
ADVISING SERVICES

Fall 2009

REGISTRATION NOTES

We have prepared the Fall 2009 edition of *Registration Notes* for your use as you meet with and advise your students. Please give us any feedback regarding the information provided in this document. We would also appreciate knowing if there are any issues you think ought to be addressed in future editions of *Registration Notes*. We wish you all the best as we move into our Fall 2009 registration cycle and "end of the semester" activities.

Suzanne Turner

Advising Services, 119 Payson Smith Hall, 780-4040

Registration Process Note: *Students who register in person at either the Gorham Registrar's office or the Advising Services Center on the Portland campus will need to present either a signed registration worksheet or their Enrollment Pin in order to have their registrations for Fall 2009 classes processed. Students who do not present the advisor-signed form or do not have their Enrollment Pin will be referred to their academic advisors.*

*** Registration Dates:**

Monday, April 13th:

6:00 am Seniors with 120 plus credits
12 pm Seniors with 114 credits or more
6 pm Seniors with 104 or more credits

Tuesday, April 14th:

6:00 am Seniors with 94 or more credits
12:00 pm Seniors with 84 or more credits

Wednesday, April 15th:

6:00 am Juniors with 79 or more credits
12:00 pm Juniors with 74 or more credits
6:00 pm Juniors with 69 or more credits

Thursday, April 16th:

6:00 am Juniors with 64 or more credits
12:00 pm Juniors with 59 or more credits
6:00 pm Juniors with 54 or more credits

Tuesday, April 21st:

6:00 am Sophomore with 49 or more credits
12:00 pm Sophomore with 44 or more credits
6:00 pm Sophomore with 39 or more credits

Wednesday, April 22nd:

6:00 am Sophomore with 34 or more credits
12:00 pm Sophomore with 29 or more credits
6:00 pm Sophomore with 24 or more credits

Thursday, April 23rd:

6:00 am Freshman with 20 or more credits
12:00 pm Freshman with 16 or more credits
6:00 pm Freshman with 12 or more credits

Friday, April 24th:

6:00 am Freshman with .1 or more credits
12:00 noon Freshman with 0 credits

*** Please refer to the Center for Technology-Enhanced Learning section for advance registration dates for online, ITV and VC Programs.**

College of Arts & Sciences

ASSOCIATE OF ARTS DEGREE (2YL)

The Associate of Arts Degree in Liberal Arts (AA) was eliminated as of August 31, 2005. Students who declared the major prior to August 31, 2005 will be allowed to complete the degree as long as they are considered an active degree candidate. Students are no longer able to declare this major.

ART

Contact the office in 109 Robie-Andrews Hall, 780-5460, for course information

BIOLOGY

The following Lewiston-Auburn College courses fulfill the corresponding prerequisite requirements in the Department of Biological Sciences: SCI 105K = BIO 105K, SCI 106K = BIO 106K, SCI 107 = BIO 107, SCI 170 = BIO 111, SCI 171 = BIO 112, SCI 172 = BIO 211 and SCI 173 = BIO 212. Since teaching style and course sequence may differ between campuses, students who take a lecture course on one campus must take the corresponding laboratory course on that same campus.

Students are encouraged to take BIO 105K and 106K concurrently.

Non-Science majors are advised not to take BIO 105K and BIO 106K to fulfill their Core requirements. These courses target students majoring in Biology.

A 2-credit seminar course, BIO 421: Global Climate Change, will be taught by Dr. Lisa Moore. Prerequisites: 16 credit hours of Biology or instructor permission.

An experimental course, BIO 499: Ecological Statistics, will be taught TuTh 11:45-1:00 by Dr. Jeff Walker. Prerequisites: MAT 152D and MAT 220.

CHEMISTRY

Contact the office in 161 Science Bldg, 780-4232, for course information

COMMUNICATION & MEDIA STUDIES

Contact the office at 19 Chamberlain Avenue, 780-5388/5972, for course information

CRIMINOLOGY

Effective Fall 2009, CRM 215J (“Criminology”) will be replaced with CRM 100J (“Introduction to Criminology”), with no change of course content from CRM 215J. Prerequisites for CRM 215J (SOC 100J and Core Curriculum areas C, D, and E) will no longer apply. **CRM 100J will have no prerequisites of any kind. Students may enroll in it in their very first semester.** However, this course will still be the prerequisite for upper-level Criminology courses, with a required minimum grade of “C” or better. Elimination of SOC 100J as a Criminology major and minor requirement reduces the number of credits in the major from 39 to 36. The number of credits in the Criminology minor is reduced from 21 to 18.

Though it will no longer be required, The Department of Criminology strongly recommends that, if possible, students majoring or minoring in Criminology take SOC 100J as a foundation course.

Also effective Fall 2009, upper-level courses in Sociology, Women’s Studies, and Philosophy will be eliminated from the list of courses accepted as Criminology major electives. The list of electives will comprise only Criminology courses.

ECONOMICS

ECO 325 INDUSTRIAL ORGANIZATION

Dr. N. Goldstein 13802

Fall 2009

W 4:10 – 6:40 pm

Everything has changed, except our thinking.
~ Albert Einstein

Companies in the US and other advanced capitalist economies now face a radically different world from even a few years ago. What countries and who can do what and how are changing, uncertainty is the only certainty. Old rules do not work. The terrain is much bigger, much more diverse, more complex. What is necessary to survive much less thrive is not well understood *and* is changing fast. Few understand this new competitive world, and fewer are comfortable with change. This course explores these changes and their consequences for jobs, working and managing in the 21st century.

COURSE QUESTIONS

- Has the US lost its dominance in producing and selling products and services to the world? Its dominance in innovation? What is happening?
- How has “globalization” changed what US companies look like here, what they do, who they employ? Why?
- What does it take to compete successfully now? Have large dominant multinational corporations lost out, and “networked” organizations taken over?
- What skills does one need and what jobs will we have to survive and thrive in this competitive earthquake?

COURSE TOPICS

- Outsourcing and “the Hollowing Out” of the US firms
 - o The Networked Enterprise – How and why?
 - o Knowledge and Knowledge Workers Take Center Stage
 - o The Role of Information Technologies (IT)
 - o Virtual Organizations

- Partnerships with Competitors/Competing against Partners
- “Globalization is unstoppable” [V Wadhwa]. Who’s winning? Who’s losing? Why?
 - How advanced information technologies enable new possibilities for global reach and “offshoring”
 - India “is racing ahead to become a major global hub for research, design and innovation..a country with few washing machines and dryers [is] conducting specialty pharmaceutical design, key components of airliners....” Is the US losing its place as the technological innovation center of the world? Is this good or bad for the US?
- The Greening of Industry:
 - Why/how is “sustainability” turning companies and managers inside out?
 - Why is “green” suddenly a viable way to compete?
- What is happening to US Jobs and the US Labor Market as a result?
 - Are Immigrants Stealing Jobs from Americans? Are Indian Electronic engineers and IT specialists stealing high tech jobs here? Are Chinese chemical engineers, chemists and biologists stealing biotech and pharmaceutical jobs here? What should we do about H1-B visa that lets highly educated foreign professionals work in theUS? FOCUS ON: IT and Biotechnology/Pharmaceuticals
 - What do we need to know and understand to lead, manage and work in this new industrial landscape?

ENGLISH

**ENG 150H/W:
D. BENEDICT
R 4:10-6:40**

TOPICS IN LITERATURE:

BEAST: THE USE OF ANIMALS IN LITERATURE

Drawing on the literature of several cultures (American, European, and Chinese), we will explore twentieth-century stories, novels, and short works of memoir with an eye towards the rich and varied ways, both mythologically and metaphorically, that animals, woven into the fabric of stories throughout the world, afford those works emotion and meaning that cannot be accessed by any other means.

TEXTS: will include *A Death in the Woods and Other Stories*, Sherwood Anderson; *Out of Africa*, Isak Dinesen; *The Red Pony*, John Steinbeck; *Wise Blood*, Flannery O’Connor; *The Collector*, John Fowles; *Balzac and the Little Seamstress*, Dai Sijie, and a packet of short stories to be handed out in class.

ASSESSMENT BASED ON: class participation, assigned essays, informal written responses to the readings, quizzes, and final exam.

ENG 150 is a writing intensive course

**ENG 150H/W
M. BENDZELA
MW 2:00-3:15**

TOPICS IN LITERATURE:

EXCAVATING THE BIBLE

This course places the Bible at the center of a survey of literature, ancient and modern. First, we will read Genesis, Exodus, and the Gospels, then look at the influence of these works on writers as diverse as Shakespeare and Chaucer, Mark Twain and Charles Darwin. We will study modern theories of biblical composition--the "documentary hypothesis," the "two-source" theory--that never make it into public discussions about the Bible. The forgotten books of "J" and "P" in the so-called Old Testament, the "Lost" gospels of the New Testament, and contemporary skeptical criticism all support my thesis that the bible, like everything else in the universe, is the product of evolutionary processes.

TEXTS: (Partial readings list)

KJV "Genesis" and "Exodus" -- available on-line

"The Complete Gospels," Ed. Robert J. Miller (bookstore)

Sophocles I -- the Oedipus plays (bookstore)

Chaucer's "Pardoner's Tale"-- available on-line

Shakespeare's "Othello" (bookstore)

Preface and Conclusion to Darwin's "Origins of Species"-- available on-line

Mark Twain's "Letters from the Earth"-- available on-line

"The Hidden Book in the Bible," Richard E. Friedman (bookstore)

Several shorter works on electronic reserve.

ASSESSMENT BASED ON: two midterm exams and a final; two separate writing projects.

ENG 150 is a writing intensive course

**ENG 150H/W:
J. CHEBOWICZ
TR 2:00-3:15**

**TOPICS IN LITERATURE:
LITERATURE INTO FILM**

Though filmmakers work in collaboration rather than in a writer's solitude, the director's imprint can be as clearly defined as an author's style. Serious artists in both media have shared a common goal: faithfully representing their visions of reality in the stories they tell. Our verbal and visual literacy is sharpened by a parallel study of their common texts. This course explores what is gained and lost as print is transformed into film. Among our concerns will be structure, character, symbol, point of view, and theme--as well as editing, camera placement/movement, lighting, and the uses of sound and visual rhythm. We will consider biographical, historical, formalist, feminist, and Marxist approaches to the texts.

TEXTS might include: *Who's Afraid of Virginia Woolf?*; *His Girl Friday*; *The Red Shoes*; *The Thirty-Nine Steps*; *The Talented Mr. Ripley*; *The Birds*; *The Letter*; *Brokeback Mountain*; and *A Streetcar Named Desire*.

ASSESSMENT BASED ON: critical essays; reading/viewing response journals; class participation; in-class reports; objective quizzes; the pre-viewing of all films.

ENG 150W is a writing intensive course

ENG 150H/W:
M. CHEUNG
W 4:10-6:40

TOPICS IN LITERATURE:
MYTHOLOGY IN LITERATURE

Myth, humanity's oldest form of storytelling, still energizes modern writers and artists. It expresses truths about our perceptions of the world we live in and how we experience our inner and outer lives. This course joins myths with later works consciously and unconsciously influenced by them from a worldwide range of poets, playwrights, fiction writers, and performers in words from the earliest times to the present. Students learn to recognize the settings, archetypal characters, story patterns, symbolic networks, styles and themes that the mythic mode deploys.

TEXTS: Leonard & McClure's *Myth & Knowing*; Mahabharata; *The Tain*; *A Midsummer Night's Dream*; *The Bacchae*; *Who's Afraid of Virginia Woolf?*; *Black Orpheus*; poems and multimedia forms.

ASSESSMENT BASED ON: informal and formal writing, three 4-5 page papers, a project involving research and reporting, exercises and a take-home exam.

ENG 150W is a writing intensive course

ENG 150H/W:
T. SZAFRANSKI
MW 12:30- 1:45

TOPICS IN LITERATURE:
FANTASY LITERATURE & FILM: THE JOURNEY MYTH

"Challenge is a dragon with a gift in its mouth...Tame the dragon and the gift is yours." -- Noela Evans

According to psychologist Carl Jung, and mythologist Joseph Campbell, it is no accident that stories about dragons and heroes, or magical wands and rings, pervade our culture and our earliest memories; for these, they claim, are more than clever tales born in or another author's imaginations: but rather, are part of a vast storytelling tradition which has at its core psychological archetypes that transcend all time periods

and cultures. More than the province of modern video and role playing games, the journey myth, they claim, is basic to the human psyche: for it is, in essence, a story about one or more characters who seek out challenges and encounter obstacles in the quest to attain their destinies and to find the self and the soul. This kind of tale has experienced a modern renaissance, and can be seen in epic creative efforts, from Peter Jackson's re-envisioning of Tolkien's "Lord of the Rings," to J.K. Rowling's "Harry Potter" series.

That said, this course will explore the Journey Myth through its earlier incarnations in works from folklore and Arthurian legend, up through modern re-interpretations in Fantasy films and literature.

TEXTS: will include excerpts from folklore and the Arthurian cycle, and works by Carol Pearson, Herman Hesse, Neil Gaiman, John Milton, and J.R.R. Tolkien; visual material will include excerpts from "The Matrix," "Lord of the Rings," and "Clockwork Orange."

ASSESSMENT BASED ON: written journals, and unit papers; as well as attendance and class participation.

ENG 150W is a writing-intensive course

GEOGRAPHY & ANTHROPOLOGY

Advising Notes for Geography-Anthropology are posted on the department's home page at www.usm.maine.edu/gany

GEOSCIENCES

Contact the office in 115 Bailey Hall, 780-5350, for course information

HISTORY

HTY 311 Medieval Civilization Mondays and Wednesdays, 8:45-10 am 403 Luther Bonney Hall, Phillip Cole - Europe from late antiquity through the Carolingian Empire, Islamic Empire, Byzantine Empire, Medieval Church and State, and the coming of the Renaissance and Reformation. Prerequisite: HTY 101I or permission. Cr. 3

HTY 321 World Wars I and II Wednesday 4:10-6:40 pm 312 Bailey Gorham or Tuesdays, 4:10-6:40pm., 523 Luther Bonney, Parker B. Albee, Jr. - A study of the causes, course, and consequences of the First and Second World Wars. The questions of inevitability and responsibility, the nature of total war, the workings of alliances, the effect of the military upon politics, the wisdom of the peace settlements, and the impact of war upon European society are among the subjects to be considered. Prerequisite: HTY 102I or 132I or permission. Cr 3

HTY 334 The Holocaust Tuesdays 7-9:30 pm 302 Luther Bonney Portland Christine Holden An examination of the roots of anti-Semitism in European history, the development of the policy

of the extermination of the Jews and others in Nazi Germany, and the implementation of the policy throughout Europe during the Second World War. The varied aspects of the response of individuals and governments to the experience of the Holocaust are also considered.

Prerequisite: HTY 102I. Another course in 20th-century Europe or the United States is also recommended. Cr 3

HTY 335 Genocide in Our Time *Thursdays 4:10-6:40 pm Bath Brunswick Center Abraham Peck*

HTY 351 American Colonial History *Tuesday and Thursdays 8:45-10 am 402 Luther Bonney Portland Allan R. Whitmore* - The first half of the semester is devoted to the discovery, exploration and colonization of the American colonies. The second half concentrates on the social and political development of these colonies, touching upon various aspects of colonial life and emphasizing the growing maturation of society. Prerequisite: HTY 121I or permission. Cr 3

HTY 356 Civil War and Reconstruction *Mondays and Wednesday 1:15-2:30pm 403 Luther Bonney Portland Adam Tuchinsky* - An examination of the period 1850-1877, dealing with the background and causation of the war; Lincoln and the secession crisis; the military, political, diplomatic, and economic aspects of the Civil War; and the challenges and ultimate failure of reconstruction after 1865. Prerequisite: HTY 121I or HTY 122I or permission. Cr 3

HTY 358 Early Twentieth Century U.S. *Tuesday and Thursday 1:15-2:30 pm 402 Luther Bonney Portland Eileen Eagan* - The United States from 1898 to 1938. Analysis and interpretation of cultural, economic, and political developments of the Progressive Era. World War I, the 1920s, and the Depression and New Deal. Prerequisite: HTY 122I or HTY 123I or permission. Cr 3

HTY 360 History of Maine *Mondays 4:10-6:40 pm 410 Luther Bonney Portland Elizabeth Bischof* - A survey of Maine's social, economic and political life from exploration and early settlement to the present. Cr 3

HTY 361 American Frontier *Thursdays 4:10-6:40 pm 426 Luther Bonney Portland Polly Kaufman* - The Turner thesis, historiography, and adaptations to the challenges of the environment are considered. Various frontiers from the Atlantic seaboard to the last frontier on the Great Plains are studied. Prerequisites: HTY 121I and HTY 122I or permission. Cr 3

HTY 394 The Cold War *Mondays 7-9:30 pm Bath Brunswick Center Christopher Beam*

HTY 399 Hispanic America *Thursday, 4:10P-6:40P, Portland campus D. Carey.*

By using a variety of cultural texts, films, memoirs, historical documents, indigenous codices, novels, art, testimony, you will not only continue to explore the multiple meanings of America and American culture; you also will begin to conceptualize America as a hemisphere not simply a nation. Studying the lives of Hispanics and indigenous people in the Americas will reveal the ways both Latino/as and Anglos and Latin America and the United States are inextricably intertwined. Geographic case studies will elucidate the complex and complicit nature of

relations between the United States and its southern neighbors and encourage us to look beyond our borders when studying (and thinking about) the United States. At the same time, personal stories on both sides of the border demonstrate the diversity and commonality of people in the Americas and how the United States is perceived by Latino/as and Latin Americans. We will study how relations and experiences have changed over time to shed light on contemporary ethnic and national relations. Through different sources and mediums, we will address the question of who and what is American.

LINGUISTICS

LIN 185 Language, Mind, and Society The course is for majors only each fall. An online section open to all students will be offered in Spring 2010.

LIN 201 Child Language LIN 185 is now a prerequisite for this course.

ASL 102, 201, 202 ASL Students who did not take ASL 101 at USM but who have some prior background in ASL must have their ASL skills assessed by the Linguistics Dept. before they enroll in an ASL course more advanced than ASL 101.

MATHEMATICS & STATISTICS

New Prerequisite for MAT 105D Mathematics for Quantitative Decision Making

Prerequisite: Successful completion of the University's college readiness requirement in mathematics.

New Prerequisite for MAT 120D Introduction to Statistics

Prerequisite: Successful completion of the University's college readiness requirement in mathematics.

New Prerequisite for MAT 131 Number Systems for Elementary Teachers

Prerequisite: Successful completion of the University's college readiness requirement in mathematics.

New Prerequisite for MAT 140D Pre-Calculus Mathematics

Prerequisite: Successful completion of the University's college readiness requirement in mathematics and two years of high school algebra or MAT 108.

New Prerequisite for MAT 152D Calculus A

Prerequisite: Successful completion of the University's college readiness requirement in mathematics and two years of high school algebra plus geometry and trigonometry or MAT 140D.

New Course Description for MAT 210D Business Statistics:

This course investigates graphical and numerical methods of descriptive statistics; basic probability; discrete and continuous random variables and their distributions (binomial,

hypergeometric, Poisson, uniform, exponential, and normal); sampling distributions; estimation; tests of hypotheses; and other selected topics. Applications will be chosen primarily from business.

New Program Description:

II. Secondary Mathematics Education

This program is for students who want to become certified to teach 7-12 mathematics in Maine. The program has been designed jointly with the College of Education and Human Development. Interested students should see the secondary mathematics coordinator for full details of the program early in their time at USM. The state of Maine has a number of non-academic requirements for teacher certification (fingerprinting and passing scores on Praxis I and II, for example); only academic requirements are listed below.

Successful completion of the following courses:

a) Mathematics Preparation

Mathematics major specializing in the pure math concentration, including the following required courses:

MAT 352 Real Analysis or MAT 490 Topology

MAT 371 College Geometry

MAT 395 Abstract Algebra

A Natural Science Elective (This course will count as one of the two required upper-level mathematics electives and cannot be the same course as the Natural Science Core K Course.)

b) Pre-candidacy Education Preparation

EDU 220/221 Middle School Community

MME 445 Teaching 7-12 Mathematics in Maine: Curriculum and Capstone Course

c) Professional Preparation

EDU 220/221 Middle School Community

EDU 527 Understanding and Teaching Diverse Learners

EDU 514 Improving Teaching in Content Areas through Literacy

EDU 541 Seminar on Teaching, Learning, & Assessment I

EDU 542 Seminar on Teaching, Learning, & Assessment II

EDU 544 Applied Pedagogy

EDU 546 Professional Internship in Secondary Education

EDU 550 Instructional Strategies

EDU 552 Curriculum Design

MME 554 Secondary Mathematics Methods

SED 540 Nature and Needs of Learners Who Are Exceptional

MODERN AND CLASSICAL LANGUAGES AND LITERATURES

NEW COURSE PRESENTATION

FRE 306	Third Year French I	ONLINE	N. Erickson
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NEW COURSE and NEW PRESENTATION

FRE 330	THE ART OF WRITING	ONLINE	N. Erickson
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NEW TOPIC

FRE 367 LITERATURE & SOCIETY: MW 1:15-2:30 L. Di Benedetto
1600-Present

MUSIC

EYE 118 Musician's Health: A Path to Peak Performance is a course that focuses on the interrelationships between musical performance, the mind, and the human body. The course is team-designed by Dr. Brian J. Toy, Dr. Douglas Owens, and Dr. Thomas Parchman, who bring a wide array of perspectives to the course, including Sports Medicine, musician hearing injuries, and mental preparation for musical performance. The course will start with individual assessments [video] and end with a portfolio of their work that is both individual and small group based. The student will seek to unlock his or her own potential through self-reflection as well as group analysis, under the guidance of the Instructor, and through the co-curricular work with School of Music Artist Faculty.

Students are required to be co-enrolled Applied Music [MUP 101, 102, 201, 202, or 203] as part of the course.

PHILOSOPHY

Consider Philosophy
Fall 2009 Upper Level Courses
(Prerequisite: Any 100 Level Philosophy Course)

PLEASE NOTE: David Rodick's class is listed incorrectly in MaineStreet as PHI 199E - Intro to Philosophy Topics; it should be listed as PHI 106E - Introduction to Philosophy: Why Philosophize?

PHI 220 – Philosophy of Art
Class #2364
Prof. Kathleen Wininger

What makes a person creative? What do artists think about their art? How do critics evaluate a work? If art is created for a cultural ritual or healing, is it to be understood differently? How do the circumstances of a work's creation and reception effects its evaluation? How does a person's class, ethnicity, or gender influence artwork and its reception? Philosophers in the field of Aesthetics attempt to answer questions which artists, art historians, anthropologists, and critics ask about art. The works of art and philosophy considered will be draw from a wide variety of cultural contexts.

Thursday, 4:10-6:40pm, LB 241

PHI 240 – Political Philosophy
Class #14495
Prof. George Caffentzis

More than two thousand years ago students in Plato Academy were trained to create constitutions for newly formed states and governments. Since then political philosophy has taken as its central themes the legitimacy of political authority and the nature of a just state. But political philosophy can be approached in a contrary manner by posing questions like when is it legitimate to disobey authority? or what are the conditions that justify rebellion against the constituted state? In this course we will study the philosophic analysis of the refusal of authority and revolution. The course texts will include selected parts of Plato "Republic," Aristotle "Politics," Locke "Second Treatise on Government," "The Declaration of Independence," Paine "Common Sense," Marx and Engels" Communist Manifesto," Fanon "Wretched of the Earth," Arendt "On Revolution."

W, 4:10-6:40pm, PS 43

PHI 291 – Death & Dying
Class #14493
Prof. William Gavin

Recent success in life-prolonging techniques has resulted in the creation of new disagreements over the proper definition of death, e.g., whole brain death vs. neocortical failure vs. respiratory/circulatory failure. Which definition of death is the most adequate? Some have argued that dying, not death is the vitally important topic. Has the term 'death' changed its meaning from time to time and place to place in human history? Is death best studied as a biological or a cultural phenomenon? Should we accept death as a part of life, or reject and rebel against it? This course will deal with these and similar epistemological issues.

T/R, 1:15-2:30, PS #1

PHI 295 – Medicine, Madness & Disease
Class #14470
Prof. Julien Murphy

(Call office for course description)

M/W, 11:45-1:00pm, PS 200

PHI 330I – History/Early Modern Philosophy
Class #14494
Prof. Robert Loudon

PHI 330 focuses on close readings and evaluations of key texts written by western European philosophers (and a few of their American offshoots) during the seventeenth and eighteenth centuries. In addition to examining works in metaphysics and epistemology by major figures in this period such as Descartes, Leibniz, Locke, Hume, and Kant, we will also explore some

shorter pieces written by various Enlightenment authors (e.g., Benjamin Franklin and Thomas Jefferson) on issues such as war and peace, reason and God, education and childhood, and gender and race. The works in the first group represent different attempts to articulate a theoretical framework for modernity, while the the works in the second group are concerned with applications and implications of these theories.

T/R, 2:45-4pm, LB 327

PHI 360I – Existentialism

Class #14471

Prof. Jeremiah Conway

Existentialism is an effort on the part of certain 19th & 20th century thinkers to refocus philosophical attention on concrete issues of human existence – such as choice, faith, responsibility, anxiety, idle talk, and relationships. To these thinkers, philosophy is not just a matter of the intellect, but involves the imagination and emotions; philosophy must not let its theoretical interests detach themselves from the daily struggle to lead a more meaningful life. Philosophers studied include Kierkegaard, Nietzsche, Sartre, Camus and de Beauvoir, and Heidegger.

M/W, 1:15-2:30pm, PS 202

PHI 399 – War, Fascism, and Mass Media: The Critical Theory of the Frankfurt School

Class #14492

Prof. Jason Read

In the Nineteen-Thirties a group of philosophers, sociologists, economists, and literary theorists gathered in Frankfurt Germany, forming the Institute for Social Research. Their task was to use the philosophies of the nineteenth century (such as Hegel, Marx, Nietzsche, and Freud) to make sense of the cultural, political, and economic transformations of the twentieth century, such as the rise of mass media and the political realities of bureaucracy, fascism, and totalitarianism. Throughout this tumultuous history the members of this school produced some of the most important critical philosophical works of the twentieth century, and transformed philosophy. Their analyses of culture and politics not only changed philosophy, opening it up to the reality of history, but had profound effects on the study of media, politics, and art. In this course we will study the key concepts and texts of the Frankfurt School, in doing so we will also examine the lingering legacy of the twentieth-century, the way in which we still live under the shadow of those dark days. Finally we will investigate the way in which philosophy can be used to critically examine the present. Philosophers to be considered include Adorno, Benjamin, Habermas, Horkheimer, and Marcuse.

W, 7:00-9:30pm, LB 523

PHI 400 – Seminar: William James

Class #2713
Prof. William Gavin

William James occupies a truly unique position in the history of philosophy. First of all, his only degree is in medicine (M.D, Harvard, 1869); secondly, he is often called the “father of American psychology”; yet his most lasting contributions have been to philosophy, and especially to pragmatism.

Yet even here James emerges as an unusual and a dynamic figure. Both the phenomenological tradition on the Continent and the analytic rendition in Britain has attempted to point out affinities between his outlook and theirs. Yet here is an important sense in which his thought escapes both of these classifications, and in which James remains a representative of a more indigenous American angle of vision.

This seminar will investigate James’ thought in some detail, and how it might be applied to contemporary issues and situations.

The format of the course is strictly that of a seminar. Extensive reading in primary and secondary texts. Students will be responsible for (probably) two oral class presentations and for critical comments.

Prerequisites: two courses in the history of philosophy (300-level) courses; or permission of the instructor.

Tuesday, 4:10-6:40pm, LB 208

PHYSICS

Contact the office in 161 Science Building, 780-4231, for course information

POLITICAL SCIENCE

Contact the office in 126 Bedford Street, 780-4283, for course information

PSYCHOLOGY

• **Important:** Three Psychology courses have been renumbered:
PSY 105D Statistics in Psychology (formerly PSY 201D)

PSY 230 Social Psychology (formerly PSY 330)

PSY 233 Psychopathology (formerly PSY 333)

• PSY 101J General Psychology I. Successful completion of ENG 104C is the prerequisite for PSY 101J; ENG 100C serves as a co-requisite for PSY 101J.

- Prerequisites for upper-level Psychology courses:

PSY 101J and PSY 102 are the prerequisites for all additional psychology courses with the exception of PSY 105 and PSY 366. Psychology majors who are transfer students may waive PSY 102, if they have completed a one-semester introductory psychology course at another institution. Please see the department's administrative assistant to complete the waiver forms; otherwise you might be blocked from classes.

PSY 105D Statistics in Psychology: The prerequisite for PSY 105D is successful completion of the College Readiness requirement in math.

PSY 205 Experimental Methodology and PSY 206 Methodology Lab must be taken concurrently. Students must register with the same instructor in lecture and lab.

Independent Study (PSY 400) experiences are only open to Junior and Senior Psychology majors with the permission of a faculty sponsor. Visit the department office for further information. Psychology majors may earn no more than 12 credits from a combination of teaching assistantships, research assistantships, internship/field experiences and independent studies during their undergraduate career.

SOCIAL WORK

Contact the office in 319 Masterton Hall, 780-4120, for course information

SOCIOLOGY

For advising appointments please call the Department at 780-4100.

Prerequisites:

Completion of SOC 100J, Introduction to Sociology with a grade of C or better is a prerequisite for enrolling in SOC 210EW, Critical Thinking About Social Issues **and** completion of SOC 210EW, Critical Thinking About Social Issues with a grade of C or better is a prerequisite for enrollment in all of the 300-level and above Sociology courses. **The Department is strictly enforcing these prerequisites and will drop students that are improperly registered.**

Course(s) which will fulfill the Class Processes Requirement:

SOC 312, Inequality and Power
SOC 393, Women, Welfare, and the State

Please be sure to speak with your advisor or Jill Jordan-MacLean (780-4100) if you have any questions or concerns regarding this requirement.

Required Courses:

SOC 300, Sociological Theory
SOC 301, Qualitative Research Methods
SOC 307d, Quantitative Research Methods

SOC 300 and SOC 301 are also scheduled to be taught in Summer 2009, however, SOC 307d will not.

Course descriptions for all sociology courses are available in the departmental office, 120 Bedford Street, Portland Campus, phone 780-4100 or email jjordan@usm.maine.edu.

THEATER

Contact the office in Russell Hall, 780-5480, for course information

Women and Gender Studies

Contact the office at 94 Bedford Street, 780-4289, for course information

School of Applied Science, Engineering and Technology*

If any of your students are interested in exploring major options within the School of Applied Science, Engineering, and Technology, please contact Bonnie Stearns at 780-5050 or bstearns@usm.maine.edu

Computer Science

If you need additional information or have any questions about the Computer Science Department, please call Michael Pickel at 780-4499 or mpickel@usm.maine.edu

*COS 141 – Visual Basic I**

Visual Basic is used to introduce students to the fundamental skills of problem solving and programming. The class includes both classroom presentation and instructor-guided laboratory sessions. Small to medium size programming projects are completed. Prerequisite: a working knowledge of the Windows operating system. Cr. 3

*Note: The Visual Basic course is not required for the Computer Science degree; it is an elective class only.

*COS 160 & 170 - Structured Problem Solving: Java w/Lab***

An introduction to the use of digital computers for problem solving, employing the Java programming language as a vehicle. Content includes elementary control structures and data representation methods provided by Java and the top-down programming methodology. Course

requirements include a substantial number of programming projects. Prerequisite: successful completion of the USM mathematics proficiency requirement. Cr. 4

**** Note:** Students who are interested in taking COS 160 & 170 should be made aware that this programming course is quite rigorous. There are a significant number of programming projects required for this course. Lab time, in addition to the scheduled lab (COS 170) will be necessary. Students enrolled in this course should be self-directed, and able to manage their time well.

Engineering

If you need additional information or have any questions about the Engineering Department, please contact Donna Johnson at 780-5287 or dpjohnson@usm.maine.edu

Note: In order for a student to process a change of major into engineering, they should be proficient in calculus and have had high school physics and chemistry or the equivalent at the college level.

As of Fall 2009, the course EGN 100 – Introduction to Engineering will no longer be offered. In its place, engineering students will register for EYE 112 – Title TBD. If an Undeclared student expresses an interest in engineering as a degree choice, please register them for that class!

Environmental Science

If you need additional information or have any questions about the Environmental Science Department, please contact Therese Martin at 780-5390 or theresem@usm.maine.edu

A Note to Remind Students

ESP 101K/102K Fundamentals of Environmental Science Lecture and Lab and ESP 125K/126K Introduction to Environmental Ecology Lecture and Lab will fulfill the “K” core requirement and can be taken by all students. ESP 101K/102K also fulfills one of the requirements for the Nature Tourism Minor.

ESP 150 - Environmental Science Field Immersion

This required three credit course is intended for students between their first and second year as an environmental science major. Newly admitted freshman, transfer students and change of major students are encouraged to register for the course. Undeclared students can register on a space available basis only. The four day course is scheduled for September 10 – 13th at Camp Hawthorne, Panther Pond, Raymond, Maine. The field immersion session is designed to teach basic natural science field skills and build community.

Minor in Environmental Sustainability!

The goal of this minor is to provide broad, interdisciplinary training from a sustainability perspective to identify and solve global environmental problems. The minor is a guided course of study composed of 19 credits. Students in the Environmental Sustainability minor will examine the scientific, cultural, economic, and policy aspects of sustainability and will learn skills in how to recognize and overcome barriers to achieving sustainability. Courses include environmental science, environmental planning, and global sustainability. Students can also choose among

select cultural, ethical, economic, sociological, and political aspects of sustainability. For more information, contact Dr. Travis Wagner at 228-8450 or twagner@usm.maine.edu

Technology

If you need additional information or have any questions about the Technology Department, please contact Suzanne Moreau at 780-5440 or smoreau@usm.maine.edu

Several changes have been made in the department's degree programs. Students will now earn a BS in Industrial Technology and have a concentration in; Industrial Management, Information and Communications Technology, Precision Manufacturing, Electromechanical Systems*, or Construction Management*.

*The concentrations in electromechanical systems and construction management are available to students who are non-traditional, or transfers with enough related technical experience or coursework to satisfy the technical competency requirements of the concentration.

The following courses will be offered in the fall semester and would be appropriate for a first-year student who is exploring major options in technology:

ITT 181 - Introduction to Computers

This course is an introduction to current and emerging computer applications and includes an overview of basic computer hardware and operating systems, file management, and general application software. Emphasis is on computer terms, concepts, and the integration of activities, including operating system functions, word processing, spreadsheets, databases, graphics, and communications. Lecture and lab. Cr. 3

ITT 221 – Power and Energy Processing

A technical investigation into energy converters and transactional power systems. Course emphasis is on mechanical and electrical power transmission systems and their applications to modern technology and industrial equipment. Cr. 3

ITT 281 - Internet Website Development

This course develops a basic understanding of and skill in the design, development, and maintenance of Web sites. Topics include Internet fundamentals, Web site design methods, HTML, cascading style sheets, HTML editors, FTP, site maintenance, intellectual property issues, and working with clients. Students will develop sample Web and associated design documents, and maintain a Web site on a server. It is assumed that the students have a working knowledge of personal computers. Cr. 3

School of Business

See the School of Business semester newsletter posted on the department's web page at <http://usm.maine.edu/sb/newsletters/undergraduatenewslettersspring2009.pdf>

College of Education and Human Development

TEAMS Unified ESL – a new pathway to pursue dual teacher certification

K-8 general education & K-12 English as a Second Language

Beginning in May 2009, the Teacher Education Department will launch an undergraduate, unified initial certification pathway merging K-8 general education and K-12 English as a Second Language (ESL). The new TEAMS (Teachers for Elementary and Middle Schools) Unified pathway includes coursework in an academic major leading to a degree in liberal studies and a professional program of teacher certification leading to dual state of Maine General Elementary Education (grades K-8) and English as a Second Language (grades K-12) certification. While attaining a degree in the College of Arts and Sciences, TEAMS Unified students simultaneously take education courses. These courses include hands-on field work in local partner schools. Upon completion of the TEAMS Unified program, typically five years, students will have earned their bachelor's degree in a liberal arts discipline, general elementary and ESL teacher certification, and their master's degree in education. For more information, please contact the Teacher Education Department at 780-5413 or teams@usm.maine.edu.

College of Nursing and Health Professions

Contact the office in Masterton Hall, 780-4505, for course information

Lewiston Auburn College

HUM/SBS 366: Transforming Words: Poetry and Psychologies of Change will be offered in blended online format this year, combining seven face-to-face meetings (Wednesdays at 4:00: Sept, 2, 16, 30; October 14, 28; November 18; and December 9) with online learning experiences and discussion.

The course examines the interrelationships between poetry and psychology, with a focus on transformations of meaning in words and lives. Topics will include the varying functions of poetry over the life span, poets' reflections on how and why they write, poetry as political witness and community catalyst, therapeutic uses of poetry, and the distinctive qualities of "poetic" language. The course, accepted for the "English" requirement of state teacher certification, has applications as well for counseling, social work, and in other community settings. There is opportunity for service-learning projects involving poetry. FMI: Prof. Jan Hitchcock, hitch@usm.maine.edu

Honors Program

Contact the office in 102 Bedford Street, 780-4330, for course information

Center for Technology-Enhanced Learning

For information contact the office in 218 Abromson Center, 780-4540 or visit usm.maine.edu/online for all ITV, Blended, Compressed Video and Online courses, course descriptions and registration information:

FALL SEMESTER 2009

Classes Begin	8 a.m. Monday, August 31
Labor Day (no classes)	Monday, September 7
October Vacation Begins	After all classes, Sunday, October 11
Classes Resume	8 a.m. Wednesday, October 14
Veteran's Day (no classes)	November 11
Thanksgiving Vacation Begins	After all classes, Tuesday, November 24
Classes Resume	8 a.m. Monday, November 30
Last Day of Classes	Friday, December 11
Final Exams	Monday, December 14-Friday, December 18