

beyond this maximum do not count toward a degree.

Geology (GEO) - Course Descriptions

101N, 102N, 105N, 106N, 107N, 108N, 151, 191, 200, 207, 211, 225, 226, 228, 231, 291, 304E, 305, 309, 311, 315, 317, 320, 326, 327, 382, 391, 392, 398, 407, 408, 420, 421, 425, 426, 429, 433, 435, 436, 437, 438, 439, 442, 443, 451, 460, 469, 482, 488, 491, 492, 494, 498, 499, 502, 508, 522, 528, 531, 548, 560, 570, 572, 573, 575, 579, 580, 582, 583, 585, 587, 590, 595, 597, 599, 699

Faculty

Professors

Marc S. Hendrix, Ph.D., Stanford University, 1992

Nancy W. Hinman, Ph.D., University of California (San Diego), 1987

Johnnie N. Moore, Ph.D., University of California (Los Angeles), 1976

James W. Sears, Ph.D., Queen's University, 1979

Steven D. Sheriff, Ph.D., University of Wyoming, 1981

George D. Stanley, Ph.D., University of Kansas, 1977

James R. Staub, Ph.D., University of South Carolina, 1985

William W. Woessner, Ph.D., University of Wisconsin (Madison), 1978

Associate Professors

Julia A. Baldwin, Ph.D., Massachusetts Institute of Technology, 2003

Rebecca O. Bendick, Ph.D., University of Colorado, Boulder, 2000

Joel T. Harper, Ph.D., University of Wyoming, 1997

Andrew C. Wilcox, Ph.D., Colorado State University, 2005

Assistant Professors

Marco P. Maneta, Ph.D., University of Extremadura (Spain), 2006

Emeritus Professors

David Alt, Ph.D., University of Texas, 1961

Donald W. Hyndman, Ph.D., University of California (Berkeley), 1964

Ian M. Lange, Ph.D., University of Washington, 1968

Raymond C. Murray, Ph.D., University of Wisconsin, 1955

Graham R. Thompson, Ph.D., Case Western Reserve, 1971

John P. Wehrenberg, Ph.D., University of Illinois, 1956

Donald Winston, Ph.D., University of Texas, 1963

Global Public Health

◦ Requirements for a Minor

Faculty

Peter Koehn (Professor of Political Science), Advisor

Global Public Health (GPH) is an interdisciplinary field of study focusing on big issues facing the world community that will require insight and problem-solving leadership from future generations. Coursework in the minor emphasizes a global perspective on issues of public health policy and science and applications to transnational and local (including tribal) situations and challenges. Approved by the Board of Regents in March 2012, the GPH minor takes advantage of existing faculty expertise and courses to offer an interdisciplinary experience for interested undergraduate students. From a remarkable cross-campus team of highly qualified instructors, University of Montana students will learn about such transnationally interconnected challenges to public health as parasitic and vector-borne diseases, HIV/AIDS prevention and treatment, tuberculosis, climate-change impacts, trauma and violence, cancer prevention, obesity, maternal and child illnesses, nutrition, and the role of indigenous healers. The 21-credit curriculum is structured to ensure that students develop enduring understanding of determinants of illness, healing, and health from an interdisciplinary and comparative perspective. The curriculum also treats transnational, cultural, and ethical diversity and the interplay of biological, genetic, environmental, and societal forces that underlie individual and population health and illness, global health governance, and health policy within a cross-cutting exploration of ways to promote healthy behaviors and health equity. Core faculty will explore public-health issues utilizing insights available from disciplinary approaches that include epidemiology, anthropology, biology, political science, community-health planning, communication studies, and ethics.

Students who pursue the Global Public Health minor will become more informed and engaged citizens and will enhance their major field of study by preparing for a broad range of professions and graduate programs where they can promote global, local, and tribal public-health knowledge, research, and practice. A GPH minor opens transnational career pathways in well-funded global health projects for graduates who have expertise in business, law, economics, community health, social work, pharmacy, nursing, environmental sciences, and the natural sciences. Some graduates will advocate for the health-care needs of distant disadvantaged populations through service in the Peace Corps, non-governmental organizations (NGOs), public-health departments, disease-control centers, foundations, and international organizations. Others will utilize their awareness of global health issues to inform careers in research, health education and management, international economics, medicine, international business, immigrant health, philanthropy, diplomacy, public policy, and international public service.

Requirements for a Minor

The GPH minor requires completion of 21 credits, at least 9 of which must be at the upper-division (300+) level. Students must complete one required social-science course (PSCI 227, Introduction to Global Health Issues) and one required science course (BIOM 227, Epidemiology of Vector-Borne and Parasitic Diseases). Students must complete a minimum 9 credits or 3 additional “**core**” courses from the following list of 18 courses, some of which are offered biannually:

ANTY 349	CHTH 355 (HHP 330)	HS 430	PSCI 463
ANTY 426		PHAR 320(2 cr)	PUBH 102 on-line
BIOM 400	CHTH 445 (HHP 488)	plus PHAR 395(1 cr)	PHAR 471 on-line
BIOM 427/BIOM 428	COMM 425	PHL 321	SW 465
	ECNS 310	PSCI 431	SOCI 355

Students also must complete a minimum of 6 credits or 2 additional “**content**” courses from the following list:

ANTY 227	BIOL 130N	HTH 430 (HHP 415)	SW 300
ANTY 333	BIOH 112	NASX 303	SW 310
ANTY 391		NASX 304	SW 323
ANTY 402	BIOH 113	NASX 388	SW 324
ANTY 418	BIOH 462	NUTR 221N	SW 410E
ANTY 422	BIOM 250N	PSCI 324	SW 455S
ANTY 431	BIOM 402/MICB 412	PSCI 326	SW 475

ANTY 435	BIOM 435	PSCI 348	SOCI 332
ANTY 491	COMX 204X (COMM 251X)	PSCI 431	SOCI 371
	COMX 415 (COMM 451)	PSYC 362	SOCI 443
		PUBH 4xx/595	WGSS 263S (WGS 263S)
	COMM 485		
	ECNS 217X		

Students must take all core courses from The University of Montana's curriculum, but can receive content credit for relevant practicum and internships experience and for relevant courses taken at other universities if approved by the program director.

Interested students need to complete the "add a minor" section on the "change of major" form and secure the signature of the program director. This form can be obtained from the program director or the Registrar's office. One semester prior to graduation, the program director must approve and sign the student's graduation plan. Students are asked to complete a written exit interview for the purpose of program assessment.

Faculty

Willard Granath, Ph.D.,

Tom Schwan, Ph.D.

Kimber Haddix McKay, Ph.D.

Gilbert Quintero, Ph.D.

Ralph C. Judd, Ph.D.

Joel Iverson, Ph.D.

Ranjan Shrestha, Ph.D.

K. Annie Sondag, Ph.D.

Laura Dybdal, Ph.D.

Ann K. Williams, Ph.D.

Annie Belcourt, Ph.D.

Rustem Medora, Ph.D.

Mark J. Hanson, Ph.D.

Peter Koehn, Ph.D.

Craig Molgaard, Ph.D., M.P.H.

Elizabeth Putnam, Ph.D.

Janet Finn, Ph.D.

Teresa Sobieszcyck, Ph.D.

Department of History

- Special Degree Requirements
- Suggested Course of Study
- Courses

Faculty

Robert H. Greene, Chair

For the student in search of a broad education rather than in training for a particular occupation, the History Department offers an exciting program of instruction. It is designed to provide a knowledge and understanding of the background and ramifications of present local, national, and world affairs. The program emphasizes understanding rather than the memorization of names and dates. Students are taught how to read critically, analyze thoughtfully, conduct research carefully, and write intelligently.

Toward this end, the department offers a wide variety of courses ranging in time, location, and subject. For those students interested in local history there are courses on Montana, the West and unique aspects of the frontier. Other classes stress the nature of early American society, the American Revolution, family and gender in America, the Civil War, and diplomacy in the Cold War. Still others emphasize European social, cultural, and intellectual history, European exploration, the French Revolution, Islamic civilization, Latin American history, Asian history, and Russian history. Topical courses concentrate upon documentary analysis, diplomacy, war and peace, terrorism, and environmental history.

The History Department helps to prepare men and women for many different kinds of occupations. Graduates are employed in federal, state or local government positions ranging from domestic to foreign service, from senators to research analysts. Many teach history in Montana or in other states while others pursue their educations at advanced graduate schools earning master or doctoral degrees. Several have been awarded Rhodes or Marshall Scholarships.

Lawyers, journalists and businessmen also are trained by the department; many combine history with political science, journalism, or business. History provides not only a basis for the pursuit of their chosen profession but also furnishes knowledge and perspective for intelligent leadership of citizens in community affairs.

The department offers the Bachelor of Arts, Master of Arts, and the Doctor of Philosophy degrees.

Special Degree Requirements

Refer to graduation requirements listed previously in the catalog. See index.

Requirements for a History Major

Students selecting a major in history must complete the following requirements:

I. Courses and credits

A. A minimum of 40 credits in history, maximum of 60. Of the 40-credit total, 9 credits must be in European (EU) history, 9 in American (AM) history, and 9 in world (WRLD) history (Asian, Islamic, African, or Latin American, or international). History majors must complete at least 21 upper-division credits.

B. All history majors must take at least 2 or the following 8 courses: HSTR 101H, 102H, 103H, 104H, (HIST 104, 105, 107, 108), HSTA 101H, 102H, 103H, 104H (HIST 151-154).

- AP Policy: Those majors scoring a "5" on either the American history or European history AP exam are excused from the above requirement. Nevertheless, the department urges all history majors to gain a solid foundation for upper-division coursework by taking some or all of the above "survey" courses.

Note: Students scoring "5" on the American history and/or European history AP exams earn credit toward graduation but do not earn credit toward the history major.

C. History majors must complete HSTR 200 Introduction to Historical Methods. Students are advised to complete this course within two semesters of declaring the history major.

D. History majors must complete a 400-level approved history Upper-Division Writing (UDW) course. Speak to your advisor for a list of approved History UDW courses.

II. Languages

The Department requires competency in English and a proficiency in one foreign language. These requirements include:

- A. WRIT 101 (ENEX 101) or its equivalent.
- B. Foreign language requirements may be satisfied by completing anyone of the following options:
 - 1. The 101-102 active skills sequence in any foreign language.
 - 2. Any single course at or above the 102 or 112 level in any foreign language.
 - 3. An equivalency test for (3) offered by the Department of Modern and Classical Languages and Literatures.

The Department of History does not allow credit for foreign languages taken in high school but students with high school backgrounds in a foreign language may wish to pursue options (2) or (3) above.

Requirements for a History Minor

Students selecting a minor in history must complete the following requirements:

1. A minimum of 20 credits in history of which 6 credits must be in American (AM) history, 6 must be in European (EU) history, and 6 in world (WRLD) history (Asian, Islamic, African, Latin American or international). History minors must complete at least 9 upper-division credits.
2. Two of the following eight courses: HSTR 101H, 102H, 103H, 104H (HIST 104, 105, 107, 108), HSTA 101H, 102H, 103H, 104H, (HIST 151-154).

AP Policy: Those majors scoring a "5" on either the American history or European history AP exam are excused from the above requirement. Nevertheless, the department urges all history majors to gain a solid foundation for upper-division coursework by taking some or all of the above "survey" courses. Note: Students scoring "5" on the American history and/or European history AP exams earn credit toward graduation but do not earn credit toward the history major.

History Teaching Major

Students may earn a teaching major in history by completing the requirements for the BA in history, to include the following: HSTA 101 or 102; HSTR 101 or 102; HSTR 200; HSTA 255; 9 credits in world history; 6 upper-division credits in American history; 6 upper-division credits in European history; 6 additional credits upper-division history electives; one HSTA/HSTR 400-level approved writing course; and EDU 497 (C&I 428). All requirements for the history major apply. Students with a teaching major in history must also complete a teaching major or minor in a second field. For the history teaching major, students must be formally admitted to the Teacher Education Program and complete all of the professional education licensure requirements. Students may also earn a teaching minor in history. See the Department of Curriculum & Instruction for more information.

History/Political Science Combined Major

This major is intended solely for students who want to be licensed to teach history, government, and one additional social science at the middle and high school levels. Requirements for the combined history/political science major are as follows: **in history**, a minimum of 31 credits, including: HSTR 101 or 102, HSTA 101 and 102, HSTR 200, HSTA 255, one elective course in world history, three upper-division elective courses to include at least one American and one European course, and one HSTA/HSTR 400-level approved writing course; **in political science**, a minimum of 30 credits, including: PSCI 210, 220, 230, 250, three upper-division elective courses in American government or public law, and three upper-division elective courses in comparative or international relations; **in one additional social science**, a minimum of 9 elective credits in economics or geography or psychology or sociology; and EDU 497 (C&I 428). Students must be formally admitted to the Teacher Education Program and complete all of the professional education licensure requirements. Students are eligible for a teaching license in social studies broadfield. See the Department of Curriculum & Instruction for more information.

Suggested Course of Study for History Majors

First Year		A	S
HSTR 101H, 102H (HIST 104-105) Western Civilization I & II or HSTA 101H, 102H American History I & II (HIST 151-152)		4	4
HSTR 200 Introduction to Historical Methods		1	-
WRIT 101 (ENEX 101) Composition		3	-
Foreign language		5	5
Electives and General Education		3	6
		16	15
Second Year		A	S
HSTR 240 (HIST 201) East Asia, HSTA 255 (HIST 269) Montana, HSTR 262, 264 Islamic, or HSTR 230H, 231H Latin America		6	6
Electives and General Education		9	9
		15	15
Third Year		A	S
400-level approved history upper-division writing course.		(3)	(3)
HSTA OR HSTR upper division history courses		3-6	3-6
Electives and General Education		9	9
		15	15
Fourth Year		A	S
HSTA OR HSTR upper division history courses		6	3
Electives, General Education, Broadfield Social Sciences and C&I courses (if applicable)		9	12
		15	15

Courses

R- before the course description indicates the course may be repeated for credit to the maximum indicated after the R. Credits beyond this maximum do not count toward a degree.

History: American (HSTA) - Course Descriptions

101H, 102H, 103H, 104H, 141H, 191, 198, 225, 255, 262, 291, 311, 314, 315, 316, 320, 322, 323, 324, 327, 333, 335, 342H, 345, 347, 354X, 358, 361, 370H, 371H, 372, 380, 382, 385, 387, 391, 415, 417, 418, 419, 420, 422, 455, 461, 462, 469, 471, 478, 491, 494, 501, 502, 550, 551, 552, 553, 562, 564, 566, 567, 570, 594, 595, 596, 597, 598, 599, 699

History: World (HSTR) - Course Descriptions

101H, 102H, 103H, 104H, 146H, 191, 198, 200, 230H, 231H, 240H, 241H, 242, 250, 262H, 264, 272E, 291, 302, 306, 307, 312, 315, 317, 320, 323, 325, 326, 334, 335, 343, 345, 348, 349, 350, 352, 353, 355, 357, 358, 361, 363, 364, 367, 369, 374, 377, 378, 380H, 384, 386, 391, 392, 398, 400, 401, 418, 435, 437, 441, 442, 448, 449, 455, 457, 458, 470, 472, 481, 491, 492, 494, 500, 511, 512, 514, 516, 531, 540, 550, 552, 553, 564, 566, 567, 585, 594, 595, 596, 597, 598, 599, 696, 699

Faculty

Professors

Richard R. Drake, Ph.D., University of California, Los Angeles, 1976

John A. Eglin, Ph.D., Yale University, 1996

Dan Flores, Ph.D., Texas A & M University, 1978 (A.B. Hammond Professor of Western History)

Linda S. Frey, Ph.D., Ohio State University, 1971

Anya Jabour, Ph.D., Rice University, 1995

Mehrdad Kia, Ph.D., University of Wisconsin-Madison, 1986

Michael S. Mayer, Ph.D., Princeton University, 1984

Associate Professors

Robert H. Greene, Ph.D., University of Michigan, 2004 (Chair)

Jody Pavilack, Ph.D., Duke University, 2003

Tobin Miller Shearer, Ph.D., Northwestern University, 2008

Kyle G. Volk, Ph.D., University of Chicago, 2008

Jeff Wiltse, Ph.D., Brandeis University, 2002

Assistant Professor

Christopher L. Pastore, Ph.D., University of New Hampshire, 2011

Emeritus Professors

George M. Dennison, Ph.D., University of Washington, 1968

David M. Emmons, Ph.D., University of Colorado, 1969

William E. Farr, Ph.D., University of Washington, 1971

Harry W. Fritz, Ph.D., Washington University at St. Louis, 1971

Paul Gordon Lauren, Ph.D., Stanford University, 1973 (Regents Professor)

Kenneth A. Lockridge, Ph.D., Princeton University, 1965

Frederick W. Skinner, Ph.D., Princeton University, 1973

Visiting Assistant Professor

Bradley Naranch, Ph.D., Johns Hopkins University, 2007

Human and Family Development

- Requirements for a Minor
- Courses

Paul Silverman (Professor of Psychology), Chair, Human and Family Development

Minor

The Human and Family Development minor is an interdisciplinary minor concerned with the study of life-span human development and family relations, and the impact of biological, environmental and socio-cultural factors on both. The HFD minor encompasses a broad range of areas: Early Intervention, Gerontology, Early Childhood, Normal Development, Family Development, and Exceptional Development. The minor is designed to supplement the knowledge base of students by providing a human and family development specialty orientation to their fields of major interest. Students with career goals that include communications, psychology, education, social work, sociology, anthropology, pre-medical sciences, nursing, and physical therapy will benefit from the specialty orientation in human and family development. Students with other career goals also will find the program rewarding; a business major interested in family service administration or consumer economics; a radio-television major interested in children's programming; a forestry major interested in recreational management appropriate for a particular population.

Human and family development encompasses a broad range of topics, all of which share the view that human growth is a valid subject of scientific study. Knowledge of the processes and contents of psychological, social and biological growth of the individual separately and within the family context will benefit the quality of life of both the student/investigator and the public. The purpose of this program is to equip students with a general knowledge of issues relevant to normal and atypical patterns of human and family development and to provide them with some practical skills and insights which will enhance their abilities in a variety of professions which deal with developmental and family issues. The minor has general, early intervention, and gerontology tracks.

The interdisciplinary curriculum reflects four specific goals: (1) to provide students with an extensive knowledge base of theory and research concerning lifespan development and the role of the family in development; (2) to train students to be critical

consumers of research and evaluation results in the human and family development areas; (3) to provide students with practical experience in at least one applied service discipline in the human development areas; and (4) to provide students with the opportunity to take topical courses in normal and atypical development of the individual and family. All students seeking a minor must formally enroll in the minor and select a faculty advisor from the Human and Family Development Committee.

Requirements for a Minor

To earn a minor the student must complete 24 credits, with 11 at the 300 level or above. All students are required to take a 12-credit core curriculum and, with the help of a faculty advisor, to develop a written statement of goals and interests along with a planned curriculum that includes 12 additional credits of electives consistent with the stated goals and interests. At least 6 credits of electives must be outside of the student's major.

Core Curriculum:

- PSYX 230S or 233 (PSYC 240S or 245) (3 cr.)
- HFD 494 Seminar in Human Development (at least 1 cr.)
- HFD 498 Internship (Variable cr.; 2 required)

One of the following:

- HFD 412 Family Development (3 cr.)
- COMM 411 Family Communication (3 cr.)
- SOCI 332 (SOC 300) Sociology of The Family (3 cr.)

Plus one of the following research courses:

- PSYX 120 or 320 (PSYC 120 or 320) Research Methods (3 cr.)
- SOCI 318 (SOC 201) Social Science Methods (4 cr.)
- COMX 460 (COMM 460) Communication Research Methods (3 cr.)
- SW 400 Social Work Research (3 cr.)
- C&I 520 Educational Research (3 cr.)

Electives:

The following list of electives is categorized to assist the student wishing to focus on one of these areas. Students may plan curricula which do not correspond to these categories, but should choose among courses from this list. Occasionally "special topics" courses are offered. Students may use these as electives with the consent of their advisors.

Early Intervention

- HFD 411 Infant and Toddler Development and Variability
- HFD 412 Family Development/Families of Young Children with Disabilities
- HFD 413 Assessment and Program Planning
- HFD 414 Community Service Delivery
- HFD 415 Implementation and Program Evaluation
- HFD 416 Data-Based Decision Making
- HFD 498 Internship

Early Childhood

- EDEC 330 (C&I 330) Early Childhood Education/Curriculum
- EDEC 310 (C&I 355) Child in the Family
- EDSP 462 (C&I 453) Introduction to Special Education Law and Policy
- EDEC 396 (C&I 367) Preschool Practicum
- EDU 345 (C&I 410) Exceptionality and Classroom Management
- EDSP 403 (C&I 420) Curriculum in Early Childhood Special Education

- C&I 421 Issues in Early Childhood Special Education
- EDU 494 (C&I 494) Practicum in Special Education Preschool
- EDU 491 (C&I 495) Special Topics in Special Education
- HFD 498 Internship (must complete all course work prior to taking course)
- HFD 413 Assessment & Program Planning
- PHAR 110N Use and Abuse of Drugs
- PSYX 297 (PSYC 397) Research Experience
- PSYX 378 (PSYC 335) Intro to Clinical Psychology

School-Age

- EDU 221 (C&I 303) Educational Psychology/Measurements
- EDU 345 (C&I 410) Exceptionality/Classroom Management
- PHAR 110N Use and Abuse of Drugs
- PSYX 378 (PSYC 335) Intro to Clinical Psychology
- PSYX 345 (PSYC 336S) Child and Adolescent Development Disorders
- PSYX 376 (PSYC 337) Principles of Cognitive Behavior Modification
- SOCI 332 (SOC 300) Sociology of the Family
- SOCI 330 (SOC 330) Juvenile Delinquency
- SW 300 Human Behavior and Social Environment
- SW 420S Child Abuse and Neglect

Adolescence

- EDU 221 (C&I 303) Educational Psychology/Measurements
- EDU 345 (C&I 410) Exceptionality/Classroom Management
- PHAR 110N Use and Abuse of Drugs
- PSYX 378 (PSYC 335) Intro to Clinical Psychology
- PSYX 345 (PSYC 336) Child and Adolescent Psychological Disorders
- PSYX 376 (PSYC 337) Principles of Cognitive Behavior Modification
- SOCI 332 (SOC 330) Sociology of the Family
- SOCI 330 (SOC 330) Juvenile Delinquency
- SW 300 Human Behavior and Social Environment
- SW 450 Children and Youth at Risk

Gerontology

- HS 325 Clinical Issues in Geriatrics
- HS 327 Montana Gerontology Society Annual Conference
- HS 495 Special Topics: Health Aspects of Aging
- PSYX 233 (PSYC 245) Fundamentals of Psychology of Aging
- SW 455S Social Gerontology

Family Development

- COMX 414 (COMM 410) Communication in Personal Relationships
- COMX 311 (COMM 311) Family Communication
- EDEC 310 (C&I 355) Child in the Family
- PSYX 348 (PSYC 385) Psychology of Family Violence
- SOCI 332 (SOC 300) Sociology of the Family
- SW 423/PSYX 441 (PSYC423)/SOCI 433 (SOC 432) Addiction Studies
- SW 450 Children and Youth at Risk

Human and Family Development Committee

Dan Doyle, Ph.D., University of Washington, 1984 (Professor, Sociology)

Christine Fiore, Ph.D., University of Rhode Island, 1990 (Professor, Psychology)

Ann Garfinkle, Ph.D., University of Washington, 1995 (Associate Professor, Education)

Shannon Guilfoyle, M.Ed., The University of Montana, 2002 (COTEACH Preschool Coordinator, Education)

Susan Harper-Whalen, Ed.M., Harvard University, 1984 (Research Faculty, Education)

Lynne S. Koester, Ph.D., University of Wisconsin, Madison, 1976 (Professor, Psychology)

Ted Maloney, M.A. (Adjunct Assistant Professor, Rural Institute: Center for Excellence in Disability Education, Research and Service)

Susie Morrison, Ed.S., The University of Montana, 1995 (Assistant Research Professor, Psychology)

Lucy Hart Paulson, M.S., University of Illinois, 1980 (Research Assistant Professor, Education)

Audrey Peterson, M.S., Pennsylvania State University, 1970 (Professor, Education)

Alan Sillars, Ph.D., University of Wisconsin, 1980 (Professor, Communication Studies)

Paul Silverman, Ph.D., University of Georgia, 1977 (Professor, Psychology)

John Spores, Ph.D., University of Michigan, 1976 (Professor, Social Work)

Meg Traci, Ph.D., The University of Montana, 2000 (Project Director, Rural Institute: Center for Excellence in Disability Education, Research and Service)

Richard van den Pol, Ph.D., Western Michigan University, 1981 (Professor, Education)

Kimberly A. Wallace, Ph.D., University of Notre Dame, 1999 (Associate Professor, Psychology)

Celia Winkler, Ph.D., University of Oregon, 1996 (Professor, Sociology)

Courses

R- before the course description indicates the course may be repeated for credit to the maximum indicated after the R. Credits beyond this maximum do not count toward a degree.

Human and Family Development (HFD) - Course Descriptions

199, 298, 399, 490, 494, 495, 498

International Development Studies

⌘ Requirements for a Minor

⌘ Faculty

Peter Koehn (Professor of Political Science), Advisor

International Development Studies is an interdisciplinary field of study focusing on the interconnected processes of social, political, economic, cultural, and environmental change taking place in poor countries and poorer regions of wealthy countries. Coursework in the minor emphasizes a global perspective on the process of change and development, critical analysis of the role of internal and external influences on the development process, and applications to local (including Montana) situations and challenges. The IDS minor takes advantage of existing faculty expertise and courses to offer an interdisciplinary experience for those students interested in either international or domestic development work. Students minoring in IDS will develop knowledge and skills appropriate for graduate study and for working in non-governmental organizations, international

and bilateral government development organizations, the U.S. Peace Corps and other national/international equivalents, and /or community–development groups. The completion of the IDS minor also qualifies students for the UM Peace Corps Preparatory Program’s generalist certificate.

Requirements for a Minor

To earn a minor in International Development Studies the student must successfully complete a minimum of 21 credits (at least 7 upper–division). Of the 21 credits, 12 must be core courses and 9 must be content courses chosen from the following lists. Specialized independent study and internship credits can be counted for content credit when approved by the advisor.

Core Courses:

- ANTY 349 (ANTH 329) Social Change in Non–Western Societies
- COMX 204X (COMM 251X) International and Development Communication
- ECNS 217X (ECON 350) Economic Development
- ECNS 450 (ECON 450) Advanced Topics in Economic Development
- ENST 487 (EVST 487) Globalization, Justice and the Environment
- FOR/RSCN 170 International Environmental Change
- FOR/RSCN 424 Community Forestry and Conservation
- FOR/RSCN 475 Sociology of Environment and Development
- GPHY 141S (GEOG 103) Geography of World Regions
- PSCI 431 (PSC 431) Politics of Global Migration
- PSCI 463 (PSC 463S) Development Administration
- PTRM 451 (RECM 451) Tourism and Sustainability
- SOCI 270 (SOC 270) Introduction to Rural and Environmental Change
- SOCI 371 (SOC 370S) Social Change and Global Development
- SW 323 Women and Social Action in the Americas
- SW 465 Social Work in a Global Context

Content Courses:

- ANTY 330X (ANTH 330X) Peoples and Cultures of the World
- ANTY 333 (ANTH 343S) Culture and Population
- ANTY 326E (ANTH 385S) Indigenous Peoples and Global Development
- TASK 160S (BUS 160S) Issues in Sustainability
- COMX 421 (COMM 421) Communication and Nonprofit Organizations
- COMX 415 (COMM 451) Intercultural Communication
- ECNS 101S (ECON 100S) Economic Way of Thinking
- ENST 493 (EVST 410) Environmental Justice in Latin America
- EVST 440 Environmental Economics
- NRSM 352 (FOR/RECM/GPHY 352) Himalayan Environment and Development
- PTRM 353 (FOR/RECM/GPHY 353) Tourism, Livelihoods and Sustainability in the Himalaya
- GPHY 121S (GEOG 101S) Introduction to Human Geography
- GPHY 243X (GEOG 207S) Africa
- GPHY 245X (GEOG 213S) The Middle East
- GPHY 432 (GEOG 432)/EVST 432 Human Role in Environmental Change
- GPHY 433 (GEOG 333S) Cultural Ecology
- GPHY 434 (GEOG 434) Food and Famine
- GPHY 444 (GEOG 410) High Asia
- HSTR 231X (HIST 287H) Latin America, 1800–1990s
- HSTR 241 (HIST 214S/GEOG 241S) Central Asian Culture and Civilization
- HSTR 384E (HIST 335E) History of International Human Rights
- NASX 475X (NAS 400X)/PSCI 475X (PSC 475) Native American Sovereignty

- PSCI 220S (PSC 120S) Introduction to Comparative Government
- PSCI 230 (PSC 130E) International Relations
- PSCI 325 (PSC 325) Politics of Latin America
- PSCI 326 (PSC 326H) Politics of Africa
- PSCI 327 (PSC 327) Politics of Mexico
- PSCI 343 (PSC 343) Politics of Social Movements
- PSCI 432 (PSC 430) Inter–American Relations
- SOCI 212S (SOC 212S) Southeast Asian Culture and Civilization
- SOCI 346 (SOC 346) Rural Sociology
- SOCI 355 (SOC 355) Population and Society
- SOCI 443 (SOC 322) Sociology of Poverty
- SW 324 Gender and the Politics of Welfare

With permission of a core faculty member, up to 6 credits of field experience in international development can be counted toward the content requirements.

Faculty

Jill Belsky, Ph.D., Cornell University, 1991 (Professor, Society and Conservation)

Jeff Bookwalter, Ph.D., University of Utah, 2000 (Associate Professor, Economics)

Keith Bosek, Ph.D., University of Georgia-Athens, 2006 (Professor, Society and Conservation)

Janet Finn, Ph.D., University of Michigan, 1995 (Associate Professor, Social Work)

Paul Haber, Ph.D., Columbia University, 1992 (Professor, Political Science)

Sarah Halvorson, Ph.D., University of Colorado, Boulder, 2000 (Professor, Geography)

Peter Koehn, Ph.D., University of Colorado, Boulder, 1973 (Professor, Political Science)

Kimber Haddix McKay, Ph.D., University of California, Davis, 1998 (Associate Professor, Anthropology)

Phyllis B. Ngai, Ed.D., The University of Montana, 2004 (Adjunct Assistant Professor, Communication Studies)

Ranjan Shrestha, Ph.D., Ohio State University, 2006 (Assistant Professor, Economics)

Steve Siebert, Ph.D., Cornell University, 1990 (Professor, Forest Management)

Teresa Sobieszczyk, Ph.D., Cornell University, 2000 (Associate Professor, Sociology)

Daniel Spencer, Ph.D., Union Theological Seminary, 1994 (Associate Professor, Environmental Studies)

Latin American Studies

- Requirements for a Minor
- Faculty

Maria Jose Bustos Fernandez (Professor of Modern and Classical Languages and Literatures) Director/Advisor

The Latin American Studies program at The University of Montana–Missoula provides students an opportunity to study and research the history, culture, lands, art, geography and institutions of Spanish and Portuguese speaking nations of American through an interdisciplinary perspective. The growing importance of the United States economic, political and cultural relations with the Latin American region makes knowledge of Latin America and its people an essential part of a liberal arts education.

The Latin American Studies program is administered by the Latin American Studies steering committee. The interdisciplinary faculty who teach and direct research in the program, drawn mainly from the College of Arts and Sciences, are internationally

known for their research and experience abroad. The program encourages and promotes travel and exchange with institutions of higher education in Latin America. Several study abroad options in Latin America are available both for a short period of time or for longer stays (one semester or two semester programs). Inquire at the Departments of Modern and Classical Languages and Literatures, Political Sciences and Art for details on these programs as well as at the Office of International Programs.

The Latin American studies program offers a Minor in Latin American Studies in conjunction with a major in another discipline. Students admitted to the program must register with the academic advisor of the Latin American Studies program who will review their course of study and advise on planning their course sequence. Students are encouraged to plan this option early in their studies to be able to participate in a study abroad program, if possible. Students minoring in Latin American Studies will be prepared for graduate study or for employment in fields such as government, non-governmental organizations, business, industry, health and education.

Requirements for a Minor

To earn a minor in Latin American studies a student must:

1. Complete a minimum of 18 semester credits in approved Latin American studies courses (all courses listed below in addition to special offerings) in at least three different disciplines. One of these courses must be MCLG 100H, Introduction to Latin American Studies.
2. Complete SPNS 101 through 201 (SPAN 101 through 201), or equivalent.

Note: Participation in a study abroad program is highly recommended.

Latin American Studies Core Curriculum:

- MCLG 100H Introduction to Latin American Studies 3 cr.
- MCLG/LS 358 Latin American Civilization through Literature and Film 3 cr. or SPAN 359 Spanish American Civilization through Literature and Film 3 cr.
- SPNS 331 (SPAN 312L) Introduction to Latin American Literature 3 cr.
- SPNS 432 (SPAN 450L) Latin American Literature 3 cr. (R-6)
- SPNS 494 (SPAN 494) Seminar Variable cr. (R-12) (when topic is related to Latin American literature such as Latin American drama, poetry, novel, short story, Argentinian literature, 19th Century Latin American Literature)
- HSTR 230H (HIST 286H) Colonial Latin America 3 cr.
- HSTR 231X (HIST 287H) Modern Latin America 3 cr.
- HSTR 334 (HIST 385) Latin America: Reform and Revolution 3 cr.
- HSTR 435 (HIST 485) Latin America: Memories of Politics and Politics of Memory 3 cr.
- HSTR 436 (HIST 486) Latin America: Workers and Labor History 3 cr.
- PSCI 325 (PSC 325) Politics of Latin America 3 cr.
- PSCI 327 (PSC 327) Politics of Mexico 3 cr.
- PSCI 432 (PSC 430) Inter-American Relations 3 cr.
- PSCI 463 (PSC 463S) Development Administration (when offered during summer session in Mexico)
- ARTH 433 (ART/NAS 367) Art of the Ancient Americas 3 cr.
- ARTH 434 (ART/NAS 368) Latin American Art 3 cr.
- ARTH 494 (ART 451) Seminar in Art History and Criticism 3 cr. (when topic refers to Latin America)
- SW 323 Women and Social Action in the Americas 3 cr.
- ANTY 354H (ANTH 354) Mesoamerican Prehistory 3 cr.
- ENST 493 (EVST 410) Environmental Justice in Latin America (credits variable)

Faculty

Professors

David Aronofsky, J.D., University of Texas, 1982 (Law)

Maria José Bustos Fernandez, Ph.D., University of Colorado, Boulder, 1990 (Modern and Classical Languages and Literatures)

Hipolito Rafael Chacón, Ph.D., University of Chicago, 1995 (Art)

Eduardo Chirinos, Ph.D., Rutgers University, 1997 (Modern and Classical Languages and Literatures)

John E. Douglas, Ph.D., University of Arizona, 1990 (Anthropology)

Janet Finn, Ph.D., University of Michigan, 1995 (Social Work)

Paul Haber, Ph.D., Columbia University, 1992 (Political Science)

Clary Loisel, Ph.D., University of Florida, 1996 (Modern and Classical Languages and Literatures)

Jannine Montauban, Ph.D., Rutgers University, 2000 (Modern and Classical Languages and Literatures)

Stan Rose, Ph.D., University of Wisconsin, 1969 (Modern and Classical Languages and Literatures)

Associate Professors

Jody Pavilack, Ph.D., Duke University, 2003 (History)

Daniel Spencer, Ph.D., Union Theological Seminary, 1994 (Environmental Studies)

Liberal Studies Program

- Special Degree Requirements
- Suggested Course of Study
- Courses
- Faculty

Stewart Justman, Director

The Liberal Studies Program offers students the opportunity to work in a combination of disciplines within the humanities, including literature, philosophy, and history as well as neighboring fields. The Liberal Studies Program offers degree options in:

- General Humanities
- Asian Studies
- Religious Studies
- Women's and Gender Studies

In addition, the Liberal Studies Program offers a minor in Liberal Studies and South and Southeast Asian Studies.

The Liberal Studies curriculum is designed for the student who seeks a liberal education with emphasis on the humanities. While allowing ample room for electives, the coursework for the LS major focuses on the literary and religious works, cultural records, and ideas that enrich our common inheritance. The aim of the program is to foster critical understanding and appreciation of our inheritance and world through the study and discussion of these texts and traditions. Emphasis in all cases is on critical thinking, close reading of primary sources, analytical writing, and historical understanding. Students who graduate from the program will be prepared to enter various fields in the private and public sectors, pursue further professional training, and be better prepared to meet the demands of citizenship. More information about the program is available at the Liberal Studies Program office in LA 101, (406) 243-2949, or online at www.cas.umt.edu/liberal. For advising assistance contact the humanities advisor in LA 145 or call (406) 243-6082.

Majors in Liberal Studies may not take any course work presented for the major for CR/NCR. Upper-level students transferring into this program should have at least a C average in all credits attempted. The upper-division writing expectation must be met by successfully completing an upper-division writing course from the approved list in the General University

Requirements section of this catalog (such as LSH 484).

General Humanities Option

Degree Requirements

Lower-Division Curriculum (courses numbered under 300)

1. Liberal Studies 151L, Introduction to Humanities: Bible, Greeks, Romans 4 cr.
2. Liberal Studies 152L, Introduction to Humanities: Medieval to Modern 4 cr.
3. Literary Studies - Survey of American or British Lit 3 cr.
4. Historical Studies - American or European History 3 cr.
5. Asian Studies 3 cr. (including courses in Religious Studies, Anthropology, Geography, and Sociology)
6. Religious Studies 3 cr.

Students must also satisfy the following requirements:

1. WRIT 101 (ENEX 101) Composition (coreq. or prereq. to LSH (LS) 151L – 152L) 3 cr.
2. Foreign Language Two years of a single foreign Language, 18 cr.

Upper-Division Curriculum (courses numbered 300 and above)

1. History 3 cr.
2. Philosophy/Political Philosophy 3 cr.
3. Women's and Gender Studies or Native American Studies or African-American Studies 3 cr.
4. Liberal Studies (from among LS 326, 327, 368, 428) 6 cr.
5. Religious Studies 6 cr.
6. Senior Liberal Studies capstone seminar 3 cr.

Suggested Course of Study

The course of study for Liberal Studies majors varies greatly depending on student interest and course availability. The core curriculum may take more than two years to complete, while the upper-division requirements typically take less than two years. Following is one possible course of study for the first two years:

	Autumn	Spring
First Year		
WRIT 101 (ENEX 101) Composition	3	-
Foreign Language 101 and 102 Elementary	5	5
Historical Studies - American or European	-	4
LSH (LS) 151L and 152L Introduction to Humanities: Bible, Greeks, Romans; Medieval to Modern	4	4
M 105 (MATH 107) Contemporary Mathematics	3	-
Lower-division Native American Studies	-	3
Total	15	16
Second Year		
Foreign Language 201 and 202 Intermediate	4	4
Literary Studies - American or British	-	3
Lower-division Religious Studies	3	-
Lower-division Asian Studies	-	3
General Education Requirements	9	6
Total	16	16

Liberal Studies Minor

To earn a minor in Liberal Studies, students must complete the following 23 credits:

- Liberal Studies 151L, 152L and 161H
- Six credits from among LSH 326, 327L 368 (LS 326, LS 327L, LS 368), and LSH 428
- Six credits from among upper-division Religious Studies courses

Asian Studies Option, Professor Bradley Clough, Advisor:

The Asian Studies Option offers opportunities for those students who wish to focus on the diverse societies of the Asian continent through the study of literature, geography, history, peoples, religious and other cultural traditions, and languages.

Interested students must major in Liberal Studies with an option in Asian Studies. In addition to select Liberal Studies courses, students will choose from specified courses offered in many departments and areas in the College of Arts and Sciences, such as History, Japanese Studies, Chinese Studies, Anthropology, Sociology, Geography, and Religious Studies.

Students who choose the Asian Studies option must meet with the Asian studies faculty advisor.

Degree Requirements

Lower-Division Requirements

Language Requirement:

Two years (or equivalent proficiency) in an Asian language appropriate to the student's academic goals and approved by the academic advisor. Students who plan to pursue graduate work are strongly advised to complete three years, including at least one study abroad in Asia experience.

Liberal Studies, Introduction to the Humanities (8 credits)

LSH (LS) 151L, 4 cr.

LSH (LS) 152L, 4 cr.

Introductory Asian Studies (3 credits)

Choose one course from the following:

SSEA/LSH 102H (LS 102H) Introduction to South and Southeast Asia

LSH 161H (LS 161H) Introduction to Asian Humanities

Foundational Asian Studies (9 credits)

Choose two courses from the following:

HSTR 240 (HIST 201H) East Asian Civilizations

SSEA/LSH 202 Introduction to India

JPNS 150H (JPNS 210H)/MCLG/LSH 150H Japanese Culture and Civilization

CHIN/LSH 211H (MCLG 211H) Chinese Culture and Civilization

SOCI 212S (SOC 212H)/SSEA 212S Social Issues in Southeast Asia

And, choose one course from the following:

RLST 232H (RELS 232H) Buddhism

RLST 233 (RELS 233) Traditions of Buddhist Meditation

RLST 234 (RELS 234) Hinduism

RLST 236 (RELS 236) Chinese Religions

RLST 238 (RELS 238) Japanese Religions

Upper-Division Requirements

Choose 21 credits (7 courses, all 3 credits) from the following list:

RLST 353 (RELS 353) Topics in South Asian Religions

RLST 354 (RELS 354) Topics in East Asian Religions

RLST 360 (RELS 360) Classics in Buddhist Literature

RLST 366 (RELS 366) Tibetan Civilization

RLST 367 (RELS 367) Approaches to the Study of Zen Buddhism

RLST 368 (RELS 368) Contemporary Buddhism in South and Southeast Asia

RLST 369 (RELS 369) Contemplative Traditions of Asia

CHIN/MCLG/LSH 313L Classical Chinese Poetry in English Translation
 CHIN/MCLG/LSH 314L Traditional Chinese Literature in English Translation
 CHIN/MCLG/LSH 432 Twentieth Century Chinese Fiction in English Translation
 GPHY 444 (GEOG 410) High Asia
 HSTR 343 (HIST 381H) Modern Japan
 HSTR 345 (HIST 380H) Modern China
 HSTR 448 (HIST 481) Tradition and Reform in China
 HSTR 449 (HIST 482) Revolution and Reform In China
 JPNS/MCLG 311 Classical Japanese Literature in English Translation
 JPNS/MCLG 312 Japanese Literature from Medieval to Modern Times in English Translation
 JPNS 386 History of Japanese Language
 JPNS 391 (JPNS 395) Special Topics
 JPNS 411 Modern Japanese Writers and Thinkers
 JPNS 431 Post-War Japanese Literature
 PSCI 329 (PSC 329) Politics of Japan

Religious Studies Option, Professor Paul Dietrich, Advisor:

Religion has been taught as an academic discipline at the University of Montana since 1924. Located within the Liberal Studies Program, the study of religion is pursued in the University in an interdisciplinary setting that offers opportunities for exploration and discovery in many areas of the humanities, art, and sciences. Our Religious Studies courses emphasize the scholarly analysis and interpretation of the history, literature, beliefs, myths, symbols, rituals, ethical and legal codes, and communities and institutions of the world's religious traditions.

We investigate how the world's religions address enduring human questions and influence responses to daily problems, and we explore how religious traditions shape lives and societies, from the emergence of the earliest civilizations to 21st-century global conflicts. Our students engage ideas about the good life and death, suffering and happiness, war and peace, revelation and salvation, God, mysticism, and religious experience. The curriculum is designed to provide students with a broad and deep understanding of religion as a field of human activity and inquiry. Students acquire the skills necessary to investigate specific religious traditions in historical depth and to understand the forms, expressions, and roles of religion in the world today.

Degree Requirements

1. Two years of a single foreign language: 18 cr.
2. LSH (LS) 151L 4 cr., LSH (LS) 152L 4 cr., LSH (LS) 161H 3 cr.
3. Two 200-level Religion courses, including one from among RLST 204H, 205, 221, or 225 (RELS 106H, 107, 220, and 225); and one from among RLST 232H, 234, 236, or 238 (RELS 232H, 234, 236, and 238): 6 cr.
4. RLST 300 (RELS 300) Theory and Method in the Study of Religion: 3 cr.
5. Five courses from among NASX 304E (NAS 301E), RLST 310 (RELS 310), RLST 320 (RELS 320), RLST 335 (RELS 335), RLST 336 (RELS 336), RLST 353 (RELS 353), RLST 354 (RELS 354), RLST 360 (RELS 360), RLST 366 (RELS 366), RLST 367 (RELS 367), RLST 368 (RELS 368), RLST 369 (RELS 369), RLST 370 (RELS 370), RLST 376 (RELS 376), RLST 281E (RLST 381E), and AAS 374 and AAS 417: 15 cr.
6. Two LSH (LS) courses with Religious Studies content (e.g. LSH (LS) 342): 6 cr.

Please consult the Religious Studies section of this catalog for more detailed information.

Women's and Gender Studies Option, Professor Elizabeth Hubble and Professor Ione Crummy, Co-Directors of the Women's and Gender Studies Program:

Students who choose the Women's and Gender Studies (WGS) option must register with the WGS advisor, who will supervise their program. The following requirements must be met to complete the WGS option within the liberal studies major.

Degree Requirements

1. WRIT 101 (ENEX 101) Composition (coreq. or prereq. to LSH (LS) 151L-152L) 3 cr.
2. Foreign language (four sequential semesters of one language) 18 cr.
3. Liberal Studies 151L, and 152L Introduction to Humanities 8 cr.
4. Literary Studies-American or British 3 cr.
5. Historical Studies-American or European History 3 cr.
6. Asian Studies (including courses in Religious Studies, Anthropology, Geography, and Sociology) 3 cr.
7. Religious studies 3 cr.
8. Completion of WGS 119H/PHL 151H (PHIL119H)/ LSH (LS) 119H
9. At least 21 credits of course work in relevant, advisor approved WGS courses numbered above 299. Each semester a list of these courses is published at pre-registration by the Women's Studies office, LA 138A, (406) 243-2584. Please consult the Women's and Gender Studies section of the catalog for additional information.

Please consult the Women's and Gender Studies section of the catalog for more detailed information.

South and Southeast Asian Studies Minor, Professor Ruth Vanita, Advisor

The Liberal Studies Program offers undergraduates at the University of Montana-Missoula an opportunity to minor in South and Southeast Asian Studies (SSEA). Students will study South and Southeast Asian peoples, cultures, histories, and societies, as well as their literary, artistic and religious traditions. The region includes India, Nepal, Bhutan, Tibet, Sri Lanka, Pakistan, Bangladesh, Myanmar (Burma), Thailand, Laos, Cambodia, Vietnam, Malaysia, Brunei, Singapore, Indonesia, East Timor, and the Philippines.

The South Asian faculty of Liberal Studies work closely with those faculty from other disciplines at the University of Montana who have research and teaching interests, in the area and competence in regional languages.

Students may choose to minor in South and Southeast Asian Studies with a major in any discipline. They must meet with Professor Ruth Vanita, the advisor, and are encouraged to plan their course sequence at least one semester in advance.

Requirements for Minor

Major in any discipline, with a minor in South and Southeast Asian Studies. A total of 18 credits as follows:

1. ANTY/SSEA/LSH (LS) 102H (three credits).
2. Six credits from the following lower division (100-200) courses: (SSEA/LS 202X, SSEA/RLST 232H (RELS 232H), SSEA/RLST 234 (RELS 234), and SSEA/SOCI 212S (SOC 212H))
3. Nine credits from the following upper-division (300 and above) courses, of which at least 3 credits must be in the humanities (SSEA 342, SSEA 353, SSEA 366, SSEA 368), and 3 credits in the social sciences (SSEA 330X and SSEA 440)
4. No language courses are required. However, students are encouraged to study regional languages through summer institutes, such as SEASSI, or through accredited study abroad experiences in either South, or Southeast Asia.
5. The faculty advisor may permit course substitutions

The following is a list of SSEA courses for the Minor. Please refer to the South and Southeast Asian Studies section of the catalog for additional details.

Lower-division courses

ANTY/SSEA/LSH (LS) 102H Introduction to South and Southeast Asia
 SSEA 191 Special Topics
 SSEA/LSH 202X Introduction to India
 SSEA/SOCI 212S (SOC 212H) Social Issues in Southeast Asia
 SSEA/RLST 232H (RELS 232H) Buddhism
 SSEA/RLST 234 (RELS 234) Hinduism
 SSEA 291 Special Topics Variable

Upper-division courses

SSEA/ANTY 330X Peoples and Cultures of the World: Indonesia and the Philippines
 SSEA/LSH (LS) 342 Topics in Comparative Literature and Religion
 SSEA/RLST 353 (RELS 353) Topics in South Asian Religions
 SSEA/RLST 366 (RELS 366) Tibetan Civilization
 SSEA/RLST 368 (RELS 368) Contemporary Buddhism in South and Southeast Asia
 SSEA 391 Special Topics Variable
 SSEA/ANTY 440 Contemporary Issues of Southeast Asia
 SSEA 491 Special Topics Variable

South and Southeast Asian Studies Faculty

Abhishek Chatterjee, Ph.D. University of Virginia 2010 (Political Science)

Bradley Clough, Ph.D. Columbia University 1998. (Liberal Studies)

Quan Ha, Ph.D. Texas Tech University, 2011 (English)

Ranjan Shrestha, Ph.D. Ohio State University 2007 (Economics)

Teresa Sobieszczyk, Ph.D. Cornell University 2001 (Sociology)

Ruth Vanita, Ph.D. Delhi University 1992 (Liberal Studies)

G.G. Weix, Ph.D. Cornell University 1990 (Anthropology)

Courses

R- before the course description indicates the course may be repeated for credit to the maximum indicated after the R. Credits beyond this maximum do not count toward a degree.

Liberal Studies & Humanities (LSH) - Course Descriptions

102H, 151L, 152L, 161H, 191, 291, 292, 294, 326, 327L, 329, 342, 351L, 368, 390, 391, 392, 398, 484, 490, 492, 494, 498

Faculty**Professors**

Paul A. Dietrich, Ph.D., University of Chicago, 1984

Stewart Justman, Ph.D., Columbia University, 1976

Ruth Vanita, Ph.D., Delhi University, 1992

Associate Professors

Bradley Clough, Ph.D., Columbia University, 1998

Nathaniel Levtow, Ph.D., Brown University, 2006

Lecturer

Mark Hanson, Ph.D., University of Virginia, 1993

Linguistics

- Courses
- Faculty

Irene Appelbaum, Director

Mission

Objectives. The Linguistics Program aims to train students in the scientific analysis of language. Students are prepared to pursue further graduate study in the field; study other languages; apply their understanding of language to other fields including teaching English and other languages to non–native learners of those languages.

Indigenous and Endangered Languages. The research focus of the Program includes Indigenous languages of North America. Montana is the aboriginal home of speakers of languages belonging to four distinct families: 1. Salish (Flathead); 2. Algonquian (Cree, Blackfoot, Northern Cheyenne, and Gros Ventre); 3. Siouan (Assiniboine, Sioux and Crow); and 4. Kootenai, a language isolate. The Linguistics Program is committed to preserving and promoting the linguistic diversity of the region and the state.

Interdisciplinary. The Linguistics Program is situated within the Department of Anthropology. In offering its curriculum the Linguistics Program collaborates with Communication Studies, Communicative Sciences and Disorders, English, Modern and Classical Languages and Literatures, Native American Studies, and Philosophy.

Degrees Offered

- **Graduate Program.** The Program offers an M.A. degree in Linguistics. Students may also pursue an M.A. degree with a Linguistics Specialization through the Department of Anthropology.
- **Undergraduate Program.** The Program offers a minor in Linguistics. Students majoring in any discipline including, but not limited to, the following fields will find linguistics courses to be a highly valuable addition to their major course of study: Biology, Communication Studies, Communicative Science and Disorders, Computer Science, Education, English, Modern and Classical Languages and Literatures, Native American Studies, and Psychology. Earning a minor in Linguistics requires completion of 18 credits. Students must complete the following requirements beyond their major degree requirements:

- i. 3 credits: LING 470;
- ii. 6 credits (2 of the following 3 courses): LING 471, LING 472/572, LING 489; and
- iii. 9 credits (3 elective courses from among the following): LING 270S*, LING 375X, LING 465*, LING 466, LING 471**, LING 472/572**, LING 473, LING 474, LING 475, LING 477, LING 478, LING 484, LING 489**.

* Cannot be taken after taking 470 or other courses marked with an asterisk. Only one of 270S and 465 may be counted towards the minor.

** May be taken as an elective, only if not taken as a required course under ii. above.

A major in Linguistics is not currently offered.

Students may also pursue a Linguistics Option while earning a B.A. degree through the following departments: Anthropology, English, and Modern and Classical Languages and Literature (French). For specific course requirements, students should refer to the relevant department's section in this catalog.

- **Certificate of Accomplishment in English as a Second Language.** The University offers a sequence of courses (22 credits) leading to a Certificate of Accomplishment in English as a Second Language. The Certificate is issued by the University upon the recommendation of the Linguistics Program and the Faculty Senate.

In order to earn this Certificate, a student must hold, or simultaneously earn, a B.A. or higher degree and complete the following requirements:

- i. 12 credits: LING 470; LING 471; LING 472/572; LING 477 or LING 478
- ii. 6 credits (2 upper-division elective courses from among the following): LING 466, LING 473, LING 475, LING 476, and LING 489;
- iii. 3 credits: LING 480; and

iv. 1 credit: LING 491.

Courses taken for Certificate credit may not be taken on a credit/no credit basis (except 491).

- **English as a Second Language/Academic English (EASL).** Outside of its curriculum, the Linguistics Program directs several EASL courses for international students whose TOEFL scores range between 500 and 580. EASL courses enhance learning second-language English as the language of classroom instruction at an English-speaking university or college. These courses facilitate the transition from learning English to using English in academic settings. Course content concentrates on academic uses of language skills: reading, writing, speaking and listening, with a limited amount of intensive activity involving grammar and/or pronunciation. Trained, supervised Graduate Assistants instruct EASL courses. Each EASL course lasts one semester and grants international students three credit hours toward graduation.
- **Teacher Preparation in English as a Second Language Minor Teaching Field:** For an endorsement in the Minor Teaching Field of English as a Second Language, a student must complete LING 470, LING 471, LING 472/572, LING 477 or LING 478, LING 480 and LING 491 (for three credits); at least two courses from the following: LING 466, 473, 475, 476, and 489. Students also must gain admission to the Teacher Education Program and meet the requirements for teaching licensure (see College of Education section of this catalog). Courses taken for the Teaching Minor may not be taken on a credit/no credit basis.

Courses

R- before the course description indicates the course may be repeated for credit to the maximum indicated after the R. Credits beyond this maximum do not count toward a degree.

Linguistics (LING) - Course Descriptions

191, 198, 270S, 295, 375X, 391, 398, 403, 405, 465, 466, 470, 471, 472, 473, 474, 475, 477, 478, 480, 481, 482, 484, 489, 491, 492, 495, 498, 559, 570, 571, 572, 573, 574, 575, 584, 589, 595, 596, 598, 599, 699

Linguistics Program Faculty

Irene Appelbaum, Ph.D., University of Chicago, 1995, Associate Professor, Director

Leora Bar-el, Ph.D., University of British Columbia, 2005, Associate Professor

Mizuki Miyashita, Ph.D., University of Arizona, 2002, Associate Professor

Tully J. Thibeau, Ph.D., University of Arizona, 1999, Associate Professor

Adjunct Faculty

Jeanie Castillo, M.A., California State University, Fresno, 1998

Department of Mathematical Sciences

- Special Degree Requirements
- Suggested Course of Study
- Courses
- Faculty

Leonid Kalachev, Chair

Mathematics is studied both as a tool and for its own sake. Its usefulness in the sciences - physical, biological, social, behavioral, and environmental - and in decision-making processes is so established as to make it an indispensable part of many curricula.

Mathematics is chosen as a major area of study by individuals who find it challenging, fascinating, and beautiful. It is also appreciated by many who seek primarily to use mathematics as a tool.

A career in mathematics, except for teaching at the secondary level, generally requires a graduate degree as preparation. Careers include teaching, research, and the application of mathematics to diverse problems in institutions of higher learning, business, industry, and government.

The Bachelor of Arts, Master of Arts, and Doctor of Philosophy degrees are offered as well as a Bachelor of Science in Mathematical Sciences–Computer Science.

High School Preparation: For studying mathematics at the university level, it is recommended that the high school course work consist of four years of college-preparatory mathematics, including geometry, trigonometry, and college algebra or precalculus. A course in calculus or statistics is helpful, but not necessary. It is unusual to complete an undergraduate degree in mathematics in four years without the necessary background to take Calculus I (M 171) during the freshman year (preferably during the first semester at the university).

Special Degree Requirements

Refer to graduation requirements listed previously in the catalog. See index.

Mathematics Requirements for B.A. Degree with a Major in Mathematical Sciences

To obtain a B.A. degree with a major in Mathematical Sciences, the required courses are M 171 or 181, 172 or 182 (MATH 152, 153), M 210 (except for students in the Mathematics Education option), M 221 (MATH 221), M 273 (MATH 251) (except for students in the Mathematics Education option), M 300 (MATH 300) (except for students in the Mathematics Education option), M 307 (MATH 305) and six additional courses from the following list (at least three of the six must be numbered 400 or above): M 301, 311, 325, 326, 361, 362, 381, 412, 414, 429, 431, 432, 439, 440, 445, 472, 473, 485 and STAT 341, 421, 422 (MATH 301, 311, 325, 326, 341, 351, 381, 382, 406, 412, 414, 421, 422, 431, 441, 442, 451, 452, 471, 475, 485). Four of the seven required 3- or 4-credit upper-division mathematical sciences courses must be taken from UM-Missoula. All mathematical sciences courses counted toward the major must be passed with a grade of C– or better and a 2.00 grade point average is required for these courses. In addition, if a special option is desired, the minimum requirements listed below for that option must be met. Additional courses should be chosen in consultation with a mathematics advisor.

Requirements for the Special Options

Applied Mathematics Option

M 311, 412, 414 (MATH 311, 412, 414) and one of M 440 or 472 (MATH 452 or 471). (M 381 and M485 (MATH 485) are recommended.)

Combinatorics and Optimization Option

M 361, 362, 485 (MATH 381, 382, 485); and one course chosen from STAT 341 (MATH 341), M 414, 440 (MATH 414, 471), or CSCI 332 (CS 332).

Mathematics Education Option

M 301, 326, 429, 431, 439 (MATH 301, 326, 406, 421, 431), and STAT 341 (MATH 341); either M 273 (MATH 251) or one additional course chosen from the above list for the six-course requirement; and the completion of licensure requirements for teaching in secondary schools to include EDU 497 (C&I 430).

Pure Mathematics Option

Four courses chosen from M 381, M431, 432, 472, 473 (MATH 421, 422, 451, 452).

Statistics Option

STAT 341, 421, 422 (MATH 341, 441, 442). (Additional mathematics and statistics courses chosen with advisor.)

Major Requirements in Courses Outside Mathematics

1. Except for students in the Mathematics Education option and for students presenting a second major within the University, students must either complete a two-semester language sequence as specified under "Group III: Modern and Classical Languages" in the General Education section of the Catalog, or take one course chosen from CSCI 100, 135, 136, 250 (CS 101, 131, 132, 177).
2. All mathematics majors, except those selecting the mathematics education option, must complete 18 credits in at most three sciences selected from astronomy, biology, chemistry, computer science, economics, forestry, geosciences, and physics. Students selecting the mathematics education option must complete 12 credits in at most two sciences selected from astronomy, biology, chemistry, computer science, geosciences, and physics. (Note that 'biology' includes all courses with prefixes BIOL, MICB, BIOB, BIOE, BIOH, BIOM, and BIOO.) An alternative to the science requirement is for the student to present a minor or second major within the University, or for the student with a mathematics education option to complete an additional teaching minor or major.
3. The upper-division writing requirement for Mathematical Sciences majors consists of: M 429 (MATH 406), or any other approved General Education upper-division Writing course, or a senior thesis (M 499 (MATH 499)).

Requirements for a B.S. Degree with a Combined Major in Mathematical Sciences–Computer Science

The purpose for the combined program is to provide a thorough background in both allied disciplines and to inculcate a deeper understanding of their goals and methods. A student must complete 60 credits in the two disciplines: 30 of these credits in mathematical sciences courses and 30 of these credits in computer science courses. A minimum grade of "C–" and a 2.0 grade point average is required in all courses which follow.

The mathematical sciences requirements are: M 171 (or 181), 172 (or 182), 221, 273, 307 (or 225) (MATH 152,153, 221, 251, 305 (or 225)), and twelve credits of mathematical sciences electives selected from the following list: M 311, 325, 326, 361, 362, 381, 412, 414, 429, 431, 432, 439, 440, 445, 472, 473, 485 and STAT 341, 421, 422, 451, 452 (MATH 311, 325, 326, 341, 351, 381, 382, 406, 412, 414, 421, 422, 431, 441, 442, 444, 445, 451, 452, 471, 475, 485).

The computer science requirements are: CSCI 106, 135-136 or 137, 205, 232, 332, 361 (CS 121, 131–132 or 133, 242, 241, 332, 281) and nine credits of CSCI (CS) electives selected from courses numbered 300 and above. A total of at most three of the nine credits of CSCI (CS) electives may be in CSCI 398 or 498 (CS 398 or 498).

The combined nine additional credits of computer science electives and twelve additional credits of mathematical sciences electives must include at least three 3– or 4–credit courses numbered 400 or above, with at least one chosen from each department (not including M 429 (MATH 406) and STAT 451, 452 (MATH 444 and 445)).

Other requirements are: One of the sequences BIOB 160N, 170N, 171N (BIOL 110N, 108N, 109N); CHMY 141N, 143N (CHEM 161N, 162N); or PHSX 215N-218N (PHYS 211N–214N). In addition, WRIT 222 (FOR 220), and either COMX 111A or COMX 242 (COMM 111A or COMM 242).

Each student plans a program in consultation with a computer science and a mathematical sciences advisor. Students planning to attend graduate school in computer science or the mathematical sciences should consult with their respective advisors.

The upper-division writing requirement is one of the following: CSCI 315E (CS 415E), M 429 (MATH 406), any other approved General Education upper-division writing course, or a senior thesis (CSCI 499 (CS 499) or M 499 (MATH 499)).

Suggested Curricula:

Applied Math–Scientific Programming: M 311, 412, 414 (MATH 311, 412, 414), and one course chosen from STAT 341 (MATH 341), M 381, M 473, 472, 440 (MATH 451, 452, 471). Three courses chosen from CSCI 460, 441, 477, 444 (CS 344, 446, 477, 486).

Combinatorics and Optimization–Artificial Intelligence: M 361, 362 (MATH 381, 382), and two courses chosen from M 325, 414, 485 (MATH 325, 414, 485) and STAT 341 (MATH 341); and CSCI 460, 446, and 447 (CS 344, 455, and 457).

Statistics–Machine Learning: STAT 341, 421 (MATH 341, 441), and two courses chosen from M 325, 362, 485 (MATH 325, 382, 485) and STAT 422 (MATH 442). Three courses chosen from CSCI 340, 446, 447, 451, and 444 (CS 365, 455,

457, 458, and 486).

Algebra–Analysis: M 381, M 431 (MATH 421), and two courses chosen from M 326, 432, 473, 472 (MATH 326, 422, 451, 452); CSCI 460, 426 (CS 344, 441), and one other course.

Suggested Course of Study

	First Year	A S
M 171-172 or 181-182 (MATH 152-153) Calculus I, II or Honors Calculus I, II		4 4
M 210 Introduction to Mathematical Software		- 3
WRIT 101 (ENEX 101) Composition and other General Education Courses (including two sciences courses)		12 9
		16 16
	Second Year	A S
M 221 (MATH 221) Introduction to Linear Algebra		4 -
M 273 (MATH 251) Multivariable Calculus		4 -
M 307 (MATH 305) Introduction to Abstract Mathematics		- 3
General Education courses, additional science courses and electives		9 13
		17 16

Requirements for a Minor

To earn a minor in mathematics the student must earn 23 credits in M, MATH, or STAT courses listed in a UM-Missoula Catalog (or in transfer courses equivalent to such courses). M courses must be numbered 115 or higher (excluding M 118), and MATH courses must be numbered 111 or higher. Courses must include: (a) one of M 162 or 172 or 182 (MATH 150 or 153), and (b) at least three 3– or 4– credit courses at the 300 level or above. M 172 or 182 (MATH 153) (Calculus II) is recommended since it is a prerequisite for many upper–division mathematics courses. All courses counted toward the minor must be passed with a grade of C– or better and a 2.00 grade point average is required for these courses. A handout with detailed advice for math minors, including suggested curricula, is available on the math department’s home page.

Mathematics Education Minor: For a teaching minor endorsement in the field of mathematics, a student must complete M 171-172, 221, 301, 307, 326, 439 (MATH 152-153, 221, 301, 305, 326, 431), and STAT 341 (MATH 341). Students also must complete (EDU 497 (C&I 430), gain admission to Teacher Education Programs and meet the requirements for teaching licensure (see the Department of Curriculum and Instruction section of this catalog). All courses counted toward the minor must be passed with a letter grade of C– or better.

Courses (click [Course Descriptions](#) link below to navigate to course description information in CyberBear)

Unless the student has prior written approval of the Mathematical Sciences Department, credit is not allowed for any mathematics course that is a prerequisite for a mathematics course for which credit has already been earned. Students receiving transfer or Advanced Placement credit for STAT 216 (MATH 241) may take M 115 (MATH 117) for credit. See the Missoula College section for Introductory Algebra, M 090 (MAT 005), and Intermediate Algebra, M 095 (MAT 100).

Below is a complete listing of courses taught by the Mathematical Sciences Department

R- before the course description indicates the course may be repeated for credit to the maximum indicated after the R. Credits beyond this maximum do not count toward a degree.

Mathematics (M) (MATH) - Course Descriptions

104, 105, 115, 118, 121, 122, 135, 136, 151, 162, 171, 172, 181, 182, 191, 210, 221, 225, 231, 273, 274, 291, 292, 294, 300, 301, 307, 311, 317, 325, 326, 361, 362, 363, 381, 391, 392, 394, 398, 412, 414, 418, 429, 431, 432, 439, 440, 445, 472, 473, 485, 490, 491, 492, 494, 498, 499, 500, 501, 504, 506, 510, 511, 512, 514, 520, 521, 522, 524, 526, 530, 531, 532, 550, 551, 555, 564, 570, 572, 573, 574, 578, 581, 582, 584, 593, 595, 596, 597, 598, 599, 600, 602, 605, 606, 609, 610, 620, 630, 650, 670, 680, 690, 691, 694, 699

Statistics (STAT) - Course Descriptions

216, 341, 421, 422, 451, 452, 457, 458, 540, 541, 542, 543, 544, 545, 547, 549, 640

Faculty**Professors**

Jonathan Graham, Ph.D., North Carolina State University, 1995

James J. Hirstein, Ed.D., University of Georgia, 1976

Leonid Kalachev, Ph.D., Moscow State University, 1987 (Chair)

P. Mark Kayll, Ph.D., Rutgers University, 1994

Jennifer McNulty, Ph.D., University of North Carolina at Chapel Hill, 1993

D. George McRae, Ph.D., University of Washington, 1967

David A. Patterson, Ph.D., University of Iowa, 1984

Bharath Sriraman, Ph.D., Northern Illinois University, 2002

Emily Stone, Ph.D., Cornell University, 1989

Karel M. Stroethoff, Ph.D., Michigan State University, 1987

Thomas Tonev, Ph.D., Moscow State University, 1973

Nikolaus Vonessen, Ph.D., Massachusetts Institute of Technology, 1988

Associate Professors

John Bardsley, Ph.D., Montana State University, 2002

Eric Chesebro, Ph.D., University of Texas at Austin, 2006

Jennifer Halfpap, Ph.D., University of Wisconsin, 2005

Solomon Harrar, Ph.D., Bowling Green State University, 2004

Kelly McKinnie, Ph.D., University of Texas at Austin, 2006

Greg St. George, Ph.D., The University of Montana, 1989

Brian Steele, Ph.D., The University of Montana, 1995

Ke Wu, Ph.D., University of Minnesota, 2008

Assistant Professors

Cory Palmer, Ph.D., Central European University, 2008

Matt Roscoe, Ph.D., University of Montana, 2011

Lecturers

Lauren Fern, M.S., Northern Illinois University, 1994

Cindy Leary, M.A., The University of Montana, 2006