Goal of the IC requirement
Foster development of an intellectual community among new college students at UMM.

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

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

WELL Connected IC Courses
Classes marked with an * indicate a connected IC course. Registration for one of these sections will enroll you in the pilot year of the WELL (Work, Engagement and Liberal Learning) program, an opportunity available to a select number of first year students. The first year component of the WELL program will focus on connecting you to a cohort of your peers and current Morris students. In the first phase of the WELL you will explore the strategy, navigational information, and campus resources necessary for personal and academic success in college. In the second phase you will work with campus professionals to create a clear pathway that connects your success, skills, and interests to your major and future career.

Students opting in to the WELL cohort will attend required Monday night meetings from 8:00-9:00 pm from September through early November 2015. These weekly WELL meetings, facilitated by UMM students, will be interactive in nature, including guests, media, conversation, and workshops. The career and major exploration portion of the program will follow, including exploration of strengths and interests and individualized meetings and coaching. Students participating in the WELL program will receive a $250 stipend for their full participation.
<table>
<thead>
<tr>
<th>Class#</th>
<th>Course#</th>
<th>Title</th>
<th>Instructor</th>
<th>Cr.</th>
<th>Time</th>
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<td>32344</td>
<td>Amln 1801.1</td>
<td>American Indian Song and Dance</td>
<td>Desrosiers</td>
<td>2</td>
<td>3:30-4:20</td>
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<td>35326</td>
<td>Amln 1803</td>
<td>From Boarding Schools to Hip-Hop: Native Modernities</td>
<td>Whalen</td>
<td>4</td>
<td>3:30-5:10</td>
<td>MW</td>
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<td>32872</td>
<td>Arts 1801</td>
<td>Mural Project and Public Art</td>
<td>Eble</td>
<td>2</td>
<td>1:00-3:00</td>
<td>Mon</td>
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<td>32229</td>
<td>Chem 1801</td>
<td>Science Savvy in Our Modern World</td>
<td>Fischer</td>
<td>2</td>
<td>1:00-1:50</td>
<td>MW</td>
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<td>34028</td>
<td>CMR 1801</td>
<td>Legal Argument and Free Speech: Ready to Become a Supreme Court Justice?</td>
<td>Bezanson</td>
<td>4</td>
<td>1:00-2:05</td>
<td>MWF</td>
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<td>The Design of Everyday Technologies</td>
<td>Lamberty</td>
<td>2</td>
<td>10:00-10:50</td>
<td>TTh</td>
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<td>Lamberty</td>
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<td>TTh</td>
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<td>Emo, K.</td>
<td>2</td>
<td>9:30-10:20</td>
<td>MW</td>
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<td>MW</td>
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<td>32362</td>
<td>Engl 1803</td>
<td>Shakespearean Adaptations</td>
<td>Eckerle</td>
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<td>2:15-3:20</td>
<td>MWF</td>
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<td>32360</td>
<td>Hist 1817</td>
<td>Introduction to American Political History and Television</td>
<td>Cheyne</td>
<td>2</td>
<td>11:45-12:35</td>
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<td>Hist 1818</td>
<td>Environmental History of Latin America</td>
<td>Narvaez</td>
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<td>IS 1804</td>
<td>Community Engagement: From Volunteerism to Social Justice</td>
<td>Manolis</td>
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<td>IS 1806</td>
<td>Bottom Dwellers in an Ocean of Air</td>
<td>Boyd</td>
<td>2</td>
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<td>IS 1810</td>
<td>Global Flashpoints</td>
<td>Miller</td>
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<td>34266</td>
<td>IS 1814</td>
<td>Big Ideas in Science</td>
<td>Barbour</td>
<td>2</td>
<td>10:00-10:50</td>
<td>TTh</td>
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<td>35509</td>
<td>Phil 1803.1</td>
<td>How to Think about Weird Things</td>
<td>Mickelson</td>
<td>4</td>
<td>8:00-9:40</td>
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<td>32861</td>
<td>Phys 1802</td>
<td>Projects in Physics and Engineering</td>
<td>McIntosh</td>
<td>2</td>
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<td>Pol 1811.1</td>
<td>War and Terrorism</td>
<td>Joo</td>
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<td>32348</td>
<td>Soc 1814</td>
<td>Water Unites, Water Divides: Sharing Water in the 21st Century</td>
<td>Butler</td>
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<td>1:00-1:50</td>
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<td>35726</td>
<td>Span 1802</td>
<td>US Latin@ Literature and Culture</td>
<td>Genova</td>
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<td>SSA 1802</td>
<td>The Olympics and Social Change: History of Women and Minorities in the Olympics</td>
<td>Karger-Gatzow</td>
<td>2</td>
<td>9:15-10:05</td>
<td>MW</td>
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</tbody>
</table>
**AmI 1801: American Indian Song and Dance**
Academic and participatory exploration of song and dance traditions from American Indian tribes, which will include and reflect on traditional song and dance practices compared to more contemporary song and dances. Students will read historical information, listen to and compare recordings, and learn what governs dance forms in various traditions.

32344  AmI 1801.1  MW  3:30-4:20  HFA 18  Gabe Desrosiers
34212  AmI 1801.2  TTh  11:00-11:50  HFA 18  Gabe Desrosiers

**AmI 1803: From Boarding Schools to Hip-Hop: Native Modernities**
Explore and critically analyze popular representations of Native people as separate from modern American society. Readings and assignments address how indigenous communities have confounded non-Native expectations through participation in wage labor, migration, athletics, and popular media during the long 20th century.

35326  AmI 1803  MW  3:30-5:10  IH 111  Kevin Whalen

**ArtS 1801: Mural Project and Public Art**
Understanding and exploration of contemporary mural art through reading, writing, and production of art. Collaborative production of a large-scale painted mural in a public setting. Designed for students who have a working knowledge of the basic principles and skills of art such as drawing, 2D and 3D design, composition, and color theory.

32872  ArtS 1801  Mon  1:00-3:00  HFA 135  Michael Eble

**Chem 1801: Science Savvy in Our Modern World**
If students and chemistry were in a Facebook relationship, the status would be “it’s complicated.” Some students love science and some love to hate it. "America's Finest News Source," The Onion, has repeatedly reported that “science is hard“ but are they right? Chemistry is too important in our modern world to be ignored simply because it's complicated or perceived to be hard. Some science is hard but just because a science topic is complex doesn't mean that it can only be understood by rocket scientists. Through written reflections and discussions based on mainstream science books and current event articles, students explore the connections between science and society. The course helps students to understand the role of experts and bias in the reporting. The course also helps students to become more science literate about the green and sustainable activities on campus. Ultimately, this course fosters a relationship where students both need and want to be engaged with chemistry.

32229  Chem 1801  MW  1:00-1:50  Sci 3665  Abbey Fischer

**CMR 1801: Legal Argument and Free Speech: Ready to Become a Supreme Court Justice?**
Examination of the development of legal argument in Supreme Court decisions dealing with free speech. Read Supreme Court cases, write opinions, speak to a mock Supreme Court, listen to arguments, and analyze the issues that define the ability to communicate in this country.

34028  CMR 1801  MWF  1:00-2:05  HFA 23  Mary Elizabeth Bezanson

**CSci 1801: The Design of Everyday Technologies**
Discussion and examination of examples of everyday things, issues surrounding the design of technologies for people, and the impacts of new technologies and tools on people in society. Discussion of how values and ethics are manifested in design. Study of design techniques and approaches with an emphasis on promoting design literacy. Includes discussion, readings, presentations, and a project. Requires attending two activities outside of class, a poster session, and a presentation.

32320  CSci 1801.1  TTh  10:00-10:50  Sci 3665  Kristin Lamberty
32321  CSci 1801.2  TTh  11:00-11:50  Sci 3665  Kristin Lamberty

**Ed 1801: Critical Issues in K-12 Education**
The education of K-12 students is reported on and discussed in the media on a daily basis and federal programs such as No Child Left Behind and Race to the Top influence the functioning of schools and the education of the K-12 student. State regulations and initiatives are also an important factor in how students learn and how teachers are prepared to teach. How can the average citizen make sense of all this information? In this course students will delve into some of the critical issues facing the education of K-12 students. Topics may include issues such as the achievement gap, assessments, bullying, inclusion and equity, and opportunity.

33955  Ed 1801.1  MW  9:30-10:20  Edu 102  Kenneth Emo
33956  Ed 1801.2  MW  10:30-11:20  Edu 102  Kenneth Emo
Engl 1803: Shakespearean Adaptations
Read four Shakespeare plays and watch a range of contemporary film adaptations of each one. The course also incorporates discussion (about the texts, the nature of adaptation, Shakespeare's celebrity, etc.) and addresses skills essential to academic success (research, collaboration with peers, analytical writing, etc.).

Hist 1817: Introduction to American Political History and Television
Introduction to the role that television has played (and continues to play) within American political history. As one of the most powerful forms of communication in the United States, television has impacted how Americans view their political leaders and their policies. Topics include political advertising, satire and comedy programming, the news, and children's programming.

Hist 1818: Environmental History of Latin America
Examination of human interaction with the natural environment in Latin America and how these interactions have shaped the region's social, cultural, political, and economic history. Considers historical and contemporary environmental challenges and people's responses to them. Possible topics include: the Columbian Exchange, the Amazon, economic development, ecotourism, indigenous rights, and urbanization.

Hum 1801: Talking about Love, War, Gods, and Politics with Greeks and Romans
Read and discuss important literary dialogues (epic poetry, tragedy, history, and philosophy) from ancient Greece and Rome as a way to explore key topics of the ancient world, including how democracy works (or should work), individuals and their communities, what love is, gender relations, how we can know the divine, and others.

Hum 1805: Myth: From Page to the Stage
Grab a thunderbolt and explore the rich tapestry of world mythologies by reading, researching, discussing, creating, and acting. Students familiarize themselves with important myths from various cultures around the world. Students use theatre techniques to creatively engage in classroom role-playing activities as well as projects such as a myth mask, future myth, and a myth collage. At the end of the semester, students perform a short original play focusing on one of the myths studied in class.

IS 1804: Community Engagement: From Volunteerism to Social Justice
Through readings and discussion, this course will introduce students to multiple frameworks for community engagement, ranging from meeting individual people’s and agency's needs through direct volunteerism to engaging in research and direct action intended to create systematic change. In the process of studying these frameworks, students will be exposed to a variety of controversies in the service-learning field. The course will also introduce students to Stevens County through field trips to community agencies. Students will also complete a community engagement project that reflects their academic and professional goals and meets community needs. Projects can range from volunteering directly at an agency to planning a fundraiser or educational event with a partner to completing a manageable community-based research project. Requires offsite meeting times to be arranged.

IS 1806: Bottom Dwellers in an Ocean of Air
We live on the bottom of an ocean of a mix of gases and vapors which is kept in constant, chaotic motion by uneven heating and planetary rotation, thus evading our control. We, as humans, are often on the defense or in a role of passive adaptation with regard to weather. Are human beings victims or actors on the stage of global atmospheric dynamics? Striving to assemble an answer to this question, students in the course: (1) mine human history for cases in which significant interaction between human society and climate was found; (2) study individual events in which history and weather were intertwined; (3) learn about palaeoclimate research; and (4) pay particular attention on how this interaction between society and atmosphere is shaped in the modern world. The physical principles of weather and climate are introduced as needed for meaningful discussion.
IS 1810: Global Flashpoints
Focus on information literacy by engaging with a select range of unfolding world events. Students are mutually responsible for providing insight and context into these events. The course promotes global citizenship while teaching information literacy skills.

32366  IS 1810  TTh  12:00-1:40  Hum 11  Brook Miller

IS 1814: Big Ideas in Science
“The universe is full of magical things, patiently waiting for our wits to grow sharper.” – Eden Phillpotts
We humans have always been amazed, mystified, and deeply curious about this universe in which we live. Indeed, our ancestors saw the universe as magical, wonderful, and terrifying. Today we study the universe with a method called “Science”, but what drives scientists is the same sense of wonder and curiosity that captivated our ancestors. We have by now amassed a huge and ever-growing body of knowledge that has radically changed our understanding of what Douglas Adams called “the answer to the ultimate question of life, the universe, and everything.” In this course we will explore Big Ideas in Science – the major theories that are the foundations of our current understanding of the universe. We will delve into Atomic Theory, Plate Tectonics, Periodic Law, Evolution, and the Big Bang Theory. There will be reading assignments, writing assignments, and lots of discussion. If you have ever wondered about the universe and how we learn about it, please join us.

34266  IS 1814  TTh  10:00-10:50  Sci 2200  James Barbour

Phil 1803: How to Think about Weird Things
A course designed to build basic critical thinking skills. Answer questions like: What makes a method of inquiry rational? What, if anything, distinguishes "scientific reasoning" from other sorts of reasoning? More generally, what distinguishes good from bad reasoning? What is truth--is it relative?

35509  Phil 1803.1  TTh  8:00-9:40  IH 114  Kristin Mickelson
35510  Phil 1803.2  TTh  12:00-1:40  IH 101  Kristin Mickelson

Phys 1802: Projects in Physics and Engineering
Possible projects include high altitude balloon flights, meteor imaging, skylight studies, cosmic ray measurements, determination of wave propagation in granular media, and analysis of radio astronomical observations. Equipment development and computerized data acquisition and analysis included. Research into the engineering and scientific background of the projects required.

32861  Phys 1802  WF  2:15-3:05  Sci 4650  Gordon McIntosh

Pol 1811: War and Terrorism
An in-depth look into war and terrorism from 1914 to the present. Why do nations go to war? Why do people resort to terrorism? How do we prevent war/terrorism and preserve peace? In the course, students will be grappling with these questions. By the end of the term, students should acquire a rich, sophisticated understanding of war/terrorism and independent, critical thinking skills on international conflicts as a whole.

32109  Pol 1811.1  MW  2:15-3:05  IH 217  Seung-Ho Joo
32110  Pol 1811.2  MW  3:30-4:20  IH 217  Seung-Ho Joo

With the effects of climate change and the world's population increasing, demands for water have also intensified. Survey of water conflicts around the world with a view to assess how nations can better manage available water within and across borders.

32348  Soc 1814  TTh  1:00-1:50  IH 203  Christopher Butler

Span 1802: US Latin@ Literature and Culture
Offered in English, this course will consider literature, films, television, and art by and about people of Latin American origin living in the U.S. Course activities will include readings, lectures, in-class discussions, papers, and presentations.

35726  Span 1802  MWF  2:15-3:20  Hum 5  Thomas Genova

SSA 1802: The Olympics and Social Change: History of Women and Minorities in the Olympics
Study the increasing diversity of the Olympics while focusing on select stories aligning with historical social movements. Emphasis is placed on the 1936, 1960, and 1968 Olympics while providing a broad overview of the history of the Olympics and its social implications.

32355  SSA 1802  MW  9:15-10:05  PEC 250  Jeremy Karger-Gatzow