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**Report on the Use of State Funds
Appropriated to the Minnesota Humanities Commission
2005 Minnesota Laws, 1st Special Session, Chapter 5, Article 2, Section 78**

Art and Beauty in Everyday Life: The Arts and Culture of Japan

July 18-19, 2005

Humanities Education Center, St. Paul

37 participants

How is art defined by our culture and other cultures? How is artistic expression an integral part of all cultures, both Western and non-Western, and how can we interpret "everyday" art? Participants in this seminar will broaden their idea of art by exploring the everyday objects and customs of Japan in order to learn more about Japanese culture. The seminar will begin by introducing the questions that should be asked when analyzing an object from another culture. Teachers will then delve into elements of traditional Japanese artistic expression: religion, calligraphy, tea ceremonies, and landscape gardening. They will examine artistic expression of the 19th and 20th centuries to better understand how cultural displacement and war have impacted and Westernized Japan. This seminar will provide a general method to explore the everyday art and culture of other non-Western societies.

Presenters: Dr. Karil Kucera, Luce Assistant Professor of Asian Visual Culture, St Olaf College; Dr. Matthew Rohn, Associate Professor of Art History, St. Olaf College

Humanities and Core Knowledge Implementation Training

July 11-12, 2005

Humanities Education Center, St. Paul

55 participants

Teddy Roosevelt and America's Place in the World

August 4-5, 2005

Concordia College, Moorhead

17 participants

Theodore Roosevelt was a larger-than-life personality and a man of amazing capabilities. Though a fragile and sickly youth, he successfully transformed himself into America's most physically active president. While perhaps best known as a cowboy Rough Rider, Roosevelt was also one of the best-educated presidents in America's history and one of the most thoughtful--and effective--statesmen of the 20th century. With a soft step and a "big stick," he increased the authority and power of the American presidency to an unprecedented scale and firmly established the United States as a significant world power. This seminar will explore the mythology of Teddy Roosevelt and how he redefined both the presidency and our society for the modern era. In honor of the years he spent rejuvenating himself in the Badlands of Dakota Territory, this seminar will be held at Concordia College in Moorhead.

Presenter: Clay Jenkinson, independent scholar

Don Quijote: 400 Years of Reading, Realism, and Ridicule

August 10-11, 2005

Humanities Education Center, St. Paul

37 participants

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This year *Don Quijote* turns 400. To celebrate, participants in this seminar will consider Miguel de Cervantes's novel and its main characters in several ways. We will think about don Quijote as a literalist reader, how he tries to live his fantasy of medieval knight errantry, and how Sancho and Cervantes ridicule him for it. We will look at the novel as a parody of romances of chivalry. We will examine the humor that Cervantes used in his realistic novel--when does it make us laugh, and when does it make us wince--as we read it four centuries after Part I was first published. The seminar will include an introduction to the "medieval pulp fiction" on which *Don Quijote* is based, will suggest strategies for reading this masterwork with young students, and will highlight strategies for choosing teachable excerpts and generating written and oral assignments.

Presenter: Dr. Juanita Garciagodoy, Visiting Assistant Professor in Hispanic Studies, Macalester College

Social Studies Standards Implementation Workshop

August 23-24, 2005

Humanities Education Center, St. Paul

55 participants

Core Knowledge New Teacher Orientation

August 26, 2005

Humanities Education Center, St. Paul

50 participants

The Core Knowledge New Teacher Orientation is designed to introduce new teachers to Core Knowledge. This institute will provide an orientation to the Core Knowledge Sequence; an introduction of the year-long plan and its use as an effective implementation tool; the nature, aims, and history of Core Knowledge; and a familiarization with developing Core Knowledge lessons and assessments.

Social Studies Standards Implementation Workshop

August 31-September 1, 2005

Humanities Education Center, St. Paul

45 participants

Core Knowledge New Teacher Orientation

September 19, 2005

Humanities Education Center, St. Paul

10 participants

The Core Knowledge New Teacher Orientation is designed to introduce new teachers to Core Knowledge. This institute will provide an orientation to the Core Knowledge Sequence; an introduction of the year-long plan and its use as an effective implementation tool; the nature, aims, and history of Core Knowledge; and a familiarization with developing Core Knowledge lessons and assessments.

Images of the Wild: Nature Writing and the Geography of Wilderness

September 30-October 2, 2005

Wolf Ridge Environmental Learning Center, Finland, MN

40 participants

Immerse yourself in a weekend of experiential learning at the Wolf Ridge Environmental Learning Center on the North Shore. Participants will explore the relationship between humans and wilderness and how the natural environment has impacted human history. Reading and writing about nature will both be emphasized and there will be break-out sessions for elementary and secondary teachers as well as writing assignments. Discussion topics include: concepts of wilderness; the ways in which people feel and think about place; how various writers have experienced and expressed their ideas of nature; and the history, geography, and culture of northern Minnesota.

Presenters: Risa Cohen, English Teacher, Irondale High School; Dr. David Lanegran, John S. Coll Professor of Geography, Macalester College; Dr. Kent Nerburn, Author; Paula Versteegen, Fifth Grade Teacher, Lake Elmo Elementary School

Somali Language and Literacy Conference

September 30-October 1, 2005

Johnson High School, St. Paul

200+ participants

This conference offers professional development and a wealth of literacy resources for those who work with Somali refugee and immigrant parents and children. It will include bilingual literacy resource displays and over twenty breakout sessions conducted by local Somali educators. New sessions this year include "Writing Projects with Somali Students;" "Accommodating and Educating Somali Students;" "Somali Songs and Nursery Rhymes;" "Overview of Somali Literature;" and many more.

Keynote Speaker: Dr. Ali Jimale Ahmed, Associate Professor of Comparative Literature, Queens College, New York

Rhythm of Thought: The Early Literacy Connection

October 15, 2005

Humanities Education Center, St. Paul

25 participants

This interactive workshop will explore early literacy and music connections and present strategies for engaging young children in active learning through the arts. Sessions will include an overview of music elements and processes as a context for developing emergent literacy skills including fostering alphabetic principles, phonological awareness, phonics, fluency, comprehension, and retention. Presenters will also share children's literature that integrates music/movement experiences and best practices in early literacy development. Printed lessons will be provided.

Presenters: Joanna Cortright, Perpich Center for the Arts and Deb Skophammer, Community Action Partnership of Ramsey and Washington Counties Head Start

Islamic Art and Its Context

November 4-5, 2005

Humanities Education Center, St. Paul

16 participants

"Islamic art" includes both religious and secular material culture originating in Islamic societies of the Middle East, Asia, and Africa. This seminar will begin by considering definitions of Islamic art and will then focus on general forms and patterns that unite Islamic arts across time and space. Discussion topics will include mosque architecture, calligraphy in the Arabic script, and the depiction of the human figure in miniature painting. Participants will also consider examples of classical Arabic and Persian poetry that convey how peoples living in Islamic societies have thought about aesthetic ideals and the human experience. The seminar will conclude by focusing on how traditional artistic forms have been adapted to modern media such as film and vehicle decoration in some parts of the Islamic world. The seminar will emphasize that diversity must be kept in mind when discussing any topic qualified only by the adjective "Islamic," without reference to specific historical periods and geographical locations.

Presenter Dr. Shahzad Bashir, Associate Professor of Religious Studies, Carleton College

Revolutions in American History

Seminar 1: From Contact to Colony: 1492-1763

October 28-29, 2005

Humanities Education Center, St. Paul

15 participants

The history of the United States properly begins with the story of how a huge, rich continent and its first inhabitants were transformed by the arrival of new peoples from afar. The first seminar will examine the processes that drew Native Americans, Europeans, and Africans together in the Americas and track their creative adaptations to the revolutionary changes set in motion by Columbus's landfall in 1492. We will focus on three main topics: European exploration, conquest and colonization of the Americas and its global impact; the building of colonial societies in North America by varied American, European, and African peoples, many seeking opportunity, others seeking to survive within a drastically transformed world order; and the paradoxically interrelated development of uniquely American concepts of liberty and New World slavery.

Presenters: Dr. Lisa Norling, Associate Professor of History, University of Minnesota-Twin Cities; Dr. Keith Mayes, Assistant Professor of African American History, University of Minnesota-Twin Cities; Marguerite Ragnow, Curator, James Ford Bell Library

Seminar 2: Revolutionary America

November 11-12, 2005

Humanities Education Center, St. Paul

22 participants

People in revolutionary America participated—not always willingly—in immense cultural and political changes. This seminar explores six topics relating to revolution: protest movements and their effects; acts of patriotism and propaganda; declarations of independence; wartime experiences; competing visions for the new republic, and the framing of a new government. We will close with an evaluation of the Revolution and its results.

Presenters: Dr. Kirsten Fischer, Associate Professor of History, University of Minnesota-Twin Cities

Seminar 3: Civil War in America: Democracy, Slavery, and Freedom

December 9-10, 2005

Humanities Education Center, St. Paul

30 participants

The Civil War is often and appropriately labeled America's "Second Revolution." It laid the groundwork for modern America, with the emancipation of four million enslaved African Americans, the creation of a new kind of American freedom intimately linked to a particular form of nationalism, and a new, much more powerful nation-state. This two-day seminar will explore the roots of the epochal conflict that remade America, examining crucial developments in the development of American political culture and democracy; explosive economic and geographic growth and the dramatic increase in sectional tensions between the free-labor North and the slave-labor South; African American resistance and the Abolition Movement; the Civil War as a War of Liberation; and Abraham Lincoln's powerful impact and enduring legacy.

Presenters: Dr. Lisa Norling, Associate Professor of History, University of Minnesota-Twin Cities; Dr. Keith Mayes, Assistant Professor of African American History, University of Minnesota-Twin Cities; Dr. James Stewart, James Wallace Professor of History, Macalester College

Seminar 4: The Dawn of Modern America

January 27-28, 2006

Humanities Education Center, St. Paul

29 participants

This seminar takes as its theme the transformation of the economic, social, cultural and political landscapes of the United States from the 1880s to 1920. These years were a hinge between the expansionist agrarian republic of the 19th century and the urban industrial empire of the 20th. At the center of much of these changes was the economic transformation of the nation. As the structure of the economy shifted, so did the way people lived and worked. America's industrial foundations had been built in the earlier nineteenth century, but the explosion of industrial America occurred in these decades. At the same time these years witnesses new tensions and conflicts. Women continued their struggle for equality and finally achieved the vote in 1920, a century after the women's rights movement began. African Americans began to organize for civil rights, even though Jim Crow segregation prevailed and lynching persisted. A moral revolution challenged sexual codes and gender roles, transforming the nature of marriage and the family. Immigrants came to the United States by the millions, from all over the world, transforming the social and cultural landscape. The motion picture industry took form during these years, as an emerging mass culture spread across the country. The "Gilded Age" (roughly 1880-1900) engendered the social transformations – notably massive immigration, rapid urbanization, and tremendous economic inequality – that gave rise to the political movements that marked the years 1890-1916 the "Progressive Era."

Presenters: Dr. Elaine Tyler May, Professor of American Studies and History, University of Minnesota-Twin Cities; Dr. Donna Gabaccia, Rudolph Vecoli Professor of Immigration History

and Director of the Immigration History Research Center, University of Minnesota-Twin Cities; Dr. Lary May, Professor of American Studies and History, University of Minnesota-Twin Cities

Seminar 5: The New Deal

February 24-25, 2006

Humanities Education Center, St. Paul

26 participants

The New Deal occurred during a crucial era in American history, a time when economic disaster heightened social and political tensions, and Americans openly considered radical ways of addressing these tensions. In addition to being a window onto this historical moment, the programs created as part of the "New Deal" catalyzed the alliances and rhetoric and policies that would shape government and the idea of governance in the United States through the end of the twentieth century. Using these policies as a point of departure, we will examine the impact of politics on Americans' everyday economic, social and cultural lives and also the ways in which everyday Americans' shaped politics in this era.

Presenters: Dr. Tracey Deutsch, Assistant Professor of History, University of Minnesota-Twin Cities; Dr. Kevin Murphy, Assistant Professor of History, University of Minnesota-Twin Cities; Dr. David A.Y.O. Chang, Assistant Professor of History, University of Minnesota-Twin Cities; Jeff Manuel, History Research Assistant, University of Minnesota-Twin Cities; Ryan Murphy, Teaching Assistant, University of Minnesota-Twin Cities; Jenny Tone Pah-Hote, Graduate Instructor, University of Minnesota-Twin Cities

Seminar 6: The Cold War and the Rights Revolution

March 24-26, 2006

Humanities Education Center, St. Paul

26 participants

In the post-WWII era, culminating in the 1960s and 1970s, saw an explosion in claims regarding individual civic and economic rights. The resulting transformation in legal structures as well as social and economic practices has been called the "rights revolution." Some of these egalitarian claims made it into law (e.g. the Civil Rights Acts, Voting Rights Act, Equal Pay and Equal Credit Acts, Title IX) while others remain contested (the equal rights amendment, for example, never passed; gay rights, abortion rights, and affirmative action remain highly controversial). This seminar will examine the Rights Revolution against the backdrop of a dramatically changing culture marked by mass media, consumerism, and conflict over the Vietnam War, the global polarization of the Cold War that served as a frame for claims of rights based on civic equality, and the rather different evolution of ideas about rights in the European context which placed less emphasis on liberty than on economic well-being.

Presenters: Dr. Sara Evans, Regents Professor of History, University of Minnesota-Twin Cities; Dr. Keith Mayes, Assistant Professor of History, University of Minnesota-Twin Cities; Charles Dayton, lawyer, Turnstone Environmental Advocates

Seminar 7: The Current Global Age

April 21-22, 2006

Humanities Education Center, St. Paul

25 participants

The culminating session will examine how, from our perspective at the beginning of the 21st Century, the ideas of individual liberty and freedom exist and interact with the global forces that are shaping our contemporary world. Since the dramatic collapse of the Cold War, Americans have become increasingly aware that we are in a time of revolutionary change. The economic engine has become information and the technologies that produce and disseminate it. That same technology not only changes the fabric of our daily lives (computers, cell phones) but links what happens in one corner of the world with the rest of the globe almost instantaneously.

Presenters: Dr. Sara Evans, Regents Professor of History, University of Minnesota-Twin Cities; Dr. Thomas Wolfe, Associate Professor of History, University of Minnesota-Twin Cities

Humanities Roundtables for Elementary Educators

January 10, 12, 18, 20, 24, and 26, 2006

Humanities Education Center, St. Paul

131 participants

Join other Core Knowledge teachers who teach at your grade level from throughout Minnesota for a day of professional development, networking, and collaboration. The morning will include teacher-presenters, content-based group discussion, and implementation problem-solving. The afternoon will include a session on how to liven up your social studies instruction by using primary source documents and artifacts. Come prepared to share ideas, resources, and successful lessons, and to engage in active discussions regarding the implementation of Core Knowledge in your school.

Song of America: Making a Statement in Song and Poetry

January 17, 2006

Humanities Education Center, St. Paul

25 participants

Poetry and song have always been at the heart of American society's greatest struggles, and have both shaped and been shaped by momentous events in our nation's history. During times of crisis and change, American poets and songwriters have been inspired to create some of their most powerful works. At the same time, the poems, odes, hymns, field chants, and marching songs that they created often had an influence on the issues of their times, whether by spreading the news, giving comfort, or stirring other Americans to take action.

Today, the poems and songs these artists left behind can speak to us across the generations, and can provide revealing insights into their lives, the times they lived in, and the convictions that drove them to make a statement through their art.

This one-day workshop will help K-12 educators use Library of Congress primary-source materials to explore the legacy of American song and poetry in their classrooms. Through a mixture of hands-on activities and informal tutorials, the workshop will model methods for researching in the Library's online collections and provide examples of teaching strategies. It will also spotlight recommended resources for key themes in U.S. history, from the Harlem Renaissance to the campaign trail, from the Civil War to the battle for suffrage.

Presenters: Cheryl Lederle-Ensign, Education Resources Specialist, Office of Strategic Initiatives, Library of Congress; Stephanie Poxon, Music Specialist, Library of Congress Music Division; Anne Savage, Education Resource Specialist, Office of Strategic Initiatives, Library of Congress

Writing with Pictures: Early Literacy-Visual Arts Connections

January 28, 2006

Humanities Education Center, St. Paul

37 participants

"Making images is as natural as speaking. In fact, it is a language — a way to communicate, think, express, and explore. When pictures and words work together to create meaning, literacy's potential expands."

This workshop will include discussion of ways in which educators can implement literacy and art connections. Picturing Writing and Visual Thinking Strategies, two programs currently being used in schools, will be demonstrated. Participants will have hands-on practice with student-centered learning and arts integration with a writing focus. Activities and ideas can be used with students of all ages.

Presenters: Dave Beaman, Perpich Center for Arts Education; Mary Lewis, The Minneapolis Institute of Arts; and Scott Kohanek, Minneapolis Public Schools

Strategies and Resources for Teaching About American Indians

March 1, 2006

Humanities Education Center, St. Paul

54 participants

Presenting American Indian content in authentic, accurate, and compelling ways can be a struggle for any teacher. Is there a “best” practice? Join staff members from the Education Office at the National Museum of the American Indian as they discuss some of the problems and dilemmas educators face in trying to include Native people and history in meaningful and effective classroom lessons. Some of the museum’s teaching strategies and resources will be highlighted.

Presenters: Genevieve Simermeyer, School Programs Manager, National Museum of the American Indian; Pamela Woodis, Resource Materials Manager, National Museum of the American Indian

Teaching Content Using Children's Literature

March 3, 2006

Humanities Education Center, St. Paul

38 participants

Using children’s literature to teach content across the elementary curriculum will be the focus of this one-day seminar for K-6 educators. Rebecca Rapport, Ph.D., a lecturer in children’s literature and literacy at the University of Minnesota, will lead a discussion on research-based best practices for teaching social studies, math, science, and the arts using a wide variety of children’s books from all genres. Participants will learn how using a literature-based curriculum can address Minnesota state standards in the content areas. Classroom application ideas will be presented by teachers who use literature as the basis for content area teaching during afternoon breakout sessions for primary and intermediate grade teachers. These sessions will provide hands-on learning opportunities, ideas for planning engaging lessons, and resources for incorporating literature into content area teaching.

Presenter: Dr. Rebecca Rapport, Lecturer of Curriculum and Instruction, University of Minnesota-Twin Cities

Teaching Content Using Children's Literature

April 1, 2006

Humanities Education Center, St. Paul

30 participants

Using children’s literature to teach content across the elementary curriculum will be the focus of this one-day seminar for K-6 educators. Rebecca Rapport, Ph.D., a lecturer in children’s literature and literacy at the University of Minnesota, will lead a discussion on research-based best practices for teaching social studies, math, science, and the arts using a wide variety of children’s books from all genres. Participants will learn how using a literature-based curriculum can address Minnesota state standards in the content areas. Classroom application ideas will be presented by teachers who use literature as the basis for content area teaching during afternoon breakout sessions for primary and intermediate grade teachers. These sessions will provide hands-on learning opportunities, ideas for planning engaging lessons, and resources for incorporating literature into content area teaching.

Presenter: Dr. Rebecca Rapport, Lecturer of Curriculum and Instruction, University of Minnesota-Twin Cities

The Great Gatsby and the Jazz Age

March 31, 2006

Duluth Public Library, Duluth

28 participants

F. Scott Fitzgerald’s novel *The Great Gatsby* eloquently evokes a sense of the “Jazz Age”: the shifting fashions, the sensual mores, and the landscape of wealth. Underlying this world, however, is a sharp interrogation of the American Dream of progress, self-advancement, and growth towards maturity. Furthermore, the decade known for the excesses of a wealthy white class was also steeped in the Jim Crow racial politics of the larger society.

This interdisciplinary seminar will explore both the complexities of the time period as well as the complexities of the novel. Participants will examine the history of jazz in order to better understand the full cultural milieu. While originally created by black musicians, jazz can be seen in some ways as a cultural revolt by the new generation of middle and upper class urban whites who appropriated the art

form. The cultural hybrid created through the world of jazz allowed blacks and whites to create a new culture and share in it, albeit unevenly, despite the strictures of Jim Crow. Participants will turn to the novel to discuss some of the forces at play: love, ambition, money, and how the novel seems to celebrate material culture while at the same time calling attention to the damage that seems to inexorably stem from it.

Presenters: Dr. Thomas Zelman, Associate Professor of English, The College of St. Scholastica; Dr. Keith Mayes, Assistant Professor of African American Studies at the University of Minnesota-Twin Cities.

Rhythm of Thought: The Early Literacy Connection

April 8, 2006

Sauk Rapids-Rice High School, Sauk Rapids

16 participants

This interactive workshop will explore early literacy and music connections and present strategies for engaging young children in active learning through the arts. Sessions will include an overview of music elements and processes as a context for developing emergent literacy skills including fostering alphabetic principles, phonological awareness, phonics, fluency, comprehension, and retention. Presenters will also share children's literature that integrates music/movement experiences and best practices in early literacy development. Printed lessons will be provided.

Presenters: Joanna Cortright, Perpich Center for the Arts and Deb Skophammer, Community Action Partnership of Ramsey and Washington Counties Head Start

Sheeko Wadaag / Sharing Stories: From Home Language to School Literacy with Somali Families

April 20, 2006

Humanities Education Center, St. Paul

61 participants

Parents play a vital role in the development of their children's early literacy skills. Learn more about the importance of the home language in developing literacy skills; the oral storytelling tradition of Somali families; information on Somali parents' educational background and literacy/school expectations; and ways to work together with preliterate parents to support the emergent literacy skills of their children, ages 0-8. This training is being offered for professionals who are working with Somali parents who are not yet literate in Somali and/or English. Resources for working on building language, story, and book skills will be shared.

Germany in Transition

April 28-29, 2006

Humanities Education Center, St. Paul

29 participants

Located in the heart of Europe, a key leader in the European Union, and a major player in international affairs and the global economy, Germany and the results of its 2005 election bear close study. Germans sought change with this election due to a now struggling economy and high unemployment rates. The Christian Democrats, led by a woman and a former East German, received the most votes in the national election, though not enough to take power alone. Consequently, the German government will be led by a grand coalition of the Conservative Christian Democrats and the Center-Left Social Democrats, a ruling coalition of political opponents with significant differences in governing philosophy.

This seminar will explore this crossroad in German history. Participants will examine the development of Germany as a nation-state, including a postwar political overview involving issues of memory; the implications of Reunification, including the economic and cultural impact of changes in currency; connections between Germany and the wider European Union community; and the persistence of the East-West divide.

Presenters: Dr. Thomas Wolfe, Associate Professor of History, University of Minnesota-Twin Cities; Dr. Eric Weitz, Professor of History, University of Minnesota-Twin Cities; and Dr. Daphne Berdahl, Associate Professor of Anthropology, University of Minnesota-Twin Cities; Dr. Jennifer Creech, Teaching Assistant, Department of German, Scandinavian, and Dutch, University of Minnesota-Twin Cities; Ursula Dalinghaus, Teaching Assistant, Department of Anthropology, University of Minnesota-Twin Cities

Dads and Early Literacy Workshop

May 9, 2006

Humanities Education Center, St. Paul

26 participants

This workshop will feature research on fathers and their role in the literacy development of their children; resources for professionals working with fathers; panel discussions on two MHC supported father/child literacy programs: Fathers Reading Every Day (FRED) and Dads & Kids Book Clubs.

Presenters: Dr. Steve Green, Associate Professor of Family Development Research Management, Texas A & M University; John Coy, author; Dr. Glen Palm, Professor of Child & Family Studies, St. Cloud State University; and Tom Fitzpatrick, director of Family Literacy Programs, Minnesota Humanities Commission

Choosing Appropriate American Indian Literature

June 21, 2006

Humanities Education Center

37 participants

Children's books offer teachers an opportunity to introduce American Indians into the curriculum. There are hundreds of books with Native American themes. This workshop will help teachers learn to recognize books that are culturally and historically appropriate and which are good literature too. Teachers will learn strategies for identifying and culling appropriate portions of texts to use and how to use "inappropriate" texts to understand stereotypes.

Presenters: Dr. Greg Gagnon, Associate Professor of Indian Studies, University of North Dakota Grand Forks; Ellen Gagnon, Instructor of Indian Studies, University of North Dakota Grand Forks

Dakota History and Culture

June 22-23, 2006

Humanities Education Center, St. Paul

39 participants

The Dakota War of 1862 was a major moment in the history of the Dakota people, a moment that contributes to who the Dakota are today. This seminar will explore the political and cultural experiences of the Dakota people before the conflict and after, paying particular attention to Dakota experiences in the present day. Topics will include sovereignty, language reclamation, and choosing appropriate literature for use in the classroom.

Presenters: Neil McKay, Teaching Specialist in the Department of American Indian Studies, University of Minnesota-Twin Cities; Mona Smith, Allies: media/art; Ramona Stately, Osseo Public Schools, Indian Education; Dale Weston, Instructor in Indian Studies, Augsburg College