo	2	4:00-4:50	TTh
57394	Psy 1811	My Wonderful Life: Career and Life Planning for College Students	Benson	2	2:15-3:05	MW
57395	WSS 1801	Mind and Body: Mental Skills and Martial Arts	Stefanek	2	10:00-10:50	TTh

ArtH1801: Memorials & Memorialization

In what ways have cultures throughout time sought to commemorate life and death through visual form? And why has memorialization become so potent in recent decades? This course will consider various forms of memorials, including monuments, tombstones, quilts, and tattoos, and examine how these visual media express that which may elude words.

ArtH1801.1	10:30-11:20 AM	HFA 2	Julia Dabbs
ArtH1801.2	11:00-11:50 AM	HFA 2	Julia Dabbs

ArtS1801: Mural Project and Public Art

Understanding and exploration of contemporary mural art through reading, writing, and production of art. Collaborative production of a large-scale painted mural in a public setting. Designed for students who have a working knowledge of the basic principles and skills of art such as drawing, 2D and 3D design, composition, and color theory.

ArtS1801	12:00-2:00 PM	HFA 130	Michael Eble
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CMR1801: Legal Argument and Free Speech: Ready to Become a Supreme Court Justice?

This course examines the development of legal argument in Supreme Court decisions dealing with free speech. You will read Supreme Court cases, write opinions, speak to a mock Supreme Court, listen to arguments, and analyze the issues that define the ability to communicate in this country.

CMR1801.1	9:15-10:20 AM	HFA 23	Mary Elizabeth Bezanson
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Csci1801: The Design of Everyday Technologies

Discussion and examination of examples of everyday things, issues surrounding the design of technologies for people, and the impacts of new technologies and tools on people in society. Discussion of how values and ethics are manifested in design. Study of design techniques and approaches with an emphasis on promoting design literacy. Includes discussion, readings, presentations, and a project. The course requires attending two activities outside of class, a poster session and a presentation

Csci1801.1	10:30-11:20 AM	Sci 2185	Kristin Lamberty
Csci1801.2	12:00-12:50 PM	Sci 2185	Kristin Lamberty

Ed1801: Critical Issues in K-12 Education

The education of K-12 students is reported on and discussed in the media on a daily basis and federal programs such as No Child Left Behind and Race to the Top influence the functioning of schools and the education of the K-12 student. State regulations and initiatives are also an important factor in how students learn and how teachers are prepared to teach. How can the average citizen make sense of all this information? In this course students will delve into some of the critical issues facing the education of k-12 students. Topics may include issues such as the achievement gap, assessments, bullying, inclusion and equity and opportunity.

Ed1801.1	1:00-1:50 PM	Edu 102	Judy Kuechle
Ed1801.2	2:15-3:05 PM	Edu 102	Judy Kuechle

Hist1811: A History of You(th)

Why does the behavior of young people attract so much attention and anxiety? Why does the stage between childhood and a fully recognized adulthood carry such significance in our collective consciousness? This course will engage in a historical analysis of what youth has signified, using source materials from Plato to pop culture. Along the way, we will engage chronologically with the emergence of the categories of childhood and youth and thematically with the relationship between youth and a multitude of social categories and phenomena (for example, politics, media, consumption, and sexuality). This history course requires extensive reading, active classroom participation, and the completion of a research project and presentation with both individual and group components.

Hist1811	2:00-3:40 PM	IH 113	Marynel Ryan VanZee
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Hist1812: FIRE! An introductory Seminar to American Environmental History

One of the primary ways in which people have manipulated their environments has been through the burning of fossil fuels. Indigenous people, for instance, used fire to clear land, to improve soil quality and to drive game. Coal, of course, powered the Industrial Revolution, and oil provided the energy necessary for the Automobile Age. The impact of using energy in this way is today obvious. This course is organized around the topic of fire and use this theme as a way to examine core issues in American Environmental History. Topics might include: American Indian peoples and fire, burning and early agriculture, coal and industrialization, the Age of the Automobile, incineration and the problem of waste, and finally forest arson as a mode of political protest.

IS1812	4:00-5:40 PM	IH 113	Stephen Gross
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IS1802: Music, Education, and the Liberal Arts

What is a liberal arts education, and how does music fit into this idea? How does one succeed in such an environment? This course will explore the liberal arts approach and the role of music in education. This course will also help students to develop skills that are crucial to success in a liberal arts college environment.

IS1802.1	12:00-12:50 PM	HFA 185	Denise Odello
IS1802.2	1:00-1:50 PM	HFA 185	Denise Odello

IS1803: Dangerous Minds: Images of Education in Popular Culture

Are college students always drunk? Do faculty members routinely have affairs with students? Can marginalized students triumph over adversity in high school? Should a college education be free for anyone who wants to attend? Are sports overemphasized in schools? These are only a sampling of the questions the class will explore by putting a critical lens up to representations of education in popular culture. Through the use of books, film, television and news stories, students will determine if they are being properly represented in today's society or if college really is 'Animal House.'

IS1803	3:30-5:10 PM	IH 114	Jayne Blodgett
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IS1804: Community Engagement: From Volunteerism to Social Justice

Through readings and discussion, this course will introduce students to multiple frameworks for community engagement, ranging from meeting individual people's and agency's needs through direct volunteerism to engaging in research and direct action intended to create systematic change. In the process of studying these frameworks, students will be exposed to a variety of controversies in the service-learning field. The course will also introduce students to Stevens County through field trips to community agencies. Students will also complete a community engagement project that reflects their academic and professional goals and meets community needs. Projects can range from volunteering directly at an agency to planning a fundraiser or educational event with a partner to completing a manageable community-based research project. Requires offsite meeting times to be arranged.

IS1804	11:45-12:50 PM	Hum 5	Argie Manolis
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Phil1801: THINK: An Introduction to Philosophy

How should we live our lives? What happens after death? What is the relationship between the mind and body? Does God exist? Why do bad things happen to good people? In this course, we will examine classical works in philosophy that address these big questions about human nature and its place in the universe. Authors include: Plato, Aristotle, Epictetus, Lucretius, Sextus Empiricus, Descartes, and Hume. We will also work on the development of philosophical writing, reading, and speaking skills.

Phil1801	10:00-11:40 AM	Hum 205	Mark Collier
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Phys1064: High Altitude Ballooning: An Exploration of Near Space

In this hands-on course, students 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 is a required class activity tentatively scheduled for a Saturday about two thirds of the way through the semester. The remainder of the semester involves data analysis from the 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.

Phys1064	2:00-5:00 PM	Sci 4650	Gordon McIntosh
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Pol1811: War and Terrorism

An in-depth look into war and terrorism from 1914 to the present. Why do nations go to war? Why do people resort to terrorism? How do we prevent war/terrorism and preserve peace? In the course, students will be grappling with these questions. By the end of the term, students should acquire a rich, sophisticated understanding of war/terrorism and independent, critical thinking skills on international conflicts as a whole.

Pol1811.1	12:00-12:50 PM	IH 202	Seung-Ho Joo
Pol1811.2	4:00-4:50 PM	IH 202	Seung-Ho Joo

Psy1811: My Wonderful Life: Career and Life Planning for College Students

Now that you got into college, what do you think your life will be like when you finish? By means of assigned texts, career assessments, discussions, presentations, short writing assignments, and Web searching, students will explore career options and learn ways to achieve their goals. We will 1) talk about the choices students have in today's global community and workplaces, 2) consider research about lifespan development, the meaning of life, and career-planning, 3) learn practical tips for studying, goal-setting, and resource and stress management, 4) acquire technological library and bibliographic skills, 5) learn through autobiographies or other writings about the ways that higher education can open doors and change lives, and then 6) focus on how class members can make their choices a reality.

Psy1811	2:15-3:05 PM	IH 217	Katherine Benson
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WSS1801: Mind and Body: Mental Skills and Martial Arts

Why does the behavior of young people attract so much attention and anxiety? Why does the stage between childhood and a fully recognized adulthood carry such significance in our collective consciousness? This course will engage in a historical analysis of what youth has signified, using source materials from Plato to pop culture. Along the way, we will engage chronologically with the emergence of the categories of childhood and youth and thematically with the relationship between youth and a multitude of social categories and phenomena (for example, politics, media, consumption, and sexuality). This history course requires extensive reading, active classroom participation, and the completion of a research project and presentation with both individual and group components.

WSS1801	10:00-10:50 AM	IH 217	Kevin Stefanek
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