

Macalester College's Sustainability Courses and Courses that Include Sustainability
in the 2016-2017 academic year

Sustainability Courses

ENVI 237: Environmental Justice (Cross-listed with AMST 237-01 and HIST 237-01)

Poor and minority populations have historically borne the brunt of environmental inequalities in the United States, suffering disproportionately from the effects of pollution, resource depletion, dangerous jobs, limited access to common resources, and exposure to environmental hazards. Paying particular attention to the ways that race, ethnicity, class, and gender have shaped the political and economic dimensions of environmental injustices, this course draws on the work of scholars and activists to examine the long history of environmental inequities in the United States, along with more recent political movements-national and local-that seek to rectify environmental injustices.

ENGL 260: Science Fiction: From Matrix Baby Cannibals to Brave New World

In the past fifty years science fiction has emerged as the primary cultural form in the Anglophone literary tradition for thinking about the eco-apocalypse: overpopulation, plague, resource depletion, natural and man-made disasters. It has also emerged as the primary cultural form for imagining a sustainable human future, through technological innovation, a balanced human ecosystem, and human flourishing through utopian principles of social justice. In this course we will examine works of science fiction as complex aesthetic achievements, as philosophical inquiries into the nature of being and time, and as theoretical examinations of the challenge of human sustainability. We will engage in intensive readings of contemporary texts, including works by Philip K. Dick, Margaret Atwood, Paolo Bacigalupi, P. D. James, Octavia Butler, Yevgeny Zamyatin, Charles Stross, Walter Miller, Stanislaw Lem, China Miéville, Cormac McCarthy, and Kazuo Ishiguro. A companion film series will include the Matrix trilogy and other films in the genre.

ENVI 120: Environmental Geology (Cross-listed with GEOL 120-01 and GEOG 120-01)

The physical environment has begun to show signs of our earth's expanding population and the increasing need for natural resources. Geologic materials such as soil, water, and bedrock, and geologic processes such as earthquakes, volcanic activity, and running water often pose constraints on land use. This course is designed to introduce students to the relationship between humans and their geologic environment: the earth. We will focus on understanding the processes that shape the surface of the earth, and how these processes affect human activity. We will use current scientific methods to collect and analyze data. Topics include surface-water dynamics and flooding, groundwater and groundwater contamination, pollution and waste management, landslides, volcanic and earthquake hazards, and global climate change.

ENVI 275: Outdoor Environmental Education in Theory, Policy and Practice (Cross-listed with EDUC 275)

This course provides an introduction to outdoor education as an opportunity to promote social justice and environmental sustainability in a globalized world. Informed by relevant philosophical, psychological, cultural and political-economic frameworks, in addition to critical issues in public education policy and practice, we will explore interdisciplinary approaches to outdoor environmental education appropriate for students across the K-12 continuum. We will utilize the Katharine Ordway Natural History Study Area (Ordway Field Station) as an outdoor classroom and will adapt curriculum from the Minnesota Department of Natural Resources (DNR) and other outdoor education organizations to assist elementary school teachers and students in fulfilling Minnesota K-12 Academic Standards. Early in the semester, all students will participate in a weekend retreat at the Ordway Field Station. Weekly lab sessions will include field days during which course members design and implement educational experiences for elementary school children at Ordway, small group work days for preparing field day lesson plans, trips to local outdoor environmental education sites within the Twin Cities, and other experiential learning opportunities. Weekly seminar sessions incorporating readings, reflective writing, and individual and small group projects complement the experiential aspects of the course. As the semester progresses, each course member will develop a curricular unit aimed at teaching an important environmental issue to diverse adolescents attending urban public schools. The curricular unit is a significant undertaking that provides students with the opportunity to synthesize all aspects of the course material in a creative, pragmatic and integrative manner.

ENVI 234: U.S. Environmental History (Cross-listed with HIST 234)

People have always had to contend with the natural world, but only recently have historians begun to explore the changing relationships between people and their environment over time. In this course, we will examine the variety of ways that people in North America have shaped the environment, as well as how they have used, labored in, abused, conserved, protected, rearranged, polluted, cleaned, and thought about it. In addition, we will explore how various characteristics of the natural world have affected the broad patterns of human society, sometimes harming or hindering life and other times enabling rapid development and expansion. By bringing nature into the study of human history and the human past into the study of nature, we will begin to see the connections and interdependencies between the two that are often overlooked.

ENVI 236: Consumer Nation: American Consumer Culture in the 20th Century (Cross-listed with HIST 236)

“Of all the strange beasts that have come slouching into the 20th century,” writes James Twitchell, “none has been more misunderstood, more criticized, and more important than

materialism.” In this course we will trace the various twists and turns of America’s vigorous consumer culture across the twentieth century, examining its growing influence on American life, its implications for the environmental health of the world, and the many debates it has inspired.

ENVI 477: Comparative Environment and Development Studies (Cross-listed with INTL 477-01 and GEOG 477-01)

A concern for the relationship between nature and society has been one of the pillars of geographic inquiry and has also been an important bridge between other disciplines. By the 1960s, this area of inquiry was referred to variously as “human ecology.” Over the last decade, certain forms of inquiry within this tradition have increasingly referred to themselves as “political ecology.” The purpose of this seminar is to review major works within the traditions of cultural and political ecology; examine several areas of interest within these fields (e.g., agricultural modernization, environmental narratives, conservation, ecotourism); and explore nature-society dynamics across a range of geographical contexts. Towards the end of the course we will explore how one might begin to think in practical terms about facilitating development in marginal environments.

ENVI 221: Environmental Ethics (Cross-listed with PHIL 221-01)

Emerging in the 1970s, the field of environmental ethics began by sparking a rich line of philosophical inquiry largely focused on the moral status of the natural world and the non-human entities within it. What reasons do we have to give moral consideration to the environment? And what do we mean when we say we have a moral duty toward the environment? Do we have moral duties to individuals within a species, or to species themselves, or to ecosystems, or to...? This course will invite you to reflect on key philosophical works that engage these and related questions. You will also have the opportunity to think about significant emerging topics in environmental ethics. Depending on the semester, these may include the debate over the ethics of wilderness preservation; the challenges of expanding environmental ethics to address issues of global climate change and resource sustainability; environmental rights; and environmental justice.

ENVI 130: Science of Renewable Energy (Cross-listed with PHYS 130-01)

This is a course on the current status of the most promising alternative and renewable energy options from a primarily scientific and technological perspective. Current methods of electricity generation and transportation energy sources will be briefly reviewed (fossil fuels, nuclear fission, and hydroelectric), including discussion of their limitations and environmental consequences. The focus of the course will be on understanding the scientific basis of alternative and renewable energy sources, and their promise and technological challenges for wide scale implementation. Biofuels, wind, photovoltaics, concentrated solar power, hydrogen, nuclear

fusion, and geothermal will be considered in depth.

ENVI 270: Psychology of Sustainable Behavior (Cross-listed with PSYC 270-01)

This course is an introduction to the psychological study of sustainable behavior. As scientific evidence of degraded world environmental conditions accumulates, researchers from many disciplines are joining the effort to find solutions. Technological innovation will certainly play a role, but equally important are behavior changes at both the organizational and individual level. Psychologists use their training in the scientific study of human behavior to examine why people do or do not act sustainably in a variety of situations. In this course we will study this body of research and use psychological principles, theories, and methods to understand the factors that underlie both environmentally destructive as well as environmentally sustainable actions. A significant component of the course will be direct application of theory to one's own actions as well as to a campus-or community-based sustainability issue.

ENVI 160: Dynamic Earth/Global Change (Cross-listed with GEOL 160)

This course provides an introduction to the materials and structure of the Earth and to the processes acting on and in the Earth to produce change. Emphasis is placed on the evolution of landforms and the formation of Earth resources. Discussions focus on the important role of geologic processes in the solution of environmental problems.

ENVI 194-01: Welcome to the Anthropocene: The Politics of Nature in the Age of Humans

Geologists are telling us that we have entered a new epoch called the Anthropocene, when humans have fundamentally reshaped the planet in ways that put the future of life at risk. Theorizing the Anthropocene has catalyzed major shifts in a variety of disciplines—including history, political science, engineering, biology, and the arts. In this discussion-based class, we will use an interdisciplinary framework to consider what this new epoch means to our political economy and society. A timely look at the concept of “The Anthropocene” provides us with special challenges and opportunities for selfreflection, debate and expression. Our fiction and non-fiction readings will help us answer if there could be such a thing as a “good” Anthropocene rather than simply an apocalyptic one. We will develop our writing and research skills working on collaborative projects with the Twin Cities as our backdrop. As a culminating assignment, we will stage our own anthropocene museum.

ENVI 194-02: Bicycling the Urban Landscape

This course will present a critical history and politics of bicycling from local, regional, and national perspectives. There has been a recent reconnaissance of bicycle riding in many urban settings. What has transformed bicycle advocacy from being a fringe political movement to one that now influences mainstream shapers of urban space? How can bicycling integrate with or replace an auto-centric society? We will examine how cities with

and without a historical presence of cycling have promoted cycling programs, infrastructure and bicycle culture. What have been the central obstacles that city planners and activists have faced? Who benefits from improved cycling and which people are left out? This course will include lessons on how to make city cycling more feasible and safe (even in Minnesota winters), guest lecturers, reading responses, short homework assignments, an introduction to research methods, proposal writing, and group projects.

ENVI 202: Sustainability and the Campus

This interdisciplinary class will make direct connections between global environmental issues, such as climate change, and life on an urban campus. With Macalester College as our case study, we will explore how the daily activities on a campus (energy use, food, transportation, water use, etc.) translate into issues such as greenhouse gas emissions, solid waste, and urban stormwater. We will examine campus resource and energy flows and have the opportunity to combine theory with application through a real-world campus sustainability project.

ENVI 294-02: Population 7 Billion: Global Population Issues and Trends (Cross-listed with GEOG 254-01)

This course challenges students to critically examine global population issues from a local-scale perspective and to understand the local context in which regional and international population patterns emerge. Using the lens of Geography, we will investigate the dynamic interplay between individual, local, regional, national, and international scales and the implications of scale, culture and perspective in dissecting current population issues. We will also use individual countries as case studies to examine population policies. Students will acquire a working knowledge of the data and methods used by population geographers to describe and analyze changes in human populations at sub-national scales, and will implement these skills in an independent research project.

ENVI 340: US Urban Environmental History (Cross-listed with HIST 340-01)

In the minds of many Americans, cities are places where nature is absent—places where nature exists only in the crevices and on the margins of spaces dominated by technology, concrete, and human artifice. This course confronts this assumption directly, drawing on the scholarship from the relatively young field of urban environmental history to uncover the deep interconnections between urban America and the natural world. Among the other things, we will examine how society has drawn upon nature to build and sustain urban growth, the implications that urban growth has for transforming ecosystems both local and distant, and how social values have guided urbanites as they have built and rearranged the world around them. Using the Twin Cities as a backdrop and constant reference point, we will attempt to understand the constantly changing ways that people, cities, and nature have shaped and reshaped one another throughout

American history.

ENVI 489 and 490: Environmental Leadership Practicum and Seminar

This course is an intensive internship experience (8-10 hours/week) with an environmental organization or business in the Twin Cities metro region. An internship is an excellent way for students to apply knowledge learned in the classroom and laboratory, to learn more in an environmental area, and to explore career options.

This weekly seminar complements the internship experience by bringing together students to discuss common experiences and reflect on professional development challenges. Weekly assignments include reflective writing, mentor profiles, mock job interviews and meetings with ES alums and community leaders.

ENVI 133: Environmental Science

This course provides basic scientific knowledge and understanding of how our world works from an environmental perspective. Topics covered include: basic principles of ecosystem function; biodiversity and its conservation; human population growth; water resources and management; water, air and soil pollution; climate change; energy resources, and sustainability.

ENVI 150: Climate and Society

Seasonal and annual patterns of temperature and precipitation influence the development, success and collapse of civilizations. Regional climate determines numerous things about how humans adapt to survive there, including the type of shelter needed, the length of the growing season, and the availability/scarcity of freshwater. Using a combination of scientific and historical records, this course will provide a brief introduction to the climate system and will then focus on how changes in climate affected several societies throughout history. In the latter part of the course we will discuss observed global warming in the modern world, what the potential benefits and consequences of it may be, and whether or not there are lessons to be learned from our ancestors.

ENVI 194-01: Americans and the Global Parks and Wilderness

Concurrent with the recent 50th Anniversary of the Wilderness Act in 2014, and the upcoming National Park Service Centennial in 2016, this course will offer a historiography of national park and wilderness policy. We will look at how and why preservation goals have changed over time, and the impacts these models and ideologies have had nationally and internationally. Students will analyze the positive gains and consequences of wilderness preservation and we will address recent debates about related policies, including co-management and whether or not people should live in parks or wilderness. Throughout the semester we will examine a variety of wilderness perspectives – including those from people who have no word for “wilderness.” Course material will include primary source documents,

oral histories, film, popular media, and writings by colonial settlers, wilderness advocates, and critical scholars.

ENVI 215: Environmental Politics/Policy

This course provides an introduction to the field of Environmental Politics and Policy. Using a comparative approach, the course engages the meaning and development of environmental governance. We will explore the tandem rise of the modern environmental movement and profound new environmental legislation in the U.S. and internationally. Topics investigated will include: deforestation, hazardous wastes, climate change, population growth, and loss of biodiversity.

ENVI 232: People, Agriculture and the Environment (Cross-listed with GEOG 232-01)

This course introduces you to the study of human-environment interactions from a geographic perspective, with a special emphasis on the role of humans in changing the face of the earth and how, in turn, this changing environment influences humans. The course will examine environmental issues in a variety of geographic contexts (developed and developing countries) and the connections between environmental problems in different locations. Students will explore the fundamentals of environmental science, economics, cultural and political ecology, as well as a number of sectoral issues related to human population growth, agriculture, water resources, biodiversity, forest resources, energy use, climate change, and environmental health.

ENVI 280: Environmental Classics

What has the environment meant to past generations? How have writers shaped the ways we understand our relationships with the natural world? This course explores these questions, drawing in roughly equal measure on -classic- texts from the humanities, social sciences, and sciences.

ENVI 294-03: Environmental Activism

Students in this class will examine the various approaches to of environmental activism, including protest movements., direct action, legislative action, coalition building, and community engagement. In addition students will learn some basic organizing skills, including fund raising, outreach, volunteer coordination, and learning about the formation of 501 (c) (3)s. Guest speakers from a range of organizations and businesses that represent different tactics will contribute to this understanding and we will work closely with the Civic Engagement Center.

ENVI 294-04: Intro to Urban Ecology (Cross-listed with GEOG 294-01)

Urban ecology is both a concept and a field of study. It focuses on interactions between humans, urban ecosystems, and the built environment. With over half of the world's population

now living in cities, cities have assumed a critical role in shaping local, regional, and global ecologies. In this course, we will examine the distinctiveness of the interconnected urban biophysical, socio-economic, and political processes. In order to disentangle the complexity of human-environment relations in cities, we will take an interdisciplinary approach and learn theories and concepts in natural science ecology, environmental studies, geography, urban planning, sociology, and public policies. We will use our campus and the Twin Cities as a "living laboratory" and apply these theories and concepts to laboratory exercises, field observation, case studies, and research on contemporary urban sustainability initiatives.

ENVI 375: Rural Landscapes and Livelihoods (Cross-listed with GEOG 375-01)

This course introduces students to Rural Geography, a sub-discipline within Geography. Using a sustainable development framework this course emphasizes the linkages between human and physical landscapes through the evaluation of landuse and community change in rural areas throughout the US. We will explore the implications of demographic (including migration and immigration), economic, cultural, and environmental changes for rural environs using several case studies from across the US and Western Europe, including an overnight field trip to northern Minnesota and Wisconsin. Rural community strategies for adapting to and accommodating competing demands for water and landuse will be considered, including pressure for new housing developments, recreation opportunities (boating, fishing, hiking, biking), and conservation needs. Students will be exposed to theoretical and empirical approaches to rural development in different regional contexts, as well as problems associated with these development paradigms. We will explore the rapidly changing rural environments in a developed world context in order to deepen our understanding of the interconnectedness of human and physical systems more broadly.

ENVI 488: Sr Seminar in Environmental St

In this seminar, students will explore the difficult and often controversial issues surrounding environmental problems. Through readings, discussions, guest speakers, field trips, independent research, writing, and oral presentations, students will develop a clearer understanding of the underlying causes and long term implications of some of the environmental problems facing the world today. Both local and global environmental problems will be examined in the seminar. Taking advantage of the diverse academic backgrounds of the student participants, the seminar will bring together the knowledge, perspectives, and insights of the natural and social sciences and the humanities.

GEOG 111: Human Geography of Global Issues

This course is an introduction to the global perspectives, basic concepts and fundamental questions of geography. It focuses on the ways through which all places on Earth are interconnected and how the human use of Earth's surface varies over space. Major topics

covered will be the human perception of earth space and the ways people give order to space; the growth and distribution of human population; the localization and spatial characteristics of patterns of settlement and land use; geopolitics and colonialism; environmental geography; the geography of economic development and modernization; principles of the analysis of spatial diffusion; spatial aspects of retail marketing; the geographic analysis of selected issues in industrialized societies such as gender issues, racism, poverty, sport, and religion.

GEOG 243: Geography of Africa: Local Resources and Livelihoods in a Global Context

This class seeks to go beyond the superficial media interpretations of the vast African continent. As geographers, students will attempt to place contemporary African developments in a historical and global context. The course provides a basic background in African history and geography, leading to discussion of advanced topics in contemporary African studies. The course takes a systematic rather than regional approach, examining sets of issues, rather than regions or countries of Africa. The course covers a broad range of topics, including: Africa in historical perspective; physical geography (physical landscapes, climate, vegetation, soils); human-environment interactions (forest degradation, desertification); population dynamics (population growth, distribution and mobility); culture and change (religion, modernization); development (ideology and economic development, Africa in the global economy); social geography (African women and development, education); medical geography (disease, health care and policy); agricultural development (traditional farming systems, cash crops, policy); urban economies (evolution of the urban structure, industry, housing); and political geography (democratization, conflict).

GEOG 113: World Regional Geography: People, Places and Globalization

We live in a world where one needs to simultaneously understand the biophysical and cultural particularities of different regions as well as the global forces that connect and bind them together. No longer can we afford to explore issues in one place in isolation, or to theoretically cruise along at 10,000 meters in the sky with no regard for the unique dynamics of different regions. This course begins with an exploration of global flows and connections, and then takes us on a scholarly tour of the world, with stop offs in Africa, the Middle East, Europe, Asia and the Americas. Along the way we'll systematically investigate major human geography themes such as population dynamics and migration, agricultural change, human-environment interactions, health and disease, economic change and development, urbanization, and cultural shifts.

GEOG 256: Medical Geography: The Geography of Health and Health Care

This course examines the geographical dimensions of health and disease, including global and domestic public health issues. Key approaches and themes include the human ecology approach to health; epidemiological mapping and spatial analysis; environmental health,

including the environmental causes of cancer; the relationship among demographic change, economic development, and population health; the political economy of non-communicable health problems, such as lead poisoning and the “obesity epidemic”; the spatial diffusion of infectious diseases; the disease ecology approach to infectious and vector-borne diseases, e.g. malaria, West Nile virus, and Lyme disease; and the challenges of “global health” in the 21st century, with special emphasis on “emerging infectious diseases,” such as HIV/AIDS, SARS, and Avian influenza.

GEOG 478: Cities of the 21st Century: The Political Economy of Urban Sustainability

The purpose of this course is to understand the practices and concepts that constitute the movement for sustainable cities and investigate the ways in which urban sustainability initiatives are generated and how they vary geographically. The course adopts a political economy perspective to trace the complex interactions of institutions, politics, and economic systems that shape initiatives for more sustainable cities. Students will work in the first part of the course to enhance their understanding of core concepts and best practices that constitute the professional field of sustainable urban development and assemble a framework for analyzing the ways in which sustainability initiatives come to fruition and approach the idea of sustainability in a particular way. Equipped with these foundations, we then analyze case studies in the second part of course that focus on the meaning of sustainability, its practice internationally, and the ultimate impact of these practices on ecological balance, economic sustainability, and social equity in the urban environment. Toward these ends, students will conduct a semester-long senior capstone research project that investigates a particular urban sustainability initiative in the world by tracing the political economy of its creation and considering its impact on society, economy, and environment.

Courses that Include Sustainability

AMST 225: American Indian History to 1971 (Cross-listed with HIST 225-01)

The history of American Indians is wonderfully complex, but this history is simultaneously fraught with misconceptions and misinterpretations. European (and, later, Euro-Americans) alternated among fascination, fear, and frustration toward American Indians, while American Indians sought to maintain tribal sovereignty and control over their lands, cultures, religions, politics, and lifestyles amidst continuing encroachment and settlement. This course examines American Indian history to 1871 - the year that Congress stopped making treaties with Native nations - by considering the complicated and multifaceted history of the nation’s indigenous people. By looking at American Indian interactions with Spanish, French, British, and American explorers, settlers, missionaries, militaries, and government officials, this course argues that the history of American Indians is essential to understanding past as well as present issues. Furthermore, this course looks to move beyond the notion that American Indian

history is one of inevitable decline by creating a more nuanced understanding of the American Indian experience from pre-contact toward the twentieth century. Offered occasionally.

AMST 250: Race, Place and Space (Cross-listed with GEOG 250-01)

In this discussion-based course we focus on the racialized places of U.S. cities, rural towns and suburbs in an effort to understand how social, historic, and spatial forces have colluded to bring about complex and enduring racial formations. We will look for race and related social categories in places around St. Paul and Minneapolis. By engaging theories about visibility and representation, urban development and suburban sprawl, and social movements for racial justice, we will develop a specialized vocabulary for explaining how race, place, and space are connected.

AMST 194-01: Progress and Identity: Race, Gender and Social Movements (Cross-listed with SOCI 194-03 and WGSS 194-01)

In many contemporary social movements, the roles of race and class may either seem obvious or relatively easy to ascertain. But what happens when we add gender to this mix? What are the different roles that women take on in social movements and how can we account for differences across movements? How do gender, race, and class intersect in social movements? For example, what happens when we compare the ideas of progress in Black Lives Matter and white nationalist movements with particular emphasis on women's place(s) in the future? In this course, we scrutinize the intersections of race, class, and gender as they relate to the ideals to which movements aspire. Social movements that emphasize concepts such as progress, development, and nation-making indicate visions of the future that can illuminate how gender, race, and class shape peoples' lives. We will focus on the experiences of women (as individuals and as members of groups or organizations) in their historical and structural locations and explore what concepts such as progress, development, and nation-making mean for women in the struggle over feminist meanings and claims.

AMST 226: American Indian History since 1871 (Cross-listed with HIST 226-01)

This course examines Native American history since 1871. We begin with an introduction to indigenous history before 1871, characterized by centuries of Euro-American attempts to colonize and Christianize, to assimilate Native bodies and allot Native lands. We will then analyze the ways in which Native Americans have continually fought to sustain their cultures, languages, and religions, as well as their political and socio-economic structures, throughout the 20th and into the 21st centuries. Focusing on themes such as Native resistance to the development of U.S. federal policies and the proliferation of Native culture, we will also consider the shifting nature of Native American sovereignty and the importance of indigenous identity in regards to the experiences of Native Americans.

AMST 294-02: The Rhetoric of Riot, Protest, and Social Movements

This course is designed to promote a rhetorical and historical understanding of social movements in recent history. We will examine communication's role in seeking social change, including: the issues of power, organization, and audience that advocates confront; the strategies employed to attract members, generate support, gain media attention, combat counter-movements, and influence institutions; and the role of new media in emerging networked movements. Because they have so profoundly influenced both scholars of movement rhetoric and subsequent movements for change, the American social movements of the 1960s (including the various ethnic and civil rights, anti-war, feminist, and countercultural movements) will ground our sampling of more recent and ongoing contemporary movements.

AMST 294-03: Comparative Feminisms: Then and Today (Cross-listed with ENGL 294-10 and WGSS 240-01)

Feminisms today show new ways of being and also carry the legacies of feminisms past. This course will explore the similarities and differences in feminist concepts and practices in the 20th and 21st centuries, through writings from North and South America, Western Europe, and South Asia. We will compare and contrast inside and also across generations. We will address issues such as racial/ethnic difference, political and sexual autonomy, nationalism, violence, and consumerism, through literature, film, music and other performative arts, and internet publishing. Some writers included are Gwendolyn Bennett, Victoria Ocampo, Grazia Deledda (from past generations) and shani jamila, Sonia Shah, and Adriana Lopez (from recent generations).

AMST 294-04: Defining Black Politics Then and Now: Black Political Leadership/Mvts for Racial Equity (Cross-listed with POLI 294-05)

This course will study Black political leadership and the politics of agenda setting in and outside social movements from the 19th to the 21st century. The course will start with first asking, Is President Barack Obama a Black leader or a leader who happens to be Black? And why does that matter to the Black community and its racial equity agenda? The exploration of this contemporary debate aims to illuminate the contentious political terrain that Obama enters as he walks on the heels of countless Black leaders before him. We will then dive immediately into questioning what then is Black politics? And what is the crisis of Black leadership then and now? This initial framing will guide the course as we review various periods of Black political development and the philosophical ruptures that existed between individuals, movements, and shifts in the U.S. political and economic landscape necessitating a new political agenda.

AMST 294-05: Race, Sex and Work in the Global Economy (Cross-listed with WGSS 305-01)

This seminar presents feminist and queer studies of global capitalism, which examine power relations under contemporary globalization in terms of the racial and sexual dynamics of labor, citizenship, and migration. Course material considers the local and transnational dynamics

of free trade, labor fragmentation, and structural adjustment, as these shape industrial and informal labor, and community organizing around gender, sexuality, and HIV/AIDS. The material foregrounds ethnographic analyses of the everyday conditions of people situated in struggles with the effects of global capitalism.

AMST 341: City Life: Segregation, Integration, Gentrification (Cross-listed with GEOG 341-01)

Urban social geography is the study of social and spatial dimensions of city life. In this course, we will explore some of the ways in which urban society is organized geographically. We will also consider how the spatial patterns of urban life influence public policy issues in the American context. Topics covered in this course include causes of racial segregation, debates about gentrification, sustainable suburban development, the transition from government to governance in cities, and the delivery of urban services that affect the education, health and economic welfare of urban populations. Students will learn current research, engage debates about critical urban issues, and learn techniques useful for analyzing spatial patterns in the urban landscape.

AMST 394-02: Public History in Action: Rondo History Digital Harvest (Cross-listed with HIST 394-03)

This digital history practicum is a hands-on workshop where students will work collaboratively to put on a signature national program called a History Harvest. Created by historians at the University of Nebraska Lincoln, History Harvest is a collaborative, community-based approach to history. The shared experience of giving is at the heart of the History Harvest concept. The project makes invisible histories and materials more visible by working with and within local communities to collect, preserve and share previously unknown or under-appreciated artifacts and stories. Initial "harvests" have taken place in a series of communities across the Great Plains region. At each "harvest," community-members are invited to bring and share their letters, photographs, objects and stories, and participate in a conversation about the significance and meaning of their materials. Each artifact is digitally captured and then shared in this free web-based archive for general educational use and study. This class will begin by examining the history of Saint Paul's Historic African American community, Rondo, which was devastated by the development of highway I-94. We will also consider the local and national dimensions and consequences of this tragic event. Since the devastation of their physical community, African Americans who once lived in this vibrant neighborhood have been working collectively to make sure Saint Paul remembers this history and that something like this never happens again. The class will collaborate with community partner, Rondo Avenue, Inc. to implement a History Harvest during spring 2017. After the History Harvest event students will digitally process all of the artifacts in order to make them available to the wider Saint Paul community. No digital skills required but students should know that collaboration, flexibility, and enthusiasm are encouraged for this fun community-based course!

AMST 394-03: Public History in Action-Remembering Rondo: Archives (Cross-listed with HIST 394-04)

This course has two main foci: archives and digital history. First, we broadly examine the “archive” as records of the past. We will interrogate the role of the archive in preserving and interpreting our knowledge, and explore how institutionalized archives preserve some pasts and repress others. We will cover a wide range of fields to study archives, including public history, museum studies, Indigenous studies, gender studies, and African American history. Concentrating specifically on the latter, our second focus will center around a hands-on archival project in partnership with Rondo Avenue, Inc. (RAI). The Rondo neighborhood in St. Paul is a historically Black neighborhood that was intentionally bifurcated by the construction of I-94 in the 1960s to create a diaspora of the community there. We will read old newspapers produced by and for the neighborhood (preserved on microfilm) and mine them for old business advertisements. We will then plot the businesses on a map and generate timelines of businesses for each address. In addition to producing this map for RAI, students are required to produce a final research paper examining the economic trends of the Rondo neighborhood.

ASIA 294-03: Geography of Asia (Cross-listed with GEOG 294-01)

Whether the twenty-first century will be dominated by the “rising Asia” has spurred recurring debates in policy and academic circles. But what is Asia? How can we understand this diverse region where more than half of the world’s population resides? In this course, we will first deconstruct the idea of Asia as a cartographic entity to excavate the layered social-cultural meaning and geographical diversity of the “Asias.” We will also place the “Asias” in a global context to reveal how contemporary Asia anchors the changing world political economy and cultural imaginations outside the West. We will begin with important theoretical debates on (East) Asian development that prevailed in the 1980s and 1990s, including discussions about the colonial past, the path-dependency of development and uneven industrialization, regional disparities and mega-urbanization. We will then use these debates as the foundation to explore the contemporary globalizing Asia. What are the important connections between Asian countries, and with other parts of the world? What are the role of the “Asias” in international governance and geo-politics? Can China replace the United States as the dominant geo-economic power? These are the questions we will explore in this course.

ASIA 394-01: Asian Cities (Cross-listed with GEOG 394-01)

Since the last century, Asia has experienced rapid urbanization. It is now home to over half of the world's most populated cities. By 2010, the urban population in the Asia-Pacific region has surpassed the population of the United States and the European Union combined. In this course, we will focus on cities in East, Southeast and South Asia. We will first contextualize the rapid urbanization in the region's changing political economy, and identify urban issues that

are unique to this region. We will further explore different theoretical approaches to understand Asian cities; several of them challenge mainstream urban theories rooted in the experiences of West European and North American cities. Upon the completion of this course, students will acquire substantive knowledge on contemporary trends of urban development in Asia, and develop familiarity with related ongoing theoretical debates. In addition, students will conduct individual research projects to develop deeper and more concrete understanding of the contemporary urbanization processes in Asia.

BIOL 270: Biodiversity and Evolution

An introduction to the diversity and history of life. This course surveys the major groups of organisms (their morphology, physiology, reproductive cycles) and their evolutionary origins and relationships. Using recent findings from such diverse fields as molecular phylogenetics, developmental biology, and paleontology, this course introduces students to the major branches on the tree of life.

BIOL 285: Ecology (Cross-listed with ENVI 285)

An introduction to the study of ecological theory and processes. The subject of this course is the natural world and the current and past processes that have shaped it. Taking a systems approach, major ecological patterns and processes are described and proposed underlying mechanisms are investigated through readings, field and laboratory studies. The impact of humans on natural systems is also examined.

BIOL 344: Aquatic Ecology (Cross-listed with ENVI 394-01)

The study of freshwater organisms and their environments. Students are introduced to the ecology of lakes, streams, and ponds, especially those of Minnesota. Through lectures, field trips and laboratory experiments, students will learn to identify aquatic plants and animals and will study their interactions. Additional topics include water chemistry and environmental pollution of freshwater systems.

BIOL 346: Soil Ecology

This course surveys the ecology of soil, focusing on the physical structure of soil, the communities of organisms that inhabit it, the ecosystem-level processes they perform, and the human processes such as agriculture that they support. Emphasis is placed on the diversity of soils and soil organisms, on the complexity of abiotic and biotic interactions in and around soil, and on the contribution of modern molecular methods to the current revolution in our knowledge about soils. Some of these methods are investigated in the lab component, which also includes an independent project.

BIOL 342: Animal Behavior/Ecology

A study of animals in their natural habitats. This course takes an evolutionary approach to the study of animal behavior. Through lectures, field trips, readings and discussions, students are introduced to current ideas and research methods in the field of behavioral ecology. In addition, students will become familiar with many of Minnesota's birds and mammals.

ECON 426: International Economic Development

This course will apply the tools of economic analysis to gain an understanding of economic development problems and their solutions. Patterns of economic development in an historical and dynamic context will be examined. The central role of agriculture and the problem of technological change in agriculture will also be examined. Other topics will include neo-classical growth models, domestic and international economic policies, international trade, foreign aid, external debt, technology transfer, rural-urban migration and income distribution.

ECON 494-01: Economics of Public Policy

By taking this course, students will learn to interpret and conduct technical economic analysis of public policies. Students will apply their knowledge of micro- and macroeconomic theory and econometrics to study the economics of controversial and important policies. Sample policy areas might include climate change, illegal drugs, health care, anti-poverty programs, affirmative action, income inequality, income redistribution via the tax system, public transit, immigration, education, gun control, and minimum or living-wage laws. While the course usually focuses on examples from the United States, it presents tools and frameworks that are applicable in any context. The course grade will be based on group and individual presentations and policy briefs relating to specific policies, at least one exam, homework sets, and a capstone-level research project. The project consists of a policy, econometric, or theoretical analysis of a public policy chosen by the student. This course will count towards the Group E 400s level elective for the economics major. It is a capstone course.

ENGL 137: Novel: On Beauty

This course explores the concept of beauty in its many forms, from feelings associated with beautiful places and people to the history of visual attraction and attention. Reading novels from the nineteenth century to the present, we will learn to see beauty from different perspectives and to ask how the visible world intersects with larger social issues. For example, can the beautiful be political? What happens to nature's beauty in an era of environmental crisis? And how are shifting gender norms redefining beauty in today's world? The novels we will study critique and analyze these issues even as they revel in the complexity of beauty across time, space, artistic forms, media, and cultures. Students will read works by Jane Austen, Oscar Wilde, Elaine Scarry, E.M. Forster, Amitav Ghosh, and Zadie Smith, among others.

ENGL 240: 20th Century British Literature: The Politics of Place

This semester, we will study the literature of Great Britain and Ireland from 1900 to the present. During this period, the British Isles underwent exciting and radical changes, from the fading of the empire to the emergence of new and contestatory perspectives on race, class, and gender. In this course, we will pay particular attention to how literary texts can illuminate relationships between place and the political. We will ask, for instance, how twentieth-century British and Irish texts suggest interactions between built environments (e.g. museums, estate houses, or operating rooms) and processes of social and political change (e.g. world wars, revolution, mass protest, or the rise of the welfare state). We will also ask, in a related manner, how texts illuminate natural spaces (e.g. bogs, rivers, or islands) as politicized, from providing sites of nostalgia and romance to offering metaphors for civilization and the primitive. In addition to writing several essays, students will collaborate on a PlaceMaking final project.

ENVI 294-01: Climate Change: Science, Economics and Policy (Cross-listed with ECON 294-01)

The causes and effects of climate change are inextricably linked with the global economy. The combustion of fossil fuels produces carbon dioxide, which traps energy near Earth's surface and leads to warmer average global temperatures. The combustion of fossil fuels also forms the backbone of the modern economy, fueling cars, power plants, and everything in between. This team-taught course will provide a framework in which to consider the costs and benefits of fossil fuel consumption in the present, but also over the coming decades and centuries. We will use concepts from climate science and environmental economics to help evaluate existing and proposed policy interventions designed to reduce fossil fuel consumption, and we will similarly consider possible technological solutions to slow or even reverse climate change. We will spend a significant amount of time exploring how the preceding topics factor into Integrated Assessment Models. Governments and NGOs use these models to combine scientific and socioeconomic information in order to predict the outcomes of various climate and policy scenarios. These are the state of the art in climate science, economics and policy; students will be exposed to several of the most commonly used models and to research from their critics.

FREN 194: Food in French and Francophone Cultures: the Local and the Global

France is famous for its food and cuisine. What makes it unique? How does French food translate French culture? What changes occurred throughout history? What was the impact of travel and colonial development on French food and on food in French colonies? And how do France and Francophone cultures engage with contemporary issues of sustainability? Those are some of the questions the course will explore through a variety of fiction and non fiction films, media and texts. The course will explore different cultural aspects of food, from rituals and traditions to specific foods that changed France and the Francophone world. Linking Western and non Western cultures and looking at how different communities engage with the

representation, production, circulation and consumption of food will provide a frame to explore creative ways to think about sustainability. From cheese stories to existentialist cafés in Paris, from Haitian sugar to North African couscous, the course will explore our connection to food, locally and globally. The course has a double objective: to familiarize students with French and Francophone cultures and to introduce students to different and innovative ways of considering sustainability issues from different cultural perspectives. The format of the course is a seminar, based in student discussions, research, and presentations. It satisfies the WA (Writing Argumentative) requirement. It counts toward the African Studies Concentration.

FREN 394: Representations of Immigration and Border-Crossings in Contemporary Europe

Global media have long been fascinated with images of migrants from the South enduring perilous journeys in their attempts to enter Europe through land or sea. These images have produced series of standard narratives, especially since the 2010s, rather than a deep understanding. With the help of theorists such as Giorgio Agamben, Etienne Balibar, Isotina Ballesteros, Nina Glick-Schiller, Alec Hargreaves, or Sarah Mekdjian, this course will critically analyze mass media images of immigration, juxtaposing them with more nuanced representations from European cinema and literature. Works from France, Germany, Greece, Italy, and Spain will be examined to study specific issues (from detention camps in and out of the Schengen space to integration and citizenship of several generations, from cultural exclusions to hospitality, love, and success stories). Each of the major European countries has a different historical, geographical, and economic relationship with the migrants' countries of origin, and the course will proceed comparatively, seeking not just commonalities but also significant differences among the European countries receiving migrants. Questions of race, ethnicity, gender, race, religion and differences will be important concerns.

The materials for the class are diverse. They include written memoirs and fiction, films, graphic novels, critical essays, and interactive and creative maps such as euborderscapes projects. Starting with classics that deal directly with immigration such as Werner Fassbinder's *Ali: Fear Eats the Soul* (1974), the course will carry its analysis forward to current fiction films such as *Terraferma* (2011) and *Samba* (2014). In addition, some documentary films (or excerpts from them) such as Kal Touré's *Victims of our Riches* (2006) will be screened for background information. Narratives include short works by Igiaba Scego, Emine Sevgi Özdamar, Laila Lallami, Alexander Maksik, Donato Ndongo-Bidyogo, Amara Lakhous, Tahar Ben Jelloun among others.

Students who want to do their work in French will have the opportunity to do so. The course is approved as "Specialized" by the Human Rights and Humanitarianism concentration. It satisfies the Internationalism requirement.

EDUC 250: Building Trust: Education in Global Perspective

This course examines the role of Education as global phenomena. The course

encompasses a comparative view of education around the world, as well as its role in International Development. We take it further, by analysis and critique, to understand education as a force for change in an inter-dependent, globalized world. Specifically, we will examine ways in which policies and practice either enhance or diminish efforts towards change that is inclusive, just, sustainable and effective in relieving suffering, while expanding potential and capacity in those affected by social change. We take the position that, in order to be effective, building trust becomes a key to connectivity between people, groups, organizations and ideas where education, development and change are theorized and practiced. We will construct possible education frameworks around the idea of building trust, by analyzing socio-cultural issues of power, voice, silence, and discourse.

EDUC 460: Education and Social Change

This course explores the question: How can we educate to promote change toward more just, compassionate, and sustainable approaches to living and learning in a rapidly changing and increasingly complex world? We will consider contemporary barriers to and opportunities for systemic, progressive education reform and civic renewal on local, national and international levels. We will then work both individually and collectively, on campus and in the community, to analyze specific social issues and reform strategies in addition to conceptualizing plans for principled social action.

EDUC 230: Community Youth Development in Multicultural America

Bronfenbrenner's bioecological model of human development suggests the critical importance of social contexts besides the classroom in supporting the healthy development of children and youth from diverse social and economic backgrounds. This course examines the multiple systems affecting the developmental process through course readings, meetings, and assignments, grounded in a field placement of the student's choosing. Appropriate field placements will engage students in a variety of youth development capacities, including centers for research and program development, social service organizations, and agencies aimed at improving youth-oriented social policy. This course provides an opportunity to examine education more broadly defined, and to explore fields of youth development such as social work, counseling, athletics, youth leadership, and youth-centered research.

HIST 294: We Built This City: Towns and City Life from Late Antiquity to the Later Middle Ages (Cross-listed with CLAS 294-01)

The city is a key component of modern life, but much of what we associate with urban life took shape during the Middle Ages. This course explores European cities and city life from the Roman period to the end of the Middle Ages as we investigate how and why cities developed, how they were governed, their relationships with the hinterland and the environment, what urban living was like, and how people perceived cities and urban life. Along the way, we

will cover such topics as the transformations of late Roman cities during the Middle Ages, commerce and work, urban rebellions, family life, religion, forms of entertainment, and more. This class is cross-listed with History and Classics, and counts toward the Urban Studies concentration.

ANTH 115: Biological Anthropology

This class is a broad survey covering topics such as genetics, evolutionary mechanisms, adaptation, primate studies, the human fossil record, and human variation. All of these areas will be placed within the framework of the interaction of humans within their environment. The course is divided into three sections: human genetics, human ecology and primatology, human evolution and adaptation.

ANTH 194-03: Global Entrepreneurship and Social Innovation

Whether in university halls or technology hubs, government offices or remote villages, entrepreneurship has come to be celebrated around the world in hopes of driving innovation and solving diverse problems. What exactly do we mean by entrepreneurship, though? Moreover, what challenges do entrepreneurs face and how do they in turn challenge the world(s) we live in? Moving beyond the buzzword, this course takes an anthropological approach to these questions by investigating contemporary experiences with entrepreneurship across the globe—from Silicon Valley to South Africa. Combining ethnographic accounts with critical theories of capitalism, work, political economy, and social change, students will examine the broader social and economic worlds that shape and are in turn shaped by the rise of entrepreneurship.

ANTH 239: Medical Anthropology

This course examines issues of health, illness, and healing from a variety of anthropological perspectives. From a cross-cultural perspective, we will examine the diversity of beliefs about human health and sickness, and a variety of healing practices by which people treat them. From the perspective of critical epidemiology, we will wrestle with recurrent problems of socioeconomic inequalities, ecological disruptions, and their impact upon the differential distribution, prevention, and treatment of human diseases.

ANTH 246: Refugees/Humanitarian Response

This course provides an overview of issues related to refugees and humanitarian response in U.S. and international settings. Students explore the meaning of “humanitarian” and inherent issues of power, ethics, and human rights in responses to conflict by examining the roles of those who engage in humanitarian work.

ANTH 259: Indigenous Peoples of the Arctic (Cross-listed with ENVI 259-01)

The Arctic represents one of the most extreme environments to which humans have

adapted. These adaptations include both biological and cultural changes required to settle and flourish in this formidable setting. This course looks at some of the cultural practices that appear to be ubiquitous throughout the Arctic, as well as those specializations that have developed as a result of some of the more localized environmental pressures. It also explores the consequences of rapid global climate change as well as modernization on these unique cultures to get a sense of what the future might hold for the indigenous peoples of the Arctic.

ANTH 394-02: Food and Culture

Anthropology has a long history of interest in human foodways but this interest was largely limited to the study of technologically simple societies. Beginning in the eighties, and with the work particularly of Sidney Mintz, anthropologists began to use food—its location in systems of meaning and power—as an entrée to the study of larger and more complex technological and socio-cultural systems. The study of human foodways illuminates how societies are organized, how identity is shaped, how gender is constructed and a myriad other questions that help us understand the experience of being human. This course introduces you to how anthropologists study the relationship of food to culture. We begin with the transition to agriculture from foraging and hunting (the foodway that dominated most of human existence) and then focus on how food creates community and shapes identity, class and gender. We continue with an examination of the way in which the study of food illuminates processes of globalization and end by discussing the culture of food in the United States. The course includes a field trip and a 12-page research paper. Students must also cook and comment on one culturally unfamiliar dish of their choosing. There are no exams, but there is a fair amount of writing

ANTH 381: Emerging Infectious Diseases

This course examines the human determinants of infectious diseases from the Paleolithic to the present day using the combined frameworks of evolution, human ecology, critical history, and social epidemiology. We will consider the co-evolution of culture and disease: the ways that human subsistence, ecological disruptions, social inequalities, and demographic changes have created selective conditions for new infections, re-emerging infections, and antibiotic resistance. We will also address the social dynamics of current epidemics, and major controversies over biosecurity and bioterrorism.

ANTH 394-03: Global Generosity (Cross-listed with INTL 394-02)

From Italian Mafia dons to famous American philanthropists; from the knitting of “trauma teddies” in Helsinki to gift shopping in London; and from ceremonial exchange rings in Melanesia to the present day global refugee crisis: this course will investigate how generosity is understood and practiced in global perspective. We’ll begin the semester by examining key debates surrounding reciprocity, gifts, and exchange, theories of altruism and generosity, and patron-client relations. We’ll then explore the birth of the “humanitarian spirit,” and the

complicated ethics and politics of humanitarian intervention. We will compare diverse religious traditions' approaches to giving, including Islam, Christianity, Hinduism, and Jainism. And we'll explore contemporary debates surrounding volunteerism within sectarian and neoliberal political regimes.

INTL 282: Introduction to International Public Health

This course introduces and explores the major health problems facing developing countries, and the main approaches to remediation. The course considers the social determinants of health, and the need for public health programs to address the root causes of health inequities as well as illness itself. Focus is at the country, international-organization, and donor levels. Attention will be given to major indicators, recent trends, policies, and metrics for monitoring progress. A case study, such as international tuberculosis control, will be used as an applied analysis.

INTL 301: Power and Development in Africa (Cross-listed with POLI 333-01)

In a notable turn around, a significant number of African societies, in recent years, have experienced both economic growth and renewal of the spirit of women and men acting as citizens. These are commendable achievements. Yet, old quotidian urgencies such as precarious personal safety, hunger, poor health, and political disorder are still prevalent. This is the dialectic of development. This course explores these contradictions. Most of the attention will be given to the concepts of power, politics, and development in contemporary Africa. The course concludes with each student submitting a research paper on a specific problem (e.g. environment, economic, social, cultural, political) confronting one country of the student's choice.

INTL 114: Intro to International Studies: International Codes of Conduct

Can we all live by one set of rules? This course investigates the broad field of global studies by addressing fresh and age-old issues in international law from the personal to the global, including borders, sources and enforcement of international law, law of the sea, immigration and asylum, post-national federation, colonization, world order, and global citizenship. Readings include case studies, memoirs, fiction, and other texts focusing on individuals, cultures, and states.

INTL 280: Indigenous Peoples' Movements in Global Context (Cross-listed with SOCI 280-01)

During the last three decades, a global indigenous rights movement has taken shape within the United Nations and other international bodies, challenging and reformulating international law and global cultural understandings of indigenous rights. The recognition of indigenous peoples' rights in international law invokes the tensions between sovereignty and human rights, but also challenges the dominant international understandings of both principles. In this course, we examine indigenous peoples' movements by placing them in a global context

and sociologically informed theoretical framework. By beginning with a set of influential theoretical statements from social science, we will then use indigenous peoples' movements as case studies to examine the extent to which these theoretical perspectives explain and are challenged by case studies. We will then analyze various aspects of indigenous peoples' movements and the extent to which these aspects of the movement are shaped by global processes.

INTL 320: Global Political Economy (Cross-listed with POLI 320)

Traces the evolution of (global) political economy as a peculiarly modern way of understanding and organizing (global) social life. Particular attention will be paid to how the distinction between the political and the economic is drawn and implemented in interconnected ways within nation-states and in international society. Course includes a detailed study of one of the key components of the international political economy: international trade, international finance, technological processes, etc.

INTL 352: Transitional Justice (Cross-listed with POLI 352-01)

This course explores the rapidly evolving field of transitional justice, examining how and why regimes respond to wide-scale past human rights abuses. Drawing on examples worldwide, it asks why states choose particular strategies and examines a variety of goals (truth, justice, reconciliation, democracy-building), approaches (trials, truth commissions, file access, memorialization, reparation, rewriting histories), actors (state, civil society, religious institutions), experiences, results, and controversies.

INTL 382: Poverty, Health, and Development

This course explores the links among poverty, health and socio-economic development in low-income countries. Key principles, methodologies and approaches to designing and evaluating programs to improve the health of poor populations will be discussed. We will explore several contemporary approaches to linked poverty reduction, public health improvement, and development.

LING 225: 100 Words for Snow: Language and Nature (Cross-listed with ENVI 225-01)

Human beings have an unprecedented ability to shape the environment around them, yet the environment powerfully shapes both individuals and species. Two main questions run throughout this course: 1. How does language influence the way we think about and perceive nature, which in turn influences the way we interact with and shape nature? 2. How has our environment shaped the Language faculty and individual languages? To answer these questions, we'll start by asking, what is language and what is nature? Then we'll turn to the way that our environment has impacted the evolution of Language. Next we'll look at indigenous knowledge as it is encoded by language and the Linguistic Relativity Hypothesis, which says that language

influences the way we perceive the world. With this as background, we'll look at the language of environmental discourse. Next, using the metaphor of ecology, we'll examine languages as if they were organisms and analyze the ecosystems that sustain them. Knowing what makes a healthy language, we'll look at endangered languages and the connections between linguistic diversity and biodiversity.

PHIL 121: Ethics

An introductory philosophy course that concentrates on concepts and issues, such as the nature of value, duty, right and wrong, the good life, human rights, social justice, and applications to selected problems of personal and social behavior. Topics may include liberty and its limitations, civil disobedience, abortion, affirmative action, capital punishment, terrorism and the morality of war, animal rights and environmental ethics.

PHIL 223: Health and Human Rights

Human rights and healthcare are intimately connected. Human rights are used both to protect human subjects in biomedical research and to support claims for adequate healthcare. The use of human rights to protect human research subjects raises issues of informed consent, privacy, and individual autonomy. The use of human rights to secure healthcare resources raises issues about what level of healthcare ought to be supported and what constitutes a just distribution of healthcare resources. The course also explores recent work on the way in which human rights and public health combine in the quest to secure overall wellbeing. In general the course views public health through the framework of human rights.

PHIL 294: Philosophy of Race and Gender (Cross-listed with WGSS 294-03) POLI 120: International Politics

This course has three broad goals. The first is to develop the foundational knowledge and conceptual literacy necessary to engage with International Relations' multidimensional concerns. These include issues such as world order, power, hierarchy, political violence, international law, development, religion, human rights, gender, humanitarianism and international organizations (such as the United Nations). The second is to introduce students to the different perspectives or intellectual frameworks for making sense of international relations (also known as global or world politics), including realist, liberal, constructivist, historical materialist, postcolonial and feminist approaches. The third is to encourage students to reflect on some of the ethical issues inherent in both the study and practice of international politics. Emphasis will also be placed on developing a range of critical, analytical, research and writing skills required for the further study of international politics.

POLI 221: Global Governance

This course is designed to introduce students to global governance. It begins with a

discussion of the concept of global governance. It then turns to some of the central features of contemporary global governance, including the changing status of the state and of international/world organizations and the role of global civil society. The emphasis here is on how patterns of global governance have changed and are changing and on the implications of these changes for democracy, social justice, etc. The remainder of the course focuses on the areas of international peace and security, human rights and international humanitarian law, and economic governance. By addressing such topics as the International Criminal Court and the role of the IMF and the World Bank in economic development, these parts of the course highlight the contested nature of global governance in each of the three issue areas.

POLI 242: Political Economy of Development

This course will help you answer questions about politics and economics in the developing world. For example: What explains global disparities in peace and prosperity? Is democracy good for the poor? Does foreign aid work? Our main objective is to use social science to describe and explain development outcomes. Although we will also address what can be done to solve problems such as poverty and civil war, this course will not provide any panaceas. If you finish the term unsatisfied and frustrated, you will have done something right! You will have begun to understand the complexity of development issues, which will equip you to contribute in a sophisticated way to ongoing scholarly and policy-oriented debates.

POLI 265: Work, Wealth, Well-Being

Wealth has held an allure for many modern thinkers; the creation of a wealthy society often associated with “civilization” itself. The relationships among work, wealth and well-being are a perennial concern and have been central to the study of political economy, since its inception in the mid- to late-18th century. How does work produce wealth for the individual and for society? How, or when, does individual and social wealth translate into individual and/or social well-being? And, how does the character of work affect individual well-being or happiness? This course will examine the answers given to these questions (and myriad corollary questions) by writers within the political economy tradition.

POLI 323: Humanitarianism in World Politics

The past two decades appear to have been very successful ones for humanitarianism. Funding for humanitarianism has skyrocketed; humanitarian organizations have expanded their public support, as well as their activities; and, increasingly, humanitarian issues have found a place at the center of policy decisions. It is also generally agreed that humanitarianism is in crisis owing to the growing awareness of the sometimes harmful effects of aid; the expansion of the concept of humanitarianism to include human rights, development, and peace-building; and the increasing involvement of states in humanitarian operations. This advanced-level course explores the nature and dilemmas of contemporary humanitarianism.

POLI 341: Comparative Social Movements (Cross-listed with LATI 341-01)

Comparative study of social movements in Latin America and other world regions. This research seminar engages several major theories that attempt to explain the origins and development of movements struggling for subsistence rights, labor rights, gender and sexuality rights, social rights, and racial and ethnic rights. The course focuses principally on Latin American movements, but also engages cases from the United States and Europe through an examination of transnational advocacy networks and global activism.

POLI 204: Urban Politics

American urban politics, emphasizing urban policy problems, planning and decision-making.

POLI 212: Rights and Wrongs: Litigation and Public Policy

This course explores the significance, possibilities and limits of litigation as a way of shaping public policy and society. Focusing mainly in the American context, the course connects two broad areas of interest: the rise of rights movements in the 20th century (from the NAACP to contemporary movements such as gay rights) and the use of class action lawsuits and tort law to compensate people for injuries or risk, especially in matters affecting public health (e.g. asbestos, tobacco). Related subjects discussed include the historical roots of litigation as an approach to social problems and government regulation as an alternative to litigation.

POLI 294-01: The Politics of Fear and Hope: Africa from Colonial Times to the “Cheetah Generation”

The popular image of Africa is one of poverty, violence, and dictatorship. However, these outcomes vary over space and time. Why are some parts of Africa more politically and economically successful than others? Why are civil wars ending? Why is inequality rising? What is the significance of an emerging generation of “cheetahs”—young Africans with an entrepreneurial spirit and distaste for the corrupt political establishment? This is a course for students of all levels who wish to answer such questions. It will introduce concepts that are central to the study of African politics: neopatrimonialism, coethnicity, “politics of the belly,” and more.

PSYC 377: Moral Psychology

This course will explore how and why we make moral judgments about people and their behavior. How are our moral judgments shaped by intuition, emotion, and reasoning? What are the moral implications of climate change? Do we ever put the interests of our broader group or community above our own self-interest? How do we balance punishment motives of retribution and deterrence, and how do these relate to policy decisions about capital punishment? Could a

robot have moral rights and responsibilities? We will examine these questions by considering theories and findings from social, developmental, evolutionary, and political psychology, as well as from related fields like philosophy and artificial intelligence.

PSYC 380: Community Psychology and Public Health

This course will examine the inter-related fields of community psychology and public health psychology. These disciplines share a commitment to the promotion of well-being within a social and cultural context. We will explore theory, research, and praxis related to ecological analysis, empowerment models, prevention and health promotion, risk and resilience, and community organizing and activism. These conceptual tools will help us understand the complex processes underlying clinical psychopathology (e.g., serious and persistent mental illness), behavioral health (e.g., smoking; obesity; substance abuse), and symptoms of structural violence (e.g., domestic violence; homelessness). Throughout the course, we will focus on the unique contributions of psychological scholarship to understanding and improving population health. All students will participate in a civic engagement experience of at least two hours a week to foster fuller understanding of the course concepts.

PSYC 240: Principles of Learning and Behavior

This course provides an in-depth introduction to the principles and methods used in the study of how behavior changes as a function of experience. The emphasis will be on classical and operant conditioning principles and procedures, which have become the standard research technologies used in biomedical, psychopharmacological, and other animal laboratory research areas. The laboratory component is designed to give students experience with behavioral technology and data collection and analysis.

PSYC 394-02: Psychology of/and Disability

What is “disability” and what does an understanding of disability tell us about human experience more generally? What is a “disability identity” and what implications might claiming that identity have for psychological well-being and social change? How do stereotypes of disabled people and expectations of “normality” affect everyone’s lives (not just those with disabilities)? Why don't many Deaf people consider themselves “disabled?” What might we learn from shifting the “problem” of disability from the individual person to the social environment? This course will explore these and many other questions that emerge from thinking about the experience of disability (and its intersection with identities based on gender, race, class, and sexuality). Grounded in a critical disability and Deaf studies framework that considers the socially, culturally, linguistically, and historically constructed meaning of physical, sensory, and cognitive “impairments,” the course will rely on theoretical and empirical readings from psychology and related disciplines, memoir, film, and guest visitors as we explore the social and psychological meanings of disability.

PSYC 394-03: Psychology of Globalization

Globalization is the growing interconnection of cultures and societies worldwide. In this course we will examine how methods and theories from psychology can contribute to understanding this phenomena. We will also discuss how globalization relates to inequalities, and in turn, how and why it has important implications for psychological research. Questions to be discussed include: In what ways does globalization impact ideology? How are individuals and communities impacted by changing international structures? And, in what ways does our increasing interconnection help or impede our abilities to address social issues at a global level, such as social inequalities and environmental concerns? Students will complete semester long research projects on relevant topics of their choosing. Fulfills the UP3 requirement.

SOCI 204-03: Social Entrepreneurship (Cross-listed with INTL 294-01)

This course is focused and driven by student team project work. Students will prioritize social problems / issues for which they would like to engage in the creation / implementation of a solution. They will spend the semester working to more deeply understand the problems, research successful and failed attempts to resolve the problem in other contexts, and to generate a solution that includes a well researched model for introducing sustainable social change. It is through this engagement that students will grapple with the challenging realities of practice and implementation. Students will study several methodologies including Lean Startup, Human Centered Design, Participatory Poverty Assessment and Impact Gap Analysis. Students will learn through their own experiences and utilize case studies comparing problems, their root causes and the entrepreneurial approaches deployed to address them from various countries and cultural contexts.

SOCI 170: Sociology of Work

This course will examine recent transformations in the U.S. economy – including deskilling, downsizing, and the rise of the service sector - and it will consider how each of these “transformations” relate to issues of identity, community, family formation, structural inequality and national culture. Work has changed so quickly in the last three decades that we have yet to fully comprehend the micro level consequences in our daily lives and the macro level consequences for American culture and global processes.

SOCI 294-01: Consumerism

Throughout the last century, consumerism has increasingly come to dominate American society even as public concern over issues of sustainability continues to heighten, and widening ranks of social actors –from individuals, communities, and non-profit groups to private corporations – deepen their commitment to sustainable practices. In this course, we apply a sociological perspective to examine the significance of a culture of consumption, paying

particular attention to the possibilities for sustainability within a consumption-oriented society. Contextualizing the cultural meanings of consumption within the social forces that shape consumption practices, the course will consider various configurations of consumption in American society, including how consumption structures and reproduces social difference and inequality, the role of consumer practices in the constitution of personal identity, sociability and leisure, the role of marketing and advertising, branding and embodied consumer display, and the location of consumption as a site of sub-cultural resistance. In the context of the study of consumption, we will likewise examine emergent configurations of sustainability, asking how individuals, communities, social groups and organizations in contemporary consumer culture are (differently) defining the pursuit and practice of sustainability through, for instance, anti-consumerism, the green movement, fair trade, “green capitalism,” voluntary simplicity, downshifting, slow living, frugal living, radical consumption and ethical consumption. The course will explore how the social forces of consumer society shape, support and contend these sustainability projects, and, by tracing contemporary beliefs and assumptions about sustainability against a sociological understanding of consumer culture, push us to identify and critically assess the possibilities within consumer culture for creating a socially and environmentally sustainable future.

SOCI 335: Families and Social Change (Cross-listed with WGSS 394-02)

This class focuses on the relationship between families and larger social institutions, including governments, economic institutions, and labor markets. This course also explores how various societal forces shape relationships within contemporary American families, as well as considering other historical forms and understandings of the family.

ENVI 140: The Earth's Climate System

The Earth’s climate system is complex and dynamic, and yet understanding this system is crucial in order to address concerns about anthropogenic influences on climate. In this course, we examine the basic physical and chemical processes that control the modern climate system, including the role of incoming solar radiation, the greenhouse effect, ocean and atmospheric circulation, and El Nino. We also look critically at the methods and archives used to reconstruct climate in the past, such as ice cores, marine and lake sediments, and cave deposits. We explore the possible effects of anthropogenic greenhouse gas emissions on modern and future climate by critically examining the models used in climate prediction, and discuss the challenges of modeling such a complex system. Although this course is taught from a primarily scientific perspective, it includes frequent discussions of the roles policy and economics play in the current dialogue on global climate change.

ENVI 294-01: Ecology and Performance: What does the Warming World need now? (Cross-listed with THDA 294-03)

In this course, students will develop a working knowledge of current ecological debates and concerns; an understanding of eco-performance and the core principles that inform ecological practices in theatre and performance; and a range of performance techniques that inform an ecologically-driven performance project. The course will focus on experiential learning and student-directed research that encourages students to collaborate with others including their other-than-human surroundings. The course will foster a practice-based awareness of how theatre and the performing arts help us take up and critically communicate environmental issues as well as develop a more informed understanding of our responsibilities, roles, and relations with the environment and the earth.

ENVI 294-02: Green Language: Transatlantic Romanticism and Nature Poetry (Cross-listed with ENGL 294-06)

The concept of nature that informs most environmentalist discourses would seem to designate that which is independent of human meaning and value: the wilderness, the great outdoors, that thing over there which sustains and surrounds us. And yet, like all concepts, “Nature” has a history and is tied to specific ideas about what it means to be a human. This course studies a central chapter in this history, examining the place and function of the natural world in the Romantic and post-Romantic poetic tradition. In particular, we’ll explore how writers in this tradition interrogate the relation between human beings and the natural world, and we’ll ask how such poetry might open up an understanding of ecology that complicates some of the assumptions underwriting current environmental practices. While we’ll spend the most time with British Romanticism, our readings in poetry will take us across the pond and will span from the mid-eighteenth century to the present. We’ll also examine visual artworks as well as theoretical texts that range from Enlightenment aesthetics and epistemology to current ecocriticism and speculative realist philosophy. Poets include William Blake, Charlotte Smith, William Wordsworth, Samuel Taylor Coleridge, John Clare, Percy Shelley, John Keats, Lord Byron, Ralph Waldo Emerson, Henry David Thoreau, Robert Frost, Wallace Stevens, Jean Toomer, Elizabeth Bishop, Mary Oliver, and Louise Glück; prose writers include Edmund Burke, Immanuel Kant, Raymond Williams, Geoffrey Hartman, Paul de Man, Leo Marx, Timothy Morton, Donna Haraway, Jonathan Bate, Lawrence Buell, and Quentin Meillassoux.

GEOG 225: Intro to Geog Info Systems

This course provides an introduction to cartography, visualization, and analyses of geospatial data, as well as hands-on experience with geospatial technologies in the GIS laboratory. Students will learn the basics of mapping/cartography (e.g. scale, projections, map design) and Geographic Information Systems. Students will create maps with commonly used digital data (e.g., aerial photographs, census boundaries, digital elevation models, etc.), and master basic methods of spatial analyses. Both concepts and techniques will be taught in this course. Hands-on assignments include classification of demographic data and query/analysis of

vector and raster data.

GEOG 241: Urban Geography

This course seeks to explain the evolving pattern of North American cities and their antecedents in terms of the distribution and movement of people and resources as well as the effects of changes in transportation and communication technology. In addition, a careful analysis of the development and internal spatial structure of North American cities will be carried out. Much class time will be spent on discussion of contemporary urban problems such as segregation, unequal investment, and control of urban public space as well as attempts at their solution. We make extensive use of the Twin Cities as a case study.

GEOG 242: Regional Geography of the US and Canada

This course explores the ways in which diverse groups of people interact with the natural environment to produce the contemporary landscapes and regional differentiation of the U.S. and Canada. The course emphasizes patterns of human settlement, economic activity, and land use, with special focus given to the development of Native American lands. Case studies and a field study to the Boreal Forest region of northern Minnesota will be used to demonstrate broad themes at a more personal scale.

GEOG 249: Regional Geography of Latin America

This course explores one of the world's most vibrant regions, Latin America. Extending from the Rio Grande to Tierra del Fuego, this world region stretches across diverse landscapes, from tropical rainforests to the snowcapped peaks of the Andes, from mega-cities to empty deserts and plains. This variety of environments fosters great cultural diversity, as well: although the nations of Latin America share similar historical roots, each one has its own character and its own complex geography. This course explores the geography of Latin America through a combination of thematic and regional approaches. Major topics include physical geography and the natural environment; pre-Columbian, colonial, and modern history; race and identity; urbanism; agriculture and land use; major environmental problems; economy and development; international migration; Latino culture and identity in the U.S.; and the economic and cultural impacts of globalization. Along with such general themes, we will also examine the cultural geography of specific core regions, including The Caribbean, Mexico, Brazil, the Andean Countries, and the Argentine Pampas. Through projects that explore different elements of Latin America's cultural geography, students will get a close-up perspective on the region.

GEOG 261: Geography of World Urbanization

We now live in a world where the majority of the population already lives in cities. And yet every year, hundreds of millions of people continue to move into cities to pursue a better future. The contemporary social, economic, and political changes are intrinsically linked to

divergent urban processes across the world. This paramount shift poses important theoretical and empirical questions to our age. This course uses the critical perspective of “global urbanism” to both contextualize and connect different urban experiences across places. We will introduce various urban settings and demonstrate how complex relations between urbanization, globalization, and economic development produce spatial unevenness and social inequality. We will study the dominant paradigm of world and global cities, which prioritizes development trajectories of cities in the global North, and discuss contesting views focusing on “ordinary cities” from the global South. Drawing on case studies in the developed and less-developed world, we will also learn how to apply the relational comparative urbanism approach as well as regionally based theoretical perspectives to comprehend the diverse urban landscapes around the globe.

GEOG 262: Metro Analysis

This course discusses the foundations of American urban life and metropolitan development today, and examines how and why urban housing markets operate as they do within American metropolitan regions. Topics covered in the course include: the metropolitan economy, land use patterns, urban housing supply and demand, the geography of urban housing markets, suburbanization, transportation, and public policy debates. By the end of the course, students will have mastered some of the methods used to describe metropolitan organization and change, and be able to analyze how changes in the economy and society relate to metropolitan land use.

GEOG 268: Health GIS

This course builds on skills learned in the introductory Geographic Information Systems (GIS) course, focusing explicitly on geospatial techniques used for analyzing problems in public health. Through lectures, discussions, hands-on labs, and collaborative group work, students will learn to use advanced GIS tools to visualize and analyze public health issues, including: health disparities; neighborhood effects on health; spatial clustering of disease events, such as cancers; environmental health and environmental justice; infectious and vector-borne disease; and accessibility of populations to health care services. The course builds skills in spatial thinking, statistical and epidemiological reasoning, logical inference, critical use of data, geovisualization, and research project design. Students will be required to complete a final independent project on a topic of their choice. Lab section registration is required. Three lecture hours and one laboratory hour per week required.

GEOG 363: Geography of Development and Underdevelopment

This course introduces students to the geographic study of development around the world, with a particular emphasis on the Global South. The geographic approach emphasizes: the highly uneven nature of development; processes that link and differentiate various areas of the world; connections between development and the natural resource base; and the power relations

inherent in development discourse. The course has three main sections: an introduction to development theory; an investigation of various development themes; and an intense exploration of what works and what doesn't in development practice. While much of the development literature has focused on failure, a specific aim of this course will be to uncover and interrogate success stories.

GEOG 365: Urban GIS

This course allows students to participate in a “real world” application of their GIS knowledge and skills in a collaborative research project setting. Project focus is on urban GIS and questions developed by and for neighborhoods and other community research organizations. Content of the course includes development of the research project, acquisition and utilization of data used in urban analysis, data manipulation and analytical techniques unique to urban GIS, and geographical data visualization.

GEOG 377: Qualitative Research Methods: Cultural Asset Mapping in St. Paul's Midway Neighborhood

Social scientists use qualitative methods to understand the ways in which societal associations operate and how people experience, contribute to, or try to change these associations. Qualitative methods are thus concerned with analyzing processes and experiences. This course trains students to use qualitative research methods to collect data, analyze it, draw authoritative conclusions, and observe professional research ethics. The course emphasizes how qualitative methods contribute to scientific research and how ethical treatment of research participants affects the practice of qualitative research. Above all, the course focuses on training students to conduct qualitative research that contributes to our understanding of human geographies. Students will develop these skills by engaging in a semester-long research project.

GEOG 475: Medical Geography Seminar

A research seminar in which students conduct individual inquiry into problems in medical geography. Also known as health geography, this is a growing subdiscipline in geography that stands out for its theoretical debates, methodological diversity, and engagement with other disciplines from the natural and social sciences (e.g. biology, biomedicine, ecology, epidemiology, sociology, economics, anthropology, critical theory), while always grounded in the traditions of geographical inquiry. Topics and approaches to be covered include historical paradigms in medical geographic thought; international health and development; disease ecology; emerging infectious diseases; the social determinants of health; place or neighborhood effects; environmental justice; spatial epidemiology; and critical approaches to health, the body, and power. Since this is a seminar course we will also emphasize developing your skills in scholarly research and writing, as well as learning how to evaluate and integrate insights from different disciplines.

GEOG 494: Global Urbanism

The 21st century is an urban century. Half of the world's population now lives in cities, with the most rapid growth happening in the developing world. The globalized urban processes compel us to rethink existing urban theories as well as the very definition of the city. In this seminar, we will explore three strands of scholarly works that expand our knowledge about contemporary global urbanism. The first focuses on the scholarship of neoliberal urbanism, which prioritizes North American and Western European urban experiences and shapes the mainstream thinking of cities. The second consists of on-the-ground variegated contestations, which reveal diverse urban living experiences and propose alternatives to the capitalist urbanization process. Finally, there is the scholarship challenging mainstream urban theories with a different epistemological stance, seeking to re-conceptualize urbanization from the global South. In addition to studying these important ways of thinking about global urbanism, students will conduct individual research projects to develop deeper and more concrete understanding of the contemporary urbanization processes.

32 sustainability courses

80 courses that include sustainability