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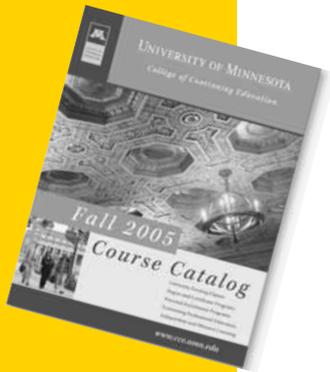
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Summer 2005



FOR A HIGHER CAUSE

Retirement leads one Master of Liberal Studies student to a new calling

Also in this issue:

Scholarship recipients find unique perspectives on life and career while studying abroad

Compleat Scholar summer science courses uncover earthworms and artifacts

UNIVERSITY OF MINNESOTA

For a higher cause

At age 70, Rufino Magno's convictions are the impetus for his new life's work

Both in his native country and the one in which he sought refuge, Rufino Magno has always had strong opinions on the sanctity of human rights, and he is not afraid to stand up for them despite great personal sacrifice.

Ever since his college days in the Philippines, Magno had devoted considerable time and energy to human rights advocacy. He was president of a number of student organizations, and later entered the civil service. As a student leader, he led a large demonstration in 1968, and continued his advocacy activities until 1973, when he was forced to leave the Philippines due to political repression.

Martial law had been declared in his native Philippines and those who stood in opposition to President Ferdinand Marcos often found themselves on a blacklist. When Magno voiced his opinions concerning the Philippines' questionable record on human rights, he was placed on a blacklist. He and his wife, Remedios, came directly to Minnesota because "my wife's parents lived here," Magno recalled. "When I came over, I stayed for a few days in California with my wife's brother, who told me that it would be too cold in Minnesota. My reply was we'll stay in Minnesota for only a couple months – but we never left."

After working for many years as a site planner for the Minneapolis Community Development Agency, Magno retired in 1997. Then came the restless years trying to figure out how to spend his time. Initially, he opened his own real estate brokerage, but after a couple of years, he closed shop. He then worked part-time for various mortgage finance operations.

"To tell you the truth," he said, "I was getting bored, and then one day I received a brochure from the Master of Liberal Studies (MLS) program. After attending an information session, I was really attracted by the fact that you could design your own program by choosing course work across disciplines."

"I was very apprehensive about going back to school considering I hadn't taken classes in several decades, and that was in the Philippines. I asked the MLS adviser if I could attend classes on a trial basis, and they allowed me to do that. I enjoyed taking the classes. It was a real change for me, mindboggling to say the least."

"The education that I received came just in time. I want to work for a more peaceful world."

Rufino Magno



Photo by Tim Rummelhoff

Rufino Magno

When Magno enrolled in 2002, he did not plan on earning his degree as a means to an end. He went back to school because he enjoyed learning. The first seminar he took was "Prism of Culture," a multi-disciplinary introduction to music, literature, painting, architecture, and philosophy. However, it was the second seminar, "Innovative Responses to Terrorism," that impacted him most deeply and caused him to focus his studies toward human rights advocacy for peace.

As he thought about his old hero, Mahatma Gandhi, he remembered the quote, "You have to be the change you want to see in the world." Magno's final paper will be a case study of Jimmy Carter as an innovative human rights advocate and the works of The Carter Center in Atlanta. Normally, libraries are built to honor ex-Presidents after they leave office, but rather than provide a home for books and memorabilia, Jimmy Carter created a

working environment committed to advancing human rights, economic advancement in the third world, and democratization through election monitoring.

Magno is scheduled to graduate this fall with a major in Innovation Studies, a minor in Human Rights, and a post-baccalaureate Innovation Studies certificate. His newfound knowledge will make him better qualified to someday join The Carter Center or an organization in Minnesota that works for human rights. He also is considering getting involved with the Internally Displaced Persons (IDP) in the Philippines. These are persons caught in conflicts between warring groups such as the Philippine Army and the Muslim Separatist Movement in Mindanao. "The education that I received came just in time," he said. "I want to work for a more peaceful world."

For more information about the Master of Liberal Studies degree program, call 612-626-8724, or visit www.cce.umn.edu/mls.



Looking for a Change?

Career Workshops

Workshops can be taken individually or as a series. Cost for the series is \$230 (includes cost of assessments). Cost for "Who Am I?" is \$130 (includes cost of assessments); "What's Next for Me?" and "How Do I Get There?" are \$70 each. **For more information or to register**, call 612-624-4000 or visit www.cce.umn.edu/careerservices. UMAA members and CCE degree and certificate students receive discounts.

Who Am I? Clarifying Your Career and Lifework Goals

Two meetings: June 22 and 29, 6:30-8:30 p.m.

What's Next for Me? Exploring Career and Educational Options

Two meetings: July 13 and 20, 6:30-8:30 p.m.

How Do I Get There? Setting Goals and Taking Action

Two meetings: August 3 and 10, 6:30-8:30 p.m.

Free Information Sessions

College of Continuing Education information session

Find out more about a wide variety of programs that meet adults' needs, budgets, and schedules.

August 9, 6-8 p.m.

Inter-College Program information sessions

Find out how you can create an undergraduate degree drawing on course work from the University's over 100 majors. Choose from these dates:

June 13 (noon-1 p.m.), 17 (noon-1 p.m.), 20 (noon-1 p.m.), 22 (9:30-10:30 a.m.), 24 (noon-1 p.m.), 27 (noon-1 p.m.); July 1 (noon-1 p.m.), 8 (noon-1 p.m.), 11 (noon-1 p.m.), 13 (9:30-10:30 a.m.), 15 (noon-1 p.m.), 18 (noon-1 p.m.), 22 (noon-1 p.m.), 25 (noon-1 p.m.), 27 (9:30-10:30 a.m.), 29 (noon-1 p.m.); August 1 (noon-1 p.m.), 5 (noon-1 p.m.), 8 (noon-1 p.m.), 10 (9:30-10:30 a.m.), 12 (noon-1 p.m.), 15 (noon-1 p.m.), 19 (noon-1 p.m.), 22 (noon-1 p.m.), 24 (9:30-10:30 a.m.), 26 (noon-1 p.m.), 29 (noon-1 p.m.)

Program for Individualized Learning information sessions

Create your own project-based liberal arts degree and work at your own pace to complete it. Choose from these dates:

June 14 (9:30-11 a.m.), 23 (5:30-7 p.m.), 28 (9:30-11 a.m.); July 7 (5:30-7 p.m.), 12 (9:30-11 a.m.), 21 (5:30-7 p.m.), 26 (9:30-11 a.m.); August 4 (5:30-7 p.m.), 9 (9:30-11 a.m.), 18 (5:30-7 p.m.), 23 (9:30-11 a.m.)

For locations and reservations, call 612-624-4000 or visit www.cce.umn.edu/infosessions.

Split Rock Soirées

Some of the finest writers and artists in the nation teach at the Split Rock Arts Program each year. These five evenings of readings and artists' talks celebrate the artistic accomplishment, energy, and talent of Split Rock faculty. You need not be registered for a Split Rock workshop to participate. Join us!

Tickets for the general public will be available at the door for \$7. Visit www.cce.umn.edu/splitrockarts or call 612-624-4000 for more information.

June 28, 7 p.m. July 12, 7 p.m. July 19, 7 p.m.
July 26, 7 p.m. August 2, 7 p.m.

Career Matters

Advice from a University of Minnesota career consultant with years of experience helping motivated adults explore their options, chart their course, and reach their goals.



Janet Pelto

Knowledge-seekers:

In my role at the University, I help my clients find meaning and satisfaction in their life and work. Which begs the question that people occasionally ask, "Am I satisfied with my life and work?"

The answer is unequivocally yes. I feel very fortunate to be in a position to help make a positive difference in people's lives.

One thing I've learned over the years is how important people's livelihoods are to them. It's one of our major sources of identity, pride, and fulfillment. For many people, resolving their uncertainty regarding career transition is their top priority.

Unfortunately, there is no silver bullet. Career transitions require **structure** – a concrete process and action steps – as well as **support** – someone who can be a cheerleader and helper. In my workshops and individual consultations I provide clients the necessary structure and support to enable them to sort through their options, make decisions, and take steps toward their goals.

When I meet with someone individually, I provide a process and a confidential, objective, and supportive environment. I give them research tools such as Web sites where they can learn more about careers or professional journals to get a better sense of a given career. I also teach them how to do informational interviews and job shadowing so they can get an up-to-date, insider's perspective.

In my workshops, we cover similar material – the process, tips, and strategies – with the added advantage that participants get to communicate with other people in the same boat.

This structure and support can make the difference between

resolving critical career and life issues or keeping the status quo and wondering *what if*.

In one of my workshops last year, I had a client who had been floundering for years in marketing jobs that were not fulfilling to her. As I got to know her, I learned that despite wanting to make a change for several years, she couldn't figure out what she wanted to do, and she didn't feel she had anyone to talk to who understood what she was going through.

After completing the workshops, she applied to the U of M, was admitted, and plans to be a high school teacher after she completes her degree.

At one point, she wondered whether taking the time to go back to school was such a good idea. I told her, "In three more years, you're going to be three years older, regardless of whether you continue on the path you're on or invest that time to make you happier and more satisfied in the future."

Now, she's making her career transition. She's excited and rejuvenated. And she's made my job that much more meaningful and satisfying.

Sincerely,

Janet Pelto
Career and Lifework Consultant
College of Continuing Education
University of Minnesota

The human side of project management

Project management seminar reveals the art of efficiency

Hang out with a project manager long enough, and you're likely to hear an old joke:

When a project is managed poorly, it will take three times longer and cost three times as much as initially projected. Manage that same project effectively, abiding by the principles taught at the nation's top business schools, and the project will only take twice as long and cost twice as much.

"The point is, project management won't make the world a perfect place," said Dick DeBlieck, instructor for the College's professional development seminar, "Project Management." "It can't give you all the resources you need. It can't make every project run smoothly."

However, the benefits of effective project management can be measured – substantially – on an organization's bottom line, because projects that are managed efficiently make better use of resources and are more likely to have superior cost and on-time performance.

DeBlieck believes a successful project manager excels at two different skill sets. One set is technical – planning, organizing, and scheduling skills. These have to do with creating a project plan, drilling down into details, establishing timelines, and breaking tasks down into manageable chunks. The second set of skills relates to human dynamics – leadership, communication, teamwork, negotiation, problem-solving, and conflict management.

DeBlieck's course covers the technical aspects in depth, but where it sets itself apart from the typical project management course is that he places an equal emphasis on the human dynamics needed to make a project successful.

"You can have a great plan," said DeBlieck, "but unless you can motivate people and pull the team together, you're not going to go anywhere. A well-rounded manager needs both planning and scheduling skills, as well as the human and leadership skills to be successful."

In today's business environment, project managers are facing ever-tightening resources, limited time, unrealistic deadlines, and not being able to get the right people or skills on their team.

"I want to give my students practical skills that will help them manage projects in a way that will more likely lead them to success, remove some of the frustration from the process, and hopefully keep costs and budgets in line."

For more information on the College's upcoming Project Management course and other professional development courses, call 612-624-4000.

Class of 2005 takes center stage

On May 7 at Northrop Auditorium, the University of Minnesota Regents awarded nearly 300 baccalaureate degrees to College of Continuing Education (CCE) graduates of the Program for Individualized Learning, the Inter-College Program, and the Bachelor of Applied Science program. In addition, graduates of the College's Master of Liberal Studies program received their diplomas at the Graduate School Commencement on April 29.

The keynote speaker for the May 7 event was Karin L. Larson, chairman of Capital International Research and chairman of the board and president of Capital Research Group – two very highly regarded investment management organizations. Larson, a 1960 University College (now the College of Continuing Education) alumna, is committed to helping a new generation of self-directed learners by funding two CCE scholarships.

Her remarks covered three topics. "The first," she said, "a lot of what happens in life is luck, or at least is disguised as luck. Second, it isn't necessary to be goal-oriented to be successful – it probably isn't even desirable to have your life's plan set right now. And third, our world is

completely integrated today and the broader your experience, the better off you'll be."

Student speaker Michele French enrolled in the U of M in fall 2001 and graduated from the Inter-College Program with a two-area degree: Carlson School of Management and Spanish. She received a Karin L. Larson Scholarship for the 2004-2005 academic year and has recently accepted a job from News America Marketing.

"It takes a unique, multi-talented individual to

explore an option such as CCE," she pointed out near the conclusion of her speech. "In whatever path we may choose after graduation, we can all be sure that our education at the University of Minnesota, through the guidance of our particular programs, was the building block to our success."



Photo by Tim Rummelhoff

The path most traveled

Two Inter-College Program (ICP) scholarship recipients span the globe and broaden their education

Photo by Tim Rummelhoff

Have you dreamed of living abroad in an exotic country with lifestyles and customs markedly different from your own?

Two Inter-College Program students, Rebecca Sanchez and Emily Brandl-Salutz studied abroad in remote regions of Costa Rica and Senegal. Their experiences gave them an education in life that went beyond the classroom, changing some of their views and altering the course of their education and career planning.

Sanchez, of Dubuque, Iowa, enrolled at the U in the fall of 2001 in the College of Natural Resources due to her concern for the environment and depletion of natural resources. The following year, she signed up for a study-abroad program in Costa Rica.

“It was just a two- to three-week seminar,” she recalled, “but it changed my perspective on a lot of things – on life, on what I wanted to do with my career.”

In Costa Rica, Sanchez talked to many small farmers and learned of their problems finding markets to sell their coffee at prices that would sustain them. “It grabbed onto my heart,” she said. “I wanted to help these people. At the time I was doing some work for Peace Coffee, an

organization that works in the interest of farmers and the environment in developing countries, and I really fell in love with the idea of helping small farmers. I decided I wanted to continue my natural resources studies dealing with environmental ethics and environmental management, but I also understood I needed a strong background in business.”

“What struck me the most was that considering all the differences that separate us, there is an inherent humanity in every person that unifies us.”

Emily Brandl-Salutz

Upon her return, she learned that the Inter-College Program would allow her to study both tracks – natural resources and business. With her ICP adviser Karolyn Redoutey, she began to direct her curriculum, taking courses in sync with her interests.

“I took classes in international management, marketing, and entrepreneurial management, which are critical for me because I’m looking to start co-ops and help businesses in other countries that will benefit the local people,” said Sanchez.

“Two of my classes, “World Food

Problems” and “World Development Problems,” were very enlightening. They helped me understand situations in third world countries in the broader scope, and looked at ways the U.S. could help and ways in which our meddling has proven to be counterproductive.”

She’s been adding visa stamps to her passport as well, always eager to learn more about working conditions and trading practices in other countries. She’s been to Canada and Jamaica, and this summer she’s off to Ireland.

On May 7, Sanchez graduated with a degree in natural resources and business. She has applied for the Peace Corps and plans on beginning a 27-month tour of duty next May in Latin America. Then she’d like to enter grad school for a master’s degree in international business or international public policy. “Ever since I was little, Shirley Temple was my hero. Later, she was an ambassador, and that might be my long-term goal. But for now, I’d like to get into a government position and work my way up.”

She credits ICP with giving her the opportunity to direct her own education. “It has allowed me to get exactly what I wanted out of college. I took classes that were so interesting to me, which I believe is very important. The more interesting a class is, the better you’re going to do, and the longer the information will stay with you. I feel like I’m

getting more out of my educational experience. I know a lot about what I need to know rather than knowing only a little about many different subjects. That’s going to make me better at what I do.”

The other side of the world

A couple of years ago, Emily Brandl-Salutz lived for a year in Senegal as part of a study-abroad program, Minnesota Studies in International Development. She lived with a host family and made many friends. And she learned many life lessons as well.

“I was touched by the people’s generosity, a common theme in Senegal,” said Brandl-Salutz. “People who had next to nothing were always willing to share. What struck me the most was that considering all the differences that separate us, there is an inherent humanity in every person that unifies us. Everyone, regardless of where they live, gets angry, loves, hates, cries, wants the best for their children, and mourns a loss. Although *how* these things happen is different, they do happen to everyone.”

“After coming to this realization, it was impossible to look at the world in the same way again. I could no longer view people in other countries as faceless others. Everyone is a person trying to survive. When someone is killed in a war or a car crash or by starvation or AIDS, there is a family on the other end mourning that death. These are the things that we never see and the things that are abstracted by statistics and the news.”

Brandl-Salutz grew up in Rochester, where she was heavily influenced by one of the world’s top medical communities. It rubbed off, and she developed a passion for science and health.



Emily Brandl-Salutz at her host family's home in Dakar.

As an undergraduate at the U of M, she started off studying biology. As she took classes and worked in the lab, she realized that despite maintaining a fervent interest in biology, the environment of pure science lacked the human contact and interaction she wanted in a future career.

She was particularly interested in a career in international health and felt that a strong basis in biology and public health would help her greatly toward that end. In addition, global studies taught her a lot about interacting with people of other cultures. This need for dual tracks led her to the Inter-College Program.

“With ICP, I was able to combine biology with global studies and public health. This allowed me to more easily integrate study abroad into my college experience and gave me more practical knowledge related to my interests while still emphasizing the sciences.”

Brandl-Salutz, who graduated May 7, plans on enrolling in the U’s School of Public Health to study maternal and child health. After that, her plans will likely include medical school or a physician’s assistant program. First and

foremost, however, she will take a year off to do some traveling, including going back to Senegal for an extended stay.

She’s still affected by what she saw and felt there, particularly when her study-abroad program moved to a more rural area of the country. “It was a very moving experience,” she said. “It was extremely difficult because I was away from both my American and Senegalese friends for the first time. I had to start all over in a place that was more culturally intense. It was also a very intense experience because I had never seen the type of poverty that was there.

“I went into villages several times to observe a nurse I worked with giving care at village health posts. I was always amazed at the strength and poise of the women who came to the clinic to see her. They had to sit in a line, sometimes all day. They did so patiently and graciously. It made me realize how little most of the world has, and that we should be truly grateful for what we have.”

Sanchez and Brandl-Salutz Grateful for CCE Scholarships

Both Rebecca Sanchez, Buchta Scholarship recipient, and Emily Brandl-Salutz, Larson Scholarship recipient, expressed their deep gratitude, insisting those extra funds meant a lot more to them than simply reducing their college loan obligations.

They’re not the only ones. In 2004-2005, there were 200 CCE scholarship recipients with awards totaling \$281,000. These recipients represent the broad cross-section of students participating in CCE offerings – students admitted to degree programs (BAS, ICP, PIL, MLS); certificate programs; Continuing Professional Education business management, human resources, and information technology courses; Compleat Scholar courses; Split Rock Arts Program workshops; Curiosity Camp; Graduate Test Prep courses; and Career and Lifework Planning Services offerings.

These awards ranged from \$500 to \$2,200 with recipients age 20 to 69. Admission to a degree or certificate program is not required. Funds are available for credit and noncredit courses. Best of all, these scholarships do not need to be repaid.



For more information or an application, call 612-624-4000, or visit www.cce.umn.edu/financialaid.

For more information about the Inter-College Program, call 612-624-4000, or visit www.cce.umn.edu/icp.

Hidden beneath the surface

Experiential science courses go digging for answers to Minnesota's past and future

Think back to your adolescence. Remember those mind-numbing science classes you had to sit through, or rather sleepwalk through? The periodic charts, the frog dissections, the equations. They covered principles and theories, but usually offered little depth in terms of real-world application.

This summer, the College of Continuing Education offers adults a chance to make up for lost time, as the Compleat Scholar program presents several opportunities to explore the wonders of science in more accessible ways than the old straight lecture format.

In the course "Little Known Sanctuaries," participants take three field trips, including a journey to Wood-Rill – a woodland oasis of undisturbed natural habitat preserved by the Department of Natural Resources as part of their Scientific and Natural Areas (SNAs) program.

Wood-Rill is one of the last remnants of the Big Woods, the vast ecosystem that once covered 2,000 square miles. Today, approximately 1 percent of the Big Woods remains, due to environmental degradation. At Wood-Rill, you'll find trees up to 400 years old, ponds, and wet meadows. You'll also likely encounter the Big Woods' arch-nemesis, the European earthworm.

That's right, earthworms. Ask Compleat Scholar instructor Lee

Frelich and he'll tell you those innocent-looking earthworms have a dark side. They're eroding our forests as fast as an army of bulldozers and causing irreversible damage to the fragile ecological balance of our state.

How can earthworms lay claim to such catastrophic environmental damage? "The answer lies on the forest floor," said Frelich, who is Director of the U of M's Center for Hardwood Ecology, "where ordinarily you would expect to find a thick layer of duff – an accumulation of many years of old leaves – three to six inches thick. Many native plants are rooted in



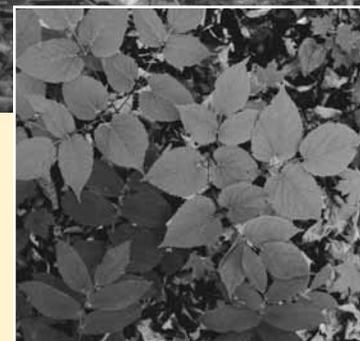
Photo by Dave Hansen

A nightcrawler, Lumbricus terrestris.



Photos by Dave Hansen

Above, a forest floor damaged by European earthworms. Right, an earthworm-free forest floor.



that duff. The earthworms come in, eat the duff, exposing the plants' root systems, and killing them. In addition, insects live in that duff. Small mammals depend on it for shelter. Birds depend on it to build their nests. The entire ecosystem is affected by the loss of the duff."

We grew up thinking earthworms were, at best, good for the soil; at worst, a little gross. Now we find out they're a serious threat to the existence of many of our native species. And very few people are even aware of the problem.

Earthworms are classified as an invasive species. When the European settlers arrived, they brought earthworms in potted plants. Ever since, the little creatures have spread from settled areas like the Twin Cities into the wilderness.

"Fishers take worms out to remote streams and rivers, and use them as bait, and then they'll leave what they don't use in the woods," explained Frelich, who is nationally regarded as a leading expert on the earthworm's effect on forest ecology. "Then, there are all-terrain vehicles (ATVs). Earthworm cocoons get stuck in the tires and are moved all over the landscape. At this point, they're spreading through the last remnants of natural vegetation and destroying a lot of it, unfortunately."

Perhaps it's not fair to blame all our ecological problems on the earthworm. Additional factors have put major stresses on our forests including logging, the draining of wetlands, high deer populations,

and other invasive species such as garlic mustard and buckthorn.

"We don't really have a good way of reversing the process at this point," said Frelich. "We haven't found a natural predator of the earthworm that we're convinced wouldn't do damage to other native species. The best thing we've discovered so far is to try to take as many other pressures off the ecosystem as we can. That means reducing the deer population, and getting rid of buckthorn and garlic mustard."

Large numbers of native species are being wiped out at this point, and it isn't clear whether most of them will make it. Frelich and other researchers are attempting to figure out if it's possible for endangered species to survive in a miniscule amount of space compared to their original habitat.

To protect the land that remains, the state and federal government, along with private interests, are setting up reserves of natural vegetation – land that hasn't been logged and is free of invasive species. While these reserves are well-maintained and free of invasive species for now, in the long run it may be a losing battle.

"Earthworms and invasive species don't acknowledge the reserve's ownership boundaries, and they're proceeding to destroy these last remnants," said Frelich. "I want participants of 'Little Known Sanctuaries' to appreciate how special these reserves are and how endangered the native species are."



Compleat Scholar participants sift soil samples in an archaeology course.

Blast from the past

Another Compleat Scholar science course digs into our state's distant past: "Hands-on Archaeology: Prehistoric Minnesota in Red Wing." Course participants will visit an archaeological excavation and learn details of its extraordinary revelation that Red Wing may have hosted some of the first polycultural villages in North America.

Instructor Ron Schirmer is a professor of anthropology at Minnesota State University, Mankato. His research indicates that from about 1050 to 1250 A.D., there was a period of intensive interaction among people of different native cultures centered along the Mississippi Valley.

Red Wing was a major trade and interaction center where people from the Plains, the Mississippi Valley, and the Eastern Woodlands gathered because of the rivers that fed into the Red Wing area at the head of Lake Pepin.

"Interestingly," says Schirmer, "we have little evidence of Red Wing being used to any intensity at all before this time period. All of a sudden, we have villages of 15 to 35 acres just for where people had their houses. And each one of these villages is surrounded by an extensive mound group. These village complexes are among the largest in the entire mid-continent."

The Silvernale village, the excavation site the Compleat Scholar course will visit, may have been home to 1,000 to 1,500 people.

With a minimum of eight villages in the surrounding area, it's possible that up to 10,000 people lived in Red Wing at the time.

The most interesting aspect of Schirmer's research is the presence of multiple ethnic groups living simultaneously in single villages. "This was exceedingly rare," says Schirmer. "To our knowledge, Red Wing is one of the only places, if not the only place, where we have this pattern. Across much of the mid-continent, we have interaction between resident communities, but there's little to no evidence that people of different cultures were actually living in the same village and interacting with each other. It appears that the Red Wing villages are composed of cohabitating communities that are clustered into, believe it or not, ethnic neighborhoods."

Schirmer and his team came to these ideas based on archaeological evidence found across several Red Wing sites. For instance, each culture can be identified by distinctive pottery, stone tools, and housing styles. Materials from different contemporary groups were found intermixed within the village, suggesting cohabitation.

Unlike many of the residents of today, the native cultures all had sense enough to get out of town in time for winter. According to Schirmer, "Although these were permanent villages—they had structures that were built with posts—we have little evidence that these villages were occupied during the winter. As part of the function of these places as trade centers, they were largely seasonally occupied. In the winter, residents went back to where they were from—small settlements distributed up into river valleys that were protected from upland winds."

Compleat Scholar participants won't have to do any heavy digging, but they will learn some things about proper excavation technique — mapping archaeological units, hand-excavating with a trowel in shallow pits—and they will get some lab experience identifying and cleaning artifacts from the excavation.

Participants will take away an understanding of cultural dynamics that existed a thousand years ago. Schirmer says, "Even though Euro-American and Native American culture can be very different at times, we still do similar things. We're all humans and we have common patterns."

"Participants also will gain an understanding of what archaeology is, and what it can tell us about people. Archaeology is not just looking for artifacts; it's about understanding people in the past, and thus better understanding ourselves."

**For more information about this summer's noncredit courses
in science, nature, ecology, and the cosmos,
call 612-624-4000 or visit www.cce.umn.edu/scholars.**

The mission of the College of Continuing Education is to provide adults with quality continuing education and lifelong learning opportunities for professional development, personal enrichment, career transitions, and academic growth.

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