2012-2013 Courses

Fall 2012

First Year Experience (FYEX 100) 1 Credit, Dr. Stark
Mondays at 4 p.m. or 6 p.m.

Gen Ed 12

This course supports the development of student success skills, such as reading, writing, and speaking; helps students gain intellectual confidence; builds in the expectation of academic success; and provides assistance in making the transition to university life. The course provides an orientation to the mission and core competencies of the Honors Program, and strengthens the interaction and sense of community among first-year honors students. Students will analyze and categorize leadership, research, and global citizenship themes, identify appropriate learning goals, and develop an e-portfolio for their use in the Honors Program.

The Nordic Countries; Interdisciplinary Introduction (SCAN 150W) 4 Credits, Rennesa Jessup
M/W 1pm-2:50pm, AH219

Gen Ed 1C, 6 and 8, Purple Diversity Course

In this course, students will gain a broad overview of the Nordic Countries and their relevance to the greater global community. These nations, with populations topping out at less than 10 million people, have had tremendous impact not only on European history and culture but have also served as a global model for equality and diplomacy. From technological advances and international trade in the Viking Age to innovative literary models in the fin-de-siècle to current environmental policies, the Nordic Countries have proven that they are visionary and groundbreaking. We will begin with a look at Scandinavian history to establish the basis upon which to move into an investigation of artistic and technological advancements in the area. We conclude the course with a look at the literature of the Nordic Countries and will, in this section of the course, make constant reference to the foundation we will have laid in the first two-thirds of the course. Scandinavian Studies 150W is a writing-intensive course, and the assignments included this course will encourage the students to consider different ways of engaging with writing, all the while helping each student to find his or her own authorial voice.

Introduction to Sociology (SOC 101) 3 Credits, Dr. Prew
Tuesday, 6pm-8:45pm, AH211

Gen Ed 5 and 8, Purple Diversity Course

The course will acquaint students with a number of sociological perspectives, theoretical orientations and methodological tools. By taking this course, students will develop a sense of the
range of issues covered by sociologists and the various perspectives and tools used to understand these issues. Sociology is, by its very nature, a discipline that dissects the world we live in. Many people in our nation and other nations are profoundly ignorant of how contemporary society operates. Sociology uses scientific investigation to expose the unrecognized forces affecting us in our everyday lives. Because Sociology is a scientific analysis of the everyday, it is bound to conflict with the misperceptions and misinformation that many people harbor. The best Sociology requires that students confront their long-held beliefs and open up their minds to new perspectives regarding the social world. This course, while covering selected topics in Sociology, will attempt to challenge students to think differently about a variety of sociological issues including the media, race/ethnicity and gender. Students will be required to understand the world sociologically instead of based on your own misperceptions, which can be challenging at times.

**Intercultural Communication (CMST 203) 4 Credits, Dr. Sekimoto**
*M/W 10am-11:45am, AH319*

**Gen Ed 7 and 8, Purple Diversity Course**

This course offers a survey and critique of major theories, concepts, and issues in intercultural communication encounters. This is a reading intensive, discussion-oriented course. Students are expected to come to class having read the assigned readings and be prepared to participate in discussions on reading questions and related issues.

Taking a critical and global perspective, we will explore the ways in which culture and communication interact and influence each other. We will examine our practices, beliefs, and discourses about culture and diversity within historical and social contexts of intercultural relations. In particular, we will explore how globalization impacts our cultural practices and intercultural interactions.

The theories and concepts addressed in this course will be applied in real-life situations through experiential learning at Lincoln Community Center. The experiential learning will cumulate into the final project in which students conduct a research study with the immigrant and refugee communities in Mankato.

**Data Modeling and Mining (HONR 401) 3 Credits, Dr. Azarbod**
*Wednesday 6pm-8:50pm, WH119*

This course is designed to introduce students to topics related to design and implementation of databases, data warehousing, and data mining. Students will learn principle concepts of information retrieval and knowledge discovery through SQL (Structured Query Language), OLAP (Online Analytical Processing), visualization, and data mining. Variety of different artificial intelligence methods used in the data mining will be examined but specific attention will be given to Fuzzy Logic and how relational database could be expanded to support fuzzy components. Oracle DBMS (Data Base Management System) will be used to develop relational Fuzzy database.
Memory and Representation — The Dakota in Minnesota in 1862 (HONR 401) 3 Credits, Dr. Westerman
Tues/Thurs 9-10:45am, PA 102

In this course, we will examine historical and cultural contexts, and traditional beliefs, practices, and customs of Dakota people. We will consider how those contexts and traditions influenced the events of 1862, particularly the war between the United States and the Dakota people, and how history and culture are being represented today in literature, art, and testimony.

Developing Your Mentor Philosophy (HONR 401) 1 Credit, Robyn Sellers
Every other Tuesday, 5:30-7:30 pm, AH 304

This course will provide opportunities for in-depth investigation into leadership styles and methods, aiming to guide discovery and development of each student’s personal mentor philosophy. Students will apply their mentor philosophies throughout the semester by collaborating with and guiding new Honors students through various mentoring opportunities. Students participating in this course will be expected to work together to help create these mentoring opportunities, as well as be available and open to other students as mentors in the Honors Program. The goals of this course are to help students discover mentor qualities, to guide students to become more comfortable and confident with what it means to be a mentor, to utilize students’ strengths and weaknesses to build their individual mentor philosophy, to provide opportunities for students to practice their mentor philosophies, and to contribute to student portfolio development in leadership competencies.

Honors Portfolio (HONR 475) 1 Credit, Dr. Stark

This required course for seniors in the program allows the student to articulate where and how he or she has met the Honors Program Learning Outcomes.

Leaders of Tomorrow 0 Credits

This seminar is a collaboration between Greater Mankato Growth, Inc., and Minnesota State Mankato Student Activities. This seminar features semi-monthly events that expose students to conceptual and practical leadership skills. Students will also have numerous opportunities to interact with Mankato's business leaders and to learn about several area businesses through a student membership to Greater Mankato Growth's Young Professionals Organization. Further, Minnesota State Mankato Adventure Education Faculty will assist in teamwork and leadership training. Students can continue to take the seminar for as many semesters as desired. They will emerge from each seminar with a greater understanding of, and exposure to, leadership concepts.
Spring 2013

**Introduction to Visual Culture (ART 160) 3 Credits, Professor Luebke**  
**Monday/Wednesday 10am-11:20pm, AH 302**

*Gen Ed 6 and 8, Purple Diversity Course*

The course is intended to provide an overview of the history of visual culture. Specifically, the course will cover: the themes and purposes of art, the vocabulary of art (visual elements and principles of design), and a survey of two-dimensional media (paintings, prints, drawings and photos) and three dimensional media (sculpture, crafts and architecture). The primary goals of Art 160 are 1) to increase the student's knowledge of visual culture, 2) to understand form (the way a work of art looks) and content (what a work of art means), and 3) to create an understanding and appreciation of cultural diversity as reflected in visual culture.

**Community Leadership (URBS 230W) 3 Credits, Dr. Fillipovitch**  
**Wednesday 1pm-3:45pm, Room: AH 223A**

*Gen Ed 1c, 9 and 11*

The purpose of this course is to provide students with a comprehensive overview of community leadership in the public, private, and nonprofit sectors, both through classroom work and through service learning. Students will learn the principles and practices of managing community groups, and the ethical and civic responsibilities of a democratic society. What makes this course unique is the students' involvement with the community and its leaders. This course requires a high level of student involvement--volunteering, attending meetings, interviewing, working with both student and community teams, etc...

By the end of the term, students will be able to define and recognize leadership within the voluntary sector and compare/contrast this sector with public and private sectors; apply the criteria of civic and ethical values to behavior in public settings; demonstrate skill in citizen engagement, representative government, collaboration, citizen participation, and citizen self-government; apply knowledge and skills directly in community leadership.

In addition to the specific course outcomes, there are three additional outcomes that are common to most, if not all, courses at Minnesota State: develop one's creative and critical thinking powers in addressing problems and opportunities; develop personal communication skills, both oral and written; improve one's ability to work and interact with others in a team approach.
**Pseudoscience and the Paranormal (HONR 401) 1 Credit, Dr. Kipp**  
*Thurs 5-5:50pm, TC114*

The media today bombards us with claims of extraordinary, even supernatural occurrences from miracle alternative medical techniques and astrological predictions to reports of telepathy and ghosts. By today’s standards these extraordinary claims are taken seriously by a large percentage of the public. It is estimated that about $200 million is spent on astrology alone each year and the federal government has spent $2.5 billion on testing alternative medical techniques over the past decade. What should we think of these claims? In this course we will learn techniques to help distinguish science from pseudoscience and sense from nonsense. We will develop our techniques using case studies from many areas of pseudoscience and the paranormal including alternative medicine, astrology and psychic phenomena and other areas favored by students. The goal of this course is not to convince the student of the truth or falsehood of extraordinary claims but to develop in the student a skeptical nature and the ability to evaluate extraordinary claims scientifically.

**Contemporary Investigation of the Japanese American Internment Camps (HONR 401) 3 Credits, Dr. Wenger**  
*Monday 6pm-8:50pm, NH 204*

This course is designed to include collaborative research methodologies including but not limited to oral history and material culture research. Students will begin the term by crossing primary and secondary sources to better understand historical accounts and analyze contemporary responses to the camps and camp survivors. Students will then develop a correspondence relationship with a camp survivor in order to receive information through a “first hand” account. On February 20th, 2013, the class, with the help of the Japanese American Citizens League (JACL), will organize and present an information table in the CSU to acknowledge the “Executive Order 9066 Day of Remembrance. Students will be assigned a physical “object” from camp to research within the cultural and historical perimeters of its purpose or role in camp life. Students will utilize material culture research methodologies that include correspondence with internees. In small groups, students will share their object and make connections between resulting narratives to begin collaborative projects. Students will disseminate material culture research at a conference, exhibit or in a non-honors classroom. Dissemination includes answering questions and follow-up with participants.
**Introduction to Honors (HONR 201) 1 Credit, Dr. Corley**  
**Monday 4pm-4:50pm, MH101**

This course is required for students who transfer into the Honors program or who join without taking the FYEX course. This course provides an orientation to the mission and core competencies of the Honors Program. Students will analyze and categorize leadership, research, and global citizenship themes, identify appropriate learning goals, and develop an e-portfolio for their use in the Honors Program.

**Honors Portfolio (HONR 475) 1 Credit, Dr. Corley**

This required course for seniors in the program allows the student to articulate where and how he or she has met the Honors Program Learning Outcomes.