



INDIANA UNIVERSITY

University Division  
Course Descriptions

BLOOMINGTON CAMPUS

# COURSES

2009–2010

# 2009–2010 University Division Course Descriptions

## INDIANA UNIVERSITY BLOOMINGTON

The course descriptions included in this booklet are those that are most appropriate for a majority of new students. This booklet does not include all courses offered at IUB. It is meant to be used with the *University Division Guide* to aid new students in planning their first-term courses on campus.

Online Course Descriptions: You can find descriptions of most IU courses online! The IU Dean of the Faculties office provides course descriptions in an easy-to-read, easy-to-navigate online database: [www.indiana.edu/~deanfac/class.html](http://www.indiana.edu/~deanfac/class.html).

Courses in this booklet are listed alphabetically by school or department, and you will find cross-references in various places. Exceptions: Foreign language courses are listed alphabetically under “Foreign Languages”; courses listed under “HPER” include courses for the three departments within that school: Applied Health Science, Kinesiology, and Recreation; and learning skills courses (prefixed EDUC) are listed under “Student Academic Center.”

College of Arts and Sciences Topics Courses are open to all students regardless of major and are numbered COLL-E 103, E 104, and E 105. Descriptions are located under “College of Arts and Sciences Topics Courses.”

Many courses are offered as a part of the Division of Residential Programs and Services—Residential Education Program. You may be able to register for one or more of your classes to be held in your residence hall. Ask the advisor about this when you come to campus for advising and registration.

### Important

Pay close attention to the departmental prefix, e.g., CLAS, ENG, HPER, JOUR, SWK. When you register, you must know this information for each course you take. Your advisor will list these departmental prefixes on your Course Enrollment Plan before you register.

### Instructions for Reading Course Descriptions

The first lines of a course description identify the course number, the name of the course, the credit hours awarded for one term, and, where possible, the term taught and the instructor. The instructor may change from semester to semester.

Some information is provided for courses taught only in the spring term of 2009–2010. Being aware of these courses may influence your choice of courses for fall.

Also included is a notation indicating the general-education distribution area: A&H (Arts and Humanities), S&H (Social and Historical), and N&M (Natural and Mathematical Sciences). The designation listed indicates how the course is distributed in the College of Arts and Sciences. Other schools may count courses for general education in a different way. Your advisor will help you understand these differences.

Here are the meanings of some other abbreviations you will see in the course descriptions:

C: = Corequisite(s), or courses that must be taken at the same time.

P: = Prerequisite(s) needed before taking a course.

R: = Recommended prerequisite(s) to be successful in a course.

See pages 51–57 for lists of course titles by category: Arts & Humanities (A & H), Social and Historical (S & H), Natural and Mathematical Sciences (N & M), and Additional Courses.

## African American and African Diaspora Studies (AAAD)

**A 100 African American Dance Company (2 cr.) (Fall, Spring) Rosa P:** *Consent of instructor by audition.* Emphasis is on ethnic and jazz traditions, although other genres are regularly performed. Repertoire varies from semester to semester. Participation in on- and off-campus concerts, workshops, and lecture demonstrations required. Previous dance training desirable but not essential. May be repeated individually or in combination with A 110 and A 120 for a maximum of 12 ensemble credits.

**A 110 African American Choral Ensemble (2 cr.) (Fall, Spring) McCutchen P:** *Consent of instructor by audition.* Performance of music by and about blacks, including spirituals, gospel, art songs, and excerpts from operas and musicals. Repertoire varies from semester to semester. Participation in on- and off-campus concerts, workshops, and lecture demonstrations required. Ability to read music desirable but not essential. May be repeated individually or in combination with A 100 and A 120 for a maximum of 12 ensemble credits.

**A 120 IU Soul Revue (2 cr.) (Fall, Spring) Williams, Mahluli P:** *Consent of instructor by audition.* Emphasis on the various styles of black urban popular music. Repertoire varies from semester to semester. Participation in on- and off-campus concerts, workshops, and lecture demonstrations required. Ability to read music desirable but not essential. May be repeated individually or in combination with A 100 and A 110 for a maximum of 12 ensemble credits.

**A 141-A 142 Introduction to Writing and the Study of Black Literature (4-4 cr.) (Fall, Spring) (A&H) McElroy** This class combines two standard aims: 1) to help students develop their writing skills; and 2) to encourage them to read carefully. At the same time, A 141 offers something unusual: students encounter African American authors of recognized ability whose skillfully crafted statements often are neglected in similar courses.

The theme of the course emphasizes the link between the "power" of the word and the quest for social justice. Since the harsh days of slavery, many African Americans have mastered the art of writing to better enhance the possibility of making America be America, i.e., a land of freedom and opportunity. Before students finish the course, they will see a clear relationship between their ability to express themselves in writing and their own prospects as shapers of human destiny. Although A 141 and A 142 do not count toward the major, completion of the A 141 and A 142 sequence fulfills the composition requirement and provides A&H distribution credit in the College of Arts and Sciences. Most students enroll in the full sequence, but students may enroll in either A 141 or A 142.

**A 150 Survey of the Culture of Black Americans (3 cr.) (Fall, Spring) (A&H)** The culture of blacks in America is viewed from a broad interdisciplinary approach, employing resources from history, literature, folklore, religion, sociology, and political science. Course does not count toward the major. A series of lectures, audio and videotape recordings, slide presentations, and films will be used to introduce major forms of traditional and popular African American culture. This course is also approved for College of Arts and Sciences Topics credit.

**A 154 History of Race in the Americas (3 cr.) (Spring) (S&H)**

**A 198 Special Topics in Social and Historical Studies for African American and African Diaspora Studies (3 cr.) (Spring) (S&H)**

**A 203 Studying Blacks of the New World: African Americans and Africans in the African Diaspora (3 cr.) (Spring) (S&H)**

**A 210 Black Women in the Diaspora (3 cr.) (Fall) (S&H) McCluskey** Interdisciplinary examination of salient aspects of black women's history, identity, and experience, including policies, cultural assumptions, and knowledge systems that affect black women's lives. While the primary focus is North America, the lives of black women in other cultural settings within the African diaspora also are examined.

**A 221 Dance in the African Diaspora (3 cr.) (Fall) (Second eight weeks) Rosa** This course exposes students to dances in the African American and African diaspora traditions, history, culture, and music and embarks on embodying body positions of African-derived dances primarily from Cuba, Puerto Rico, and America through classroom lectures, discussions, videos, readings, and movement sessions.

**A 249 African American Autobiography (3 cr.) (Fall) (A&H) McCluskey** A survey of autobiographies written by black Americans in the last two centuries. The course emphasizes how the autobiographers combine the grace of art and the power of argument to urge the creation of genuine freedom in America.

**A 264 History of Sport and the African American Experience (3 cr.) (Fall) (S&H)** Examination of the historical participation and contributions of African Americans in sport. Students study African American sports pioneers and the social conditions affecting their participation. Period studied includes pre-slavery to the civil rights era (1500s to 1960s).

**A 295 Survey of Hip-Hop (3 cr.) (Fall, Spring) (A&H)** This course is a representative study of hip-hop from its origin to the present. We will examine hip-hop as an artistic, historical, and sociocultural phenomenon through a survey of the subculture and its elements, but especially the music and lyrics. Additionally, we will focus on the appropriation and exploitation of hip-hop forms by the media and the music industry, "global" cultural consumption, the rise and dominance of rap music in popular

culture, notions about defining hip-hop today, and on broader issues and concepts in the study of culture. *Note: Course taught as an online course only.* Meets with FOLK- E 295.

**A 298 Special Topics in Social and Historical Studies for African American and African Diaspora Studies (3 cr.) (Spring)**

## African Studies (AFRI)

**L 231 African Civilization (3 cr.) (Spring) (S&H)**

**L 232 Contemporary Africa (3 cr.) (Fall) (S&H)** An introduction to current social, economic, and political issues in Africa.

## Akan (LING)

See "Foreign Languages."

## American Studies (AMST)

**A 100 What is America? (3 cr.) (Fall, Spring) (A&H) Guterl & Inouye (Fall)** Class will explore ideas about citizenship, national identity, and the social contract in the broader Americas. What makes us "Americans"? How do we define "America"? How does national identity compete with, or relate to, other forms of identity, such as social status or class, religious association, gender and sexuality, and racial or ethnic description?

**A 200 Comparative American Identities (3 cr.) (Fall, Spring) (A&H) Inouye (Fall)** Examines the formation of legal, social, cultural, and economic identities within the United States and within U.S. controlled territories. Who counts as "American"? To what ends have citizens and noncitizens assumed, claimed, or refused "American" identity? This course employs a comparative frame in considering elite and subordinated classes (and/or gender, races, ethnicities, sexualities); institutional and countercultural forms of self-definition; official history; and alterative acts of collective memory.

**A 201 U.S. Movements and Institutions (3 cr.) (Fall, Spring) (A&H)** Interdisciplinary approaches to a social movement, an institutional structure, or an otherwise clearly delimited arena of an object of social regulation and public activity. Constructing, deconstructing, reconstructing an object of social study. Recent topics have included: The American City; Sociologies of Consumption; Philanthropy and the Politics of Voluntarism. (May be repeated with a different topic for a maximum of 6 credit hours.)

**A 202 U.S. Arts and Media (3 cr.) (Fall, Spring) (A&H)** Interdisciplinary approaches to a cultural genre (e.g., science fiction, pop art, jazz), discourse (e.g., individualism, family values, globalization), or medium (e.g., comics, television, the Internet). Constructing, deconstructing, reconstructing an object of cultural study. Recent topics have included:

Images of the Body; Jazz and Cultural Hierarchy; Youth Cultures. (May be repeated with a different topic for a maximum of 6 credit hours.)

**A 275 Indigenous Worldviews in the Americas (3 cr.) (Fall) (S&H) Snyder** A survey of some of the basic aspects of indigenous lifeways, this course introduces comparative cultural analysis, providing foundational coursework for those interested in thinking about how others think and how we think about otherness. Students will examine mythology, ritual, health, art, and philosophy within the context of colonialism and globalization.

## Anthropology (ANTH)

**A 105 Human Origins and Prehistory (3 cr.) (Fall, Spring) (S&H) Sievert and Kaestle** What made us human? The story of our past can be found in clues from various sources—everything from details of DNA to evocative murals in Ice Age caves. This is why the scientific quest for human origins requires the curiosity of a philosopher coupled with the skills of a skeptical detective.

This course will introduce you to the study of human evolution—a branch of anthropology that seeks to understand human uniqueness by studying the human past using scientific methods from both biological and social perspectives. We can learn a lot about ourselves by studying the behavior of living primates, like chimpanzees. And we can look at fossils and archaeological sites for the evidence that reveals when and where humans first began to behave like “odd animals”: to walk upright, eat and cook unusual foods, invent tools and art, speak languages, and enjoy social and cultural practices that we consider so “human” today.

Lectures make extensive use of projected video clips and slides. In addition to online study materials, students will have the opportunity to handle a wide range of casts of both artifacts and bones of living and fossil primates, including human ancestors, and in small discussion sections discuss the challenges and controversies involved in interpreting human evolution.

**A 150 Brave New Biology (3 cr.) (Spring) (S&H) Kaestle**

**A 200 Post-Taliban Afghanistan and the War on Terror (3 cr.) (Fall) (S&H) Shahrani** The unprecedented terrorist attacks on September 11, 2001, aimed at targets within the United States, prompted the coalition’s “War on Terrorism” against Taliban controlled Afghanistan, regarded as the virtual headquarters of global terrorism led by Osama bin Laden and his Al Qaeda terrorist network, who have been implicated in carrying out the attacks. The war on global terror has been waged now for well over five years in Afghanistan, has spawned the invasion of Iraq and greater instability in the Middle East and beyond, without an end in sight. This course will focus on the history, society, economy and political culture of Afghanistan as a multi-ethnic modern nation-state that has been ravaged by

a century of internal colonialism, and more recently by foreign invasions, proxy wars and global terrorism. Meets with CEUS-R 251 and NELC-N 204.

**A 205 Biocultural Medical Anthropology (3 cr.) (Fall) (S&H) Wiley** In this course we will explore health and disease from a biocultural perspective, which incorporates the evolutionary, ecological, and socio-cultural context of health and disease in trying to answer the general questions: Why do we get sick? and Why is there variation in risk of getting sick and getting/staying well? Our level of analysis will constantly shift from the macro-level of evolutionary theory and political economy to the micro-level of genetics and microbes to understand how these act on human biology in the production of ill health. We will be concerned with how these different types of analysis have implications for the clinical practice of medicine. A variety of health topics will be covered, including childhood, reproductive, infectious, chronic and stress-related disease. This course does require that you not be afraid of learning some basic human biology, which will be elaborated as relevant throughout the semester. This course is an excellent companion to ANTH-E 260, which takes a more socio-cultural approach to health and illness.

**A 205 Introduction to Evolution of the Brain (3 cr.) (Fall)** An introduction to the study of the evolution of the brain, with a focus on the human species. Students will review basic concepts in evolutionary biology that form the basis for an evolutionary approach. The direct fossil evidence of vertebrate brain evolution will then be reviewed, and comparative (cross-species) perspectives on neuroanatomy and behavior will be emphasized. An analysis of the specific changes in the brain during human evolution will then be covered. We will consider possible sources of evidence relevant to brain evolution as well, such as the archaeological record of human behavioral evolution. Current controversies and theories about the causes and consequences of hominid brain evolution will be reviewed, including the possible role of language, tool use, sociality, dietary shifts, and other behavioral adaptations. In addition, sex differences in brain and behavior will be discussed, as well as philosophical questions surrounding the problems of consciousness, mind, and brain. A consideration will also be given to the possible origins of human ethics and morals.

**E 210 Human Diversity: Rethinking Race Globally (3 cr.) (Fall) (A&H) Greene** Who invented the term “race” and what does it mean? Is race a legitimate way to talk about human diversity? If so, with what social and scientific understanding? If not, what other terms might we employ to substitute or complement discussions regarding racial matters? In this course we seek to address these broad questions about human diversity in terms of the legacy of the concept of race. To do so we will identify how anthropology and related disciplines have played a fundamental role in shaping our understanding about physical variation,

culture, gender, and language as means to talk about differences in the human species. We will also identify the multiple ways in which such academic thought has fundamentally misconceived human difference in order to perpetuate stereotypes, justify various forms of domination, and to propagate simple misunderstandings instead of recognizing the complex interactions that exist between physical variation and social constructions of human difference. We will examine ideas from past and present and read about current cases from different parts of the globe.

**A 221 Anthropology of Food (3 cr.) (Fall) (S&H) Royce** In this course, we will examine, across space and time, the significance and meaning of food, its production and consumption, in human culture and society. Ideas and practices concerning food are deeply held markers of who we are and how we define ourselves.

**B 200 Bioanthropology (3 cr.) (Fall, Spring) (N&M) Kaestle, Muehlenbein** This course is an introduction to the study of human evolution and diversity. Students learn the basics of evolutionary mechanisms, genetics, primate (including human) anatomy and behavior, human adaptation and evolution, and human variation. Reading assignments are from both textbooks and short current research articles. Skills in reading science writing are stressed, as well as critical thinking. Some class sessions may include meeting in the bioanthropology labs, where students get hands-on experience with bones, teeth, fossil casts, and methods for studying them. This course prepares students for more advanced courses in bioanthropology.

**E 105 Culture and Society (3 cr.) (Fall, Spring) (S&H) Wilk, Brondizio** The world is full of groups of people who speak different languages; eat, dress, and worship differently; and have different ideas about health and sickness, life and death, adolescence and old age. In today’s complex world of rapid cultural change and globalization, it is essential for all of us to understand the nature of the similarities and differences found among human groups. This course is a general introduction to the field of social and cultural anthropology. The course will analyze such activities as economic and political behavior, religion, arts, social organization, and thought processes. Illustrations will be drawn from cultures throughout the United States and the world.

**E 200 Social and Cultural Anthropology (3 cr.) (Fall, Spring) (S&H) Phillips, Stoeltje** Contemporary international migrations and communications are bringing us into direct contact with peoples of many regions and different values and ways of life. We are faced with the challenge of understanding other cultural perspectives in order to deal with the realities of ethnic nationalism, religious fundamentalism, and other forces that are shaping the world we live in. In this course we will explore what sociocultural anthropology can contribute to this understanding.

**E 206 Chanting Down Babylon (3 cr.) (Spring) Sterling**

**E 260 Culture, Health, and Illness (3 cr.) (Spring) (S&H) Phillips**

**L 200 Language and Culture (3 cr.) (Spring) (S&H) LeSourd**

**P 200 Introduction to Archaeology (3 cr.) (Fall, Spring) (S&H) King, Atalay** Surveys the history, techniques, methods, goals, data base, and theoretical orientation of anthropological archaeology; is concerned primarily with how archaeology is done; and is designed for sophomore-level students with no previous background in the field. It provides a broad background to anthropological archaeology and serves as a prerequisite to more advanced courses in archaeology. Lab sections provide hands-on training with archaeological materials.

**P 240 Archaeology and the Movies (3 cr.) (Spring) (S&H) Sievert**

**P 250 World Archaeology (3 cr.) (Fall) (S&H) Alt** This class throws you into a world of archaeological discovery in the Americas, Asia, Europe, Africa, and the Near East. We touch on archaeology's basic philosophy, methods, and theories as we review the last 10,000 years of human history, looking for what varies from epoch to epoch and place to place—and what doesn't. We focus on specific problems, people, and places—King Tut's tomb, Stonehenge worshippers, warring Vikings, Cahokia's dead, human sacrifices, and slaves. The course is planned for non-anthropology majors, and is meant to appeal to students who have always had an interest in archaeology but who may not know much about the deep past. You will see that archaeological finds from around the world help us understand all of human history.

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## Apparel Merchandising and Interior Design (AMID)

See p. 33 for interior design courses.

**F 203 Introductory Textile Science (3 cr.) (Fall, Spring) P: R 100 or R 209.** A basic textiles course related to apparel. Students will learn how the types of fibers and yarns, the methods of fabrication, and the finish used in the production of a fabric influence the final product. The development of textiles, basic concepts regarding textile legislation, standards and quality control within the industry, and new developments in textiles are included.

**R 100 Introduction to Retail Design and Merchandising (3 cr.) (Fall, Spring)** This course surveys the origins and motives of dress from an interdisciplinary viewpoint, introduces students to the large body of literature within apparel and textile research, and examines careers in the textile and apparel industry.

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## Arabic (NELC)

See "Foreign Languages."

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## Asian American Studies (AAST)

**A 101 Introduction to Asian American Studies (3 cr.) (Fall) (S&H)** In this course we will study Asian American history from the nineteenth century through the present; in the process, we will also explore the diversity of groups brought under the umbrella of "Asian American." Readings covering a series of major events in the collective experience of Asian immigrants and their American-born descendants will be supplemented with the more personal accounts that are offered through poetry, fiction, personal essays, and/or film. These texts that will touch on "Gold Mountain" and Manzanar, Yoko Ono and Vincent Chin, may serve as springboards into discussions not only about immigration, exclusion, and racial stereotyping, but also about the mainstreaming of things Asian, like sushi and curry, and the cultural/familial expectations and conflicts a "hyphenated American" must often negotiate. Students will be given opportunities, both individually and in groups, to explore these issues within the broader context of American culture and to trace the line from this aspect of our shared past into the present.

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## Astronomy and Astrophysics (AST)

*Note:* A 100, A 102, A 103, A 105, A 110, and A 115 are introductory astronomy courses of comparable difficulty. No one of them is considered a prerequisite for any other. A 110 is a survey of all modern astronomy in one course. A 100 and A 105 divide the A 110 material into two parts. Taken together, A 100 and A 105 cover essentially the same material as A 110 but in greater depth. A 102 covers selected topics in astronomy with an emphasis on the role of gravity. A 115 is an introduction to cosmology that also covers many topics in basic astronomy. The 100-level courses do not count toward the astronomy and astrophysics major. Up to two 100-level courses may be counted toward the astronomy and astrophysics minor.

**A 100 The Solar System (3 cr.) (Fall, Spring) (N&M)** Celestial sphere, constellations, apparent motions of celestial objects, eclipses, history of astronomy, astronomical observations, the Earth as a planet, the Moon, the planets and their satellites, comets, meteors, theories of the origin of the solar system. Credit not given for both A 100 and A 110.

**A 102 Gravity, the Great Attractor: Evolution of Planets, Stars, and Galaxies (3 cr.) (Spring) (N&M)**

**A 103 The Search for Life in the Universe (3 cr.) (Fall) (N&M)** Explores the origin, nature, and history of life on Earth, prospects for life in our own and other planetary systems, extrasolar planet detection, and the possibility of other technological civilizations.

**A 105 Stars and Galaxies (3 cr.) (Fall, Spring) (N&M)** Introduction to the physical universe.

Topics include constellations, gravity, radiation, the Sun, structure and evolution of stars, neutron stars and black holes, the Milky Way galaxy, normal galaxies, active galaxies, quasars, cosmology, and the search for extraterrestrial life. Credit not given for both A105 and A110.

**A 115 Birth and Death of the Universe (3 cr.) (Fall) (N&M)** Introduction to cosmology. Traces the ideas describing the origin and evolution of the universe from ancient geocentric cosmologies to the Big Bang cosmology.

**A 221 General Astronomy I (4 cr.) (Fall) (N&M) P: College algebra and trigonometry or high school equivalent.** For physical science majors. Introduction to modern astronomy and astrophysics, including basic principles of mechanics, optics, and radiation. Topics include solar system, stars, interstellar matter, galaxies, cosmology, and observational astronomy from radio to gamma rays.

**A 222 General Astronomy II (4 cr.) (Spring) (N&M) P: College algebra and trigonometry or high school equivalent; A 221.** Continuation of A 221.

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## Biology (BIOL)

**L 100 Humans and the Biological World (5 cr.) (Fall) (Nonmajors) (N&M)** This course is designed for non-science majors who specifically want laboratory experience. It emphasizes biological organization from molecules through cells, organisms, and populations—the processes common to all organisms, with particular reference to humans. Credit given for only one of L 100, L 104, E 112, L 112, Q 201.

**L 104 Introductory Biology Lectures (3 cr.) (Fall, Spring) (Nonmajors) (N&M)** The course introduces non-science majors to living organisms using a lecture-only format. No prior background in biology is required. The course does not count as a biology course for preprofessional programs. Primary emphasis varies with the instructor. Ask your advisor about course topics. Credit given for only one of L 100, L 104, E 112, L 112, Q 201.

**L 111 Evolution and Diversity (3 cr.) (Fall, Spring) (N&M)** For biological and other science majors. Processes of evolution (selection, speciation, macroevolution, origin, and early history of life) and organismal function (morphology, physiology, and behavior). Credit given for only one of L 111 or E 111.

**L 112 Biological Mechanisms (3 cr.) (Fall, Spring) (N&M) P: High school or college chemistry.** For biological and other science majors. Integrated picture of manner in which organisms at diverse levels of organization meet problems in maintaining and propagating life. Credit given for only one of L 100, L 104, L 112, E 112, Q 201.

**L 113 Biology Laboratory (3 cr.) (Fall, Spring) (N&M) P or C: L 112; R: L 111.** Cannot be taken during the first semester of residence unless credit already earned for L 111 and L 112 or E 111 and E 112. Laboratory experiments in various aspects of biology, with a focus on investigative

logic and methods. Introduces aspects of cell biology, genetics, and evolutionary biology.

**Q 201 Biological Science for Elementary Teachers (4 cr.) (Fall, Spring)** *P: EDUC-Q 200.* Open only to elementary education majors. This course emphasizes those parts of biology most important in becoming an effective elementary teacher. Emphasis is on the laboratory curriculum and the ways that all of us learn about our biological selves and our living surroundings. Credit given for only one of L 100, L 104, L 112, E 112, Q 201.

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## Business (BUS)

**A 100 Basic Accounting Skills (1 cr.) (Fall, Spring) (Eight weeks) (Summer)** The course provides a brief but rigorous introduction to the main areas of accounting from an information systems perspective. Topics covered include information users and systems, financial accounting, management accounting, taxation, and integrative activity. This course provides students with the foundation necessary for upper-level accounting courses.

**A 200 Foundations of Accounting (3 cr.) (Fall, Spring, Summer) (Nonmajors)** The course addresses the role of accounting in society and business with a special emphasis on fundamental concepts and the basic design of accounting systems. Course is intended for non-business majors who are interested in learning how accounting affects their lives and businesses. Credit is not given for both A 200 and A 201 or A 202.

**A 201 Introduction to Financial Accounting (3 cr.) (Fall, Spring, Summer)** *P: A 100.* Provides balanced coverage of the mechanics, measurement theory, and economic context of financial accounting. Strikes a balance between a preparer's and a user's orientation, emphasizing that students must understand both how transactions lead to financial statements (preparer's orientation) and how one can infer transactions given a set of financial statements (user's orientation). Relies on current examples taken from the popular business press. First part of the course introduces students to the financial accounting environment, financial statements, the accounting cycle, and the theoretical framework of accounting measurement. Second part of the course covers the elements of financial statements and emphasizes mechanics, measurement theory, and the economic environment. (Students will not receive credit for both A 200 and A 201.)

**A 202 Introduction to Managerial Accounting (3 cr.) (Fall, Spring, Summer)** *P: A 100.* The course covers the concepts associated with accounting and the management of business. Particular emphasis is given to understanding the role of accounting in product costing, costing for quality, cost-justifying investment decisions, performance evaluation, and control of human behavior. (Students will not receive credit for both A 200 and A 202.)

**F 260 Personal Finance (3 cr.) (Fall, Spring)** Financial problems encountered in managing individual affairs, family budgeting, installment buying, insurance, home ownership, and investing in securities. No credit for juniors or seniors in the Kelley School of Business.

**G 100 Business in the Information Age (3 cr.) (Fall, Spring)** An introductory but comprehensive survey of business and economic information. Focuses on sources of information, what they mean and how to interpret them, the accuracy and reliability of the data, and their use and abuse. Introduction to the *Wall Street Journal* and other major domestic and foreign information sources. Emphasis is on trends, current events, and issue analysis.

**G 202 Corporate Social Strategy (2 cr.) (Fall, Spring, Summer)** *P: ECON-E 201.* Successful business strategy entails more than outmaneuvering rival companies. Managers must devise strategies to cope with the global outside forces that confront businesses and other forms of organization. This course provides managers and leaders with strategies that win against the economic, political, social, legal, cultural, and technological forces that make up our global business landscape.

**K 201 The Computer in Business (3 cr.) (Fall, Spring, Summer)** K 201 is required for students who wish to enter the Kelley School of Business, and it is a popular elective for other students. K 201 assumes no computer background, but some prior exposure to computers, particularly microcomputers, is helpful. Conceptual computer literacy is the focus of the weekly lecture. After introducing the basic concepts of computer use, these lectures devote special attention to current technological innovations in social and business environments. Topics include technology and organizational change, telecommunications, privacy in the Information Age, and business security on the Internet. Functional computer literacy is the focus of the discussion section, which meets twice a week in a computer lab. Basic skills in using a spreadsheet (Excel), a relational database (Access), and electronic communications software (e-mail and Web browsers) are applied to solve a variety of business problems.

**L 100 Personal Law (3 cr.) (Fall, Spring)** Examines effects of law on everyday lives. Topics may include family law, criminal offenses and traffic violations, personal injury and property damage claims, employee rights, landlord-tenant law, consumer rights, debt collection, selected real and personal property issues, wills and estates, selected contract law issues, and forms of business organization (partnership, proprietorship, and corporation).

**L 201 Legal Environment of Business (3 cr.) (Fall, Spring, Summer)** *P: Direct admission to the Kelley School of Business, Hutton Honors College freshman, or sophomore standing.* This introductory business law course gives students a basic understanding of the legal system: the nature of legal reasoning, the law of torts, and government regulation of business.

**W 212 Exploring Entrepreneurship (3 cr.) (Fall, Spring)** Designed to introduce the basic concepts of entrepreneurship and the issues of starting and managing your own business. Open to all Indiana University undergraduates and an ideal elective if you want to be an entrepreneur.

**X 100 Business Administration: Introduction (3 cr.) (Fall, Spring, Summer)** Business administration from the standpoint of the manager of a business firm operating in the contemporary economic, political, and social environment.

**X 104 Business Presentations (3 cr.) (Fall, Spring)** Introduces oral communication in business contexts. Course focuses on skill development that will enable students to deliver audience-centered messages, work in small groups, and analyze and develop oral arguments. Business students cannot receive credit for both X 104 and CMCL-C 121.

**X 201 Technology (3 cr.) (Fall, Spring, Summer)** *P: BUS-K 201.* Introduces technologies currently deployed in organizations. Provides a broad understanding of how technologies are deployed, their potential, their strategic importance, and their impact on organizations and on society. Topics covered include the changing impact of technology, software engineering, telecommunications, networks, process technologies, applications of technology, economic impact of technologies, and future technologies.

**X 204 Business Communications (3 cr.) (Fall, Spring, Summer)** *P: ENG-W 131 or equivalent with a grade of C or higher.* Theory and practice of written and oral communication in a business context. Students learn to use correct, forceful English in preparation of letters, memoranda, and reports. Completion of Kelley School of Business Oral Communication Proficiency Assessment required.

**X 220 Career Perspectives (2 cr.) (Fall, Spring) (Second eight weeks, sometimes first eight-weeks also)** *P: Sophomore standing.* Introduces students to the process of career planning. Provides weekly individualized feedback to students on oral and written communication skills and on the substance of career-related projects. This highly interactive course incorporates many guests each semester, including alumni, other corporate mentors and speakers, faculty, and senior students. *Note: Student must also register for BUS-X 230 (0 cr.).*

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## Career Development (ASCS)

**Q 294 Basic Career Development (2 cr.) (Fall, Spring) (Eight weeks) Career Development Center and Arts and Sciences Career Services Staff** This is an introductory career planning course geared for freshmen and sophomores. In the course, students focus on two important considerations in a career decision: 1) self-understanding; and 2) career exploration. Students will learn the importance of values, interests, abilities, and traits in relation to choice

of academic major and occupation. Through group discussions, written exercises, reflection papers, and presentations, students will develop an understanding of the relationship between academic preparation and careers.

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## Central Eurasian Studies (CEUS)

See also “Foreign Languages.”

**R 191 Introduction to Central Eurasia (3 cr.) (Fall) (S&H) Beckwith** An introduction to the history of the traditional Central Eurasian (“Inner Asian”) peoples through lecture and film. Topics include Proto-Indo-Europeans, Silk Road, Attila, steppe empires, Dalai Lama, Manchu and Russian relations, and the re-emergence of Central Eurasia in the late twentieth century. Extensive use of films.

**R 250 Introduction to the Ancient Near East (3 cr.) (Spring) Choksy**

**R 251 Post-Taliban Afghanistan and the War on Terror (3 cr.) (Fall) (S&H) Shahrani** The September 11, 2001, attacks prompted the ongoing “War on Terrorism” against Taliban-controlled Afghanistan. This course examines this conflict while focusing on the history, society, economy, and political culture of Afghanistan as a multi-ethnic, modern nation-state ravaged by a century of internal colonialism, and most recently, by foreign invasions, proxy wars, and global terrorism. Meets with ANTH-A 200 and NELC-N 204.

**R 270 The Civilization of Tibet (3 cr.) (Fall) (S&H) Sperling** Introduction to the diverse aspects of Tibetan civilization. Making extensive use of slides and other audiovisual materials, the course covers such topics as Tibet’s literature, art, religion, society, history, and language. Strongly recommended for undergraduates intending to take higher-level courses in the Tibetan studies program. Meets with INST-I 212.

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## Chemistry (CHEM)

**C 100 The World as Chemistry (3 cr.) (Fall) (N&M) P: Curiosity.** For non-science majors, the chemistry of everyday life: fuels, plastics, drugs, water, air, and living systems. Lectures illustrated by demonstrations, films, and molecular models. Readings include articles from current newspapers and magazines.

**C 101 Elementary Chemistry I (3 cr.) (Fall, Spring) (N&M)** Usually taken concurrently with C 121. Introduction to aspects of general chemistry. The sequence of C 101/C 121 and C 102/C 122 usually satisfies programs that require only two semesters of chemistry (including many pre-professional programs in allied health sciences). Admission to advanced courses on the basis of C 101-C 121 and C 102-C 122 is granted only in exceptional cases. Credit given for only one of C 101 or C 103.

**C 102 Elementary Chemistry II (3 cr.) (Spring) (N&M)**

**C 103 Introduction to Chemical Principles (5 cr.) (Fall, Spring) (N&M)** Taken in preparation for C117 by students with deficiencies in chemistry. Students who do not place into C 117 via the Chemistry Placement Exam will be required to take this course prior to taking C 117 (for more information on the Chemistry Placement Exam, see the *University Division Guide*). Students who feel that they require additional chemistry background prior to taking C 117 do not have to take the Chemistry Placement Exam in order to take C 103. Content includes applications of measurement and chemical formula/equation conversions, modern view of the atom, and solution processes that relate to chemical reactions. Emphasis of lectures, labs, and discussion sections will be problem-solving strategies. Credit given for only one of C 101-C 121, or C 103.

**C 117 Principles of Chemistry and Biochemistry I (5 cr.) (Fall, Spring) (N&M)**  
*P: A year of high school chemistry and placement into C 117 via the Chemistry Placement Exam (for more information on the Chemistry Placement Exam, see the University Division Guide), as well as one of the following three math requirements: 1) a score of 17 or higher on the Mathematical Skills Assessment test; 2) a grade of C– or above in an IU math course numbered above MATH-M 025; or 3) a grade of C– or above in CHEM-C 103. Students who do not meet the above criteria are required to take C 103 prior to taking C 117.* An integrated lecture-laboratory course covering basic principles of chemistry and biochemistry, including applications to physiological (biochemical) functions. Credit given for only one of the following: C 105-C 125, S 105-S 125, C 117, or S 117.

**S 117 Principles of Chemistry and Biochemistry I, Honors (5 cr.) (Fall) (N&M)**  
*P: Placement into S 117 via the Chemistry Placement Exam (for more information on the Chemistry Placement Exam, see the University Division Guide) as well as consent of department. Students will also be required to attend the S 117 orientation meeting held in CH033 at 8 a.m. on the Saturday preceding the first week of classes for the fall semester (August 29th).* For students with unusual aptitude or preparation. An integrated lecture-laboratory course covering basic principles of chemistry and biochemistry. Credit given for only one of the following: C 105-C 125, S 105-S 125, C 117, or S 117.

**C 118 Principles of Chemistry and Biochemistry II (5 cr.) (Fall) (N&M)**  
*P: C 117 or C 105-C 125 and consent of department.* An integrated lecture-laboratory course introducing the basic principles of chemistry and biochemistry within the context of important social, political, economic, and ethical issues. Topics include polymers, drug design, nutrition, genetic engineering, global warming, and alternative fuels. Second semester of a two-semester sequence. Credit given for only one of the following: C 106-C 126, S 106-S 126, C 118, S 118, N 330, or S 330.

**C 121 Elementary Chemistry Laboratory I (2 cr.) (Fall, Spring) P or C: C 101.** Introduction

to the techniques and reasoning of experimental chemistry. Credit given for only one of C 101-C 121 or C 103.

**C 122 Elementary Chemistry Laboratory II (2 cr.) (Spring)**

**C 341 Organic Chemistry I Lectures (3 cr.) (Fall, Spring) (N&M) P: C 117, S 117, C 106, or C 243.** Chemistry of carbon compounds. Nomenclature; qualitative theory of valence; structure and reactions. Syntheses and reactions of major classes of monofunctional compounds. Credit given for only one of C 341, S 341, or R 340.

**S 341 Organic Chemistry I Lectures, Honors (3 cr.) (Spring) (N&M) P: Grade of B+ or higher in S 117, or consent of instructor.**

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## Chinese (EALC)

See “Foreign Languages.”

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## Classical Studies (CLAS)

**C 101 Ancient Greek Culture (3 cr.) (Fall, Spring) (A&H)** Introduction to the highlights of Greek civilization, history, and literature. Emphasis is on reading the original sources to give the student a sense of immediacy with Greek culture. Lectures include ancient religion, drama, mythology, athletics, art, and architecture.

**C 102 Roman Culture (3 cr.) (Fall, Spring) (A&H)** Introduction to basic Roman attitudes and thought patterns as they appear in the many aspects of Roman culture—politics, art, religion, government, education, law, engineering, philosophy, private life, and public amusement. Lectures provide background and a context for the firsthand information about Roman culture provided by remaining documents; works of literature, art, and architecture; and other archaeological evidence. In the process of becoming familiar with Roman culture, students will acquire an understanding of the sources of some stereotypes and misconceptions about the Romans and a recognition of how Roman culture influenced Western civilization.

**C 205 Classical Mythology (3 cr.) (Fall, Spring) (A&H)** Introductory survey of Greek and Roman mythology. No previous knowledge of the subject is assumed. The principal aims of the course are to acquaint the student with the most important or significant myths, legends, and folk tales from classical mythology (using whenever possible the narratives of the ancient storytellers themselves), to sensitize the student to recurrent structures and themes, and to foster an understanding of some of the meanings of the stories.

**C 206 Classical Art and Archaeology (3 cr.) (Fall, Spring) (A&H)** An introductory survey of the art and archaeology of ancient Greece and Rome from prehistoric times to the fourth century A.D. Lectures will focus on the nature and objectives of classical archaeology and its contribution to our understanding of the past.

There will be three main areas of concentration: the development of the preclassical civilizations of the Aegean Basin (especially Minoan Crete and Mycenaean Greece), the evolution of the Greek city-state (emphasis on Archaic and Classical Athens), and the rise of the Roman Empire (Republican and Augustan Rome, Pompeii, and Herculaneum). Special attention will be given to the development of Greek and Roman architecture, sculpture, and painting.

**C 209 Medical Terms from Greek and Latin (2 cr.) (Fall, Spring)** The formation of words used in science and medicine from basic Greek and Latin roots. During the semester, students gradually learn 700 Greek and Latin words that are frequent elements in scientific vocabulary. By dictation, memorization, and analysis of actual medical or biological terms, the student gains the basics of a highly usable scientific vocabulary. No previous exposure to Greek or Latin is expected or necessary. *Note: Class does not count towards any CLAS major.*

## Cognitive Science (COGS)

**Q 240 Philosophical Foundations of the Cognitive and Information Sciences (4 cr.) (Fall, Spring) (A&H)** College Intensive Writing section. This course provides the philosophical foundations of the newly emerging interdisciplinary field of cognitive and information sciences. In this field philosophers, psychologists, logicians, computer scientists, neuroscientists, and linguists collaborate to understand the relation of mind to brain, the brain as a digital or an analog processor, modules of cognitive processes, how information is acquired and used, what it is to know a language, what it means for a system to represent information, how one can reason with limited information from different sources, what it means to execute a program, and whether a computer can be intelligent or conscious. The course will emphasize reasoning and writing, rigorous analysis, clear exposition and expression, consideration of various sides of an issue, and organized presentation of information.

**Q 250 Mathematics and Logic for the Cognitive and Information Sciences (4 cr.) (Fall) (N&M)**  
*P: Mastery of two years of high school algebra or the equivalent.* This course introduces students to some of the main mathematical and logical tools used in building models in cognitive science. The emphasis will be on the intuitive ideas behind the mathematics, i.e., the main goal is for students to learn the ideas first at an intuitive level and then develop a deeper acquaintance with the ideas. The course will introduce the main concepts and results from first-order logic, machines, set theory, and linear algebra for parallel distributed processing (neural networks). The lab hours will be devoted primarily to the use of computational tools, including Matlab. The material for the course is self-contained, and no prerequisites beyond a sound high school mathematics background are

needed. Credit will not be given for both COGS Q 250 and INFO I 201.

## College of Arts and Sciences Non-Topics Courses (COLL)

**C 101 Introduction to Chess (1 cr.) (Fall) (Second eight weeks) Volan** This course is an introduction to chess, including the rules, strategies, and history of the game. S/F grading.

**Q 175 Welcome to the College (1 cr.) (Fall) (First eight weeks)** *Restricted to and recommended for Direct Admit (DAP) freshmen and transfer students planning a major within the College of Arts and Sciences.* Taught by College advisors and guest lecturers, this course is a hands-on guide to understanding the College of Arts and Sciences at Indiana University. This course introduces students to the valuable tools at their disposal and teaches them how to use these resources most effectively. Students will learn to use online resources and have key introductions to units on campus, including Overseas Study, the Career Development Center, the Main Library, Service Learning, and more. Students will begin to construct their own professional portfolio, a valuable tool for career placement, graduate study, and personal growth. Attendance is mandatory and class participation and short assignments are part of the syllabus. There is no final exam.

**X 111 Freshman Interest Group Seminar (1 cr.) (Fall)** For first-year students registered for the Freshman Interest Groups Program. The FIGs Seminar is a small discussion-based course in which students develop skills that enhance academic achievement and discover how disciplines relate to one another, creating a richer educational experience. Seminar courses allow for a higher level of class interaction and participation. Rather than the class material being told to students in a lecture setting, in the FIGs Seminar, class topics are expanded upon in a meaningful way by giving students the opportunity to question and respond to the material. Sessions will devote significant time to topics that address successful transition to college. FIG students also have an undergraduate Peer Mentor in the seminar and on their residence hall floor who engages students in outside-of-class activities related to the theme of the FIG. The FIGs Seminar meets once a week for 50 minutes and is a pass/fail course. For more information, visit [www.indiana.edu/~figs](http://www.indiana.edu/~figs).

**X 112 Traditions and Cultures of Indiana University (2 cr.) (Fall) (First eight weeks) Hershey** Class is restricted to freshmen. **(Second eight weeks) Hershey and Nichols** Two second eight-week class sections are open to all undergraduates. Students must attend an initial orientation meeting and should check the online schedule for the orientation meeting day, place, and time. This course is taught mostly online, but students are required to meet in a classroom to take three evening unit exams.

An online examination of the culture of a research university as told through the storied traditions of IU Bloomington. Students will learn about the history of American higher education by examining how the campus has changed since its 1820 founding—in terms of its demography, programs, and buildings. Certain unique treasures of IUB (the Gutenberg Bible, Little 500, the Indiana Memorial Union, the Kinsey Institute) will illustrate issues related to information technology, student activism, commercialization, and academic freedom.

## College of Arts and Sciences Topics Courses (COLL)

A special category of distribution courses called “Topics in Arts and Sciences” is open to all students. COLL-E 103 counts in the arts and humanities distribution requirement; COLL-E 104 counts in social and historical studies; COLL-E 105 counts in natural and mathematical sciences. Some Topics-qualified courses (such as those taught by the Hutton Honors College) may need special permission. See your advisor for details on these courses and for restrictions on repeating courses for credit.

Topics course goals are to promote critical thinking and effective, cogent oral and written communication among entering college students; to instill awareness, understanding, and appreciation of human diversity; and to broaden students’ understanding of, and appreciation for, areas outside their fields of specialization. Topics courses are of moderate size (approximately 100 students) and are taught by faculty.

For more information about College of Arts and Sciences Topics courses, please visit the Topics Web site: [www.indiana.edu/~bulletin/iub/coas/special.html#topic](http://www.indiana.edu/~bulletin/iub/coas/special.html#topic).

Topics courses are open to all students. Students can receive credit for only one version of each specific course. For example, even though individual topics vary, a student may receive credit only once for enrolling in COLL-E 103. See advisor for details.

### FALL TERM OPTIONS

#### COLL-E 103 ARTS AND HUMANITIES

**E103 Adventure and Risk: Medieval Knights and the Battle between Good and Evil (3 cr.) (Fall) (A&H) Keller** The “woods of this world” are full of fascinating figures—men and women—who take risks and throw themselves into adventures with uncertain outcomes. Medieval novels reveal their upbringing, their values, and motivations and picture them as bright, dark, or ambivalent figures. In this course, we will read some of the most famous novels of the Middle Ages. Hence, students will get to know, for example, Tristan, Isolde, Siegfried, and Parzival.



These texts provide fertile ground for the development of Western concepts of risk and adventure, a field in which ideologies of adventure, fulfillment, self-realization, and risk management are staked out. This will also be the field covered by our discussions. In this course, students will learn to read and interpret a medieval tale through texts and films. In learning about the function of medieval media (such as storytelling), we will also cultivate the love of a good tale, at the same time identifying artistic, intellectual, and religious themes that are closely linked to modern attempts to pursue happiness and present-day visions of individual and collective life.

**E 103 Cloak and Dagger (3 cr.) (Fall) (A&H) Arnaudo** Introduces students to one of the most basic concepts of literary criticism—literary genres—with specific reference to a specific popular genre, the so-called “thriller.” “Thriller” is a term that came into use in the late nineteenth century and was applied not only to the detective story, the most famous examples of which were A. Conan Doyle’s tales about Sherlock Holmes, but also to a closely related literary genre, the spy novel, that also attained great popularity during the period. The term “thriller” is often, unfortunately, employed to denigrate books relegated to this generic category.

The primary focus of this course will be to teach students how to understand the “rules of the game,” the conventions and traditions that govern any literary genre, with specific reference to the “thriller” as exemplified by selected detective and spy stories in both literature and the cinema. It is my hope that students will apply the lessons they learn about genre in this class to any literary genre, not only genres typical of popular culture, but also those associated primarily with “serious” literature (the epic, tragedy, the sonnet, etc.).

Students will read the detective fiction of Poe, Conan Doyle, Agatha Christie, Raymond Chandler, Friedrich Dürrenmatt, and Leonardo Sciascia. We will also examine several detective films in the film noir tradition, including *The Maltese Falcon* and *The Big Sleep*. For the spy genre, we will read a pre-Cold War novel, at least one James Bond novel by Ian Fleming, and a Cold War spy novel by John Le Carré. In addition, we will screen two very different James Bond films: one made during the height of the Cold War, and Martin Campbell’s, *Casino Royale* (2006).

**E 103 Ebonics: The Controversy over African American English (3 cr.) (Fall) (A&H) Davis** This course deals with the controversy concerning Ebonics (African American Vernacular English). The controversy has several different aspects and interacts with social, educational, and linguistic issues. The class takes an academic perspective on the topic; we examine and try to understand various aspects of the controversy. What is Ebonics? Is it a separate language, a dialect, slang, bad grammar, or really not a distinct entity? Are its origins traceable to the language systems of

Africa, or is it a variant of Southern English? How do different people in society view Ebonics and why do they have those views?

Finally, there is a practical question of how to approach the education of African American children whose home speech is Ebonics. Should a goal in the education of these children be the purging of Ebonics so that it does not interfere with the mastery of mainstream English, or should Ebonics be used as a vehicle for learning mainstream English? This course deals with these and other issues through readings, films, group discussions, writing assignments, and lectures.

**E 103 Great Wall of China (3 cr.) (Fall) (A&H) Atwood** Why was the Great Wall of China built? What made the two people of China and Mongolia so hostile that a vast wall had to be built to separate them? Is this wall a symbol of China’s might and glory, or a symbol of tyranny like the Berlin Wall? Did the wall actually keep out the “barbarians”? Can it really be seen from the moon? For almost 2,000 years, how to handle the nomads of Mongolia was the most important foreign policy question for China’s rulers. At several different times and several different places, from the third century BC to the twentieth century AD, they used walls to defend themselves from the nomads. The wall thus came to symbolize the social, economic, military, political, and cultural clash between China and Mongolia. Nevertheless, powerful Chinese emperors sometimes forced the nomads to submit, while at other times, as under Chinggis (Genghis) Khan, the Mongols broke through all barriers and founded dynasties to rule China.

To understand this conflict, students will explore fundamental issues of international relations: is conflict between different societies and cultures inevitable? Does greed always cause war or can economic interests be harnessed to make peace profitable? How much does domestic politics and ideology tie the hands of policy makers confronting foreign threats? Can smaller powers make peace with larger neighbors without losing their independence and identity? In the final section of the class, we will look at the new “great wall” of barbed wire that, with contemporary Chinese colonization, is fencing off the Inner Mongolian steppe. Is this new great wall a scientifically-based attempt to stop the invasion of sand and desertification from encroaching on China? Or is it an imposition of a centuries-old obsession in Chinese government with walling-off and fixing the land? In examining this little-known but very serious environmental issue, we will look at how the legacy of past conflicts along the Great Wall is shaping contemporary issues of environmental protection, minority rights, and land use.

**E 103 Juke Joint to Choir Loft (3 cr.) (Fall) (A&H) Burnim** From slavery to the present, debates have raged among scholars and practitioners concerning the lines of demarcation between sacred and secular forms of African American music. Whether it was slaves who danced their Christianity in the invisible church or the multi-platinum-selling gospel artist

Kirk Franklin, whose recordings are just as likely to surface on Billboard’s R&B chart as on its list of top gospel, or Richard Penniman (better known as Little Richard), who three times renounced a career in popular music to perform gospel instead, the history of African American music is replete with artists and repertoire which challenge conventional Judeo-Christian musical and aesthetic values. Utilizing an ethnomusicological perspective, which foregrounds the significance of culture in the formation and expression of musical values, this course will explore those inter- and intra-cultural dynamics which define the sacred/secular continuum in African American music.

**E 103 King Arthur of Britain (3 cr.) (Fall) (A&H) McGerr** Who was King Arthur? When and where do the narratives about him first appear? Is he a conquering hero or a tragic victim of internal conflict? What do the narratives of King Arthur have to do with the quest for the Holy Grail? What mythological, literary, and political forces have shaped representations of King Arthur in the past and in our own times?

This course examines major narratives about King Arthur from medieval Europe and compares them to some of the representations of King Arthur in the literature and films of the twentieth and the twenty-first centuries. Readings will include the medieval Welsh tale, *How Culhwch Won Olwen*, selections from the medieval Latin chronicle, *History of the Kings of Britain*, the medieval French tale, *The Knight of the Cart*, selections from the medieval German tale, *Parzival*, the medieval English tale, *Sir Gawain and the Green Knight*, and the twentieth-century English novel, *The Sword in the Stone*. Films studied will be, *Monty Python and the Holy Grail* (1974), *The Fisher King* (1991), and *The Mists of Avalon* (2001).

**E 103 Philosophical Reflections on Religion and Evolution (3 cr.) (Fall) (A&H) O’Connor** This course will invite students to reflect philosophically on the relationship between the accepted frameworks of biological and cosmic evolution and monotheistic religious doctrines of creation, fall, and survival of death. We will begin by considering the nature of scientific evidence and theory confirmation and the relationship of faith and reason. We will then discuss whether and how specific religious claims are compatible with contemporary scientific accounts of the origin of the universe and of living systems on earth, including human beings. We will also look at recent speculative theories concerning the evolutionary origin of religion, and ask what, if anything, the truth of some such theory would mean for the truth of any particular set of religious claims. Throughout, students will be exposed to historical reactions of religious thinkers to scientific theories and to the religious views of scientists, past and present. The goal of the course is not to persuade students of the correctness of any particular view on these matters, but to equip them to make informed and critical judgments of their own.

**E 103 Power, Politics, and Piety: The Struggle for the Holy Land in Israel/Palestine (3 cr.)**

**(Fall) (A&H) Magid** This course will examine the political situation in Israel/Palestine from historical, theological, and cultural perspectives with special emphasis given to questions of nationalism and territorialism. We will read primary and secondary literature dealing with modern nationalism and territory, the concept of “land” in Judaism and Islam (using primary sources in translation), the history of Zionism and Palestinian Nationalism, the rise of the anti-nationalist Islamist movement including its roots in British colonialism. We will explore the rise of nationalism in the Middle East more generally including its secular, Marxist, and Islamist roots and will read some classical and contemporary Zionist debates on binationalism, militarism and territorial compromise, and the more contemporary discussion in Israel and Palestine in the media and in the academy. This is not a political science course, meaning we will not debate policy, legislation, and predictions for the future. Rather, we will examine the underlying theological and cultural roots of the political crisis founded on the relationship between territory and national identity. At the end of the semester, we will turn to some political commentary on issues of territory and resolution including the Israel Declaration of Independence, Camp David II, the Hamas Charter, the Geneva Accords, and the Saudi Arabia Peace Plan.

**E 103 A Question of Love (3 cr.) (Fall)**

**(A&H) Mickel** In this course we explore our understanding of the various emotions and relationships we cover by the word love. As a basis for understanding the different aspects of love in human relationships as represented in western tradition, we shall read and analyze an anthology of fundamental passages from several classical and medieval works, ranging from Plato and the Bible to Ovid and the *Romance of the Rose*. We shall use our discussion of these texts to analyze the representations of love in two medieval romances, Chretien’s *Erec and Enide* and Gottfried’s *Tristan*, one seventeenth- and one eighteenth-century French novel, *The Princess of Cleves* and *Dangerous Liaisons*, and an English novel of Jane Austen, *Sense and Sensibility*.

**E 103 Sacred Places (3 cr.) (Fall) (A&H) Gruber**

In most parts of the world, religious activity is linked to specific places which have ritual, mythical, or historical significance. These “sacred spaces” become the focus of ritual activity, pilgrimage, and symbolism, and are usually endowed with buildings and art that celebrate the sanctity of the place, create a sense of awe, and accommodate the activities and people who travel to visit them. This course offers an introduction to a representative sample of significant sacred sites and shrines throughout the world. These holy places will be examined in terms of the festivals and religions with which they are associated: Egyptian, Greek, and Mesoamerican religions, and Judaism, Christianity, Islam, Buddhism, Hinduism, and Shinto.

We will look at why the selected sites became holy to certain peoples or civilizations, how the sites and structures convey a sense of transcendence and awe, how the structures were planned to accommodate assembled groups of persons and the attendant festivals and rituals, the nature of the processions of the faithful to them, the symbolic meaning of these sites, and whether their functions and significance have survived to the present day unaltered or in a reconfigured form.

**E 103 Theism, Atheism, and Existentialism (3 cr.) (Fall) (A&H) Levene**

This course is an introduction to some major thinkers in the modern West through their views on faith and doubt. The modern period in European philosophy and theology is usually considered to begin with challenges to traditional religious world views, especially the belief in God. While virtually all thinkers in this period continued to express theistic beliefs, many nevertheless struggled openly with what these beliefs entailed, setting the groundwork for arguments against God’s existence altogether and eventually stimulating the creation of alternative ways of securing human meaning.

Throughout the course we will ask how various thinkers grappled with inherited notions of reason, revelation, nature, tradition, good, and evil. What role did doubt, skepticism, and uncertainty play in modern world views? How have these experiences been related to faith? We will also ask about the very assumption that atheism inaugurates modernity. What is the validity of this claim? Are there other events, ideas, or experiences we might identify as uniquely modern? How do terms such as “enlightenment,” “science,” “freedom,” “authority,” and the “self” determine how we characterize, and thus value, this period? Authors include Descartes, Pascal, Spinoza, Kant, Kierkegaard, Nietzsche, Dostoevsky, Kafka, Sartre, and Camus.

**E 103 Who Am I? Race, Gender and Identity (3 cr.) (Fall) (A&H) Senchuk**

Our conceptions of ourselves and how we live with others in our society are powerfully influenced by notions of race and gender. These notions and their influence upon us will be explored from a wide range of disciplinary perspectives, especially biological, psychological, literary, and philosophical. The aim of this course is to help students gain insight into their own lives as members of a racially divided and gender-structured society. Students should gain greater awareness and understanding of the racial and gender issues that confront us in our everyday lives. Students will be encouraged to think more critically, usefully, and—perhaps most important—responsibly about those issues. A variety of texts and videos will be critically examined throughout the term.

**E 103 Who Wrote the Bible? (3 cr.) (Fall) (A&H) Marks**

More than any work of literature, sacred or profane, the Bible forces us to confront the problem of authorship. Who wrote the Bible? Was it Moses? Was it God? Was it a prophet or a priest in the time of King David, or a college

of scribes in exile in Babylonia? Or do readers themselves complete the writing of the texts they read? Traditional religious answers to the question of authorship have attempted to defend the Bible’s unity. Modern critical answers, by contrast, stress the composite nature of even the smallest units (individual psalms, brief narrative episodes, and points of law). What does it mean in the age of relativity to entertain multiple, or even conflicting, viewpoints?

The course has three principal aims: to explore the diversity of biblical writing, to introduce students to the excitement of literary analysis through exercises in close reading, and to test the role of the reader in the “construction” of literary meaning. Lectures and discussion sections will take up such topics as mythic origins, the relation of history-likeness to history, and the role of women in biblical narrative. Our readings will be drawn from many parts of the Bible—particularly from the narrative sections of the Hebrew Bible (Old Testament)—augmented by brief selections from ancient Near Eastern and Hellenistic literature and from the history of biblical interpretation. Theological questions will be treated from a secular and critical perspective, but with respect for individual beliefs and for the diverse traditions of religious instruction. In addition to midterm and final exams, students will be required to write short weekly response papers (1–2 pages) on set themes and to master the basics of library research.

**COLL-E 104 SOCIAL AND HISTORICAL STUDIES**

**E 104 Brains and Minds, Robots, and Computers (3 cr.) (Fall) (S&H) Scheutz**

This course introduces topics in the cognitive sciences. As a survey course, it touches on all aspects of this interdisciplinary and rapidly evolving field. The course addresses topics such as the mind and brain, artificial intelligence, embodied cognition, cyborgs, robotics, social interactions and complex systems, the wisdom of crowds, social foraging, and the representation of knowledge. Special units may involve topics such as Mindstorms Robotics and video games in society. This course is not an explicit prerequisite for 200- and 300- level cognitive science courses, but serves as an introduction to the field and is recommended for students who are considering a cognitive science major or minor.

**E 104 Evolution, Religion, and Society (3 cr.)**

**(Fall) (S&H) Lloyd** This Topics course will introduce students to the history and philosophy of science in general, and to the complex and changing relationships between religion and modern science in particular. The focus will be on the problem of explaining the origins, forms, adaptations, and distributions of living things, and the controversies surrounding Charles Darwin’s theory of evolution. We will begin with the state of the problem in early nineteenth-century Britain, follow Darwin’s own intellectual journey from natural theology to natural selection, then analyze the reception of Darwin’s ideas and the development of the evolution-creation debate in the United States, from the

1920s through the 1980s. The course will then conclude with an overview of the intelligent design controversy and a look at current events and strategies for influencing legal and public opinion and for asserting control of science curricula. At every stage of the story, we will examine the arguments for and against a variety of theories, and the historical contexts in which people have found these arguments to be convincing and important.

**E 104 Oil, Islam, and Geopolitics (3 cr.) (Fall) (S&H) Bovingdon** The sudden collapse of the Soviet Union in 1991 focused new attention on the resource-rich and multi-ethnic states of Central Asia. The September 11 attacks made clear that political Islam and state collapse were regional problems with global implications. This course will introduce students to the history and modern politics of “greater Central Asia,” focusing on the Turco-Iranian countries stretching from Azerbaijan to Kazakhstan, but including Afghanistan, Pakistan, and northwest China’s Turkic and Islamic Xinjiang region as well. The course opens with the Russian conquest and the Anglo-Russian “Great Game,” then focuses on individual countries, with guest lectures by regional experts. The course will treat trans-border or regional issues (post-socialist economic transition, disputes over energy, water, etc.), and close with global currents such as Islamism and the post-Cold War rivalries among Russia, China, and the United States.

**E 104 Pagans and Christians in the Early Middle Ages (3 cr.) (Fall) (S&H) Deliyannis** This lecture course, which includes discussion sections, will explore the gradual conversion of the peoples of Europe from various different religions (forms of “paganism”) to Christianity between the first and the fourteenth centuries. We will look at the different ways that Christianity was spread and the different reasons that groups decided to adopt it. The focus of the course will be a critical examination of the primary sources (including material remains) that tell us about the pre-Christian religions of Europe, the conversion of each group, and the impact of Christianity. The course will require weekly readings in primary sources, participation in discussion sections, a midterm and final, and a research paper exploring in depth a subject of the student’s choosing.

**E 104 People and Animals (3 cr.) (Fall) (S&H) Scheiber** Are we as humans separate from animals or are we all in it together? In this course, students will explore how other cultures have addressed this question using archaeology, ethnography, historical texts, and literature. We will explore how peoples’ interactions with animals are varied and unique across cultures and through time, and how anthropologists specifically have tried to address these issues. Portions of the course will be devoted to food and identity; hunting and herding; domestication; pets as companions; symbolism in art and culture; use of animals as laborers, in captivity, and on display; origins of the American conservation movement; ethics of medical research; animals as pathways of

disease; and human interactions with living primates.

This course will include contemporary examples from across the globe, as well as historical examples in Native North America, Native South America, Southeast Asia, and Ice Age Europe. This course will be interdisciplinary in focus and will introduce students to perspectives on human interactions with animals within anthropology, archaeology, biology, zoology, history, and the humanities. Sections will include discussions, debates, and hands-on components.

**E 104 Religion and Revolutions (3 cr.) (Fall) (S&H) Cipa** This course raises the central questions concerning the struggle between the received dogma of religion and freedom of thought and conscience, by focusing on issues such as: views of the eighteenth-century on Man, religion, and reason; efforts of the nineteenth-century thinkers like Marx, Comte, Durkheim, and Weber to change society in a more “rational” direction; the role of the French Revolution in bringing down the traditional underpinnings of European society; the Russian Revolution and the development of the Marxist position on religion; the Turkish secularist revolution and the destruction of the Ottoman Empire; India and Sri Lanka: Hinduism and Buddhism; Iranian Civilization and Iranian Revolution; Huntington’s concept of the “Clash of Civilizations.”

Among the questions we will be dealing with are: Is it possible to have a “secular” world? Is it still possible to have a unified “religious” vision? What is the relationship of “religion” to a “secular” state or to a “secular” public? How can religious traditions relate to each other in a constructive and creative fashion, without descending into violence, at a time when they are obliged to come into closer and more intimate relations with each other than ever before? What is the relationship between religion and revolution? Is religion on the way out, or is it on the way in? What contributes to the phenomenal rise in fundamentalist commitment in so many places? Are there exceptions? Are we condemned to have a *Star Wars* like “clash of civilizations” between Islam and the West?

### COLL-E 105 NATURAL AND MATHEMATICAL STUDIES

**E 105 The Biology of Food (3 cr.) (Fall) (N&M) Bonner** The most intimate relationship people have with other organisms is to eat them. We kill animals, plants, and microbes, put them into our mouths, break them down into components, and then build them into our own bodies. We literally are what we eat. However, so few of us raise our own food even these close relationships are invisible. For example, what do you know about the life of a chicken, a cow, or an orange tree? Where do they live, what processes regulate their lives, and how does their use as human food affect them and us? The knowledge of how eating, a daily act, connects you with other organisms will give you the information necessary to appreciate and control these interactions in a more meaningful way.

By studying how organisms we use as food evolve, grow, reproduce, and interact, we will study many basic principles of biology. Among the foods we will study are milk, eggs, meat, vegetables, fruits, fermented products, and chocolate. *On Food and Cooking: The Science and Lore of the Kitchen*, by Harold McGee, provides background reading, supplemented with handouts. Students will analyze their own diets.

**E 105 Darwinian Medicine (3 cr.) (Fall) (N&M) Muehlenbein** Darwinian medicine may be defined as the application of modern evolutionary theory to considerations of human health and illness. Also called “evolutionary” medicine, it represents the intersection of medical knowledge and practice with disciplines such as human biology, medical anthropology, psychology, and physiology. This course will begin with an examination of both the evolutionary and medical explanatory models for human health and illness. It will proceed through a series of topics designed to show the breadth of impact that evolutionary theory may have on our lives today. A persistent theme will be the difference between proximate or immediate causes of disease (the medical model) and the possibility that there may also be ultimate or very long-term causes best understood through an evolutionary interpretation.

One goal of the course is to demonstrate the utility of the scientific method in suggesting answers to complex questions such as those mentioned above. How do scientists from diverse disciplines use data to support their arguments? What does it mean to test a hypothesis? A second goal of this course is to try to emphasize those situations and conditions of health (or illness) that appear to require both proximate and ultimate explanations, rather than simply one or the other. In reality, it is the complex interplay of genes, environment, and human behavior that affects much of our health and illness experience today. A third goal of this course is to reduce the fear or uneasiness that many students feel toward data (numbers) that appear in tables or graphs in material that they are reading. We will devote time to the presentation and discussion of data and how the numbers can be interpreted and used to bolster or challenge an argument.

**E 105 Read My Lips! (3 cr.) (Fall) (N&M) Lentz** Have you ever noticed that, in difficult listening conditions, you can often better understand the person talking to you if you can see the talker? This is a common occurrence and is typically referred to as lipreading or speechreading. Speechreading benefits all sighted people, including those with good hearing and those with profound hearing losses, because of the relationship between lip movements and the speech signals received by our ears. Speechreading can be extremely useful for persons with substantial hearing losses as it has been shown to greatly improve speech understanding. To develop this skill, people possess a neural system capable of combining information received by the ears and the eyes.

Most of the time, the way the brain combines information from our ears and eyes is helpful in understanding what is happening around us. Sometimes, however, this ability of our brain to combine this information can be used to play tricks on us. Auditory illusions induced by conflicting signals received by the eyes and ears further illustrate the powerful interactions between the auditory and visual systems. Ventriloquism, in which a voice is heard as coming from a wooden dummy's mouth, represents one of these convincing illusions.

This course will review the effects of visual information on auditory sensation, with special emphasis on the particular aspects of sound and visual images that are useful for communication. Students will learn the neural mechanisms that underlie the combination of sight and hearing and how illusions, such as ventriloquism, are generated. Multi-modal neural representation in hearing and sighted people will be presented. The impact of deafness and blindness on the typical or normal neural representations of sound and visual images in the brain will also be discussed. The course will also include presentations on the nature of the benefits of speech reading for the deaf and hard of hearing.

**E 105 Science of Animal Minds: Smart Animals, Dumb Humans? (3 cr.) (Fall) (N&M)**

**Allen** Viewers of Animal Planet, the Discovery Channel, and PBS frequently encounter shows with titles like "Animal Einsteins" and "Inside the Animal Mind." But how solid is the science behind these shows? And what do we really know about the evolution of cognition? In this course, we develop a historical and philosophical perspective on the science of animal minds that will allow students to critically examine media reports and presentations of animal cognition. The central task is to understand arguments among experimental psychologists (who tend to be skeptical of interpretations based on observing the natural behavior of animals), behavioral biologists (who tend to be skeptical that experiments on captive animals in artificial environments help us to understand the evolution of animal cognition), and philosophers (who tend to be skeptical of everything).

Ancient views of humans and animals assumed a big gap between humans (the "rational animal") and others. This view was challenged by Darwin, but his and other overly zealous attempts to close the gap by showing how clever nonhuman animals are led to the charge that the science of animal minds is "anthropomorphic" and "soft." Dissatisfaction with the approach contributed to the Behaviorist revolution in psychology at the beginning of the 20th Century, which took a hard-nosed position against discussions of "hidden" mental states. But in the past few decades, and especially since the founding of the journal *Animal Cognition* in 1999, there has been an acceleration in the number of studies of the cognitive capacities of animals, and a corresponding breakdown of the Behaviorists' taboos. New comparative studies on crows and other corvids, dolphins and other cetaceans, chimpanzees and other apes, dogs

and other canids have expanded scientific understanding of tool use, reasoning, planning, memory, and social cognition in these species, and led many scientists to the view that animals are smarter than we have given them credit for. At the same time, new studies of human cognition suggest that maybe we aren't quite as rational, or clever, as we think we are.

**DEPARTMENTAL COURSES THAT FULFILL THE TOPICS REQUIREMENT (OPEN TO ALL STUDENTS): FALL**

**AAAD-A 150 Survey of the Culture of Black Americans (3 cr.) (A&H)**

**FOLK-F 205 Folklore in Video and Film (3 cr.) (A&H)**

**GEOL-G 121 Meteorites and Planets (3 cr.) (N&M)**

**GEOL-G 141 Earthquakes and Volcanoes (3 cr.) (N&M)**

**LESA-L 105 Beyond the Sample Gates (3 cr.) (S&H)**

**PHIL-P 135 Introduction to Existentialism (3 cr.) (A&H)**

**PHYS-P 120 Energy and Technology (3 cr.) (N&M) Wissink**

**PHYS-P 150 How Things Work (3 cr.) (N&M) Ogren**

**FRESHMAN SEMINARS (FULFILL TOPICS REQUIREMENT BUT FOR FRESHMEN ONLY): FALL**

**GLLC-G 210 The Vampire in European and American Culture (3 cr.) (A&H) Holdeman**

**HUTTON HONORS COLLEGE TOPICS—QUALIFIED COURSES: FALL**

The following three topics courses have discussion sections reserved for HHC students.  
**COLL-E 103 King Arthur of Britain—The Once and Future Hero (3 cr.) (A&H) McGerr**  
**COLL-E 104 People and Animals (3 cr.) (S&H) Scheiber**

The following courses are open only to HHC students.

**HON-H 203 Contemporary Latin American Literature in Translation (3 cr.) (A&H) Salmon**

**HON-H 203 Generational Stories (3 cr.) (A&H) Hedin**

**HON-H 203 Reading and Writing Short Fiction (3 cr.) (A&H) Gubar**

**HON-H 203 The Vampire in European and American Culture (3 cr.) (A&H) Holdeman**

**HON-H 204 Our "Original" Culture Wars (3 cr.) (S&H) Conrad**

**HON-H 204 Transwar Japan (3 cr.) (S&H) Wilson**

**HON-H 205 Gas Prices and Petroleum Geology (3 cr.) (N&M) Basu**

**HON-H 205 Origin and History of the Universe (open to freshman Wells Scholars only) (3 cr.) (N&M) Londergan**

**HON-H 205 Quick and Dirty Mental Ops: The Price of Adaptive Cognition (3 cr.) (N&M) Savion**

**HON-H 205 Rational Decision Making (3 cr.) (N&M) Koertge**

**HON-H 211 Ideas and Experience I (3 cr.) (A&H) Cecil, Evans, Hodges**

**HON-H 212 Ideas and Experience II (3 cr.) (S&H) Davila, Evans, Gubar, Karaagac**

## SPRING TERM OPTIONS 2009

College of Arts and Sciences Topics courses are also offered in the spring.

Please check with your advisor or check the listings on the Web ([www.indiana.edu/~deanfac/class.html](http://www.indiana.edu/~deanfac/class.html)) for course descriptions. For more information about College of Arts and Sciences Topics courses, please visit the Topics Web site: [www.indiana.edu/~bulletin/iub/coas/special.html#topic](http://www.indiana.edu/~bulletin/iub/coas/special.html#topic).

## Collins Living-Learning Center (CLLC)

Many unique academic opportunities are featured at the CLLC, and participation in them is part of the center's community life. Collins offers seminars handpicked by a committee of students. The student-taught Q 199 Residential Learning workshop is mandatory for all freshmen entering Collins. In addition, all freshmen and sophomores are required to take a Collins seminar each year; juniors and seniors are encouraged to enroll in one Collins course a year. These courses encourage critical thinking, creative activity, and community building and are open to most IU students. Most Collins courses fulfill College of Arts and Sciences distribution requirements. See the Collins Website ([www.indiana.edu/~llc](http://www.indiana.edu/~llc)) for more information.

**Q 199 Residential Learning Workshop (1 cr.) (Fall, Spring) Peer Instructors** Small discussion groups consider topics relevant to the Collins community and engage your active participation in Collins programming. Required of all entering freshmen.

**L 100 The Architecture of Seeing (2 cr.) (Fall, Spring) (Second eight weeks)** In this course students have the opportunity to take an art theory course with an international visiting artist/scholar residing at the Collins Living-Learning Center. The artist/scholar is brought to IU through the Collins LLC and the Department of Fine Arts, where this person also teaches a studio course.

**L 100 The Art of Yoga (1 cr.) (Fall) (Second eight weeks)** Hatha yoga is a living art that balances and refines each individual through breath and the practice of positions called asanas. The health of the body-systems and our emotional, intellectual, and spiritual development all benefit by even the simplest of practices. In this class students will learn a well-rounded practice of essential yoga asanas, guided by the breath. The class will also introduce students to understanding the body-systems, the principles of developmental movement, and sound body mechanics to increase the ability to move from the inside out and have a more accomplished and enjoyable practice. Yoga stimulates and refines all the senses, and we will use a variety of movement explorations, visual art, music, dance, and expository writing to refine our awareness and further our experience of the art of yoga.

This class is appropriate for beginners and experienced practitioners who want to develop a deeper practice.

**L 100 Edible Wild Plants (1 cr.) (Fall, Spring) (Non-standard weeks) Bertuccio** We will be spending time in the outdoors observing, learning, drawing, and collecting edible wild plants. Each session will be in a different location: woods, fields, wetlands, lawns, etc. We will have the opportunity to see where these plants are growing, what their needs are, and to collect and use them in recipes. Each session will result in a recipe booklet with its own artwork and recipes, tested and tasted by the group.

**L 100 On the History of Cloning: Concepts and Practices in Twentieth Century Life Sciences and Culture (2 cr.) (Fall) (First eight weeks) Brandt** Since “Dolly” the sheep, cloning is one of the most controversially debated issues in life sciences. However, the recent ethical, philosophical, or political discussions on cloning are not totally new. Already in the 1970s, we find an intense public debate about cloning and its supposed consequences on human beings. Furthermore, scientific visions of controlling human reproduction go back to at least the early twentieth century when the new field of reproductive biology emerged. In this course, we will trace the history of cloning (and related practices of controlling reproduction) through the twentieth century. A special focus will be on the public perception and the utopian/dystopian thinking that provided a shifting framework for the cultural interpretation of cloning and reproduction research in the course of the twentieth century. This course is taught by visiting scholar-in-residence Christine Brandt, from the Max Planck Institute in Berlin, brought to IU in collaboration with the Department of History and Philosophy of Science.

**L 200 “Play”gicism as Inspiration: Creating New Works From Old (3 cr.) (Fall) Eaton** This creative writing course will examine the different ways in which already-created literature can jumpstart the creative process. We will read, analyze, and discuss the work of writers who have worked with other texts to compose their own, as well as examining the works that inspired them. We’ll perform a series of exercises that probe the nature of plagiarism, both in its traditional definition of literary theft, and in the definition of imitation and inspiration put forth by this course. You will create stories, poems, or prose pieces that are inspired by provided work and pieces you bring in.

**L 210 Art and Community (3 cr.) (Fall) (A&H) Cluver** This course will explore the relationship among art, community, and service. We will examine artists who have considered community in their art making, discuss theories on education that focus on the teacher/pupil relationship, and practice book-making techniques applicable for working with children. The service component of the course will involve working with third and fourth graders through Sara Irvine’s art class at Templeton Elementary School. The goal is to hone the children’s visual and literacy skills through book-making projects,

and for you to get experience working with this challenging and rewarding community.

**L 210 Let Them Eat Brains: Cannibalism and Identity (3 cr.) (Fall) (A&H) van den Broek** This course will examine the symbolic role of cannibalism in text and film and the way in which the act of eating human becomes a defining and delimiting act in the formation of a cultural or personal identity. Cannibals live at the borders of “civilized society.” They are humans, yet they are seen as outcasts, even nonhuman, because they violate one of the great taboos of modern society, namely the eating of another human’s flesh. Students will discover how the shock and taboos associated with cannibalism reveal not only the anxieties of the author and/or intended audience, but also how they play an essential role in our understanding of ourselves as civilized, cultured (wo)men.

**L 210 Cityscapes and Invisible Cities (3 cr.) (Fall) (A&H) Polivka** In this class, we will turn our attention to underground “scapes” that exist and struggle on the margins of society. Drug and gang culture, homelessness and prostitution, as well as issues of criminality and morality are characteristics of every city. These communities are often concealed under layers of superficial altruism and forgotten by profitable gentrification. They become, in effect, invisible cities. This course will examine popular culture’s representations and renderings of the Invisible City. Does popular culture romanticize, sensationalize, or objectify these cities? Are we, as consumers, presented with palatable images or are we challenged to witness a reality? How are these images used and interpreted in contemporary society? How do the visible city and invisible city interact with each other? And finally, does popular culture offer any solutions to these sympathetic cities? What kind of moral judgments does popular culture make? In order to address the issues these questions raise, we will study a multitude of genres and materials including fiction, nonfiction, film, television shows, documentaries, and the graphic novel.

**L 210 Mind at Play: Musical Creativity in Theory and Practice (3 cr.) (Fall) (A&H) Guest-Scott** This course asks several broad questions: How can I understand my own creativity? How do other people, both those who live in my own community, as well as those from a diverse array of social and cultural contexts, think about and practice musical creativity? Are there universally shared perspectives on and practices of creating music? What is not shared, and what are the different ways that creating music can mean something to the people who do it? We will explore answers to these broader questions through a cross-cultural (from Indiana to Java) and multi-generic (from Ukrainian country music to hip-hop) discussion of particular examples and cases. Students are encouraged to share music to which they are already listening as part of these discussions. Most important, however, through several assignments, we will join theory and practice by employing the ideas we discuss in the process of actually creating music ourselves.

**L 210 Reading Medicine and Illness (3 cr.) (Fall) (A&H) Rubens** When we encounter physical disease, we usually call on science and statistics to understand it: we identify symptoms, graph transmission rates, research, and test cures. Yet, the humanities, too, can tell us something about physical disease. In this course, we will explore the representation of medicine and illness in American literature, broadly defined. We will examine a variety of texts, including poetry, fiction, autobiography, drama, and film to discuss how medical practitioners, healthcare spaces, and chronic illnesses are constructed in the American imagination. By analyzing these perceptions, we will arrive at a broader understanding of the ways that gender, race, and sexuality—other aspects of embodiment—operate in our culture.

**L 220 This is Sparta! (3 cr.) (Fall) (S&H) Grabarek** The legacy of Sparta has intrigued civilization’s greatest thinkers and has been utilized as a foundation for governments, warfare, and societies. With the release of *300*, interest has been renewed in Sparta, a society in which the only way to be honored with a grave was, for women, to die in childbirth and for men, to die in battle. This course examines Spartan society and history, including the strong role of women, the educational/training system, and the Spartan phalanx. We will approach Spartan society from a myriad of perspectives in order to best understand her lasting influence. Our chief objective is to ascertain how and why this unique and short-lived society has become a model of perfection throughout the ages. By reading ancient texts, exploring modern governments, reliving battles, and watching films, we will truly understand what it means to be a Spartan.

**L 230 Our Quantum Universe (3 cr.) (Fall) (N&M) Prisk** About one-third of the U.S. Gross National Product is currently connected to developments in quantum theory (e.g., lasers, transistors, semiconductors), yet non-scientists often fail to appreciate quantum theory because its full articulation requires the use of daunting mathematics. In this course, we will survey the central concepts of quantum mechanics assuming only basic algebra, with no calculus or trigonometry required. This is an opportunity for curious students to solve interesting problems and catch a glimpse of the mysterious world that quantum mechanics purports to describe.

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## Communication and Culture (CMCL)

**C 121 Public Speaking (3 cr.) (Fall, Spring, Summer)** A contemporary course in the ancient and practical art of rhetoric founded on the premise that rhetorical action (including the focus of our course, public speaking) is public action. The course is designed to help you recognize situations in which your rhetorical action can contribute to the well-being of a

community. C 121 provides you with the tools (both of speech composition and delivery) you need to responsibly prepare a variety of effective presentations. Each assignment and speech is an opportunity to engage a rhetorical situation in order to 1) create an audience out of a collection of individuals; and 2) invite that audience to understand something in a particular way or motivate its members to help resolve some problem about which you think they should be concerned.

**C 122 Interpersonal Communication (3 cr.) (Fall, Spring, Summer) (S&H)** This course is an introduction to interpersonal communication, examined from the intersecting perspectives of performance, power, and identity. Performance highlights our central concern with the practice of interpersonal communication in the conduct of social life, through which the most resonant symbols and beliefs of a society are embodied, enacted, and placed on display. You and your classmates will be asked to become ethnographers of interpersonal everyday conversation. You will observe and analyze interpersonal interactions in your own lives in the light of an array of communication concepts and theories. In the end, we will encourage you not only to analyze others' communication, but also to use the theoretical principles you learn to become more aware of how your interpersonal interactions with others are connected to broader questions of power and social identity.

**C 190 Introduction to Media (3 cr.) (Fall, Spring, Summer) (A&H) Striphos** References to the power and prevalence of "the media" are commonplace. But what are "the media"? How do they work and for whom? As media increasingly pervade the fabric of daily life, and as fewer and fewer entities dominate media ownership, the urgency of asking and answering these questions only grows in importance.

This course will introduce you to the basic vocabularies of visual and media literacy and hone your skills at critically analyzing media texts, institutions, apparatuses, and audiences. We will focus on four specific (and prevalent) media genres—film, radio, television, and the Internet—and our goal will be to explore the relationships between and among form, content, ownership, and meaning with respect to each.

**C 201 Race and the Media (3 cr.) (Fall, Spring) (S&H)** Explores the ways in which U.S. ideologies in particular historical periods have influenced the production, representations, and audiences' interpretations of media artifacts. Topics might focus on specific or various ethnic groups (e.g., African Americans, Native Americans, Asian Americans, Latinos, "Whites") and mainstream and/or alternative media. Screenings may be required.

**C 202 Media in the Global Context (3 cr.) (Fall, Spring) (S&H)** Surveys media industries, products, and publics outside the United States context (e.g., Asia, Africa, Europe, Latin

America). Analyzes regional media in relation to local/global historical, economic, and social processes.

**C 203 Gender, Sexuality, and the Media (3 cr.) (Fall) (S&H)** Examines portrayals of women across various media outlets and diverse cultural regions. The course also considers women as producers and consumers of media products. Topics might focus on a specific medium (e.g., television, film, or the Internet), genre (e.g., soap operas, reality TV, anime), or region (United States, Africa, Asia).

**C 204 Topics in Media Culture and Society (3cr.) (Fall) (S&H)** *Topics: Performances of Human/Nature Defining Relationships with the Environment; Sports Media.* C 204 courses explore the relationship between communication media and a range of social institutions, practices, and beliefs. Course may focus on a particular medium and/or period.

**C 205 Introduction to Communication and Culture (3 cr.) (Fall, Spring, Summer) (A&H) Terrill** This course will introduce you to the unique perspective on the study of communication provided by the combined interests and talents of the faculty in this department. This course also will prepare you for the work that will be expected in higher-level courses in the department in the areas of rhetoric and public culture, performance and ethnography, and film and media. Most important, this course encourages you to see that our social world, and the truths through which we define it, cannot exist outside of communication. In other words, it is through film, speech, and performance that we construct our world and ourselves. Understanding this perspective on communication enables students to become more productive participants in contemporary public culture.

**C 208 Image Cultures (3 cr.) (Fall) (A&H) Simons** Offers an interdisciplinary and historical context for understanding contemporary western "image culture" by addressing the notion of the "image" in a wide range of its theoretical, critical, and practical contexts, uses, and history. Examines the claim that our culture is more imagistic than others historically, asking how the roles of images have changed over time in relation to other modes of signification.

**C 222 Democratic Deliberation (3 cr.) (Fall, Spring) (A&H)** This course considers the challenge of participatory public discussion and decision making in our democracy. As such, this course is premised on the idea that individuals and groups are always bound up in public institutions and vocabularies that both constrain action and provide possibilities for action.

**C 228 Argumentation and Public Advocacy (3 cr.) (Fall, Spring) (A&H) Lucaites** Practical introduction to the use of reasoning and evidence in argumentation. Develops skills that are useful in becoming a productive citizen and that are essential for achieving success in upper-division courses across the university.

**C 229 Ways of Speaking (3 cr.) (Spring) (S&H)**

**C 290 Hollywood I (3 cr.) (Fall) (S&H) Anderson** This is an introductory survey course suitable for both majors and nonmajors. The class is appropriate for anyone who has an interest in the movies and modern history. The course offers a historical survey of the American motion picture and entertainment industry from its beginnings to 1948. It shows how Hollywood evolved as both an art form and a business. Students are expected to attend lectures and screenings of about 15 representative films, including the work of such major directors as D. W. Griffith, Alfred Hitchcock, and Billy Wilder.

**C 292 Hollywood II (3 cr.) (Spring) (S&H) Anderson** See the Web for description: [www.indiana.edu/~deanfac/class.html](http://www.indiana.edu/~deanfac/class.html).

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## Comparative Literature (CMLT)

**C 145-C 146 Major Characters in Literature (Fall) and Major Themes in Literature (Spring) (3 cr.) (A&H)** This course helps students with any major develop their skills in reading and interpreting literary texts and in articulating their responses through written assignments and class discussion format. Students usually complete five short writing projects based on the texts discussed, for a total of 20-25 pages. C 145 and C 146 each fulfill half of the English composition requirement when the student also registers for the one credit hour of ENG-W 143. There are no additional class meetings or assignments in addition to those of C 145 and C 146.

**C 145 Major Characters in Literature (3 cr.) (Fall) (A&H)** *Topic for Fall 2009: Bad Company.* Finally, a good reason to hang out with the wrong people and get credit for it: dangerous, deceitful, mysterious, cursed, unpredictable people. We will see just what makes a character a bad influence, how their influence spreads, and what other characters do about it. All sections will read Shakespeare's Othello, Sophocles' Oedipus at Colonos, and Herman Melville's final masterpiece, Billy Budd. Each section will read additional works.

**C 146 Major Themes in Literature (3 cr.) (Spring) (A&H)** *Topic for Spring 2010: Tales of Excess.* See the Web for description: [www.indiana.edu/~deanfac/class.html](http://www.indiana.edu/~deanfac/class.html).

**C 147 Images of the Self—East and West (3 cr.) (Fall) (A&H)** Such considerations as the individual in society, the outcast as hero, and the artistic sensibility examined in selected works of occidental and oriental literature from ancient to modern times.

**C 151 Introduction to Popular Culture (3 cr.) (Fall, Spring) (A&H)** Explores the scope and methodologies for the serious study of entertainment for mass consumption, including popular theatre and vaudeville, bestsellers, mass circulation magazines, popular music, CDs, and popular aspects of radio, film, and television. Provides the basic background to other popular culture courses in comparative literature. Individual sections focus on specific themes.

See the Web for description:  
[www.indiana.edu/~deanfac/class.html](http://www.indiana.edu/~deanfac/class.html).

**C 155 Culture and the Modern Experience: An Interdisciplinary and International Approach (3 cr.) (Fall, Spring) (A&H)** This course, which is interdisciplinary in method and international in scope, introduces students to an inclusive study of major cultural parallels, contrasts, and developments across the arts and beyond national and continental divides. Syllabi and selections of course materials will reflect the specialty of individual instructors.

**C 205 Comparative Literary Analysis (3 cr.) (Fall, Spring) (A&H) Johnson, Vanderlaan** College Intensive Writing course. Introduction to basic concepts of literary criticism through comparative, close readings of texts from a variety of literary genres—fiction, poetry, drama, essay—from diverse traditions.

**C 216 Science Fiction, Fantasy, and the Western Tradition (3 cr.) (Fall) (A&H)** In this historical and comparative survey of science fiction narrative from H. G. Wells to *The X-Files*, we will trace the origins of this important genre in narratives of exploration, imperialism, and anthropology through its twentieth-century representations of space and time travel, biotechnology and eugenics, utopias and dystopias, thinking machines and human prosthetics, knowledge networks, and retro-futures. Science fiction has been called “the twentieth century’s most characteristic genre,” and one goal will be to understand its relevance to our own culture, particularly by considering science fiction novels, movies, and television in light of political and social change.

**C 217 Detective, Mystery, and Horror Literature (3 cr.) (Spring) (A&H)**

**C 219 Romance and the Western Tradition (3 cr.) (Spring) (A&H)**

**C 251 Lyrics and Popular Song (3 cr.) (Spring) (A&H)**

**C 252 Literary and Television Genres (3 cr.) (Fall) (A&H)** Comparative study of popular literary and television genres, such as farce, domestic comedy, melodrama, biography, mystery, adventure, western, and the picaresque. Theoretical, technical, and ideological contrasts between the literary and television media.

**C 255 Modern Literature and Other Arts: An Introduction (3 cr.) (Fall, Spring) (A&H)** *Intensive Writing in fall.* How do a writer, a painter, and a composer represent a landscape, or silence? Is an advertisement a work of art? What do a romantic painting, poem, and symphony have in common? Can one translate a painting into a poem? How does one compare works of art created in different media, and why do we do it? What do we listen for in music or look for in a painting or a short story? These are the kinds of questions discussed in C 255, which deals with interrelations between literature, painting, and music during the past 200 years. Among the works studied are compositions by Mozart, Berlioz, Stravinsky, and John Cage; poems or stories by Coleridge, Flaubert, Joyce,

Gertrude Stein, and Anne Sexton; and paintings by Delacroix, Courbet, Monet, Van Gogh, Kandinsky, and Mondrian.

**C 262 Cross Cultural Encounters (3 cr.) (Fall) (A&H) Johnson** Encounters between different cultures explored in the literature, art, film, and music resulting from various forms of cultural contact (travel, colonization, religious diffusion, print, and electronic technologies). Topics include transformation of cultural institutions, processes of cross-cultural representation, globalization of the arts and culture, and development of intercultural forms. Historical and regional focus may vary.

**C 291 Studies in Non-Western Film (3 cr.) (Fall) (A&H) Adesokan** Emphasis on non-Western film in relation to literary and cultural texts. Films may be studied as adaptations of literary works, as reworkings of generic or ideological traditions, and in their engagement with the aesthetics of non-Western theater and Hollywood. Focus on one regional tradition (African, Asian, Middle Eastern) each time the course is offered.

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## Computer Science (CSCI)

For additional course information, visit the department’s Web site: [www.cs.indiana.edu](http://www.cs.indiana.edu)

**A 110 Introduction to Computers and Computing (3 cr.) (Fall, Spring, Summer) (Nonmajors) (N&M)** This course is centered on problem-solving techniques in computer environments. It teaches general problem-solving principles by applying them within particular software applications, such as word processing, Web browsing, and spreadsheets. The class is intended for students with little or no practical computing experience. The major objective is to acquire not only the skills of handling today’s software tools, but also to gain the ability to learn new software applications as they emerge. In addition to providing instruction for each of the software applications, the lectures will examine how the computer and its various components operate and introduce some of the social and cultural implications of widespread computer use. Credit given for only one of CSCI-A 106, A 110, A 111.

**A 201 Introduction to Programming I (4 cr.) (Fall, Spring, Summer) (Nonmajors) (N&M)** *P: Two years of high school algebra or MATH-M 014.* Intended for students of all backgrounds and majors (except computer science) who desire an introduction to computer programming. No previous programming experience is expected. In addition to preparing students to write simple programs, this course provides an appreciation of what is “under the hoods” of computer systems and presents general approaches to data representation and processing. Topics include common data types, conditional evaluation, looping, functional decomposition of programs, and simple data input and output. Good programming style and effective design and debugging techniques are emphasized. Laboratory exercises and assignments develop programming skill with problems illustrative

of computing in business, science, and entertainment.

**A 202 Introduction to Programming II (4 cr.) (Fall, Spring, Summer) (Nonmajors) (N&M)** *P: A 201, A 304, Computer Science Advanced Placement Exam, or consent of instructor.* If a student subsequently chooses to major or minor in computer science, A 201 and A 202 may be used in place of C 212 in satisfaction of a computer science core course requirement.

**C 211 Introduction to Computer Science (4 cr.) (Fall, Spring, Summer) (Majors) (N&M)** *P: High school precalculus math.* A first course in computer science for those intending to take advanced computer science courses. Introduction to the design, programming, and analysis of algorithms.

**C 212 Introduction to Software Systems (4 cr.) (Fall, Spring) (Majors) (N&M)** *P: C 211 or H 211.* Design of computer software systems and an introduction to programming in the UNIX environment, including the Java programming language, shell tools, system calls, and interprocess communications.

**C 241 Discrete Structures for Computer Science (3 cr.) (Fall, Spring) (N&M)** *P: C 211 or H 211. R: Math-M 211.* Introduction to critical thinking and basic problem solving techniques in the mathematical foundations of Computer Science. Topics include: logic, algorithmic complexity, induction, set theory, and combinatorics.

**H 211 Introduction to Computer Science, Honors (4 cr.) (Fall) (N&M)** *P: High school precalculus math.* This course provides an expanded and enriched treatment of the material in C 211. Credit given for only one of H 211, C 211.

**H 212 Introduction to Computer Software Systems, Honors (4 cr.) (Spring) (N&M)** *P: C 211 or H 211.* This course provides an expanded and enriched treatment of the material in C 212. Credit given for only one of C 212 and H 212.

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## Criminal Justice (CJUS)

**P 100 Introduction to Criminal Justice (3 cr.) (Fall, Spring, Summer) (S&H)** This course provides an overview of the modern criminal justice system. Each major decision point in the justice system will be scrutinized—from detection and apprehension by the police through pretrial procedures, adjudication, and sentencing by the courts to the use of imprisonment and community correctional programs such as probation. The course will concentrate on the functions of criminal justice officials. We also will examine such issues as decriminalization, gun control, police brutality, search and seizure, right to counsel, bail reform, plea bargaining, prison riots, inmate rights, and the use of the death penalty.

**P 200 Theories of Crime and Deviance (3 cr.) (Fall, Spring, Summer) (S&H)** This course serves as an introduction to theories of crime and its control. Issues relating to the definition and measurement of crime will be explored,

followed by an examination of the biological, psychological, and sociological theories offered to explain criminality. The course will conclude with a discussion of the criminal justice policy implications that are derived from the various theories of criminality.

**P 202 Alternative Social Control Systems (3 cr.) (Fall, Spring, Summer) (S&H)** This course explores relationships among a variety of social control systems—criminal justice, formal education, the family, religion, and mass media and develops strategies for possible changes in American social control systems.

**P 290 The Nature of Inquiry (3 cr.) (Fall, Spring) (S&H) (Majors)** This course has two basic goals: 1) to provide a systematic framework for increasing knowledge and understanding of criminal justice issues; and 2) to teach basic research methods in the social sciences so that students will learn to read critically and to analyze research reports, journal articles, and other relevant publications. Because P 290 introduces students to basic issues and techniques in research, and because it is a prerequisite for 400-level courses in criminal justice, we recommend that this course be taken as early as possible in a major's program.

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## Croatian (SLAV)

See also "Foreign Languages."

**S 363-S 364 Literature and Culture of the Southern Slavs I-II (3-3 cr.) (Fall, Spring) (A&H)** Survey of the history and cultures of the Croats, Slovenes, Serbs, Macedonians, and Bulgarians from prehistory to the present. Readings and lectures in English.

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## Czech (SLAV)

See also "Foreign Languages."

**C 365 Seminar in Czech and Central European Literatures and Cultures (3 cr.) (Fall) (A&H)** Focus on either Czech or Central European literature and culture; intensive study of an author, a period, or a literary or cultural development. Readings and lectures in English. May be repeated for a maximum of 6 credit hours.

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## East Asian Languages and Cultures (EALC)

**E 100 East Asia: An Introduction (3 cr.) (Fall, Spring) (A&H)** East Asia: traditional, crowded, poor, authoritarian, dirty, and rural. These adjectives are still used by some to describe China, Japan, and Korea, but more often we now hear others: modern, (almost) democratic, dynamic, high-tech, and urban. To what extent did East Asia formerly fit the first group of adjectives and to what extent does it now fit the latter? This course provides a broad overview of East Asia from its earliest recorded history up to the early twenty-first century. Areas covered include these countries' social structures, arts,

economies, and politics. In addition to looking at their internal developments, we consider the effect that East Asia and the rest of the world have had on each other. Readings are from a textbook, literature, a short autobiography, and the popular media. Assignments include two short papers, a midterm, and a final. The course is designed for students with little to no background or knowledge of East Asia. Others are urged to begin with a 200-level survey course in their area of interest.

**E 200 Introduction to East Asian Studies (3 cr.) (Spring) O'Brien**

**E 201 Issues in East Asian Literature (3 cr.) (Fall) (A&H) Sarra** *Topic: Unreal Dwellings: Houses and Huts in Japanese Culture.* This lecture/discussion course brings together several ways of thinking about specific real and imaginary dwellings in premodern Japanese literature and material culture (tenth–eighteenth centuries). We take as our point of departure the idealized houses of Japanese fiction and autobiography showcased in such works as "The Record of the Pond Pavilion," *The Tale of Genji*, *The Pillow Book*, the *Sarashina Diary*, "An Account of My Hut," *Essays in Idleness*, "The Unreal Dwelling." Our discussions will explore the layered significance of dwelling places in Japanese culture: their architectural and symbolic qualities; their function as embodiments of social power or social structures; as settings for specific kinds of social or political relations; and as the means for relations with what does *not* partake of the social (haunted houses; ruins; and the recluse's hut as expressive of an ideal relation to the natural world and the value of solitude). No knowledge of Japanese is required. This is an entry level course in Japanese literature and culture. All readings will be in English.

**E 232 China: The Enduring Heritage (3 cr.) (Spring) (A&H) Zou**

**E 233 Survey of Korean Civilization (3 cr.) (Spring) (A&H) Jung**

**E 251 Traditional East Asian Civilization (3 cr.) (Spring) (S&H) Eno**

**E 252 Modern East Asian Civilization (3 cr.) (Fall) (S&H) Frick** This course will introduce students to important cultural and social themes relevant for understanding the history and present of modern and contemporary East Asia. The course is focused on China (including Taiwan), Japan, and Korea. One of the central questions is how these countries have coped with western imperialism, the quest for modernity, and the increasing trend of "internationalization." What is their response and how do they define themselves in a global setting? How do they perceive their own identity? The course is based on the assumption that the diverse interactions among the East Asian countries in the past and in modern times resulted in social and cultural commonalities as well as differences among China, Japan, and Korea. Similarities and discrepancies shall be examined and analyzed in class through key topics such as family and social structure, women, education, as well as culture. These

main topics will be embedded in historical narratives of important events that occurred from the nineteenth century until recently. The lectures will integrate different materials such as paintings, political cartoons, literature, and films, as well as documents.

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## Economics (ECON)

**E 201 Introduction to Microeconomics (3 cr.) (Fall, Spring, Summer) (S&H); E 202 Introduction to Macroeconomics (3 cr.) (Fall, Spring) (S&H)** *P: E 201 is a prerequisite for E 202.*

Economics is one of the major social sciences and deals with the problem of how societies develop and allocate their scarce resources to satisfy competing wants and needs. E 201 investigates the behavior of the individual buyer and seller and provides insights into how markets coordinate the interaction of many diverse individuals. E 202 investigates the trends and forces affecting the economy as a whole, including growth in average income, the fraction of the labor force unable to find work, and the rate at which prices are rising.

Honors section: Authorization for S 201 and S 202 is given by the Hutton Honors College. These courses cover the same core material as E 201 and E 202.

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## Education (EDUC)

See also "Student Academic Center."

**E 300 Elementary Education for a Pluralistic Society (3 cr.) (Fall, Spring, Summer) P: Open to sophomores.** An overview of the principles of multicultural education. An introduction to major ethnic and minority groups in the United States. An historical view of the status of culturally different learners in elementary schools. A focus upon teaching strategies and curricular innovations for culturally diverse classrooms.

**E 310 Seminar on Legal Issues in Education (3 cr.) (Fall, Spring, Summer) P: Open to sophomores.** Students in this course will 1) examine issues related to legal and ethical rights and responsibilities of teachers and students; 2) discuss legal cases that have had an impact on our educational system; and 3) discuss ethical perspectives on educational dilemmas.

**F 200 Examining Self as Teacher (3 cr.) (Fall, Spring)** Many people come to this course with questions about their career and their life: What does it feel like to be a teacher? Is teaching for me? What do I really want to do with the rest of my life? I want to be a teacher but do I have what it takes? This course is an opportunity for you to explore the discipline and profession of teaching with the goal that, by the end of the semester, you will have a fair idea about what it means to be a teacher and whether you want to pursue teaching as a career. During the semester, you will be encouraged to examine yourself, empathize with others, challenge yourself to think, learn, act respectfully, and take responsibility for your own learning as well as the learning of others.



**F 205 Study of Education and the Practice of Teaching (3 cr.) (Fall, Spring) R: ENG-W 131.**

This course provides an introduction to the nature of educational studies as an area of inquiry, provides access to a wide range of literature in education, and outlines future possibilities for those who wish to pursue teaching as a profession. The course will emphasize thoughtful, careful, and engaged forms of writing, reading, conversing, and interacting. This course highlights the importance of inquiry for educational studies generally, and for teacher education as one aspect of educational studies. In the process, F 205 locates teacher education at Indiana University within the larger discipline.

**G 203 Communication in the Classroom (3 cr.) (Fall, Spring, Summer)**

Prepares teachers to communicate effectively, engage students in group discussion, and create a classroom in which all members participate and care about each other's learning. Special topics include active listening, attitudes of respect and genuineness, group dynamics, conflict resolution, and parent-teacher conferences.

**H 340 Education and American Culture (3 cr.) (Fall, Spring, Summer) P: Open to sophomores.**

The present educational system, its social impact, and future implications viewed in historical, philosophical, and sociological perspective.

**K 205 Introduction to Exceptional Children (3 cr.) (Fall, Spring)**

For Teaching All Learners (special education) majors. Other elementary majors must take K 305. This course focuses on awareness of special populations. It is also a course about law, sociology, medical technology, and ethics. Each of these fields has made possible a different world for special populations—if those in the broader society let it happen. The content of K 205 serves as an introduction to those students who are considering professions within special education. It likewise provides a survey of categories of exceptional populations for those interested in allied fields such as law, medicine, social work, school psychology, physical therapy, therapeutic recreation, general education, and child psychology.

**K 305 Teaching the Exceptional Learner in the Elementary School (3 cr.) (Fall, Spring)**

*P: Open to sophomores.* This course addresses issues related to the education of students with disabilities and those with gifts and talents in typical (or inclusive) classroom settings. Required for elementary education majors.

**M 130/M 101 Introduction to Art Education with Field Experience (4 cr.) (Fall only)**

Historical, sociological, and philosophical foundations of education, and the general processes and techniques of teaching as they apply to art teaching.

**M 135 Self-Instruction in Art (1–5 cr.) (Fall, Spring)**

A general interest course in art. Talent and past experience are not important. Students select their own topics from a range of prepared opportunities. Working independently, students submit four projects at regular intervals for each

credit hour enrolled. Instructors are available four evenings a week to receive projects and give advice and feedback.

**M 200 Artifacts, Museums, and Everyday Life (3 cr.) (Fall, Spring)**

In a combination of museum visits and classroom exercises, students will develop museum-going skills by exploring a range of artifacts reflecting varied media, world cultures, and inquiry disciplines. Discussion, guided conversational techniques, readings, and analytical writing assignments draw on "learning from objects" literature, art history, criticism, and museum education materials.

**M 300 Teaching in a Pluralistic Society (3 cr.) (Fall, Spring, Summer) P: Open to sophomores.**

Introduces students to teaching as a profession. Students focus upon the "self as teacher," learning styles, cultural pluralism, and classroom teaching strategies that respond positively to the personal and ethnic diversity of the learner.

**M 323 The Teaching of Music in the Elementary Schools (2 cr.) (Fall, Spring, Summer) P: MUS-E 241.**

Not open to music majors. Fundamental procedures of teaching elementary school music, stressing music material suitable for the first six grades.

**N 102 Teaching and Learning Elementary School Mathematics I (3 cr.) (Fall, Spring, Summer) P: C or better in MATH-T 101.**

Helps preservice teachers develop an understanding of the mathematics content and pedagogy relevant for a successful elementary school teacher. Focus is on content and methods that are consistent with recent recommendations about mathematics learning and teaching, and the state of Indiana academic standards. Pedagogical methods address number theory, data and chance, and algebraic thinking.

**N 103 Teaching and Learning Elementary School Mathematics II (3 cr.) (Fall, Spring, Summer) P: C or better in MATH-T 101.**

Helps preservice teachers develop an understanding of mathematics content and pedagogy relevant for a successful elementary school teacher. Focus is on content and methods that are consistent with recent recommendations about mathematics learning and teaching, and the state of Indiana academic standards. Pedagogical methods address geometry, measurement, and algebra.

**P 251/M 101 Educational Psychology for Elementary Teachers with Field Experience (4 cr.) (Fall, Spring, Summer)**

The application of psychological concepts to school learning and teaching using the perspective of development from childhood through preadolescence. Special attention is devoted to the needs of the handicapped.

**P 254/M 201 Educational Psychology for Teachers of All Grades with Field Experience (5 cr.) (Fall, Spring, Summer)**

The application of psychological concepts to school learning and teaching using the perspective of development from childhood through adolescence. Special attention is devoted to the needs of the handicapped.

**P 312 Learning: Theory Into Practice (3 cr.) (Fall, Spring) P: Open to sophomores.**

This course is concerned with understanding the process of teaching and learning, particularly within a secondary school context. Preservice teachers will be helped to see that learning takes place as an interaction of social, emotional, developmental, and cognitive forces. Units focus on theories of learning and teaching, motivation, the learning process, and assessment. Corequisite course is P 313.

**P 313 Adolescents in a Learning Community (3 cr.) (Fall, Spring) P: Open to sophomores.**

Adolescent development in a school context. Understanding adolescents as people and how they function in a community of learners, with particular emphasis on their interaction with others in a school environment marked by a diversity of cultural, social, and personal traits. Includes the role of the teacher in understanding and responding to adolescent needs in this environment. For students seeking admission to a teacher education program. Corequisite course is P 312.

**P 314 Life Span Development (3 cr.) (Fall, Spring) P: Open to sophomores. P: PSY-P 101, EDUC-P 251 or equivalent.**

A course surveying human development from infancy through old age, emphasizing the life-span perspective on development. Major theories, current and classical research findings, and educational implications for all life stages from birth to death.

**Q 200 Introduction to Scientific Inquiry (3 cr.) (Fall, Spring, Summer)**

This course is the first of a series of science courses taken by elementary education majors. It should be taken during the freshman year or the first semester of the sophomore year. The course focuses on the basic science skills used by scientists, such as observation, prediction, measurement, classification, controlling variables, and hypothesis formulation, as well as on mathematical skills needed for the sciences. Emphasis is on performing experiments that use the same ideas and equipment found in elementary science programs, but in a more sophisticated manner. Students who have a good background in science (high school biology, chemistry, and physics) are encouraged to review their high school science and test out of the course in the test administered during the first week of fall and spring semesters.

**W 200 Using Computers in Education (3 cr.) (Fall, Spring, Summer)**

Taught in both Windows and Mac platforms—student chooses. Develops proficiency in computer applications and classroom software; teaches principles and specific ideas about appropriate, responsible, and ethical ways to make teaching and learning more effective. The course promotes the development of critical abilities, skills, and self-confidence for professional development.

**X 460 Books for Reading Instruction (3 cr.) (Fall, Spring, Summer) P: Open to sophomores.**

Examines use of trade books and non-text materials for teaching language arts and reading K-8. Special sections may focus on

specific student populations. Section emphasis announced each semester.

*Note: The following EDUC courses are electives only:*

**U 205 Human Development Opportunities for College Students (1 cr.) (Fall) (Second eight weeks)** U 205 is a personal development course focused on a variety of issues related to the college student. The goal is to increase self-awareness through individual exploration and sharing with others. Topics addressed: interpersonal communication, values clarification, time management, stress management, self-esteem, and relationships and intimacy.

**U 211 Community Development (2 cr.) (Fall) (Second eight weeks)** See advisor for description.

**U 212 Current Issues in Undergraduate Life (2 cr.) (Eight weeks)** For information about various topics, call (812) 856-8370 or stop by EDUC 4228.

**U 495 Seminar in Leadership Training (2 cr.) (Fall, Spring) (Eight weeks) Veldkamp**  
*Topic: University 101: Maximizing the College Experience.* This class will focus on students creating meaning of the college experience. Students will develop a framework to navigate and create an outstanding educational experience. The class will help students appreciate the importance of a liberal arts education and acquaint them with tools, techniques, and resources to maximize their personal learning experience. Students will learn how the university experience is meant to both challenge and support their development. This course is designed for first-time-in-college students during their initial semester of enrollment.

**U 495 Seminar in Leadership Training (1 cr.) (Fall) (Eight weeks) Veldkamp**  
*Topic: Leading at IU.* A complement to "University 101: Maximizing the College Experience." Students in this course will learn how to create a purposeful involvement and engagement path, understand a framework or compass for navigating Indiana University and become knowledgeable of what universities do. Students will also develop a working knowledge of resources available at IU and connect with the history and current leadership of Indiana University.

**U 495 Seminar in Leadership Training (2 cr.) (Fall, Spring) (Eight weeks) Meyer**  
*Topic: Leadership and Society.* In this course you will reflect on your personality and leadership style, how to function in a group, and your role as a leader in society. Upon completion of this course you will have an understanding of your personality and skills; respect and understand others' values and the way they prioritize them; know basic ways to communicate and function within a team.; understand the difference between a leader, manager/director, and follower; understand civic engagement and the link between service and leadership; develop a personal mission/vision statement; and reflect on practical application of specific goals for improving your leadership skills.

**U 495 Seminar in Leadership Training (2 cr.) (Fall, Spring) (Eight weeks) Stone**  
*Topic: Social and Cultural Leadership on Campus: Diversity.* The goal of this course is to equip students with leadership skills and to develop individuals as inter-culturally competent leaders. Students will examine leadership within various social institutions and across cultural, structural, and individual levels of interaction. Students will also study the contribution of diversity to maintenance, change, and cohesiveness of communities and society at large.

**U 495 Seminar in Leadership Training (2 cr.) (Fall, Spring) (Eight weeks) Nagy**  
*Topic: Leadership Essentials.* This course will allow students to explore personal values and goals, learn about characteristics (inherited and acquired), recognize motivation sources, and survey a variety of leadership approaches/styles. Participants will leave the course with a better understanding of "self" and how leadership fits into our daily lives, a personal definition of leadership, and strategies for becoming engaged in issues and programs that are of interest to them.

**U 495 Seminar in Leadership Training (2 cr.) (Fall, Spring) (Eight weeks) Rose**  
*Topic: Leadership and Community Service.* Students will learn about civic engagement and its various manifestations in individual and public life. Participants will examine the rise of civic engagement in the United States and abroad, develop skills to articulate personal experiences, and gain a better understanding of the role of civic engagement in their own lives.

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## English (ENG)

Before selecting elementary writing options, see the section on English composition in Part I of your Planner, and read the descriptions for the following: African American and African Diaspora Studies A 141, A 142; Comparative Literature C 145, C 146.

### COMPOSITION COURSES

**W 131 Elementary Composition 1 (3 cr.) (Fall, Spring) Staff** W 131 is a course in academic writing that attempts to integrate critical reading, thinking, and writing about phenomena and issues in our culture. Rather than practicing a set of discrete skills or often unrelated modes of discourse, the course aims to build sequentially on students' ability to read both written and cultural texts closely and critically and analyze those texts in ways that engage and problematize students' own experience, the perspectives of "experts," and the world they live in. Students will be given six major writing assignments, including rough drafts.

Faculty from many disciplines, including English, agree that students' performance in their courses would be greatly enhanced if they "just knew how to analyze." Too often, they report, students stop short of analysis by 1) merely recycling what they view as unquestionably true facts or the received

conclusions of their sources; 2) simply agreeing or disagreeing with what they understand to be just another opinion; or 3) offering a personal response to a text, phenomenon, issue, or concept that fails to problematize that position or connect it to any significant bigger picture. W131 aims to show students how the use of sources, agreement/disagreement, and personal response can be made to serve independent, purposeful, well-supported analytical writing.

**W 170 Introduction to Argumentative Writing (3 cr.) (Fall, Spring) Staff** This course in academic writing is an alternative to W 131 and is designed to offer more intensive writing and reading instruction around some theme or question. Its focus is on sustained inquiry (reading, writing, critical thinking) concerning a single problem or topic throughout the semester. Students learn various strategies for analysis, argument, and research that are relevant for the conduct of the inquiry in order to write and revise academic essays based on sources. Topics vary by section.

**W 202 English Grammar Review (1 cr.) (Fall, Spring) (Eight Weeks) Staff** Course will provide a basic understanding of grammatical terms and principles sufficient to enable students to edit their own prose with confidence. Despite the course title, no prior knowledge of grammar will be assumed or required. No authorization is required for this course. This course does not count in the English major.

**W 231 Professional Writing Skills (3 cr.) (Fall, Spring) Staff P:** *Completion of the English composition requirement.* This course is designed to help students in any field develop writing and research skills that will be useful in the professional world and any future writing project. The course concentrates on the writing of concise, informative prose and emphasizes the importance of writing with a clearly defined purpose and audience. Assignments will be based on general principles of communication but will usually take the form of writing done in the world of work: letters, memos, summaries and abstracts, reports, proposals, etc.

Students will often be able to write on subjects related to their field of study. The course requires constant, careful attention to writing and rewriting, and many classes will be conducted as workshops, with writing exercises and discussion of class members' work.

**W 270 Argumentative Writing (3 cr.) (Fall, Spring) Staff P:** *Completion of the English composition requirement.* This course offers instruction and practice in writing argumentative essays about complicated and controversial issues. The course focuses on strategies for identifying issues, assessing claims, locating evidence, deciding on a position, and writing papers with clear assertions and convincing arguments.

**W 350 Advanced Expository Writing (3 cr.) (Fall, Spring) Staff P:** *Completion of the English composition requirement.* College Intensive Writing Section. This advanced writing course focuses on the interconnected activities of writing and

reading. It engages students through a series of writing/reading assignments in the kinds of responding, analyzing, and evaluating that are part of the work in many fields in the university. Students will work closely on a variety of texts, including their own writing, in order to develop an understanding of the assumptions, choices, and techniques that compose the writing process.

## COMPOSITION AND LITERATURE COURSES

**L 141-L 142 Introduction to Writing and the Study of Literature I-II (4 cr.) (Fall, Spring) (A&H) Staff** Texts selected thematically in the first semester (L 141) and according to genre or mode (comedy, tragedy, prose fiction, satire, epic, romance, fantasy, etc.) in the second semester (L 142) provide a subject for expository writing of increasing complexity. Course meets four periods per week; at least five essays are written each semester.

**L 141 Introduction to Writing and the Study of Literature I (4 cr.) (Fall) (A&H) Topic:** *Are you a "Survivor"?* Do you have a story to tell? Most people who answer "yes" to the first question also say so to the second. Stories about survival are as common as they are miraculous: from wars, ethnic "cleansings," and natural disasters to plane crashes, personal traumas, and hiking mishaps that force one to sever one's own arm with a pocket knife in order to escape a crushing boulder, a broad range of human events inspire an equally broad genre of what we would call survivor stories.

What are these events, these things that one can endure—and presumably live through—and be called a "survivor"? For what reasons do we tell these stories, as much in fiction as in nonfiction? For what reasons do we read and view them, both individually and as a culture that seems ever ready to hear the next new tale of survival? These are some of the key questions we will be asking and trying to answer through a semester together of careful reading and writing.

**L 141 Introduction to Writing and the Study of Literature (4 cr.) (Fall) (A&H) Topic:** *Generational Stories.* This course will focus on generational stories: stories that address various relationships between generations (family, parent-child, adult-child). The assumption behind this course is that these relationships are central to most of us and that we can benefit from looking at stories that clarify (and complicate) the way we understand them. We will also look at works that are recognized as effectively capturing the mood of an entire generation. We will address these topics through stories because stories are the primary mechanism by which individuals and cultures make sense of everything that matters to them. We will consider a wide range of stories and forms—fairy tales, short stories and novels, films, personal essays—in which generational issues are addressed.

**L 141 Introduction to Writing and the Study of Literature I (4 cr.) (Fall) (A&H) Topic:** *Obsession/Compulsion.* This class will look

at the different ways in which such symptoms have been represented and explained in literature, essays, films, and psychiatric writings since the nineteenth century. Subjects of our discussion will include repetition, list-making, counting, irresistible impulses, songs that get stuck in your head, cleanliness, death, hoarding, doubting, and the "feeling of incompleteness." Texts will likely include novels by Jonathan Lethem (*Motherless Brooklyn*) and Aimee Bender (*An Invisible Sign of My Own*); short stories by Edgar Allan Poe, Mark Twain, Herman Melville, Charlotte Perkins Gilman, Henry James, and Pamela Zoline; and essays by William Gass, David Sedaris, and Sigmund Freud.

## CREATIVE WRITING COURSES

**W 103 Introductory Creative Writing (3 cr.) (Fall, Spring) (A&H) Staff** An introductory-level creative writing course in poetry and fiction designed for students who do not necessarily have experience in creative writing but possess a genuine desire to learn more about it. Through practice, assigned readings, lectures, and discussion, students will gain a better understanding of how poems and stories are made. Students will learn to read as a writer reads—not only for what a text is saying, but how a text is saying it—and apply that to the writing of original poems and stories. The class meets three times a week, once in lecture on the basic elements of poetry and fiction, and twice in discussion sections for the close study of contemporary poetry and fiction assigned in lecture and for consideration of student work. Course includes two exams, extensive in-class participation, and a final portfolio consisting of significantly revised original student work (four poems, one short story, and all drafts). Note: This course does *not* satisfy the English composition requirement.

**W 203 Creative Writing (3 cr.) (Fall, Spring) P:** *Completion of the English composition requirement and ENG-W 103 or permission of Creative Writing Program director or pedagogy director.* An advanced introductory-level course in writing poetry and/or fiction designed for students who have basic familiarity with creative writing craft and wish to further develop their skills. Through apprenticeship with a given set of tools, students learn how to read as a writer; what constitutes a "poem" and/or "story"; how to construct poems and/or stories; and how to offer and receive constructive criticism. Course work typically includes extensive reading and writing; active in-class participation in discussion, workshop, and writing practice; and a culminating course portfolio of original student work (24 pages of fiction and all drafts; or 8–10 poems and all drafts).

## LITERATURE COURSES

ENG-L 202, L 204, L 205, and many other courses are College Intensive Writing sections. Permissions are available in the English Undergraduate Studies Office, Ballantine 442 (855-9532). L 202 is required of majors but is

usually not taken during the first semester of the freshman year. *P: English composition requirement or exemption.*

**L 202 Literary Interpretation (3 cr.) (Fall, Spring) (A&H) Staff** *College Intensive Writing section.* Development of critical skills essential to participation in the interpretive process. Through class discussion and focused writing assignments, this course introduces the premises and motives of literary analysis and critical methods associated with historical, generic, and/or cultural concerns. May be repeated once for credit by special arrangement with the Department of English.

**L 203 Introduction to Drama (3 cr.) (Fall, Spring) (A&H) Staff** Representative, significant plays to acquaint students with characteristics of drama as a type of literature. Readings will include plays from several ages and countries.

**L 204 Introduction to Fiction (3 cr.) (Fall, Spring) (A&H) Staff** *College Intensive Writing section.* Representative works of fiction; structural techniques in the novel. Novels and short stories from several ages and countries.

**L 205 Introduction to Poetry (3 cr.) (Fall, Spring) (A&H) Staff** *College Intensive Writing section.* An introduction to the pleasures and purposes of reading poetry. Why do we need poetry? When do we read poetry? We will cover a broad historical range and discover various ways (formal, political, ethical, historical, intertextual) to enrich our understanding of particular poems written in English.

**L 208 Topics in English and American Literature and Culture (3 cr.) (Fall) (A&H) Anderson** *Topic: Picturing Ourselves Differently: Graphic Narrative and Challenges of Contemporary Selfhood.* Graphic narrative has established itself as one of the most popular, inventive, and flexible genres of the past quarter century. But beyond winning Pulitzers, breaking sales records, and filling our theatres with an endless cavalcade of both superlative and deplorable films, how has graphic narrative contributed to one of literature's oldest ambitions: telling us who we are—and, even more daringly, who we should be? This course will examine this question by exploring how graphic narrative has addressed some key challenges of contemporary selfhood. By "selfhood," we will generally mean the process of defining the natures, limitations, and potentials that make us, both individually and collectively, the kind of self-aware creatures we call persons. By "challenges," I mean how our present moment portrays the necessity for three dimensions of human selfhood that seem as vital as they are problematic: hope, empathy, and imagination. We will read a wide range of graphic narratives toward understanding how we are persuaded to define and embody these elements, paying careful attention to the question of what graphic literature might contribute to this rhetorical task of self-definition that more traditional literary forms do not—or cannot.

**L 220 Introduction to Shakespeare (3 cr.) (Fall, Spring) (A&H) Staff** Rapid reading of at least a

dozen of Shakespeare's plays and poems. May not be taken concurrently with L 313 or L 314.

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## Estonian (CEUS)

See "Foreign Languages."

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## Film Studies (CMCL)

See "Communication and Culture."

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## Fine Arts (FINA)

### HISTORY OF ART

**A 101 Ancient and Medieval Art (3 cr.) (Fall, Spring) (S&H)** This survey course examines the history of the visual arts in the Western world from ancient Egypt (c. 3000 BC) to the end of the Gothic era in Europe (c. 1400 AD). The course focuses primarily on developments in the major arts of architecture, sculpture, and painting (including manuscript illustration). Through a series of "key monuments" in Western art, students are introduced to the artistic innovations of different historical periods, as well as to how these works of art can help the viewer understand their specific cultural contexts.

**A 102 Renaissance through Modern Art (3 cr.) (Fall, Spring) (S&H)** Each work of art is part of the history of the period in which it was created: it stands at the center of a complex web of ideas, events, intellectual trends, and scientific discoveries. This course surveys major artists, styles, and art movements in European and American art from the fifteenth century to the present. The course is also an introduction to the study of art history and to the questions asked by art historians: When and where was a work made? For what purpose and what audience? What considerations determine an artist's choice of material, technique, style, and subject matter? How does the interpretation of works of art change over time? Who owns the art of the past?

**A 155 Introduction to African Art (3 cr.) (Fall) (A&H)** This course is a one-semester introduction to the visual art of Africa. We will examine the variety of forms, such as masks, figures, buildings, textiles, jewelry, stools, and pots, that have traditionally played important roles in the spiritual, social, and political lives of people in western, central, eastern, and southern Africa. Though the emphasis will be on these "traditional" arts from sub-Saharan Africa, we also will consider briefly contemporary African art and art of the African Diaspora.

**A 200 Topics in Art History (3 cr.) (Fall)**

**A 206/CLAS-C 206 Classical Art and Archaeology (3 cr.) (Fall, Spring) (A&H)** See description of C 206 under "Classical Studies."

**A 280 The Art of Comics (3 cr.) (Fall, Spring) (A&H)** In their juxtaposition of words and images, comic books have fashioned one of the most sophisticated narrative languages in the history of visual art: This course will explore the formation of that language in all its complexity from the earliest newspaper comic strips to today's graphic novels. We will also study the evolution of comic-book graphic styles and place the development of the comics in its social context. Special focuses of the course will be the rise and critique of the concept of the superhero in American comic books and American culture in general from the thirties to today, and the question of "authenticity" in recent autobiographical comics.

**H 100 Art Appreciation (3 cr.) (Fall, Spring) (A&H)** This course will introduce the nonspecialist to the world of art. Its emphasis will be on how to see and understand works of art within the context of the periods that produced them. It will ask questions about the role art has played in given cultures, who its sponsors were, by what standards it was judged, what the role and status of the artist was, and the techniques available to him or her. Students will learn a new visual vocabulary that will enable them to see and enjoy a variety of different styles and to become familiar with the terminology used in speaking about art. Course does not count toward the fine arts major.

### STUDIO ART

**F 100 Fundamental Studio—Drawing (3 cr.) (Fall, Spring) (A&H)** This introductory studio course gives students a freehand linear approach to pictorial representation. We will work with various graphic media, methods, and skills to define "formal" and "personal" geometric and expressive studies from nature, constructed objects, and imaginary sources. Initially, the emphasis is on principles that develop hand-eye coordination and a visual awareness for the interpretation of a two-dimensional image. Throughout, the goal is to develop, through studio drawing practice, one's imagination and understanding of the linear qualities needed for refined pictorial representation.

Homework averages approximately 8–10 hours weekly. Grade is based on quality (craft-concept) and quantity (ambition-productivity) of submitted work. Cost of materials: approximately \$100.

**F 101 Fundamental Studio—3D (3 cr.) (Fall, Spring) (A&H)** This course is an introduction to three-dimensional (3D) form and space and their interrelation with structure, materials, and expression in all of the three-dimensional visual arts. It is a prerequisite to any other 3D studio course and is part of the required fundamental studios program for all art majors. Includes line, plane, volume, geometric, and organic form; utilitarian and sculptural design; additive and subtractive processes in various materials. The goal is to develop basic vocabulary and skills needed for future studio work in art or for a better understanding of the world of human culture. No text. The materials fee is \$125.

**F 102 Fundamental Studio—2D (3 cr.) (Fall, Spring) (A&H)** Various collage and paint media will be used to reveal the illusionistic, relative actions of color-design study. How one observes, interprets, and represents light and surface color to define two-dimensional images will broaden and refine one's visual vocabulary. Both color and design compositions will be constructed to demonstrate the methods and relationships of color mixture, pictorial configuration, figure-ground, and linear graphic principles. Study throughout will be based on progressive study of forms and their meanings in relation to nature and the history of art. The goals are to develop and refine hand-eye studio skills for continued creative art study and to better understand concepts and characteristics of artistic search as it applies to the artistic use of color.

Homework averages approximately 10–12 hours weekly. Grade determination is based on the quality (craft-concept) and quantity (ambition-productivity) of submitted work. Course supplies: Students are responsible for the cost of their materials, approximately \$250–\$300.

**N 110 Introduction to Studio Art for Nonmajors (3 cr.) (Fall, Spring) (A&H)** This course introduces students to the elements and principles of visual language. Classroom exercises will explore drawing and two-dimensional and three-dimensional design. A primary objective in the course will be the development of composition skills that will result in a more sensitive visual aesthetic and sensibility. The ability to think analytically, crucial to critical thinking, will be stressed in the creative process inherent in solving problems in the visual arts.

**N 130 Digital Imagery for Nonmajors (3 cr.) (Fall)** Lecture course introduces nonmajors to the fundamental practice of creating art imagery using digital software. Demonstrations and optional hands-on lab sessions emphasize technical production in Photoshop and Illustrator. Art projects created in Photoshop and lecture topics focus on aesthetic approaches and issues facing artists working in contemporary digital imaging.

**N 198 Introduction to Photography for Nonmajors (3 cr.) (Spring) (A&H)**  
See the Web for description:  
[www.indiana.edu/~deanfac/class.html](http://www.indiana.edu/~deanfac/class.html)

## Finnish (CEUS)

See "Foreign Languages."

## Folklore and Ethnomusicology (FOLK)

**E 295 Survey of Hip-Hop (3 cr.) (Fall, Spring) (A&H)** This course is a representative study of hip-hop from its origin to the present. We will examine hip-hop as an artistic, historical, and sociocultural phenomenon through a survey of the subculture and its elements, but especially the music and lyrics. Additionally, we will focus on the appropriation and exploitation of hip-hop forms by the media and the music industry, "global" cultural consumption, the rise and dominance of rap music in popular culture, notions about defining hip-hop today, and on broader issues and concepts in the study of culture. *Note: Course taught as an online course only.* Meets with AAAD-A 295.

**F 101 Introduction to Folklore (3 cr.) (Fall, Spring) (A&H)** Folklore study explores the ways in which people make use of tradition in daily life as well as in times of crisis, celebration, and change. It explores the dynamics of tradition and creativity in society. This course examines the role of folklore in the life of human beings throughout the world. It introduces students to the main forms and varieties of folklore and folk expression in tales, ballads, gestures, beliefs, games, proverbs, riddles, and traditional arts and crafts. For instance, students read a variety of folk narratives that reflect how culture, worldview, social institutions, and social processes are expressed within folklore. The course also acquaints students with theories concerning the relations between folklore and other aspects of culture such as religion and belief, history, literature, and celebrations. Introductory course for nonmajors and majors.

**F 111 World Music and Culture (3 cr.) (Fall, Spring) (A&H)** People throughout the world perform and listen to music as a form of entertainment. But music is also serious business—political, social, religious, artistic, and economic. The course introduces ethnomusicology and the cross-cultural study of music and culture. It explores music, performance, and ideas—familiar and not so familiar—from around the world. The course analyzes the role music plays in human life, in a variety of social, political, and personal contexts. Among the music cultures examined are the United States, China, Japan, India, Eastern Europe, Africa, and Latin America. F 111 is an introductory course for nonmajors as well as majors. Formal music training is *not* required.

**F 131 Introduction to Folklore in the United States (3 cr.) (Fall, Spring) (A&H)** This course looks at folklore and traditional expressive behavior in the United States by focusing on creativity in everyday life. Content includes study of examples of traditional arts, ideas, and practices of folk groups in the United States,

including ethnic, occupational, regional, and religious groups. Classes focus on specific genres of folklore, utilizing video, slides, and audio recordings. Topics include urban legends, fairy tales, personal narratives, body art, car art, and yard art, among other examples of urban expressive culture.

**F 205 Folklore in Video and Film (3 cr.) (Fall, Spring) (A&H) Johnson** In modern media, many new ways of spreading and reinforcing folk belief and other kinds of folklore have evolved, but a new term, *popular culture*, also describes these new forms. The difference between folklore and popular culture is sometimes difficult to determine, but it seems that folklore exists in nonstandardized multiple variation, while forms of popular culture exhibit multiple variation that is standardized.

Though topics that interest folklore scholars appear on film and video, the presentation of such topics are standardized (unchanged) in that they are "frozen" onto their medium. This course will deal with a number of issues of folk belief and worldview reinforced, debated, propagated, and spread by film and video, and it will explore whether folklore is really altered by standardization.

This class assists students in developing skills for thinking critically about a wide variety of folk belief common in our times, and encourages them to appreciate the great variety of folk beliefs that exist in the world around them. This course is approved for College of Arts and Sciences Topics credit.

**F 252 Folklore and the Humanities (3 cr.) (Fall) (A&H) Topics: Global Pop Music; Youth Sub-Cultures and Music.**

## Foreign Languages

### AMERICAN SIGN LANGUAGE (SPHS)

**A 100 American Sign Language I (4 cr.) (Fall, Spring, Summer)** An introduction to the use of American Sign Language. No previous knowledge of the language is required. The focus is on grammar and vocabulary, as well as receptive and expressive fingerspelling skills, with the goal of interactional competence in a limited variety of communicative situations. Students are introduced to proper use of nonmanual signals and modifiers. Exposure to Deaf culture is included.

**A 150 American Sign Language II (4 cr.) (Fall, Spring, Summer) P: A 100** A continuation of A 100. Students continue building receptive and expressive abilities. Emphasis is placed on the use of signing space, facial grammar, body postures, fluent fingerspelling, and continued vocabulary development. More complex grammatical structures are introduced. Deaf culture component is included. Second-year courses (SPHS-A 200 and A 300) are also available.

### AKAN (LING)

**K 101-K 102 Elementary Akan I-II (4-4 cr.) (Fall, Spring)** An introduction to Twi, a major language of West Africa, spoken by the Akan people of Ghana. With approximately 10 million speakers, it is the major language of Ghana and is spoken by thousands of people in the Ivory Coast. The study of Akan at the introductory level emphasizes oral competence in a variety of communicative situations. Students learn basic grammatical structures and vocabulary associated with these situations and are expected to learn to behave linguistically in a characteristically Akan manner. Second- and third-year courses are available.

### ARABIC (NELC)

**A 100-A 150 Elementary Arabic I-II (4-4 cr.) (Fall, Spring)** This course is designed for students who have no previous knowledge of Arabic. The first three weeks will focus primarily on the writing and sound systems of Arabic with a few simple spoken phrases introduced. The remainder of the course is designed to present, systematically, the basic structure of modern standard Arabic. Reading, writing, translation, and conversation will be emphasized.

**A 160 First Year Arabic (4 cr.) (Spring)**

**A 200-A 250 Intermediate Arabic I-II (3-3 cr.) (Fall, Spring)** Grammar, reading, composition, and speaking, using modern literary Arabic.

### BAMANA (LING)

**B 101-B 102 Elementary Bamana I-II (4-4 cr.) (Fall, Spring)** An introduction to Bamana, spoken in West Africa (Mali, Senegal, Niger, the Ivory Coast, and Burkina Faso). The study of Bamana provides an introduction not only to a major language in West Africa, but also to Bamanaka culture and history. Students learn basic grammatical structures and vocabulary associated with conversation in a variety of situations and are made aware of culturally appropriate ways of using the Bamana language. Second- and third-year courses will be available.

### CHINESE (EALC)

**C 101-C 102 Elementary Chinese I-II (4-4 cr.) (Fall, Spring)** This course lays a groundwork for those who are interested in acquiring a linguistic tool to communicate with Chinese people and understand their culture. It aims at developing students' overall competence in speaking, listening, reading, and writing Chinese with special emphasis on oral/aural skills. A learner-centered, task-based, and proficiency-driven approach will be employed. C 102 is a continuation of C 101, with the same basic aims and requirements. C 101 is offered in the fall only, and C 102 in the spring only. Students must earn at least a C grade in a course to go on to the next semester of the language. Courses through fourth year are available.

## CROATIAN (SLAV)

**S 101-S 102 Elementary Serbian and Croatian I-II (4-4 cr.) (Fall, Spring)** Introduction to the basic structures of contemporary Croatian (reading, writing, aural comprehension, and speaking). No previous knowledge of Croatian is required for S 101. Classes are small and meet in conjunction with Elementary Serbian. Students enrolled in Croatian are expected to read and write in roman script (latinica) and will be taught to read cyrillic script (cirilica). As the course progresses, students are encouraged to make creative use of their language skills. The approach is primarily communicative and involves conversation on various topics. Second- and third-year courses are available.

## CZECH (SLAV)

**C 101-C 102 Elementary Czech I-II (4-4 cr.) (Fall, Spring)** Introduction to the basic structures of contemporary Czech (reading, writing, comprehension, and speaking). No previous knowledge of Czech is required for C 101. Classes are small. As the course progresses, students are encouraged to make creative use of their language skills. The approach is primarily communicative and involves conversation on various topics. Second- and third-year courses are available.

## DUTCH (GER)

**N 100-N 150 Intensive Dutch I-II (4-4 cr.) (Fall, Spring)** These courses are designed as an introduction to the language. They are especially suited to students who have had some experience with another foreign language or those who have strong motivation to study Dutch. The sequence seeks to develop the four language skills (listening, speaking, writing, and reading), treats grammar thoroughly, and introduces the student to some of the best contemporary authors.

*Note: Dutch should be of special interest to students planning to apply for the Kelley School of Business overseas study program in Maastricht.*

**N 200-N 250 Dutch Reading, Composition, and Conversation I-II (3-3 cr.) (Fall, Spring)** *P: N 150 or permission of the instructor.* The work presumes a basic fluency in the spoken language, ability to write simple prose, understanding of the spoken language on a variety of subjects, and ability to read with only occasional dictionary help. We will deepen and broaden our control of the language, review and study grammar at an advanced level, and work on the control of the spoken and written styles.

## ESTONIAN (CEUS)

**T 103-T 104 Introductory Estonian I-II (4-4 cr.) (Fall, Spring)** Assumes no previous knowledge of Estonian. Emphasizes oral communication with attention to reading, writing, speaking, and listening. With basic vocabulary and structures, students can talk about themselves and immediate surroundings, interact in service

encounters, read short texts, and write notes. Students also study Estonian culture.

## FINNISH (CEUS)

**T 101-T 102 Introductory Finnish I-II (4-4 cr.) (Fall, Spring)** An introduction to Finnish for students with no previous knowledge of Finnish language. Emphasizes skills for everyday situations in Finland. Aids understanding of simple spoken Finnish for familiar topics and the main points of brief messages. Concentrated practice in Finnish pronunciation, grammar, elementary conversation, reading, writing, and vocabulary. Students also study Finnish culture and history.

## FRENCH (FRIT)

**F 100-F 150 Elementary French I-II (4-4 cr.) (Fall, Spring, Summer)** In this course sequence students are introduced to the four language skills—reading, writing, listening, and speaking. They practice these skills in four classes per week. Skill development is placed in cultural context, and students learn about France and other Francophone countries throughout the world.

**F 115 Accelerated Elementary French (4 cr.) (Fall, Spring)** *P: Consent of department.* An accelerated treatment of material covered in both F 100 and F 150 designed for superior students and students with previous training in another foreign language. Credit not given for both F 115 and F 100; credit not given for both F 115 and F 150.

**F 200-F 250 Second-Year French I-II: Language and Culture (3-3 cr.) (Fall, Spring, Summer)** *P: F 115 or F 150.* This sequence continues to develop the four language skills. Emphasis and practice are given to those basic elements needed for expression and comprehension. Because less time is spent on language, more attention can be devoted to aspects of culture, especially to features and aspects of Francophone civilization and contemporary thought.

**F 313 Advanced Grammar (3 cr.) (Fall, Spring)** *P: F 250.* This course offers systematic study of French grammar considerably more sophisticated than the standard review. Essential for developing good writing skills.

**F 315 Phonetics and Pronunciation (3 cr.) (Fall)** *P: F 250.* Five meetings per week: three lectures on problems of pronunciation and phonetic transcription and two oral practice sessions.

## GERMAN (GER)

**G 100 Beginning German I (4 cr.) (Fall, Spring)** This beginning course is for students with no previous experience in German and for those students who place into G 100 on the placement test. Students will be introduced to the German language as it is spoken today in Austria, Germany, and Switzerland. We will compare the basic structure of German with that of English, and students will learn a number of basic grammatical forms and their functions

needed to develop the four basic language skills of listening, speaking, writing, and reading. Students will also be introduced to selected aspects of German culture.

**G 105 Accelerated Elementary German I (5 cr.) (Fall)** *P: Exceptional motivation.* This course is designed for exceptionally motivated students and for those who know another foreign language (e.g., French, Spanish, Russian) and now want to learn German at an accelerated pace. Students cover two semesters of college German in only one semester. The course meets daily for 50 minutes and requires an average of two hours of preparation for each class meeting. The course develops all four language skills—listening, speaking, reading, and writing—stresses active use of German, and treats elements of grammar thoroughly.

**G 150 Beginning German II (4 cr.) (Fall, Spring)** *P: G 100 or advanced placement/credit test.* This course begins with a brief review of material learned in G 100 and continues with the development of the four skills of listening, speaking, writing, and reading.

**G 200 Intermediate German I (3 cr.) (Fall, Spring)** *P: G 150 or advanced placement/credit test.* G 200 plus G 250 make up the basic second-year course sequence. G 200 stresses further development of the four language skills of listening, speaking, writing, and reading and introduces the student to the reading and discussion of modern German writing. Review of and progress in the mastery of basic grammar will be accompanied by the writing of prose based on the reading material.

**G 250 Intermediate German II (3 cr.) (Fall, Spring)** *P: G 200 or advanced placement/credit test.* This course develops further the work done in G 200.

**G 300 Fifth-Semester College German (3 cr.) (Fall, Spring)** *P: G 250 or advanced placement/credit test.* Comprehensive review of grammatical points introduced in G 100–G 250. Reading proficiency, systematic vocabulary building, composition, and discussion through the assignment of short literary texts and one novel or play. Conducted in German.

## GREEK (CLAS)

**G 100 Elementary Greek I (4 cr.) (Fall)** Fundamentals of both classical and koine (New Testament) Greek. Reading comprehension is developed.

**G 150 Elementary Greek II (4 cr.) (Spring)** *P: G 100 or equivalent.*

**G 200 Greek Prose: Pagans and Christians (3 cr.) (Fall)** *P: G 150 or equivalent.* Readings from the New Testament and such authors as Aesop and Plato; review of syntax and grammar.

**G 250 Greek Poetry: Homer (3 cr.) (Spring)** *P: G 200 or equivalent.*

**MODERN GREEK (WEUR)****E 100 Beginning Modern Greek I (4 cr.) (Fall)**

A rapid survey of fundamentals designed to acquaint the student with the oral and written language. Especially useful for those planning to study or travel in Greece and for those planning to read modern Greek literature.

**E 150 Beginning Modern Greek II (4 cr.) (Spring)**

**E 200 Intermediate Modern Greek I (3 cr.) (Fall)**  
*P: E 150 or equivalent.* Completion of grammar and syntax not covered in E 100-E 150 and practice reading selections from a number of modern writers.

**E 250 Intermediate Modern Greek II: An Introduction to Modern Greek Culture (3 cr.) (Spring)****HEBREW (JSTU)***Modern Hebrew*

Modern Hebrew is taught in a one-year cycle. First (H 100), third (H 200), and fifth (H 300) semester-level Hebrew courses are taught every fall but not during the spring. Second (H 150), fourth (H 250), and sixth (H 350) semester-level courses are taught during the spring.

**All students with past experience in modern Hebrew should take a Hebrew placement test.** No Hebrew placement exams will be given during summer orientation. All incoming students who would like to take modern Hebrew should register for or waitlist a section of JSTU-H 100 Introduction to Elementary Hebrew I. All student enrolled or on the waitlist for JSTU-H 100 will be e-mailed the exact dates/times for Hebrew placement exams to be given the week before and the first days of the fall semester. Students testing higher than JSTU-H 100 on the August placement test will move to a higher level of Modern Hebrew before the end of the first week of fall classes. Students placing out of two semesters of modern Hebrew automatically have these two semesters of Hebrew (4 cr. each) added to their IU transcript. If students test out of courses beyond the first two semesters, they must take the Hebrew language course at the level into which they place to earn further Hebrew language credit.

Students should waitlist courses if they are full.

**H 100 Introduction to Elementary Hebrew I (4 cr.) (Fall)** This introductory course lays the groundwork for the study and use of modern (Israeli) Hebrew reading, writing, and conversing. No previous knowledge of Hebrew required.

**H 150 Introduction to Elementary Hebrew II (4 cr.) (Spring)** *P: Grade of C or higher in H 100 or placement test score of 2–6.*

**H 200 Intermediate Hebrew I (3 cr.) (Fall)**  
*P: Grade of C or higher in H 150 or placement test score of 5–9.* Continuation of H 150; second year of modern Hebrew. Development of the skills of reading, writing, and conversing in modern Hebrew at an intermediate level.

**H 250 Intermediate Hebrew II (3 cr.) (Spring)**  
*P: Grade of C or higher in H 200 or placement test score of 8–12.* Continuation of H 200.

**H 300 Advanced Hebrew I (3 cr.) (Fall)** *P: Grade of C or higher in H 250 or placement test score of 11–15.* In this third-year course in the modern Hebrew language sequence, students will further develop reading, writing, and speaking skills. Emphasis on reading comprehension and conversation, as well as grammar and syntactical structures. The language of instruction and discussion is Hebrew.

**H 350 Advanced Hebrew II (3 cr.) (Spring)** *P: Grade of C or higher in H 300 or placement test score of 14–18.* Continuation of H 300.

**HINDI (INST)**

The elementary Hindi classes are *not* intended for students who already speak Hindi.

**H 100 Beginning Hindi I (5 cr.) (Fall)** Introduction to the Hindi language, the writing system, and basic grammar. Graded exercises and readings leading to mastery of grammatical structures and essential vocabulary. Development of reading and writing competence and simple conversations in contemporary Hindi. Classroom use of storybooks, tapes, and Indian films in Hindi.

**H 150 Beginning Hindi II (5 cr.) (Spring)**

**H 200 Second-Year Hindi I (3 cr.) (Fall)** The course focuses on reading mythology, folklore, and modern literature. Students write synopses of the reading material and compose and perform their own dialogues for conversation practice.

**H 250 Second-Year Hindi II (3 cr.) (Spring)****HUNGARIAN (CEUS)**

**T 141-T 142 Introductory Hungarian I-II (4-4 cr.) (Fall, Spring)** Enables students to converse about basic topics, meet basic communicative needs, and read and write short texts with simple sentence patterns and everyday topics. Students learn to use fundamental Hungarian structures with comfort and confidence while learning about Hungarian lifestyle, society, and culture.

**ITALIAN (FRIT)**

**M 100-M 150 Elementary Italian I-II (4-4 cr.) (Fall, Spring, Summer)** An introduction to contemporary Italian conversation, grammar, reading, and elementary writing. The first-year sequence of courses develops sufficient mastery of these four skill areas so that the student can 1) understand simple native speech; 2) communicate orally in complete sentences with acceptable Italian intonation and pronunciation; 3) read uncomplicated passages for comprehension; and 4) use grammatical structures and vocabulary learned during the course to write sentences.

**M 115 Accelerated Elementary Italian (4 cr.) (Fall, Spring)** *P: Consent of department.* M 115

is an accelerated treatment of material covered in M 100 and M 150 designed for superior students who have a strong interest in language study or previous language training. M 115 is especially recommended for students beginning the study of Italian late in their college career or for students at any level (undergraduate or graduate) who are planning study abroad or wish to move through the language requirement quickly. Students who complete M 115 cannot also receive credit for M 100 or M 150.

**M 200 Intermediate Italian I (3 cr.) (Fall, Spring)**

*P: M 115, M 150, or equivalent.* M 200 is the first part of the intermediate course sequence that combines the study of contemporary Italian conversation, grammar, reading, and writing with an introduction to brief literary texts. In M 200 more attention will be paid to oral practice and grammatical review than to composition and reading, although all four skill areas will be treated.

**M 215 Accelerated Second-Year Italian (4 cr.) (Fall, Spring)**

*P: Consent of department.* An accelerated treatment of material covered in both M 200 and M 250. Designed for students who have completed M 115 and other highly motivated students, students with extensive experience with another language, and/or students who aspire to study abroad. Credit given for only one of the following: M 215 or M 200-M 250.

**M 250 Intermediate Italian II (3 cr.) (Fall, Spring)** *P: M 200 or equivalent.* M 250 continues the intermediate-level study of Italian with primary attention paid to reading, writing, and speaking and to a comprehensive review of grammar. Reading materials will include selections from Italian short stories or articles on contemporary Italy and may also be enriched by a contemporary novel or an opera libretto.

**M 300 Italian Conversation and Diction (3 cr.) (Fall)** *P: M 250 or consent of instructor.* Conducted in Italian, this course continues the study of advanced structures through a variety of media and authentic texts. While the focus is on accuracy and fluency in speaking, practice with other skills and the study of Italian culture are integrated throughout.

**JAPANESE (EALC)**

**J 101-J 102 Elementary Japanese I-II (4-4 cr.) (Fall, Spring)** The goal of J 101 is for students to acquire basic communicative skills in Japanese and to become well-rounded in their overall skills (speaking, listening, reading, and writing). This course will introduce *hiragana*, *katakana*, and a few *kanji*. Each week the class meets in two large-group sessions on Tuesdays and Thursdays (TuTh) and three small-group sessions on Mondays, Wednesdays, and Fridays (MWF). The TuTh sessions primarily introduce and explain the lesson; use of Japanese by students is encouraged, but students may use English to ask questions on aspects of grammar or culture. Use of Japanese by both instructors and students is mandatory in the MWF sessions, which are devoted primarily to practicing what has

been introduced in the TuTh sessions. J 102 is a continuation of the goals and learning strategies for J 101. In addition, more *kanji* script will be used. J 101 is offered in the fall only and J 102 in the spring only. Students must earn at least a C grade in a course to go on to the next term of the language. Courses through the fourth year are available.

**J 110 Japanese for Advanced Beginners (3 cr.)** Designed for students who already have some familiarity with beginner-level Japanese, but who are not proficient enough in the language to meet the prerequisite for J 102. The goal of the course is to enable students to improve their speaking, listening, reading, writing, and more generally, communication skills in Japanese. Credit given for only one of J 101 or J 110.

## KOREAN (EALC)

**K 101-K 102 Elementary Korean I-II (4-4 cr.) (Fall, Spring)** Lee Through speaking and listening exercises, this course focuses on the basic grammatical structure, vocabulary, and expressions of modern colloquial Korean. The Korean Hangeul writing system will be introduced, with pronunciation taught at the beginning of the semester and simple colloquial expressions later on. Supplementary materials will help students develop the four language skills of reading, writing, listening, and speaking. K 102 helps students to develop their abilities to converse in various social situations employing relatively restricted vocabularies and grammatical patterns and to improve their skills in reading and writing. The use of English as the language of instruction will be kept to a minimum. K 101 is offered in the fall only and K 102 in the spring only. Students must earn at least a C grade in a course to go on to the next term of the language. Second-year courses are available.

## LAKOTA (ANTH)

*The four terms of Lakota are taught in a two-year sequence; hence, each term is offered only once every two years. Students may begin the language (L 310) in the fall of 2009.*

**L 310-L 311 Elementary Lakota (Sioux) Language I-II (3-3 cr.) (Fall 2009, Spring 2010)** Introduction to Lakota (Sioux), an American Indian language spoken on the Northern Plains of the United States. Course focuses on developing elementary reading and writing skills as well as oral fluency in the Lakota language within the context of Lakota culture.

**L 312-L 313 Intermediate Lakota (Sioux) Language I-II (3-3 cr.) (Fall 2010, Spring 2011)** Study of more complex Lakota grammatical structures, with emphasis on development of active reading, writing, and speaking skills.

## LATIN (CLAS)

**L 100 Elementary Latin I (4 cr.) (Fall, Spring)** Fundamentals of the language; develops direct reading comprehension of Latin. Credit not given for both L 100 and L 300.

**L 150 Elementary Latin II (4 cr.) (Fall, Spring)** *P: L 100 or equivalent.* Fundamentals of the language; develops direct reading comprehension of Latin. Credit not given for both L 150 and L 300.

**L 200 Second-Year Latin I (3 cr.) (Fall, Spring)** *P: L 103, L 150, or placement.* Readings from selected authors, emphasizing the variety of Latin prose. Examination of the concept of genre. Grammar review or prose composition. Credit not given for both L 200 and L 400.

**L 250 Second-Year Latin II (3 cr.) (Fall, Spring)** *P: L 200 or placement.* Reading from Vergil's *Aeneid* with examination of the epic as a whole. Prosody of dactylic hexameter and study of poetic devices. Some grammar review. Credit not given for both L 250 and L 400.

**L 308 Caesar (3 cr.) (Fall) (A&H)** *P: L 250 or placement.* Readings from Caesar's *De Bello Gallico* and *De Bello Civili* with emphasis on syntax as well as a discussion of political background and Caesar as a cultural figure.

**L 304 Catullus (3 cr.) (Spring) (A&H)**

## MONGOLIAN (CEUS)

**T 161-T 162 Introductory Mongolian I-II (4-4 cr.) (Fall, Spring)** Introduces students to modern Mongolian in the Cyrillic script and basic Mongolian pronunciation and grammar, along with knowledge of Mongolian culture and traditions. By the end of the first semester, students can conduct everyday conversations and use Mongolian's main cases and verb tenses in conversation and writing. By the end of the second semester, students can use the main cases and finite verb tenses, as well as some modals (converbs) and simple compound sentences.

## NORWEGIAN (GER)

**K 100-K 150 Beginning Norwegian I-II (4-4 cr.) (Fall, Spring)** K 100 includes development of comprehension, speaking, reading, and writing skills in a cultural context and an introduction to grammar. K 150 requires that students have earned a grade of C- or higher in K 100 (or equivalent) and encourages further development of skills. Introduces Norwegian literature and culture. Provides review of grammar and study of new grammatical topics.

## PASHTO (CEUS)

**T 153-T 154 Introductory Pashto I-II (4-4 cr.) (Fall, Spring)** Introduction to the Pashto language of Afghanistan. By practicing listening, speaking, reading, and writing, students become familiar with the alphabet and sound system, basic structures, and ordinary usage. By the end of the first semester the student will have mastered simple sentences and can ask and answer simple questions on familiar topics. In the second semester students move into new topics such as personal information, daily activities, and expanded grammar structures. By the end of the course, the student will read simple prose texts, deal with everyday

situations, and respond to requests on familiar topics. No previous knowledge of Pashto required.

## PERSIAN (CEUS)

**T 151-T 152 Introductory Persian I-II (4-4 cr.) (Fall, Spring)** Class size in Persian is limited. Freshmen wishing to enroll in Persian should get on the department waiting list by sending a message to ceus@indiana.edu using subject line "Persian" and stating name, UID#, rank (freshman), and reason for taking the introductory level class. Enrollment priority is given to majors, minors, and graduate students who use Persian to meet a two-year degree requirement. Enrollment decisions are made only 2-3 days before classes begin.

## POLISH (SLAV)

**P 101-P 102 Elementary Polish I-II (4-4 cr.) (Fall, Spring)** Introduction to the basic structures of contemporary Polish (reading, writing, comprehension, and speaking). No previous knowledge of Polish is required for P 101. Classes are small. As the course progresses, students are encouraged to make creative use of their language skills. The approach is primarily communicative and involves conversation on various topics. Second- and third-year courses are available.

## PORTUGUESE (HISP)

Students who have studied Portuguese previously should consult with the department about placement by calling (812) 855-8612.

**P 100-P 150 Elementary Portuguese I-II (4-4 cr.) (Fall, Spring)** Introduction to present-day Portuguese, with drills for mastery of phonology, basic structural patterns, and functional vocabulary. Attendance in language laboratory may be required.

**P 135 Intensive Portuguese (4 cr.) (Fall, Spring)** For students from secondary school placed into the second semester of first-year study or those with prior knowledge of another Romance language. Content of P 100 and P 150 reviewed at an accelerated pace. Credit given for only one of P 135 and P 150. Students who complete P 135 with a grade of B- or higher can skip to P 250. This enables them to complete four terms of course content within two terms.

**P 200-P 250 Second-Year Portuguese I-II (3-3 cr.) (Fall, Spring)** *P: P 150 or equivalent.* Continuation of P 100-P 150, with increased emphasis on communicative exercises and selected readings. Attendance in the language laboratory may be required.

## ROMANIAN (SLAV)

**M 101-M 102 Elementary Romanian I-II (4-4 cr.) (Fall, Spring)** No previous knowledge of Romanian required for M 101. Introduction to basic structures of contemporary Romanian language and to culture. Reading and discussion



of basic texts. Second- and third-year courses are available.

## RUSSIAN (SLAV)

### R 101 Elementary Russian I (4 cr.) (Fall)

This is the regular beginning course in Russian. No previous knowledge of Russian is required. Classes are small. The course gradually introduces the student to all the basic structures of contemporary Russian (reading, writing, comprehension, and speaking). It also introduces aspects of Russian culture. The approach emphasizes grammar and oral skills and involves rapid drill, short dialogues, and conversation so that the student can communicate in Russian right away.

### R 102 Elementary Russian II (4 cr.) (Spring)

This is the second-term course for students who have received a C or higher in R101 or who have placed into second-term Russian by examination.

### R 201-R 202 Intermediate Russian I-II (4-4 cr.) (Fall, Spring)

R 201 is the first part of the regular second-year series for students who have received a grade of C or higher in R 102 or have placed into this level by departmental examination. R 202 is open to students who have received a C or higher in R 201 or who have placed into this level by departmental examination. The series of R 201-R 202 continues work in structure and vocabulary acquisition through written exercises, the study of word formation, drills, and reading and discussion of Russian short stories.

## SANSKRIT (INST)

*The four terms of Sanskrit are taught in a two-year sequence; hence, each term is offered only once every two years. Students may begin the language (I 339) in the fall of 2010.*

### I 339-I 340 Elementary Sanskrit I-II (5-5 cr.) (Fall 2010, Spring 2011)

Introduction to Sanskrit, a classical language of ancient India. Basic grammatical structure and vocabulary in preparation for the reading of both secular and religious texts.

## SERBIAN (SLAV)

### S 101-S 102 Elementary Serbian and Croatian I-II (4-4 cr.) (Fall, Spring)

Introduction to the basic structures of contemporary Serbian (reading, writing, comprehension, and speaking). No previous knowledge of Serbian is required for S 101. Classes are small and meet in conjunction with Elementary Croatian. Students enrolled in Serbian will be taught to read and write in Cyrillic script (ćirilica) and to read roman script (latinica). As the course progresses, students are encouraged to make creative use of their language skills. The approach is primarily communicative and involves conversation on various topics. Second- and third-year courses are available.

## SPANISH (HISP)

Students with previous study of Spanish are required to *take a placement test* to determine whether they may earn advanced placement/credit. Students and their advisors should then compare the score received on the placement exam to the placement scale; students should plan on taking the course that corresponds to their score.

### HISP-S 100 Elementary Spanish (4 cr.) (Fall, Spring, Summer I)

*By permission only. Call (812) 855-8612 or e-mail kallgood@indiana.edu.* The course presents a four-skills approach to Spanish with an emphasis on critical thinking skills. Students will practice speaking in small groups in class as well as reading and discussing materials in Spanish. Grading is based on exams, homework, participation, attendance, and a cumulative final exam. Enrollment in S 100 is restricted to those with fewer than two years of high school Spanish or with the consent of the department. All others must enroll in S 105. The next course in the sequence for HISP-S 100 students would be HISP-S 150.

### HISP-S 105 First Year Spanish (4 cr.) (Fall, Spring, Summer II)

This introductory course is for students with two or more years of high school study and covers the essential grammar and vocabulary of first-year Spanish. This course presents a four-skill approach to Spanish with emphasis on critical thinking skills. Students will practice speaking in small groups in class as well as reading and discussing materials in Spanish. Grading is based on exams, homework, participation, attendance, and a cumulative final exam. Homework load is substantial. Credit not given for both HISP-S 105 and HISP-S 100 or HISP-S 105 and HISP-S 150. The next course in this sequence is HISP-S 200.

### HISP-S 150 Elementary Spanish II (4 cr.) (Fall, Spring, Summer II)

*P: HISP-S 100.* This course continues the work of S 100 with continued emphasis on all four skills and on critical thinking skills. Students will practice speaking in small groups in class as well as reading and discussing materials in Spanish. Grading is based on exams, homework, compositions, participation, attendance, and a cumulative final exam. The next course in this sequence is HISP-S 200. *Note: HISP-S 150 is for those students who took HISP-S 100 Elementary Spanish here at IUB or took an equivalent course at a regional campus or other university.*

### HISP-S 200 Second-Year Spanish I (3 cr.) (Fall, Spring, Summer)

*P: HISP-S 105 or HISP-S 150 or equivalent.* This course reviews some of the basic structures studied in the first year and examines them in greater detail. Emphasis remains on the four skills and on critical thinking skills. Short literacy readings are also included. Grades are based on exams, homework, compositions, participation, attendance, and a cumulative final exam. Homework load is substantial. The next course in this sequence is HISP-S 250.

### HISP-S 250 Second-Year Spanish II (3 cr.) (Fall, Spring, Summer)

*P: HISP-S 200 or equivalent.* This course continues the work of HISP-S 200

with a continued emphasis on the four skills and on critical thinking skills. Short literary readings are also included. Grades are based on exams, homework, compositions, participation, attendance, and a cumulative final exam. Homework load is substantial. After successful completion of this course, the foreign language requirement is fulfilled for schools that require a fourth-semester proficiency.

### S 280 Spanish Grammar in Context (3 cr.) (Fall, Spring, Summer I)

*P: S 250 or equivalent.* A topic-based approach to the formal aspects of Spanish grammar. Formal linguistics skills are developed through explicit grammar instruction, the reading of Hispanic texts, and the study of literature and culture through writing and conversation.

### S 308 Composition and Conversation in Spanish (3 cr.) (Fall, Spring)

*P or C: S 275 or S 280 or equivalent.* This content-based course seeks to improve students' oral and writing skills in Spanish while fostering critical thinking and cultural awareness. The written component includes an analysis of various writing styles: description, narration, exposition, and argumentation. The oral component includes discussions of cultural topics in the Spanish-speaking world.

### S 315 Spanish in the Business World (3 cr.) (Fall, Spring)

*P: S 280 or S 310 or equivalent.* Introduction to the technical language of the business world with emphasis on problems of vocabulary, style, composition, and translation in the context of Hispanic mores. Instruction in Spanish.

### S 317 Spanish Conversation and Diction (3 cr.) (Fall, Spring)

*P: S 280 or S 310 or equivalent.* This course meets five times a week. Intensive controlled conversation correlated with readings, reports, debates, and group discussion. May be repeated once for credit. S 317 is not open to native speakers of Spanish.

## SWAHILI (LING)

### S 101-S 102 Elementary Swahili I-II (4-4 cr.) (Fall, Spring)

An introduction to Swahili, the predominant language of East Africa. Swahili is a Bantu language spoken in Kenya, Tanzania, Uganda, Burundi, and eastern Congo (Zaire). Estimates of the number of speakers vary from 40 to 80 million. The study of Swahili provides an introduction not only to the major language of East Africa but also to an extensive traditional literature and to Bantu culture in general. The study of Swahili at the introductory level emphasizes conversation in a variety of situations. Students learn basic grammatical structures and vocabulary associated with these situations and are expected to learn to behave linguistically in a characteristically Swahili manner. Second- and third-year courses are available.

## TIBETAN (CEUS)

### T 171-T 172 Introductory Tibetan I-II (4-4 cr.) (Fall, Spring)

Introduces Tibetan language

basics to students with no previous background in Tibetan. Students begin speaking, listening, reading, and writing the basic grammar, building vocabulary, and developing idiomatic usage needed in everyday communication. Also introduces learners to Tibetan culture and daily life. In the second semester students receive daily written, reading, and audio home assignments. Conversation preparation required.

### TURKISH (CEUS)

**T 181-T 182 Introductory Turkish I-II (4-4 cr.) (Fall, Spring)** Introduces English-speaking students to Turkish. Students build basic proficiency in modern Turkish and communicate at beginning level in everyday situations. Listening, speaking, reading, and writing are covered in classroom activities and at-home practice and a sound linguistic and cultural foundation is laid for future studies of Turkish. In the second semester, students develop communicative skills as they assimilate the basics of Turkish grammar. In addition to the textbook, students use other media such as short video clips from Turkish television, songs, and newspaper articles.

### UKRAINIAN (SLAV)

**U 101-U 102 Elementary Ukrainian I-II (4-4 cr.) (Fall, Spring)** No previous knowledge of Ukrainian language required. Introduction to basic structure of contemporary Ukrainian and the culture of Ukraine. Reading and discussion of basic texts.

### UYGHUR (CEUS)

**T 131-T 132 Introductory Uyghur I-II (4-4 cr.) (Fall, Spring)** No previous knowledge of Uyghur required. Introduces basic Uyghur language, the Uyghur script, phonetic rules, and basic grammar of the literary Uyghur language and the Uyghur lifestyle, society, and culture. Daily class activities involve conversations, pronunciation, vocabulary, grammar exercises, simple dialogues and texts. Considerable independent preparation outside of class required. The second semester continues development of skills in listening, reading, speaking and writing to begin mastering literary Uyghur language. Uyghur audio and video cassettes and visuals illustrate contemporary Uyghur cultural life. Opportunity for personal expression through partner and group work.

### UZBEK (CEUS)

**T 111-T 112 Introductory Uzbek I-II (4-4 cr.) (Fall, Spring)** No previous knowledge of Uzbek required. An introduction to Uzbekistan's literary language, using Latin and Cyrillic alphabets. Conversation, reading practice, journal writing, newspapers illustrating modern Uzbekistan, Uzbek videos, TV programs, and audiotapes are used.

### YIDDISH (GER)

**Y 100-Y 150 Beginning Yiddish I-II (4-4 cr.) (Fall, Spring)** No previous knowledge of Yiddish or German required for Y 100. Introduction to the Yiddish language and selected aspects of Yiddish-language culture. Development of listening comprehension, simple speaking proficiency, controlled reading, and writing skills. Scheduled every other year.

### ZULU (LING)

**Z 101-Z 102 Elementary Zulu I-II (4-4 cr.) (Fall, Spring)** An introduction to Zulu (also called IsiZulu), spoken in South Africa and the neighboring countries of Zimbabwe, Malawi, Namibia, and Mozambique by about 10 million people. The study of Zulu provides an introduction to not only a major language in Southern Africa, but also to Zulu culture and history. The study of Zulu at the introductory level emphasizes conversation in a variety of situations. Students learn basic grammatical structures and vocabulary associated with these situations. They are also made aware of culturally appropriate ways of using the Zulu language. Second- and third-year courses will be available.

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## Foster International Living-Learning Center (FLLC)

**Q 100 Residential Learning Workshop (1 cr.) (Fall)** Required of all residents of Foster International LLC who have not previously lived in the community. Students are expected to complete the course during their first semester at FLLC. Topics include: cultural diversity, identity and citizenship, leadership skills, community responsibility, and current international events. Classroom discussions are facilitated by peer instructors from within the community. Q 100 students will participate in a series of panel discussions led by faculty, staff, and other qualified individuals that take place outside of the weekly class sessions.

Participation in a service-learning project is also a required component of the course.

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## French (FRIT)

See also "Foreign Languages."

**F 300 Reading and Expression in French (3 cr.) (Fall, Spring) (A&H) P: F 250.** This course introduces students to different levels of style and expression and to written argumentation in French. Texts representing various periods and literary genres provide the basis for in-class discussion and for exercises designed to develop oral and written fluency. Credit given for only one of F 300, S 300.

**S 300 Reading and Expression in French—Honors (3 cr.) (Fall) (A&H) P: F 250.** Same as F 300 but designed for Hutton Honors College students. Credit given for only one of F 300, S 300.

**F 305 Théâtre et essai (3 cr.) (Fall) (A&H) P: F 300 or equivalent.** This course focuses on French drama and literature of ideas from various historical periods. Specific authors and texts vary according to professor. Taught in French.

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## Gender Studies (GNDR)

**G 101 Gender, Culture, and Society (3 cr.) (Fall, Spring) (A&H)** How is inequality in its various forms produced, reproduced, and experienced by women and men of different classes, races, and nationalities? "Gender" as practice, performance, and representation has differed for women and men according to race, class, and other divisions throughout time. This introductory and interdisciplinary course examines key issues in gender studies and places a critical focus on "gender," or the cultural representation of masculinity and femininity. Lectures and discussions examine areas such as appearance, health, relationships, birth control, and pornography; gender in the workplace; sexuality and sexology; gender representation in popular culture; the impact of gender upon research, knowledge, and other cultural institutions; and feminism's cultural politics. Course is required for majors.

**G 102 Sexual Politics (3 cr.) (Spring) (S&H)**

**G 104 Topics in Gender Studies (3 cr.) (Fall, Spring)** Analysis of selected ideas, trends, and problems in the study of gender across academic disciplines. Explores a particular theme or themes and also provides critical introduction to the challenges of analyzing gender within the framework of different disciplines of knowledge. May be repeated with a different topic for a maximum of 6 credit hours.

**G 105 Sex, Gender, and the Body (3 cr.) (Fall) (S&H)** Examines the diverse and historically varying relationships forged among biological sex, culturally formulated discourses of masculinity and femininity, and the sexed body. May be repeated with a different topic for a maximum of 6 credits.

**G 205 Themes in Gender Studies (3 cr.) (Fall, Spring)** Exploration of a theme or series of themes arising from the study of gender, generally from within a particular discipline or subfield. The course will provide some critical reflection upon the challenges of analyzing gender within the framework of different disciplines of knowledge. Focus on specific instances, topics, or case studies, depending on the instructor. May be repeated with a different topic for a maximum of 6 credit hours.

**G 206 Gay Histories/Queer Cultures (3 cr.) (Fall) (S&H)** Examines the social, cultural, and political history of same-sex relationships and desires in the United States and abroad, emphasizing the historical emergence of certain American sexual subcultures, such as the modern lesbian and gay “movement” or “community.” The course also highlights particular formations such as race, class, and regional difference that interrupt unified, universal narratives of lesbian and gay history.

**G 225 Gender, Sexuality, and Popular Culture (3 cr.) (Fall, Spring) (A&H)** This course surveys the making and meaning of masculinity, femininity, and sexuality within popular culture. Emphasizing historical changes in the forms and technologies of popular culture, the course examines patterns and representations of gender and sexuality in fiction, theatre, cinema, music, television, journalism, and other mass media. It considers issues such as gender and the power of the image; sex and spectatorship; melodrama, film noir, and “the women’s film”; diverse television genres from soap operas to sitcoms; rock music, women, and MTV; portrayals of race, age, ethnicity, class, and globalization of popular culture; violence, masculinity, and pornography.

The course is introductory and provides ideal preparation for those seeking further study of gender and those in the arts; humanities; and American, European, or international studies.

**G 235 Scientific Understanding of Sex and Gender (3 cr.) (Fall) (S&H)** Interrogates the evolution of scientific approaches to, and conceptualizations of, the terminology of sex and gender from the perspective of the behavioral, medical, and social sciences. Topics may include: femininity, masculinity, and androgyny; femaleness, maleness, intersex, and transgender; heterosexuality, homosexuality, and bisexuality.

**G 290 History of Feminist Thought and Practice (3 cr.) (Spring) (A&H)**

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## Geography (GEOG)

**G 107 Physical Systems of the Environment (3 cr.) (Fall, Spring) (N&M)** Introduction to the physical principles governing the geographical distribution and interrelationships of the earth’s physical features (atmosphere and oceans, landforms, soils, and vegetation). The course provides students with the background necessary to evaluate current environmental issues.

**G 109 Weather and Climate (3 cr.) (Fall, Spring) (N&M)** Introduction to atmospheric processes responsible for weather. Elements of climatology and their variation in time and space. Weather forecasting, weather modification, and severe weather.

**G 110 Introduction to Human Geography (3 cr.) (Fall, Spring) (S&H)** An introduction to the principles, concepts, and methods of analysis used in the study of human geographic systems. Examines geographic perspectives on contemporary world problems such as

population growth, globalization of the economy, and human-environmental relations.

**G 120 World Regional Geography (3 cr.) (Fall, Spring) (S&H)** Analysis of population, culture, environment, and economies of major world regions. Examination of issues of global importance, including development, demographic change, urbanization and migration, and international conflict.

**G 208 Human Impact on Environment (3 cr.) (Fall, Spring) (N&M)** Aspects of the human role in changing the earth’s environment. Examples of how expanding use of the physical environment has altered the equilibrium of natural systems or accelerated the rate of natural changes in the environment. Environmental changes from a global or world regional perspective.

**G 235 Introductory Geographical Methods (3 cr.) (Spring)**

**G 237 Cartography and Geographic Information (3 cr.) (Fall, Spring) (N&M)** Use of computers in the management of geographic information, including data storage, database construction, creation and production of maps, and related representation of geographic data. Computer cartography laboratory, experimentation and interactive experience using GIS and mapping software.

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## Geological Sciences (GEOL)

**G 103 Earth Science: Materials and Processes (3 cr.) (Fall, Spring) (Nonmajors) (N&M)** This course requires no prior training in science at the college level. It emphasizes the materials, structural units, and surficial features of the earth’s crust and the processes that form and modify them. Credit is given for only one of the following: G 103, G 111.

**G 104 Evolution of the Earth (3 cr.) (Fall, Spring) (N&M)** Earth’s history interpreted through five billion years. Deductive approach to understanding the significance of rocks and fossils and reconstructing the plate-tectonic origin of mountains, continents, and ocean basins. A survey of events in earth’s evolution relevant to contemporary environmental concerns. Two lectures and one laboratory each week. Credit given for only one of the following: G 104, G 112.

**G 105 Earth: Our Habitable Planet (3 cr.) (Fall, Spring) (Non-science majors) (N&M)** This interdisciplinary science course requires no prior training in science at the college level. Students will discover the interactive nature of chemical, physical, and biological processes that have shaped our planetary environment during the past 4 billion years. The course is divided into four topical units: Planet Earth, Earth Materials, Life on Earth, and the Earth System. Lectures are closely tied to experimental laboratory exercises. Students will explore geological processes by observation, measurement, and interpretation of change in laboratory and field experiments.

At the conclusion of each topical unit, students will read about relevant environmental hazards facing the world community and consider global strategies to ensure sustainable economic development of the planet.

**G 111 Physical Geology (3 cr.) (Fall) (N&M)**  
*P: One high school or college course in chemistry.* Basic concepts of geology, formation of rocks, erosion and landscape evolution, and plate tectonics. Interpretation of geological data collected during field trips, leading to a geologic map of the Bloomington area. One lecture, lab, and field trip per week. Restricted to prospective geology and other science majors. Credit given for only one of the following: G 111, G 103.

**G 112 Historical Geology (3 cr.) (Spring) (N&M)**

**G 114 Dinosaurs and Their Relatives (3 cr.) (Fall) (N&M)** The origin and evolution of vertebrates, including dinosaurs and their distant relatives such as fish, amphibians, birds, and mammals. Course will focus on dinosaur evolution, paleobiology, paleoecology, and extinction. The scientific methods and quantitative and qualitative methodologies will be presented. Two lectures and one laboratory each week.

**G 116 Our Planet and Its Future (3 cr.) (Fall, Spring) (N&M)** This course is intended to provide the student with a clear understanding of the earth as a system. One of the key elements of the course is the effort in every section to emphasize issues that are relevant to everyday life and present them in a way that captures the imagination of the student. One area of emphasis is the interaction between the public policies we create and how they affect the earth and our relationship to its systems.

The course has a substantial Web component designed to assist the student in developing an understanding of each section of the course through multimedia exercises. These exercises allow the student to experience real-world problems and solve them, provide the student with a measure of his or her understanding of the material in the course, and immerse the student in virtual geologic environments.

The course is intended for non-science majors who have an interest in the interaction between people and the earth. There is a weekly laboratory.

**G 121 Meteorites and Planets (3 cr.) (Fall, Spring) (N&M) Basu** Geological processes operative on earthlike planetary bodies and asteroids; evidence from current meteorite, lunar, Martian, and space research; quantitative and deductive exercises. For non-science majors. Credit given for only one of G 121, S 121, and COLL-E 105 (Topic: Meteorites and Planets). This course is also approved for College of Arts and Sciences Topics credit.

**G 141 Earthquakes and Volcanoes (3 cr.) (Fall, Spring) (N&M)** Examination of the causes and effects of earthquakes and volcanic activity. Impacts of earthquakes and volcanic eruptions, including secondary effects such as landslides, mudflows, and tsunamis; climactic effects; energy/mineral resources; and social disruption. Mitigation of effects of natural disasters. Two lectures and one laboratory per week. Credit given for only one: G 141, COLL-E 105 (Topic: Earthquakes and Volcanoes). This course is approved for College of Arts and Sciences Topics credit.

**G 171 Environmental Geology (3 cr.) (Fall, Spring) (Non-science majors) (N&M)** This course is intended for non-science majors with no prior exposure to geology or college-level math or science courses. Environmental geology is basically applied geology, as it relates to the relationship between people and the physical environment. The course will present a general overview of major natural and human-induced hazards: flooding, landslides, earthquakes, volcanic eruptions, and coastal phenomena. Subjects relating to humans' interaction with the environment, such as hydrology, especially as it applies to supply, water use, water pollution, and channelization. Management and dispersal of solid, chemical, and radioactive wastes are discussed, along with procedures for treatment of waste waters.

**G 221 Introductory Mineralogy (4 cr.) (Fall) (For geological sciences and other science majors) (N&M) P:** *One course in chemistry.* This course is required for geological sciences B.S. majors and an elective for other science majors. Students are provided with an overview of the minerals that form our planet. The chemical compositions, bonding, and crystal structures of these minerals are emphasized, and special attention is given to the geologic significance of the silicate minerals.

**G 222 Introduction to Petrology (4 cr.) (Spring) (For geological sciences and other science majors) (N&M) P:** *G 103, G 104, or G 111; G 221.* See the Web for description: [www.indiana.edu/~geosci](http://www.indiana.edu/~geosci).

**G 225 Earth Materials (4 cr.) (Spring) (N&M) P:** *One course in chemistry.* See the Web for description: [www.indiana.edu/~geosci](http://www.indiana.edu/~geosci).

## Germanic Studies (GER)

See also "Foreign Languages."

For additional course descriptions, visit the Web at [www.indiana.edu/~germanic](http://www.indiana.edu/~germanic).

**G 305 Introduction to German Literature: Types (3 cr.) (Fall) (A&H) P:** *G 300 with a C– or higher.* R: *G 330.* The course is an introduction to the study of German literature through close reading and discussion of representative works from different literary periods and through consideration of how each represents one (or more) of the three main types of imaginative writing: dramatic, narrative, and lyric. Attention will also be given to variations of literary forms within a type and to ways in which a form can influence the presentation of a literary theme. The class will be conducted in German.

**G 306 Introduction to German Literature: Themes (3 cr.) (Spring) (A&H) P:** *G 300 with a C– or higher.* R: *G 330.*

**G 362 Introduction to Contemporary Germany (3 cr.) (Fall) (S&H) P:** *G 300 with grade of C– or higher.* R: *G 330.* This course undertakes a description and analysis of Germany as it is today. Political, social, economic, and cultural aspects will be considered. As Germany has undergone enormous and far-reaching transformations since 1945, some attention will be paid to the historical process that has brought these about, with emphasis on the nature of the two German states before reunification. Lectures in German, discussions in German or English.

**G 363 Introduction to German Cultural History (3 cr.) (Spring) (A&H) P:** *G 300 with a grade of C– or higher.* R: *G 330.*

## COURSES IN ENGLISH ON GERMANIC CULTURES

**E 322 German Cultural History (3 cr.) (Fall) (A&H)** See Web for description: [www.indiana.edu/~deanfac/class.html](http://www.indiana.edu/~deanfac/class.html).

**E 341 Dutch Culture: The Modern Netherlands (3 cr.) (Fall) (Second eight weeks) (S&H) Ham** Topic: *WW II Dutch Film and Literature.* See Web for description: [www.indiana.edu/~deanfac/class.html](http://www.indiana.edu/~deanfac/class.html).

**E 352 Topics in Yiddish Culture (3 cr.) (Fall) (Second eight weeks) (A&H)** See Web for description: [www.indiana.edu/~deanfac/class.html](http://www.indiana.edu/~deanfac/class.html).

## Global Village Living-Learning Center (GLLC)

The Global Village, opened in 2004, is one of IU's newest living-learning centers. The community welcomes any globally minded undergraduate student who is studying foreign languages and cultures or other international topics, who is preparing for or returning from study abroad, or who is just curious about global issues. Students enjoy extensive cocurricular activities that enhance their worldview, interaction with peers with global interests, air-conditioned rooms and floor lounges, access to an on-site language/computer lab, and leadership opportunities that will prepare them for the world beyond the United States. With two on-site classrooms, the Village offers its own seminars as well as hosting courses in foreign languages and international

topics. Most GLLC courses are open to all IU undergraduates. All Village students are required to enroll in GLLC-Q 199, a 1 credit residential learning workshop that increases residents' global awareness and introduces them to the Village and IU's international resources. The Global Village, located in Foster Quad, is open to freshmen through seniors and allows room assignments based on language preference. Information and applications can be found at [www.indiana.edu/~college/global/](http://www.indiana.edu/~college/global/).

**Q 199 Introduction to the Global Village (1 cr.) (Fall) P:** *Residence in the Global Village.* Small discussion groups consider topics and complete a project relevant to the purpose and operation of the village and community living. Introduction to campus international resources and others relevant to study and life beyond the United States.

**G 210 Global Jazz (3cr.) (Fall) (A&H) Schuert** This class will explore the cultural processes, concepts, and components of globalization (i.e., modernity, media, hybridity, cosmopolitanism, trans/nationalism, etc.) through the lens of jazz music. Overall, students will gain an insight into how various musical and extra-musical (political, social, economic, religious, etc.) aspects of culture have been exchanged through the language of jazz. This class will also explore how various musicians use jazz to form identities that often challenge and reaffirm national and ethnic boundaries. Moreover, since the exportations of jazz often act as symbols for the United States in general, students will explore the ways in which the political, social, and economic ideals of "America" have been both contested and accepted as this music becomes woven into the social fabric of various communities around the globe. Students will have a chance to express themselves in weekly journal entries, musical compositions, and/or audio and visual documentary projects. Formal training in music is not required.

**G 210 The Vampire in European and American Culture (3 cr.) (Fall) (A&H) Holdeman** In this course we will explore the Eastern European origins of the vampire; similar creatures in other cultures that predate it; and how the vampire in its look, nature, vulnerabilities, and threat has changed over the centuries. This approach will provide us with the means to learn about the geography, village and urban cultures, traditional social structure, and religions of Eastern and Western Europe; the nature and manifestations of evil and the concept of limited good; and physical, temporal, and societal boundaries and the ritual passages that accompany them. We will then examine how the vampire "shape-shifted" its way into the entertainment and commercial media of today. We will read fictional, ethnographic, and scholarly works; analyze folklore materials; and view movies, television shows, and Internet sites. This course is also approved for College of Arts and Sciences Topics credit (freshmen only).

**G 220 Diseases that Changed the World: How Epidemics Impact Societies (3cr.) (Fall) (S&H) Heuer** Throughout history diseases have taken the lives of millions, yet the impacts of such devastation are often overlooked. Instead of only addressing either the historical or scientific aspects of diseases, this class will combine both a scientific, historical, and policy oriented approach in order to provide a full picture of the impact of transnational diseases. The class will be divided into four overarching themes: 1) Introduction, 2) Living with Epidemics, 3) Impact and Salience of Pandemics, and 4) Tackling Epidemics and Transnational Diseases. Each of these clusters will first address historical examples, such as the plague, to provide a foundation to discuss the most prominent current epidemic: HIV/AIDS. In addition to the use of historical and social scientific materials, we will have movie screening sessions. Besides looking at different historical epochs, this class is designed to familiarize the student with different societies and areas in the world. Students need to have no prior knowledge on the subject.

**G 291 Study Abroad: Before You Go (1 cr.) (Fall) P: Permission of Office of Overseas Study.** Prepares students for study abroad. Addresses goals and concerns, predeparture matters, life in the host country, strategies for overcoming challenges, and how to integrate experience with post-travel studies.

**G 320 Espionage in the Twenty-First Century (3 cr.) (Spring) (S&H) Coyle**

**G 321 Intelligence and National Security (3 cr.) (Fall) (S&H) Coyle** This course will begin with a look at the traditional role of intelligence during wartime and peacetime in American history and focus on the occasions when intelligence played a key role in the success of U.S. foreign policy and when it failed. We will then compare that to the post September 11, 2001, world and how the U.S. Intelligence Community has had to shift its tactics and emphasis to counter non-state terrorist threats. During the Cold War, the threat of massive retaliation against a nation that attacked the United States served as a deterrent to most, but when the attacker today may be only a handful of people motivated by religious, political, or even ecological reasons and willing to be suicide martyrs, this is no longer a practical strategy. The changed threat requires a greater emphasis on Human Intelligence (HUMINT) and we will examine how an American intelligence officer goes about recruiting another person to become a spy. We will also look at the civil liberty issues as the line between foreign and domestic intelligence activities has blurred in order to counter terrorist threats that have no distinction of borders. The course is taught by a 30-year veteran of the CIA.

## Greek (CLAS)

See "Foreign Languages."

# Health, Physical Education, and Recreation (HPER)

## APPLIED HEALTH SCIENCE

**F 150 Introduction to Life Span Human Development (3 cr.) (Fall, Spring)** This survey course presents a review of human/family development from pre-conception to post-death. It introduces students to the theories, issues, and contemporary thinking concerning human development. The course focuses on development within the individual's primary social unit, i.e., the family. Further, contemporary and historical moral and ethical issues related to individual, family, and social development are presented.

**F 255 Human Sexuality (3 cr.) (Fall, Spring)** Introductory analysis of the basic scientific concepts, issues, and problems related to human sexual expression in contemporary society. The major objective of the course is to assist students to 1) be more aware and accepting of their own sexual lifestyle and value system; 2) develop an intelligent and responsible sexual lifestyle; and 3) be more aware and accepting of the lifestyles and sexual value systems of others. Topics include definition of a healthy sexuality, sexual attitudes and behavior in the United States, sexual codes of behavior, female and male sexuality, masturbation, sexual response and dysfunction, sexual communication, sex and marriage, sexual variance, sex and aging, sexually transmitted diseases, and conception control.

**F 258 Marriage and Family Interaction (3 cr.) (Fall, Spring)** The primary focus of this course will be on the ways in which students' experience of family has affected, is affecting, and will affect them as individuals and members of relationships. Both personal and scholarly perspectives are used for students to examine their attitudes, values, and expectations about family life.

**F 341 Effects of Divorce on Children (3 cr.) (Spring)** See the Web for description: [www.indiana.edu/~deanfac/class.html](http://www.indiana.edu/~deanfac/class.html).

**H 150 Pre-School Children's Health (3 cr.) (Fall) Obeng** The course focuses on causes, prevention, and/or management of the health and safety problems of preschoolaged children. Emphasis is on a coordinated health program approach, including health education involving preschools, families, and community health and social service agencies.

**H 160 First Aid and Emergency Care (3 cr.) (Fall, Spring)** Lecture and demonstration on first aid measures for wounds, hemorrhage, burns, exposure, sprains, dislocations, fractures, unconscious conditions, suffocation, drowning, and poisons, with skill training in all procedures. Introduction to CPR (cardiopulmonary resuscitation) included. CPR certification available.

**H 170 Health and Surviving the College Years (3 cr.) (Fall, Spring)** This course is aimed at freshman and sophomore students to help them develop healthy lifestyles. It will focus on health concerns of students, including education and prevention in such topics as safety, sexuality, substance use and abuse, stress reduction, communicable diseases, exercise and fitness, nutrition and dieting, emotional health, interpersonal relationships, and budgeting.

**H 172 International Health and Social Issues (3 cr.) (Fall, Spring) Kay** The purpose of this course is to sensitize students to world health problems and what worldwide efforts are being made to achieve optimal health for all. Through this course, students will be exposed to non-Western or nondominant cultures and can examine such influences as worldwide politics and economics on the health status of both people and their communities.

**H 174 Prevention of Violence in American Society (3 cr.) (Fall, Spring) (Eight weeks)** This course will describe violence in American society and offer an interdisciplinary approach to preventing violence. It will address the development, causation, and prevention of youth and assaultive violence; abuse of children, spouses, and the elderly; sexual abuse; homicide and suicide; and recovery and reconciliation of victims and offenders.

**H 180 Stress Prevention and Management (3 cr.) (Fall, Spring)** This comprehensive course on stress management is intended for college students from all fields of study. The course applies several stress management techniques, including time management, deep breathing, progressive muscular relaxation, yoga, and study skills. Students will practice stress reduction techniques outside of class.

**H 205 Introduction to Health Education (1 cr.) (Fall, Spring)** The purpose of this course is to introduce students to the profession of health education. Topics will include historical perspectives, practice settings, career opportunities, professional ethics, trends, and current issues. Emphasis will also be placed on the relationship between community and school health.

**H 220 Death and Dying (3 cr.) (Fall, Spring) Kay** See the Web for description: [www.indiana.edu/~deanfac/class.html](http://www.indiana.edu/~deanfac/class.html).

**H 234 Prevention of Cardiovascular Disease (3 cr.) (Spring)**

**H 235 Obesity and Health (3 cr.) (Fall, Spring)** An introduction to the physiological, social, cultural, and behavioral aspects of health weight management and obesity prevention. Topics will also include the impact of obesity on individual, family, and community health. This is a good course for freshmen who are concerned about gaining weight in college.

**H 263 Personal Health (3 cr.) (Fall, Spring)** This survey course provides a theoretical and practical treatment of the concepts of disease prevention and health promotion. Course content includes topics such as emotional health;

aging and death; alcohol, tobacco, and drug abuse; physical fitness; nutrition and dieting; consumer health; chronic and communicable disease; safety; and environmental health.

**H 305 Women's Health (3 cr.) (Fall, Spring)**

Examines the relationship of women to health and health care. Five dimensions of health—physical, mental, emotional, social, and spiritual—provide a framework for comparison and contrast of health concerns unique to women and common to both sexes and all ages.

**H 306 Men's Health (3 cr.) (Fall, Spring)** This course provides an overview of male health issues and addresses the dynamics of male health issues within the broader theoretical framework of the emerging field of men's health studies. Focuses on critical impact of gender on health, social life, and individual experience. Approach is multidisciplinary, cross-cultural, and international in scope. Also involves students' personal reflections.

**H 315 Consumer Health (3 cr.) (Fall, Spring) (Second eight weeks)** Provides students with 1) a model for making informed health-related consumer decisions; 2) current information involving informed decisions; and 3) mechanisms for continued consumer awareness and protection, i.e., sources of accurate consumer information and lists of consumer information and protection agencies.

**H 318 Drug Use in American Society (3 cr.) (Fall, Spring)** An interdisciplinary approach to the study of drug use in America. The course will examine the effects of alcohol, tobacco, and the "illicit" drugs on the physical, mental, and social health of individuals. Upon completion of the course, students will 1) have an increased knowledge of the positive and negative effects of psychoactive drug use; 2) improve (or internalize) attitudes about psychoactive drug use and users; and 3) make appropriate behavioral decisions about the use or nonuse of psychoactive drugs.

**H 320 The Nature of Cancer (3 cr.) (Fall, Spring)** This course deals mainly with primary and secondary prevention of cancer. Various topics include lifestyle and cancer, causes and types of cancer, methods of detecting and treating cancer, and public attitudes, along with economic and psychological problems involved with cancer. There is frequent use of professional guest speakers who specialize in areas of cancer prevention, treatment, or research.

**N 220 Nutrition for Health (3 cr.) (Fall, Spring)** Introduction to nutrients, their uses, and food sources. Application of principles to diets for general health is covered. A review of popular topics in nutrition is emphasized. Not for students in dietetics or nutrition science. Three exams and a final. Students complete a project that is a diet, energy, and lifestyle self-analysis for a healthy life.

**N 231 Human Nutrition (3 cr.) (Fall, Spring)** *P: CHEM-C 101 or equivalent and a course in biology.* This course is for students who are majoring in dietetics, nutrition science, or related areas such as prenursing, predentistry,

premedicine, athletic training, or pre-allied health sciences. The course focuses on the meaning of human nutrition and the nutrients required by the human body for growth and health. Students will need to demonstrate knowledge of general chemical and physical properties of nutrients that nourish the body and of ways in which the body uses these nutrients; they should also be able to assess the relationship between diet and disease. (Spring term advised.)

**S 101 Introduction to Safety Science (3 cr.) (Fall)** Examines the safety profession and the safety movement historically. Offers an overview of safety in public areas, industry, streets and highways, recreational areas, and the home. Also discusses hazard control programs.

**S 151 Legal Aspects of Safety (3 cr.) (Spring)** See the Web for description: [www.indiana.edu/~deanfac/class.html](http://www.indiana.edu/~deanfac/class.html).

**S 201 Introduction to Industrial Hygiene (3 cr.) (Fall)** This course presents concepts, principles, and techniques used in the practice of industrial hygiene and includes discussion of the identification, evaluation, and control of occupational health hazards. Provides an orientation to selected instrumentation used to assess the workplace.

**S 217 Safety: A Personal Focus (3 cr.) (Fall, Spring) (Second eight weeks)** This course reviews how serious injuries and tragedies occur; fundamental factors of safety; and personal issues such as motor vehicle safety, fire safety, natural and human-made disasters, recreational safety, and personal protection. It emphasizes application to the real world with practical tips on how to avoid becoming a statistic and includes a section on occupational safety, leading to a better understanding of safety in the workplace and careers in safety.

## KINESIOLOGY

**D 111 Core of Dance Techniques (3 cr.) (Fall)** An introduction to concert dance techniques, as well as stretching skills to prepare for those techniques. Practice through the use of dance vocabulary and theory will be emphasized.

**D 121 Techniques of Movement Improvisation (1 cr.) (Fall)** Experiences in creative movement expression through participation in structured dance activities.

**D 201 Modern Dance Workshop I-II-III-IV (1 cr. each) (Spring)** *P: Consent of instructor.*

**D 221 Dance Composition I (2 cr.) (Spring)** *P: E 255 or E 355.*

**D 332 Twentieth-Century Concert Dance (3 cr.) (Fall)** Survey of twentieth-century concert dance history.

**HPER-P 105 Foundations of Fitness and Wellness (1 cr.) (Fall, Spring)** This course utilizes interactive learning activities in order to help you achieve balance in health through physical activity and social interaction. Concurrently, you will focus on the concept of peer mentoring and goal setting strategies

to enhance the fitness/wellness living and learning experience. (Open only to majors in the Department of Kinesiology and/or students in the Briscoe Fitness and Wellness Living-Learning Community.)

**P 140 Foundations and Principles of Physical Education (3 cr.) (Fall, Spring)** *C: P 141.*

Introduction to kinesiology as a discipline and physical education as a subdiscipline for students interested in teaching physical education. Historical and philosophical perspectives on physical education as a profession. Required for admission to the Physical Education Teacher Education (PETE) Program.

**P 141 Fundamentals of Human Movement (2 cr.) (Fall, Spring)** *C: P 140.* Introduction to identification, analysis, and evaluation of fundamental motor patterns, progressions in skill development, and skills for effective teaching. Analysis, evaluation, and development of personal movement and sport skills. Required for admission to the Physical Education Teacher Education (PETE) Program.

**P 200 Microcomputer Applications in Physical Education (3 cr.) (Fall, Spring)** A hands-on introduction to use of microcomputers as problem-solving tools in physical education. Application programs in word processing, graphics, data management, and spreadsheets applied to specific problems in physical education, athletics, and sports.

**P 205 Structural Kinesiology (3 cr.) (Fall, Spring, Summer)** Overview of basic human body structures and functions; appropriate for beginning students in physical education. Fundamental concepts concerning the interaction of biological and mechanical aspects of the musculoskeletal and neuromuscular structures are stressed. Emphasis on practical application to study and teaching of skilled human movement.

**P 211 Introduction to Sport Management (3 cr.) (Fall, Spring)** *Sailes* An examination of the broad spectrum of career opportunities available in the sport management profession. Special emphasis will be given to career planning, sport management terminology, and an overview of specific skills and courses required for professional preparation in sport management.

**P 212 Introduction to Exercise Science (3 cr.) (Fall, Spring, Summer)** *Henson* An introduction to the science of exercise and human movement. Special topics in exercise physiology, sport biomechanics, sports medicine, and motor integration.

**P 213 Introduction to Sport Communication (3 cr.) (Fall)** An introduction to the area of sport communication. Emphasis is placed on the fields within sport communication, including, but not limited to: sport information, public relations, media relations, player relations, radio and TV sports production, marketing and research, interactive media, media trends, production competencies, and employment options and trends.

**P 216 Current Concepts and Applications in Physical Fitness (3 cr.) (Fall, Spring) Miller**

Introduction to physical fitness and the role of exercise in health and wellness. Understanding the concepts, principles, and guidelines for fitness exercise and related activities; physical fitness assessment data used to plan and carry out a personal fitness program.

**P 219 Performance and Teaching of Stunts, Tumbling, and Novice Gymnastics (1 cr.) (Fall, Spring) Instruction and practice teaching of fundamental stunts, tumbling activities, and novice gymnastic movements. Primarily for students in the Physical Education Teacher Education (PETE) Program.**

**P 224 Teaching Dance Activities (2 cr.) (Fall, Spring, Summer) Hamm** Methods and materials of folk, square, social, and modern dance. Terminology, fundamental skills, selection, and presentation of dances. Emphasis on planning dance units and teaching of dances. Fundamentals of locomotor and nonlocomotor skills as well as experiences in creative movement activities. Instruction in rhythmic movement progressions and development of materials for unit plans.

**P 280 Principles of Athletic Training and Emergency Care (2 cr.) (Fall, Spring, Summer)** An introduction to the principles of injury prevention. Lecture and demonstration of emergency measures to treat, for example, fractures, sprains, dislocations, and spinal injuries. Skill training in bandaging, strapping, splinting techniques.

**P 290 Movement Experiences for Preschool and Elementary School Children (2 cr.) (Spring)**

**P 392 Sport in American Society (3 cr.) (Spring)**

**T 142 Living Well (3 cr.) (Fall, Spring)** The physical, societal, and environmental influences upon immediate and long-term personal wellness. Topics pertinent to the theme "Living Well" include recommended physical activity; nutrition; weight control; alcohol, tobacco, and substance abuse; responsible sexual activity; leisure and recreational activities for life; healthy relationships; injury and disease prevention; and optimal aging.

## PHYSICAL ACTIVITY INSTRUCTION

All physical education courses with an "E" prefix are open to any student.

Course syllabi for activity classes (HPER E classes) may be obtained at [www.indiana.edu/~paip/syllabi.html](http://www.indiana.edu/~paip/syllabi.html)

Topics for HPER-E 100 sections taught in fall-spring 2008-2009 include the following:

**E 100 Advanced Tai Chi Ch'uan (1 cr.) (Spring)**

**E 100 Capoeira Angola (1 cr.) (Fall)**

**E 100 Conditioning for Dancers (1 cr.) (Fall, Spring) (majors only)**

**E 100 Intermediate Bowling (1 cr.) (Fall, Spring)**

**E 100 Intermediate Weight Training (1 cr.) (Fall, Spring)**

**E 100 Introduction to Sparring (1 cr.) (Spring)**

**E 100 Lifeguard Instructor Sport/Safety (1 cr.) (Spring)**

**E 100 Pilates (1 cr.) (Fall, Spring)**

**E 100 Pre-Yoga (1 cr.) (Fall, Spring)**

**E 100 Police Defense Tactics (1 cr.) (Spring)**

**E 100 Techniques of Stress Reduction (1 cr.) (Fall, Spring)**

**E 100 Intermediate Weight Training (1 cr.) (Fall, Spring)**

This course introduces and uses intermediate and advanced resistance training concepts to provide the student the opportunity to formulate and perform individualized weight training routines incorporating various training methods.

**E 100 Police Defense Tactics (1 cr.) (Spring)**

Open to police officers, cadets, and martial arts instructors, or with consent of instructor.

**E 102 Group Exercise (1 cr.) (Fall, Spring, Summer)** A total fitness class that emphasizes cardiorespiratory conditioning, flexibility, muscular endurance, and coordination through rhythmic body movement. Only S/F grades.

**E 103 Archery (1 cr.) (Fall, Spring)** Instruction in archery skills, including care and construction of tackle. Instruction follows guidelines of the Outdoor Education Project of AAHPERD. Emphasis on fundamental skills and shooting form.

**E 105 Badminton (1 cr.) (Spring)**

**E 106 Bass Fishing Techniques (1 cr.) (Fall, Spring)** Basic and innovative techniques for catching large mouth bass. This course is an overview of techniques involved in catching bass, conservation of the species, and long range goals for its maintenance. Lecture only.

**E 109 Ballroom and Social Dance (1 cr.) (Fall, Spring, Summer)** Students will learn steps and patterns in the following six dances: waltz, tango, fox-trot, cha-cha, rumba, and swing/jive. As part of the learning process of social dancing, students will rotate partners during the class period. In order to increase the time spent dancing, female students will also learn to dance the leader's part. For this purpose, students will be rotated alphabetically.

**E 111 Basketball (1 cr.) (Fall, Spring)** Instruction in fundamental skills of shooting, passing, ball handling, footwork, basic strategies of offensive and defensive play, and interpretation of rules.

**E 112 Bicycling (1 cr.) (Fall, Spring)** Beginning instruction in the principles of fitness through a cycling program. Proper riding technique, safety, and other features of competitive and recreational cycling are discussed. Lecture only.

**E 113 Billiards (1 cr.) (Fall, Spring, Summer)** Instruction in basic skills, including bridge forming, stroke techniques, basic shots, and ball spin. Fee charged.

**E 117 Bowling (1 cr.) (Fall, Spring, Summer)** Beginning instruction in the fundamentals of approach, release, arm swing, methods of scoring, rules, and etiquette. Fee charged.

**E 119 Personal Fitness (2 cr.) (Fall, Spring, Summer)** Personal Fitness helps students

understand the basics of physical fitness and how being physically fit relates to healthy living. Emphasis is on developing a personalized program of exercise for a lifetime of beneficial physical activity. This course is geared to all students. The class consists of one classroom lecture along with two or three activity workouts each week. The labs consist of group exercise, aquatic conditioning, fitness and jogging, conditioning, and weight training. Fee charged.

**E 123 Diving (1 cr.) (Spring)** See the Web for description: [www.indiana.edu/~deanfac/class.html](http://www.indiana.edu/~deanfac/class.html).

**E 127 Fencing (1 cr.) (Fall, Spring)** Instruction in guard position, footwork, and basic defensive and offensive skills. Emphasis on fencing with foil and epee and overview of the sabre. Fee charged.

**E 130 Army Physical Fitness (2 cr.) (Fall)** The path to total fitness requires a combination of physical conditioning, mental conditioning, and common-sense dietary considerations. Army Physical Fitness is for those willing to accept a disciplined regimen proven to lead to total fitness.

**E 133 Fitness and Jogging I (1 cr.) (Fall, Spring)** Beginning instruction in the basic principles of fitness as they apply to a jogging program. Emphasis on cardiorespiratory endurance and flexibility. Basic concepts underlying Dr. Kenneth Cooper's aerobic program. For students without prior experience in jogging programs. Only S/F grades given.

**E 134 Middle Eastern Dance (1 cr.) (Fall, Spring)** This course focuses on the classical solo women's dance of the Middle East that is popularly known as belly dance. This dance will improve flexibility, strength, conditioning, rhythm, and coordination. Class involves warm-ups and stretches and progresses to short dance combinations, choreographies, and improvisational exercises accompanied by traditional and world music. Basic technique, parts of a dance, traditional rhythms, and finger cymbal accompaniment will be covered. Additional topics include history and cultural context and basic costuming.

**E 135 Golf (1 cr.) (Fall, First eight weeks; Summer)** Beginning instruction in techniques for putting, chipping, pitching, iron swing, and wood strokes. Course includes rules and etiquette of golf. Students play on par-three course. Fee charged.

**E 140 Brazilian Ju Jitsu (1 cr.) (Fall, Spring)**

**E 143 Modern Arnis (1 cr.) (Fall)**

**E 146 Jeet Kune Do Concepts (1 cr.) (Fall, Spring)**

**E 147 Hapkido (1 cr.) (Fall, Spring, Summer)** Instruction in techniques for throwing, blocking, striking, kicking, and self-defense applications of joint locks. Student should achieve technical skill level of yellow belt. Evaluation: Written and skills tests, class participation. Judo uniform required.

**E 148 T'ai Chi Ch'uan (1 cr.) (Fall, Spring)**

Introduction to the slow, soft movement of t'ai chi ch'uan. Course provides instruction in William C. C. Chen's 60-movement form, physics of body leverage, history, philosophy, and cultural context. One of the most popular forms of exercise in China today.

**E 149 Judo (1 cr.) (Fall, Spring)**

Basic instruction in the fundamental skills of judo to provide students with an understanding and appreciation for the physical and mental fundamentals to participate in the sport of judo. Includes throwing, grappling, and self-defense. Student should achieve the technical skill level of Go-kyu or yellow belt.

**E 150 Tae Kwon Do (1 cr.) (Fall, Spring)**

Beginning instruction in techniques of blocking, kicking, striking, punching, limited free fighting, and self-defense. Students should achieve technical level of yellow belt. Karate uniform required.

**E 151 Self-Defense (1 cr.) (Fall, Spring, Summer)**

Beginning tae kwon do (Korean karate) instruction in the basic techniques of blocking, kicking, striking, punching, forms, and one-step sparring. Students should achieve technical skill level of yellow belt (eighth kup) in taekwondo by midterm and orange belt (seventh kup) by finals. Uniform required.

**E 152 Japanese Ju Jitsu (1 cr.) (Fall, Spring)****E 153 Aikido (1 cr.) (Fall, Spring)****E 154 Beginning Tap Dance (1 cr.) (Fall, Spring)**

An introduction to the technique and styles of tap dancing, which focuses on rhythmic accuracy and efficiency of movement.

**E 155 Modern Dance (1 cr.) (Fall, Spring)**

Beginning instruction in modern dance technique, stressing knowledge and application of movement principles essential to dance training.

**E 156 Introduction to Jazz Dance Technique (1 cr.) (Fall, Spring, Summer)**

An introduction to the modern jazz style of movement as it integrates with sound biomechanics. Phrasing, dynamics, and other qualities will be discussed.

**E 157 Escrima (1 cr.) (Fall, Spring)**

Instruction in basic weapon handling and self-defense using concepts and drills taken from the Inosanto/Kali blend and Lameco Escrima. Students should achieve rudimentary technical skill and learn the philosophy and concepts used in stickbased martial art practice as well as applying these concepts to empty-hand martial art practice. Focus is placed on footwork, posturing, weapon control, flow drills, and disarms.

**E 158 Shotokan Karate (1 cr.) (Fall, Spring)**

Learn elementary striking and kicking concepts and techniques of the Japanese art of Shotokan Karate.

**E 159 Racquetball (1 cr.) (Fall, Spring)**

Instruction in basic skills for beginning players. Includes both four-wall singles and doubles games.

**E 164 Sailing (2 cr.) (Fall, Spring, Summer)**

Beginning instruction in the principles of sailing. Rigging, proper sailing technique, and other features of small-craft sailing will be discussed. Only S/F grades given. Fee charged.

**E 165 Soccer (1 cr.) (Fall)** Instruction in fundamental techniques, rules, basic team tactics, and strategies. Emphasis on competitive game scrimmages and fundamental drills.

**E 168 Swimming for Nonswimmers (1 cr.)**

**(Fall, Spring, Summer)** Beginning instruction in self-rescue remedial swimming skills and several basic strokes. For the student with no swimming skills.

**E 181 Tennis (1 cr.) (Fall, Spring, Summer)**

Beginning instruction in the fundamental skills of forehand and backhand strokes and serves. Competitive play in women's, men's, and mixed doubles. Fee charged.

**E 185 Volleyball (1 cr.) (Fall, Spring)**

Instruction in fundamental skills of power volleyball. Emphasis on floater and jump serve, pass, set, dig, and attack. Team offensive and defensive strategies included.

**E 187 Weight Training (1 cr.) (Fall, Spring, Summer)**

Instruction in basic principles and techniques of conditioning through use of free weights. Emphasis on personalized conditioning programs. Only S/F grades given.

**E 190 Yoga I (1 cr.) (Fall, Spring, Summer)**

General introduction: history and explanation of the system of yoga, along with opening (diaphragmatic) breathing exercises (pranayama) and six basic toning exercises (asanas)—twisting, forward bend, bridge, sitting, balance, and relaxation.

**E 197 Ice Skating Instruction (1 cr.) (Fall, Spring)**

Beginning instruction on mechanics of skating, such as stride, crossover, stopping, and backward skating. S/F grade. Fee charged.

**E 203 Intermediate Archery (1 cr.) (Spring)**

**E 211 Advanced Basketball (1 cr.) (Fall, Spring)** Review of fundamental basketball skills, including passing, dribbling, shooting, rebounding, and defense. Instruction in the principles of motion offense, including spacing, screening, rebounding, and passing. Instruction in man-to-man defense and zone defenses.

**E 220 Training Theories for Endurance Events (2 cr.) (Fall)**

A general survey of theories and techniques associated with training for endurance-type activities. Designed for the self-coached athlete and aspiring coach. Applicable to running, cycling, and swimming.

**E 227 Intermediate Fencing (1 cr.) (Fall, Spring)**

*P: E 127 or consent of instructor.* Builds upon basic knowledge of fencing. Instruction of advanced skills and new techniques with an emphasis on the tactical aspect of fencing at a competitive level. Fee charged.

**E 230 Advanced Army Physical Fitness (2 cr.)**

**(Spring)** *P: E 130 or consent of instructor.*

**E 235 Intermediate Golf (1 cr.) (Fall, Summer)**

The course builds on and refines the basic fundamentals of swing motion. Ball flight control is introduced, with more in-depth swing analysis. Students play on championship course. Fee charged.

**E 240 Intermediate Brazilian Ju Jitsu (1 cr.) (Fall, Spring)****E 244 Intermediate Chi Gong (1 cr.) (Spring)****E 245 Cultures and Traditions of the Martial Arts (2 cr.) (Spring)****E 246 Intermediate Jeet June Do Concepts (1 cr.) (Spring)****E 247 Intermediate Hapkido (1 cr.) (Fall, Spring)**

*P: E 147* Designed to give students an increased understanding and appreciation of the art of hapkido. Content emphasis involves advanced application of basic hapkido techniques and self-defense. Students should achieve the technical level of purple belt in hapkido.

**E 248 Intermediate T'ai Chi Ch'uan (1 cr.)**

**(Fall, Spring)** *P: E 148 or consent of instructor.*

The intermediate class examines the everyday practice of t'ai chi ch'uan. Course presents refinement of William C. C. Chen's 60-movement form, da lu, and push-hands. Provides examples of neutralizing, throwing, striking, and strategic and philosophic concepts.

**E 249 Intermediate Judo (1 cr.) (Fall)**

*P: E 149.* Instruction in the fundamental skills of intermediate judo. Includes directional throwing, grappling, and self-defense. Student should achieve the technical skill level of Yon-kyu or green belt. Uniform required.

**E 250 Intermediate Tae Kwon Do (1 cr.) (Fall, Spring)**

*P: E 150 and Yellow belt technical level or consent of the instructor.* Tae kwon do and shotokan sections. Survey course designed to give students increased understanding and appreciation of the art of tae kwon do (Korean karate). Content emphasis involves intermediate applications of basic techniques, one-step sparring, forms, and free fighting drills and combinations. Students should achieve the technical skill level of a purple belt in tae kwon do.

**E 254 Intermediate Tap Dance (1 cr.) (Fall, Spring)**

*P: At least one semester (or equivalent) of previous training.* Second-level course in the technique and styles of tap dance and the use of tap steps to create original choreography. Development of tap as a musical and visual art form.

**E 255 Intermediate Modern Dance (1 cr.)**

**(Fall, Spring)** *P: E 155 or consent of instructor.* Intermediate modern dance with emphasis on basic concepts of Laban movement analysis, clarity of technique and style, and composition.

**E 256 Intermediate Jazz Dance (1 cr.) (Fall, Spring)**

A continuation of instruction in the modern jazz style of movement introduced in E 156, with special emphasis on movement efficiency, precision and clarity.



**E 259 Intermediate Racquetball (1 cr.) (Spring)****E 264 Intermediate Sailing (2 cr.) (Spring, Summer)**

**E 268 Intermediate Swimming (1 cr.) (Fall, Spring)** Low-intensity endurance training, stroke mechanics for basic strokes. Grading based on laps swum.

**E 270 Introduction to Scientific Scuba (2 cr.) (Fall, Spring, Summer)** Introduction to the theory and practical skills for basic scuba. Program designed to give participants knowledge of physics and physiology as applied to breathing with a "self-contained underwater breathing apparatus" (SCUBA). Swimming ability and good health required. A non-certification course. Fee charged.

**E 272 Scuba Knowledge Development (1 cr.) (Fall) Beeker** This course is intended to help students develop knowledge of scuba diving through an interactive Professional Association of Diving Instructors (PADI) Openwater CD-ROM and IU Web-delivered quizzes and exams. Course content includes all knowledge necessary for safe diving practices and provides PADI Knowledge Development Referral as partial requirement for scuba certification. Course may be taken alone or combined with PADI Confined Water Skills for Openwater Certification Referral.

Students complete five modules using the PADI CD-ROM and the Knowledge Review at the end of each module. After submission of homework via IU Oncourse, students take a quiz on each section. For final evaluation, students will complete the PADI OW exam under the supervision of an IU instructor or a designated IU representative. Successful completion of all materials will result in Openwater Knowledge Development Referral, valid for 12 months, which can be used toward PADI certification in scuba.

**E 275 Aquatic Conditioning (1 cr.) (Fall, Spring)** Students obtain aerobic capacity using water, equipment, and other useful techniques, skills, or ideas. S/F grade.

**E 281 Intermediate Tennis (1 cr.) (Fall, Spring)** *P: E 181.* Instruction in spin service, volley, lob, and advanced drive placement. Emphasis on singles and doubles playing strategies. Fee charged.

**E 285 Advanced Volleyball (1 cr.) (Spring)** *P: E 185*

**E 290 Yoga II (1 cr.) (Fall, Spring)** *P: E 190* Continuation of E 190. Emphasis on breath and release work. Energizing and strengthening value of standing poses featured.

**E 296 Basic Alpine Skiing (Aspen) (3 cr.) (Fall, Spring)** This course provides an introduction to the prerequisites, concepts, and skills of successful downhill skiing for first-timers and advanced beginners. The course combines classroom instruction and a weeklong on-mountain experience in Aspen/Snowmass, Colorado. Preparation includes physical conditioning, apparel, equipment

choice, weather variables, mountain navigation, techniques, terms, responsibilities, and readiness. An intensive practicum experience in Aspen, Colorado, will follow classroom instruction. Fee charged.

**E 335 Advanced Golf (1 cr.) (Fall, First eight weeks; Summer)** Emphasizes stroke refinement, course management, strategy, and self-analysis and correction. Handicap of 15 or less. Fee charged.

**E 340 Advanced Brazilian Ju Jitsu (1 cr.) (Fall, Spring)**

**E 347 Advanced Hapkido (1 cr.) (Fall, Spring)** *P: E 147* Gives students an increased understanding and appreciation of the art of hapkido. Content emphasis involves advanced application of hapkido techniques and self-defense. Students should achieve the technical level of blue belt in hapkido by midterm and brown belt by the end of the semester.

**E 348 T'ui Shou (Push Hands) (1 cr.) (Fall, Spring)** *P: E 248 or consent of instructor.* Introduction to the techniques, skills, and strategies of T'ai Chi Ch'uan T'ui Shou (Push Hands). Course provides instruction and practice of Yang Style.

**E 350 Advanced Tae Kwon Do (1 cr.) (Fall, Spring)** *P: E 250* Gives students an increased understanding and an appreciation of the arts of karate and tae kwon do. Content emphasis involves advanced applications of basic tae kwon do techniques, one-step sparring, forms, and introduction of free fighting. Students should achieve the technical level of blue belt in tae kwon do (Korean karate) by midterm and a brown belt by the end of the semester.

**E 354 Advanced Tap Dance (1 cr.) (Fall, Spring)** *P: E 254.* See the Web for description: [www.indiana.edu/~deanfac/class.html](http://www.indiana.edu/~deanfac/class.html).

**E 355 Modern Dance I, Advanced (1 cr.) (Fall, Spring)** *P: E 255* Allowing the student to develop a higher level of technical proficiency, advanced modern dance places emphasis on the performance of longer, more complex movement patterns and individual creative work.

**E 370 Scuba Certification (2 cr.) (Fall, Spring)** *P or C: E 270 or consent of instructor.* National scuba certification for recreational divers. E 370 will incorporate highlights of advanced scuba. Includes lectures and pool sessions to enable students to participate in openwater diving experiences and advanced certification. Swimming ability and scuba medical history form required. S/F grading. Fee charged.

**E 371 Advanced Scuba (2 cr.) (Fall, Spring)** *P: E 370 or national scuba certification.* Provides students with practical knowledge in advanced scuba. Topics include natural and compass navigation, search and recovery, night or limited visibility, and specialty and deep diving knowledge.

**E 374 Keelboat and Powerboat Safety (2 cr.) (Fall)** This course provides in-depth presentations on boating safety issues, including boating terminology, design, environmental

conditions, operation, navigation, emergency equipment, laws, and rules of the road. Labs provide an onwater experience with keelboats and powerboats. Successful completion of the course will provide a Safe Boating Certification from U.S. Powerboating.

**E 396 Intermediate Alpine Skiing (3 cr.) (Fall, Spring)** This is a continuation of E 296. The course combines classroom instruction and a weeklong on-mountain experience in Aspen/Snowmass, Colorado. The goal is to increase skiing beyond level 6, including competency in bumps and powder. Fee charged.

**E 445 Independent Study of the Martial Arts (1 cr.) (Fall, Spring)**

**E 447 Advanced Hapkido II (1 cr.) (Fall, Spring)** *P: Brown belt (third kup) or higher technical level or consent of instructor.* Designed to be a black belt preparation class and to give students an increased understanding and appreciation of the art of hapkido. Content emphasis involves advanced applications of hapkido techniques and self-defense. Students should achieve the technical level of a red belt (second kup) or higher in hapkido by finals. Uniform required.

**E 448 T'ai Chi Ch'uan Sword (1 cr.) (Fall)** *P: E 148 and E 248 or consent of instructor.* Master William C. C. Chen's 64 Movement t'ai chi ch'uan sword form refines the continuous flowing movement introduced in the t'ai chi ch'uan solo form. Students gain practical experience in the body mechanics of t'ai chi ch'uan through the larger, faster movements and the use of a hand-held object. This practice continues the meditative technique of t'ai chi ch'uan, which develops the ability to shift both physical and psychological focus.

**E 450 Advanced Tae Kwon Do II (1 cr.) (Fall, Spring)** *P: Brown belt (third kup) or higher technical level or consent of instructor.* Designed to be a black belt preparation class and to give students increased understanding and appreciation of the arts of karate and tae kwon do. Content emphasis involves advanced applications of basic tae kwon do techniques, one-step sparring, forms, and introduction to free fighting. Students should achieve technical level of red belt (second kup) or higher in tae kwon do (Korean karate) by finals. Uniform required.

**E 456 Advanced Jazz Dance (2 cr.) (Fall, Spring)** *P: E 156, E 255, E 256, or permission of instructor.* A continuation of instruction in the modern jazz style of movement studied in E 256, with special emphasis on movement precision, clarity, and performance style. Students should be able to demonstrate an understanding of alignment and a mastery of advanced jazz-level combinations; advanced and improved movement memory; clarity, precision, and musicality; and stylistic differences through the performance of aforementioned movement combinations.

**E 457 Jazz Dance Repertory (1 cr.) (Fall)** This course provides students an opportunity to learn original choreography or recreate a piece of established and/or well-known choreography, as well as collaborate in the creation of original choreography in a classroom

environment. Students will experience firsthand the choreographic process, as well as build on technical, performance, and learning skills.

**E 470 Diver Safety and Rescue (2 cr.) (Fall) P:** *Scuba certification.* This course is designed to equip an intermediate to advanced diver with the knowledge and skills necessary to fulfill the role of Diving Safety Officer. Topics include, but are not limited to, supervising scientific diving activities, dive theory, risk management, boating safety, emergency plans, and equipment safety. This course is not a Rescue Diver or Divemaster certification class, although you will complete many of the requirements toward those certifications.

**E 471 Underwater Archaeology Techniques (2 cr.) (Fall) P:** *HPER-E 370.*

**E 475 Lifeguard Certification (1 cr.) (Fall) P:** *Must be able to swim 300 yards continuously.* Instructor will prepare individuals to more effectively assume the duties and responsibilities of lifeguarding at pools and protected open-water beaches.

**E 477 Water Safety Instructor (1 cr.) (Fall, Spring)** Courses prescribed by the American Red Cross. Satisfactory completion of the requirements qualifies the student to teach swimming through the Advanced Life Saving Level and Part I of the American Red Cross Water Safety Program.

## RECREATION, PARK, AND TOURISM STUDIES

**R 160 Foundation of Recreation and Leisure (3 cr.) (Fall, Spring)** An introductory course for the recreation and leisure service field, designed primarily for students majoring in, or exploring a major in, recreation and park administration. It includes a survey of agencies that provide leisure services, as well as an introduction to the philosophy, sociology, psychology, and history of the recreation movement.

**R 180 Participant Leadership Development (1 cr.) (Fall, Spring)** Designed to provide students with an opportunity to study and apply leadership skills that are gained as a participant in an organization, athletic team, or club. This course offers students the potential to enhance their personal and professional life by developing personal and group leadership skills in coordination with their approved student organization advisor/mentor and the instructor.

**R 181 Organizational Leadership Development (1 cr.) (Fall, Spring)** An interactive online course blended with four one-hour structured classroom meetings. Offers students the opportunity to develop advanced skills as an organizational leader. Topics include motivating others, teamwork, and integrity. Students will develop their own personal leadership plan.

**R 231 Careers in Leisure Services (3 cr.) (Fall, Spring)** This course provides an accurate, comprehensive understanding of the overall leisure-service field. Ten professional areas are focused upon in terms of employment and career opportunities and the national

professional organizations promoting them. Steps of the job search process will be covered to assist in making career-planning choices.

**R 236 Tourism and Commercial Recreation (3 cr.) (Fall, Spring)** Analysis of private, commercial, and industrial recreation fields, focusing on economic impact, marketing strategies, consumer protection, and career opportunities.

**R 250 Introduction to Equine-Assisted Activities (3 cr.) (Fall)** This course provides students the opportunities to learn about the therapeutic benefits of equine-assisted activities. An overview of the history, organization, principles, and procedures in equine-assisted activity programs for persons with disabilities and at-risk youth.

**R 270 Inclusive Recreation Services (3 cr.) (Fall, Spring)** The purpose of this course is to transmit understanding regarding the provision of leisure opportunities to persons who have traditionally been excluded from the mainstream of recreation and leisure services in the United States, with particular attention to those individuals with disabilities.

**R 271 Dynamics of Outdoor Recreation (3 cr.) (Spring) P:** *R 160.* See the Web for description: [www.indiana.edu/~deanfac/class.html](http://www.indiana.edu/~deanfac/class.html).

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## Hebrew (JSTU)

See "Foreign Languages."

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## Hindi (INST)

See "Foreign Languages."

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## History (HIST)

**A 200 Issues in United States History (3 cr.) (Fall) (S&H) McGerr** *Topic: American Pleasure Wars.* The course explores the conflicted American response to pleasure from the colonial period to the present. We will focus particularly on the ways that many Americans have tried to regulate and abolish certain forms of enjoyment. Topics include gambling, prostitution, contraception, alcohol, smoking, theater and movies, and Christmas. In developing your understanding of the issues noted above, this class pursues the aims common to introductory history courses. Through lectures and assignments, you will practice using the analytical tools of historians. You will increase your ability to think historically, to recognize how the past conditions the present and the future, to analyze historical evidence, and to read, view, and write critically.

**A 200 Issues in United States History (3 cr.) (Fall) (S&H) Muhammad** *Topic: Crime and Punishment in American History.* Over the past thirty years, the United States has become a world leader in the use of incarceration. At no

point in this nation's history has incarceration affected more people, their families, and communities as is the case today. States across the country continue to increase spending on crime control while cutting back on health and education costs. As the criminal justice system continues to grow in the twenty-first century, tough questions have been raised about the use of punishment to control crime and to address social problems, such as economic and racial inequality. These, however, are not new questions. This course will explore and analyze the religious, political, philosophical, economic, gendered, and racial/ethnic/immigrant dimensions of crime and punishment in over two centuries of American history. Frequently at the intersection of deeply-rooted social and political anxieties in the past, legal definitions of what is criminal, what behavior is worthy of punishment, and what groups of people are most deserving of punishment (from retribution to rehabilitation) has constantly shifted over time.

**A 200 Issues in United States History (3 cr.) (Fall) (S&H) Snyder** *Topic: Introduction to Native American History.* This introductory course surveys the history of Native peoples of North America from the earliest times through the present. Through lectures, readings, and discussions, the class focuses on four major themes: cultural and historical diversity among Native people, Native agency, cultural exchange between American Indians and African and European newcomers, and Native survival. The goals of this course are to provide students with a broad understanding of Native American history, to prepare students for more advanced coursework in Native Studies, and to enhance students' understanding of colonialism, American history, and the history of the Atlantic world.

**A 200 Issues in United States History (3 cr.) (Spring) (S&H) Sword** *Topic: Marriage and the American Nation.*

**A 205 Asian American History (3 cr.) (Fall) (S&H) Wu** This course examines the history of Asian migration to the United States from the mid-nineteenth century to the present as part of the making of a "Pacific World." Major themes to be explored include community formation, race, citizenship, nation, and transnationalism.

**B 204 Medieval Heroes (3 cr.) (Spring) (S&H) Shopkow**

**B 226: Mafia and Other Italian Mysteries (3 cr.) (Fall) (S&H) Ipsen** This course will focus primarily on the Italian mafia. The main text will be John Dickie's *Cosa Nostra: A History of the Sicilian Mafia*. That work does also explore links to the U.S. mafia. In addition to the mafia, we will look at related areas of Italian "deep politics" (or Italy's mysteries), including some (but probably not all) of the following: Salvatore Giuliano, right and left wing terror and the strategy of tension, the Vatican banking scandal, P2, Ustica. Lecture and discussion will be supplemented with assorted feature and documentary films. Students will complete a series of short written assignments and quizzes

as well as “blue book” mid-term and final exams.

**B 260 Women, Men, and Society in Modern Europe (3 cr.) (Fall) (S&H) Roos** This course examines the history of women’s movements and feminism in Europe from the late eighteenth century to the 1970s. We will take a close look at the social, economic, political, and cultural changes that accompanied the emergence of Europe’s first movements for the betterment of woman’s status in society, and we will investigate how feminist ideas and goals evolved in the course of two hundred years. During the 1700s, female and male individuals demanding improvements in women’s rights remained largely isolated politically; women’s clubs founded during the French Revolution were soon shut down. Not until the mid-nineteenth century did larger organized women’s movements reappear on the European political stage. How can we explain this timing? What was modern feminism’s relationship to the intellectual movement of the Enlightenment and to the European revolutions of 1789 and 1848? How was feminism affected by other social movements such as socialism, nationalism, and imperialism? How can we explain that matters of sexuality and reproductive rights gained increasing importance for feminists as we move into the twentieth century? How did the experience of two world wars and the rise of fascist dictatorships in interwar Europe affect the status of women and the prospects of feminism? What was women’s role under state socialism in the Soviet Union and Eastern Europe? These are some of the questions we will address. A key goal is to gain a better sense of the complexities, contradictions, and changing nature of European feminisms. There will be 70-90 pages of reading per week.

**D 102 Icon and Axe: Russia to 1861 (3 cr.) (Fall) (S&H) Ransel** Introduction to main events and issues in Russian history from earliest times to Crimean War in mid-nineteenth century. Covers foundation of a great Slavic state in the Eurasian plain, the Kievan era of early state building, colorful rulers such as Ivan the Terrible, Peter the Great, and Catherine the Great.

**D 103 Russia from 1861 to Present (3 cr.) (Spring) (S&H) Ransel**

**D 200 The Cold War (3 cr.) (Fall) (S&H) Bucur** This course offers an overlook at the political and cultural major developments that defined the post-World War II world, with a focus on Europe. Discussion of political developments will move from the explosive impact of the Marshall Plan to the Truman Doctrine, the Berlin Wall, the Vietnam War, Prague Spring, 1970s Oil Crisis, Solidarity, and finally the 1989 Revolution to better understand how the super-power relationship between the United States and the Soviet Union affected European politics. The course will also examine the culture of the Cold War, with a focus on: music, from Pink Floyd to Plastic People of the Universe; art, from social realism to postmodernism; and films, from the movies of Jean Luc Goddard to those of Alfred Hitchcock and Andrej Wajda, to see how artists

and the cultural products they made were shaped by and in turn helped shape the Cold War.

**D 201 The Fall of Communism (3 cr.) (Fall) (S&H) Kenney** This course will explore the single most important event shaping our twenty-first century: the collapse of communism in Europe in 1989–91. We will learn about the communist system, the rise of opposition, and the course of the revolutions in Eastern Europe and the Soviet Union. Also discussed will be the revolutions’ aftermath, including the wars in Yugoslavia.

**H 101 The World in the Twentieth Century I (3 cr.) (Fall) (S&H) Guardino** This introductory course presumes no previous knowledge of world history. We shall examine some of the momentous changes that took place in the first half of the century and which affected people worldwide. Topics include colonialism, war and peace, industrialism, feminism, fascism, and socialism. Analyzing these trends and issues will help us understand how the world we live in came to be, and examining the experiences of people from the past will help us understand our own humanity. We will read a textbook, selected primary sources, two novels, and a memoir. There will be three exams and short reading quizzes.

**H 102 The World in the Twentieth Century II (3 cr.) (Spring)**

**H 103 Europe: Renaissance to Napoleon (3 cr.) (Fall) (S&H) Field** This is a basic survey course in European history from the Renaissance through Napoleon. The lectures focus on two areas of great historical change: 1) cultural and intellectual (Renaissance, Reformation, Scientific Revolution, and Enlightenment); and 2) socio-political (Renaissance urban economies, rise of the nation-state, beginnings of capitalism, Enlightened despotism, and causes of the French Revolution). The course will emphasize the reading and analysis of primary sources.

**H 104 Europe: Napoleon to the Present (3 cr.) (Spring) (S&H) Kenney**

**H 105 American History I (3 cr.) (Fall) (S&H) Gamber** This course introduces students to major developments in American history from European contact to the Civil War. Our study will cover early exploration and settlement; the making of the American Revolution and the creation of a nation in the decades following it; early nineteenth-century changes such as westward movement, the expansion of slavery, industrialization, immigration, and urbanization; antebellum reform movements; and the disunion of the nation that led to Civil War. While we will cover key events and discuss famous figures, we will also explore how ordinary Americans lived and experienced life. We will place particular emphasis on how various peoples defined “America,” first as a “New World,” eventually as a new nation. What was “America,” who counted as “Americans,” and how did those definitions change over time? This course also serves as an introduction to historical inquiry and analysis. We will focus on

learning to read primary sources critically and using evidence to make historical arguments.

**H 105 American History I (3 cr.) (Fall) (S&H) Sword** This course introduces the history of what is now the United States, beginning with the catastrophic collision of cultures during the European age of exploration and concluding with the American Civil War. The goal is to extend your mental map of the country across time, as well as space. To this end, we will alternate between a birds-eye view of important events and trends, and reconstructing what the early American scene looked like through the eyes of people on the ground. You will meet, among others, the Powhatan Indian Pocahontas and the explorer John Smith, President George Washington and his runaway slave Ona Judge, and the nineteenth-century social commentators Ralph Waldo Emerson, Catherine Beecher, and Benjamin Palmer. The course will not only expand your knowledge of the American past, but also help you develop the analytical skills that make the study of history a useful path into a range of professions. Readings emphasize primary sources such as maps, journals, letters, and legal documents.

**H 105 American History I (3 cr.) (Spring) (S&H) Myers, Stowe**

**H 106 American History II (3 cr.) (Fall) (S&H) Cullather** Just as individuals have memories, a nation gains its identity and sense of purpose from history. The history of the United States offers a vast library of information on the experiences of individual lives, the successes and failures of policy, and on how this country reacts to crisis and change. H 106 takes up the story as the nation rebuilds after the Civil War. In the years between 1865 and 2005, the United States evolves from a marginal and predominantly rural nation to become the world’s preeminent military and economic power. This course will examine this story from a variety of perspectives including biography and autobiography, original documents, and the often conflicting interpretations of historians.

**H 106 American History II (3 cr.) (Fall) (S&H) Clegg** This course is a survey of the United States history since the Civil War (1865). It is concerned with major events in the recent American experience, such as world wars, the Great Depression, and the Civil Rights Movement, but will also focus attention on overarching themes, such as race, gender, class, region, and technological innovations, which have uniquely defined modern America.

**H 106 American History II (3 cr.) (Spring) (S&H) McGerr**

**H 207 Modern East Asian Civilization (3 cr.) (Fall) (S&H) Frick** This course will introduce students to important cultural and social themes relevant for understanding the history and present of modern and contemporary East Asia. The course is focused on China, Japan, and Korea. One of the central questions is how these countries have coped with Western imperialism, the quest for modernity, and the increasing trend of “internationalization.” What is the response

and how do they define themselves in a global setting? How do they perceive their own identity? The course is based on the assumption that the diverse interactions among the East Asian countries in the past and in modern times resulted in social and cultural commonalities as well as differences among China, Japan, and Korea. Similarities and discrepancies shall be examined and analyzed in class through key topics such as family and social structure, women, education, as well as culture. These main topics will be embedded into historical narratives of important events that occurred from the nineteenth century until recently. The lectures will integrate different materials such as paintings, political cartoons, literature, and films, as well as documents.

**H 210 Britain's Road to Modernity (3 cr.) (Spring) (S&H) Wahrman**

**H 211 Latin American Culture and Civilization I (3 cr.) (Fall) (S&H) Diaz** This course is part one of a two-course sequence on the history of Latin America from pre-conquest times to the present. It will survey the history of Latin America from its first inhabitation to the independence period in the nineteenth century. Six major themes will be addressed: the development of the great Amerindian civilizations, the encounter between Europeans and Amerindians, the making of a colonial rule, and the civil wars of independence. The overriding concern of this survey is to provide an understanding of how the complex interaction between the different cultures that met in the Americas shaped these colonial societies, and how some elements of this legacy persisted and/or were transformed by different social groups before and after independence. This course should help students gain some understanding of the diversity and complexity of Latin America. Students will obtain a sense of both the major processes that have left their imprint in these countries, and the experiences of the men and women who lived and made their histories. Furthermore, this course seeks to bring students a sense of history as a discipline and as a method for interpreting and understanding the past through the study of myriad sources. Students should be able to assess the importance of closely analyzing different perspectives and sources when seeking to understand and interpret any event or problem of the past.

**H 212 Latin American Culture and Civilization II (3 cr.) (Spring) (S&H) McGraw**

**H 213 The Black Death (3 cr.) (Spring) (S&H) Carmichael**

**H 220 American Military History (3 cr.) (Spring) (S&H) Cullather**

**H 227 African Civilizations (3 cr.) (Spring) (S&H) Hanson**

**H 251 Jewish History: Bible to Spanish Expulsion (3 cr.) (Fall) (S&H) Lehmann** This course is an introduction to the major themes and developments of the Jewish historical experience from the biblical period to the end of the Middle Ages. Topics include the biblical origins of the Jewish people and the

ancient Israelite monarchy; Jewish life in the Land of Israel during the Second Temple period to the revolts against the Romans and the destruction of the Temple; Judaism and Hellenism; the emergence of rabbinic Judaism and the composition of its major texts, such as the Mishnah or the Talmud; the emergence of Jewish centers in medieval Europe and the origins of Sephardi and Ashkenazi Judaism; the relations between Jews and Christians and between Jews and Muslims; the Jews during the Crusades; the fate of Spanish Jewry until the expulsion in 1492.

**H 252 Jewish History: Spanish Expulsion to Present (3 cr.) (Spring) (S&H) Veidlinger**

**W 100 Environments and Diseases (3 cr.) (Fall) (S&H) Carmichael** This freshman-level survey history course is designed specifically with the fall 2009 "Themester" in view. The Themester celebrates "Evolution, Diversity, and Change" in honor of the one-hundred-fiftieth anniversary of Darwin's publication, *On the Origin of Species by Means of Natural Selection*. This course will focus on human manipulation and adaptation within global environments, following large-scale changes over the past 10,000 years or so. Only the past 3,000 years offer us written records, the usual starting place for historians, but within those millennia some planet-altering transformations occurred with human interventions. We will study four time periods during which changes to human health and disease patterns show us how humans have altered global environments. First, we examine the multi-millennial processes of settlement and reliance on agriculture, and the different process of domesticating animals. Second, we will examine great inter-regional pandemics in the era before the western and eastern hemispheres knew the other existed. Third, we will look at the period of early global human migrations and exchanges, the period that generated Darwin's insights. And finally, we will examine the era during which humans have exploited fossil fuels.

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## History and Philosophy of Science (HPSC)

**X 100 Human Perspectives on Science (3 cr.) (Fall, Spring) (A&H)** This course is an introduction to the study of science as a human activity. No specific background knowledge of science is presupposed. Issues such as the following are addressed: What is distinctive about scientific reasoning? How did science develop? How do science and technology affect our lives? Each section of X 100 deals with a different topic, and topics may vary each semester. X 100 may be repeated once with a different topic.

**X 102 Revolutions in Science: Plato to NATO (3 cr.) (Fall, Spring) (S&H)** At critical junctures in the past, the ideas and productions of scientists have radically changed the way we've come to view nature, our bodies, and our lives. These changes have been intellectually profound and socially dramatic. Historians often refer to them as scientific revolutions. This course is

about such revolutions in Western science. We will consider several so-called "revolutionary" episodes, examining how (or if) the idea of a "revolution" can be applied to each. To get a better sense of the nature, origins, and impact of these "revolutionary" ideas, we will also examine the history of what occurred during these periods of great scientific and social change. For example, we'll look at the importance of economic changes, political movements, and the role of women in the history of science.

**X 123 Perspectives on Science: Social and Historical (3 cr.) (Fall, Spring) (S&H)** Individual sections will vary in content and major themes, but all will employ case studies from the history of science to examine the intellectual, cultural, and social impact of science in historical perspective. May be repeated once for credit with different topic.

**X 200 Scientific Reasoning (3 cr.) (Fall, Spring) (N&M)** People have used scientific arguments to support a variety of claims. Some of these claims seem like common sense to us now, such as the claims that the earth goes around the sun or that germs cause disease. Others still cause heated disputes, such as those about the human origins of global warming, the relative danger of toxic waste incineration, or the dietary benefits of oat bran. The objective of this course is to develop the skills necessary to understand and evaluate scientific reasoning. These skills include identifying the goals of scientific reasoning and recognizing how science manages to succeed or fail at reaching those goals. We will examine both the general features of a good argument and the specific techniques of argumentation used in science. We will pay attention to particular issues such as the use and misuse of statistics and experiments. Examples of scientific reasoning will be drawn from historical sources, current public controversies, and the work of actual scientists. No knowledge of science or mathematics beyond the high school level is assumed.

**X 220 Issues in Science: Humanistic (3 cr.) (Spring) (A&H)**

**X 223 Issues in Science: Social and Historical (3 cr.) (Fall) (S&H) Topic: Environmental History.**

**X 226 Issues in Science: Natural and Mathematical (Fall) (N&M) Cat** *Topic: History and Philosophy of Physics.* This course surveys a selection of cultural and philosophical issues in the history of physics, from the time of Galileo to the twentieth century, without requiring much technical knowledge of physics. The course will begin with the questions, Why did Copernicus and others believe that the Sun is at the center of the universe? Should we? (The first revolution in the picture of the cosmos got Galileo in trouble with the Church; but how good was his evidence?) Why should we trust numbers to describe the world? (How bookkeeping and philosophy promoted the language of numbers as the reliable description of facts.) Other issues are how propagation of motion by contact action (think bowling or pool) was considered more intelligible than action at a distance, whether space is a real thing containing the bodies in the

universe, whether matter can really be hard, how precise measurements of the properties of beer (recommended, along with tea, by the British government as an alternative to drinking polluted water) led to the principle of energy conservation, how energy conservation required elastic atoms, how Einstein's most famous theory of relativity did not claim that everything is relative but changed how energy, matter, space and time were understood.

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## Honors Seminars (HON)

The Hutton Honors College (HHC) sponsors approximately 100 departmental courses for freshmen and sophomores, courses ranging over a wide variety of disciplines and interdisciplinary studies. Enrollment in these honors courses is usually open to all Honors students regardless of intended major.

The HHC also offers 200-level topical seminars in the areas of Arts and Humanities (H 203), Social and Historical Studies (H 204), and Natural and Mathematical Sciences (H 205). These may also be used to fulfill the Topics requirement of the College of Arts and Sciences. Enrollment is open to all Honors students, regardless of prospective major, and, again, these 3 credit seminars have a maximum enrollment of 22. See p. 9.

In addition, the HHC offers the following seminars:

**H 211-H 212 Introductory Honors Seminar (3-3 cr.) (Fall, Spring)** Honors students may enroll in either or both terms. H 211 and H 212 count toward the Topics requirement. Inquiries may be directed to the Hutton Honors College, (812) 855-3555.

**H 211 Ideas and Experience I (3 cr.) (Fall, Spring) (A&H)** *College Intensive Writing section* Students read books by authors who have influenced the course of world civilization from antiquity to the Enlightenment, such as Homer, Sophocles, Plato, Epicurus, Virgil, Dante, Boccaccio, Machiavelli, Shakespeare, Montaigne, Galileo, Pascal, Descartes, Hobbes, Locke, and Voltaire.

**H 212 Ideas and Experience II (3 cr.) (Fall, Spring) (S&H)** *College Intensive Writing section* Students study the sources of modern thinking in the works of writers such as Rousseau, Goethe, Wordsworth, Shelley, Darwin, Dickens, Marx, Douglas, Dostoevsky, Nietzsche, Freud, Weber, Einstein, Mead, Kafka, DeBeauvoir, Sartre, and Camus.

For detailed course descriptions and the latest updates on offerings, please see the Hutton Honors College Web site at [www.indiana.edu/~iubhonor/](http://www.indiana.edu/~iubhonor/), and click on "Honors Courses."

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## Human Biology (HUBI)

**B 101 The Human Organism (3 cr.) (Fall, Spring) (N&M) C:** *HUBI B-102.* Integrated study of human physiology, metabolism, genetics, evolution, environment, behavior, and culture examined through cases and collaborative learning to emphasize the scientific method and uncertainty as fundamental to scientific inquiry and discovery. Content will align with the expertise of faculty, student learning interests, and complex problems facing a global society.

**B 102 Seminar in the Human Organism (1 Cr.) (Fall, Spring) C:** *B 101.* Interdisciplinary, interactive, and community-building seminar promoting student-guided exploration of questions uncovered in B 101. Students will deepen their understanding through written and oral work and projects. The seminar topics vary each semester.

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## Hungarian (CEUS)

See "Foreign Languages."

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## India Studies (INST)

See also "Foreign Languages."

**I 212 The Civilization of Tibet (3 cr.) (Fall) (S&H) Spering** This course introduces the student to Tibetan civilization. Making extensive use of slides and other audiovisual materials, it covers, in a general and introductory manner, areas that are dealt with individually and in depth in more specialized courses in the Tibetan Studies Program of the Department of Central Eurasian Studies. Topics that will be treated in this course include Tibet's literature, art, religion, society, history, and language. The course is strongly recommended for undergraduates intending to take higher-level courses in the department's Tibetan Studies Program. Meets with CEUS-U 284.

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## Informatics (INFO)

**Y 100 Exploring Informatics and Computer Science (1 cr.) (Fall, Spring) Brown** Technology is everywhere and how it relates to the world today is very important to the future. The objective of this course is to offer students an opportunity to explore the many tracks within the fields of informatics and computer science, while also learning about the multiple careers available to students majoring in the fields. Emphasis will be placed on the various ways technology affects the work world and how students can tailor a major to their individual interests.

**I 101 Introduction to Informatics (4 cr.) (Fall, Spring) P:** *This course assumes students have basic computer literacy. Students who need this background are advised to take CSCI-A 110, INFO-I 110, or INFO-I 111.* Emphasis on topics in human-computer interaction and human factors, collaborative technologies, group

problem solving, ethics, privacy, ownership of information and information sources, information representation and the information life cycle, the transformation of data to information, and futuristic thinking.

**H 101 Introduction to Informatics: Honors (4 cr.) (Fall, Spring)** This course provides an expanded and enriched treatment of the material in I 101. Credit given for only one of I 101 or H 101.

**I 130 Introduction to Cybersecurity (1 cr.) (Fall) (Eight weeks) P or C:** *INFO-I 101* This course introduces students to cybersecurity. The course will focus on introduction to three core areas (technical, organizational, and legal aspects of security). Through examples of security problems in real life, this course will illuminate fundamental ideas and concepts of information security.

**I 201 Mathematical Foundations of Informatics (4 cr.) (Fall, Spring) P:** *MATH-M 118 and INFO-I 101.* An introduction to the suite of mathematical and logical tools used in information sciences, including finite mathematics, automata and computability theory, elementary probability and statistics, and basics of classical information theory. Credit given for either INFO-I 201 or COGS-Q 250.

**I 202 Social Informatics (3 cr.) (Fall, Spring) P:** *INFO-I 101.* Introduces the social and behavioral foundations of informatics. Theoretical approaches to how technology is used from psychological and sociotechnical perspectives. Examples of how current and emerging technologies such as games, e-mail, and e-commerce are affecting daily lives, social relations, work, and leisure time.

**I 210 Information Infrastructure I (4 cr.) (Fall, Spring) P or C:** *INFO-I 101.* The software architecture of information systems. Basic concepts of systems and applications programming. Cross-listed with CSCI-A 201. Credit given for only one of the following: INFO-I 210, CSNI-N 331 (IUPUI), or CSCI-A 201 (IUB).

**I 211 Information Infrastructure II (4 cr.) (Fall, Spring) P:** *INFO-I 210.*

## Interior Design (AMID)

**D 168 Beginning Interior Design (3 cr.) (Fall, Spring)** This course develops an understanding of the elements and principles of design basic to the visual environment. In addition to applying these elements and principles to a variety of spatial problems, the class emphasizes the development of craft skills and the mastery of basic architectural drafting and lettering. The course is laboratory (studio) based, with short lectures. There are six contact hours per week. Prospective students should be aware that because of the nature of the subject, the work is intense, and the cost of supplies is high. Lab fee.

**D 191 Design Studies: Form and Function (3 cr.) (Fall)** In this introductory course, students will learn about the decisions designers make to shape the objects they encounter every day and the effects of those decisions on those of us who interact with them. Features lectures and hands-on projects examining designs as diverse as toothbrushes, iPods, bicycles, and buildings.

## International Studies (INTL)

**I 100 Introduction to International Studies (3 cr.) (Fall, Spring) (S&H)** This introductory, interdisciplinary core course exposes students to the various academic approaches essential to international studies and to the various tracks comprising the major.

**I 201 Culture and the Arts: International Perspectives (3 cr.) (Fall, Spring) (A&H)** Introduction to approaches and issues in the study of culture and the arts internationally. Central to the course is the theoretical concept of the arts as forms of cultural expression, representation, and transformation. The course explores the relations between culture, arts, and identity, and it examines the mechanisms and sites through which the arts and culture are disseminated globally.

**I 202 Health, Environment, and Development (3 cr.) (Spring) (S&H)**

**I 203 Global Integration and Development (3 cr.) (Fall, Spring) (S&H)** Focuses on the interaction between social, political, and economic forces and human development conditions at global, national, and subnational scales.

**I 204 Human Rights and Social Movements: International Perspectives (3 cr.) (Fall, Spring) (S&H)** Introduction to basic issues relating to human rights and social movements, emphasizing the differing ways that these topics are addressed in various disciplines and thought about within various global communities.

**I 205 International Communication (3 cr.) (Fall, Spring) (S&H)** Examination of global communication as a process governed by culture-specific and institution-specific rules. Semiotic aspects of mediation are covered, as well as nation and state mediation in mass communication (including the setting of policy

on language and the arts) and the role played by intent, power, gender, and politics in interethnic and intraethnic interaction.

**I 206 Nations, States, and Boundaries (3 cr.) (Fall, Spring) (S&H)** Introduction to the development of the modern state and notions of nationalism that shape the world's political identities, dominate international relations, and define stateless peoples' positions, as well as the role of international institutions in mediating and regulating relations among states.

## Italian (FRIT)

See "Foreign Languages."

## Japanese (EALC)

See "Foreign Languages."

## Jewish Studies (JSTU)

See "Hebrew (modern)" and "Yiddish" under Foreign Languages and cross-listed courses that are recommended for new students: College of Arts and Sciences Topics courses: COLL-E 103 Power, Politics, and Piety: The Struggle for the Holy Land in Israel/Palestine; COLL-E 103 Theism, Atheism, Existentialism; COLL-E 103 Who Wrote the Bible; History HIST-H 251 (Fall), HIST-H 252 (Spring); or Religious Studies REL-R 245 (Spring).

**C 240 Contemporary Israeli Culture (3 cr.) (Fall) (A&H) S. Katz** Survey of contemporary Israel for those who are contemplating going there, have been there or anyone interested in understanding current events, Israel's cultural variety, and the society and life of modern Israel. Redressing the often stereotypical and simplistic presentation of Israel and its complex society, this course will focus on a number of seminal features that make it seem contradictory: old and new, Middle-Eastern and Western, religious and secular, idealistic and real. In this course we will learn of the leading issues that comprise Israel's popular and high culture, its ideologies and daily practices. Among these we will examine the history of the land, its diverse ethnic and religious groups, its democratic institutions and system of government, music, film, art, and communal lifestyles. By means of video, music, and a selection of readings, students will be informed about a number of issues meant to be representative of this ancient yet modern society. The central topics for the coming session will include a survey of the recent elections, issues of geography and borders, ethnic and religious diversity, its governmental institutions and multi-party system, cities and rural social systems stemming from ideological beliefs. Central to these will be the Israeli kibbutz, or communal society, and other cooperative communities.

## Journalism (JOUR)

To see a list of courses that meet requirements as you prepare for orientation, visit the School of Journalism Web site: [www.journalism.indiana.edu](http://www.journalism.indiana.edu). Click on "Undergraduate Studies"; then click on "Undergraduate Academics" and "Undergraduate Advising." On that page, see "Fall 2009 Freshman Course Selection Guidelines" for the list of courses.

**C 201 Topics in Journalism (3 cr.) (Fall, Spring) (Second eight weeks) Topic: Hot Topics in the Media** This course will concentrate on specific "hot" topics in the arenas of media ownership, democratic politics, technology, ethics and law, professional media industry codes, consumer culture, and social movements. Using these hot topics as case studies and points of entry into the history and development of the media, the lectures will illuminate the roles of institutions, individuals, and audiences in shaping news, advertising, and entertainment programming. Invited guest speakers will share their areas of expertise in journalism and media studies. Course lectures will include PowerPoint presentations, videos, and brief classroom exercises. **Will not count toward journalism major requirement.**

**J 110 Foundations of Journalism and Mass Communication (3 cr.) (Fall, Spring)** The major goal of this core course is to study the structure, functions, and effects of U.S. mass media. It will cover the history, ideas, and theories that have shaped U.S. journalism and mass communications. Current news events will be studied and discussed. Topics will include history of the press, theories of mass communication, and First Amendment issues. Types of media will include newspapers, magazines, radio, television, advertising, photojournalism, public relations, film, entertainment, and the Internet. Study of ethical, gender, and racial issues will also be included. This course may be used for admission to the School of Journalism. It may also be taken by nonmajors and exploratory students.

**J 155 Research Techniques for Journalists (1 cr.) (Fall, Spring) (Eight weeks)** A required 1 credit online course that provides training in techniques of gathering information essential to reporting for the media. This course is usually taken concurrently with JOUR-J 200.

**J 200 Reporting, Writing, and Editing I (3 cr.) (Fall, Spring) P: ENG-W 131 or its equivalent.** This core course introduces students to reporting, writing, and editing skills. Students learn to develop story ideas, gather information, combine verbal and visual messages, edit their work, and present their stories for a variety of media. Class is a lab format that mixes discussion and hands-on work using the computer technology in the lab. This course is usually taken concurrently with JOUR-J 155 and may be used for admission to the School of Journalism. It may also be taken by nonmajors and exploratory students.

**J 210 Visual Communication (3 cr.) (Fall, Spring)** This core course combines lecture and lab. Focus is “visual literacy.” Students acquire knowledge, ideas and values about history, ethics, theory, principles, and the power of visual communication. Through the lab, they learn to tell stories in still photography and videography and create effective print design. This course may be used for admission to the School of Journalism. It may also be taken by nonmajors and exploratory students.

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## Korean (EALC)

See “Foreign Languages.”

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## Labor Studies (LSTU)

**L 100 Introduction to Unions and Collective Bargaining (3 cr.) (Fall, Spring, Summer)** This introductory course examines the many facets of labor studies. We will learn how unions function and the contributions they have made to the American landscape. The course will provide an overview of the U.S. labor movement’s triumphs and tragedies throughout history, as well as the struggles working people face today. Finally, we will examine a contemporary labor struggle as a vehicle to explore changing labor-management relations, the U.S. government’s role, and internal struggles within the labor movement itself. *Web-based course offered through OnCourse.*

**L 101 American Labor History (3 cr.) (Fall, Spring)** A history for the rest of us... most history textbooks are crammed with stories of presidents, generals, and captains of industry. Where are the chapters about the working people whose lives and efforts built this country? This course seeks to fill in the gaps and “silences” of American history as most of us have learned it. This course will offer a survey of the origin and development of the American labor movement from colonial times to the present. The struggle of working people to achieve dignity and security will be examined from social, economic, and political perspectives. *Web-based course offered through OnCourse.*

**L 110 Introduction to Labor Studies: Labor and Society (3 cr.) (Fall, Spring, Summer)** This course is an interdisciplinary exploration of the broad range of issues that are included in the discipline of labor studies. Topics may include labor’s role as an advocate of social policy, labor relations in the United States as compared with other countries, the changing nature of work, the relationship of working lives to our non-work lives, and how economic change affects us. *Web-based course offered through OnCourse.*

**L 230 Labor and the Economy (3 cr.) (Fall) Duggan (Spring, Summer)** Web-based course Fall and Summer through OnCourse; on campus in Spring. This course is an introduction to the situation of workers and households in the U.S. economy, as well as a framework to understand the global economy. We will analyze techniques of worker control, productivity growth, the

determinants of the profit rate, and the effects of social policy and macroeconomic policy on workers’ bargaining power. This course requires no background in economics—we will learn the basic tools necessary for analyzing work and organized labor using both mainstream economics and political economy perspectives.

**L 290 Working Class Hollywood: Labor Issues in Popular American Films (1 cr.) (Fall) (Second eight weeks) Yaudes** Within the contemporary American workplace, the push for unions, the process of globalization, and the possibility of discrimination based upon gender, race, or sexual orientation usually define employees’ relationships with each other, with management, and with society at large. Such issues also shape workers’ conceptions and interpretations of their workplace culture. This course will use fictional film as a tool with which to examine these matters that are fundamental to American labor. Students will view particular popular films that address efforts to unionize, the effects of global marketing and industrialization, and the threat from gender and sexual discrimination on the job. Class discussions will compare these cinematic representations with the “actual” experiences of ordinary American workers.

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## Latin (CLAS)

See “Foreign Languages.”

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## Latino Studies (LATS)

**L 101 Introduction to Latino Studies (3 cr.) (Fall, Spring) (S&H)** This course is intended to provide an introduction to and overview of Latino issues. The course will begin with a brief overview of the histories of the major Latino national origin groups in the United States. The bulk of the course will examine a number of topics and issues that are key to understanding contemporary Latinos, e.g., immigration, language, education, and employment, and focus on increased awareness of the impact and social needs of this growing population. Required for Latino studies minor. For information about Latino studies, visit [www.indiana.edu/~latino](http://www.indiana.edu/~latino).

**L 102 Introduction to Latino History (3 cr.) (Fall, Spring) (S&H)** General inquiry into the historical and cultural heritage of Latina/os who have lived or are currently living in what is today the United States. Through readings and discussion of major texts, this course studies varied histories of Mexican, Puerto Rican, Cuban, and other Latin American peoples in the United States, with a special view toward convergence and congruencies along political and cultural lines. Students will develop an understanding of the impact and the roles played by Latino men and women in the formation and development of U.S. society. Required for Latino studies minor. For information about Latino studies, visit [www.indiana.edu/~latino](http://www.indiana.edu/~latino).

**L 105 Diversity by the Numbers (3 cr.) (Fall) (N&M) Martinez** This course introduces methods used by social scientists to produce statistics such as averages, proportions, rates, probabilities, standard deviation, variance, and correlations. With these quantitative tools, students will use an existing database to analyze, produce, and present their own original projects. By learning to read, interpret, evaluate, and produce graphical information and statistics on the Latino population in comparison to other racial/ethnic groups, this class will allow students to build on each other’s work to create a more systematic analysis of the complexities and increasing heterogeneity of the U.S. population.

**L 396 Seminar in Latino Studies (3 cr.) (Fall, Spring) (S&H)**

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## Leadership, Ethics, and Social Action (LESA)

**L 105 Beyond the Sample Gates (3 cr.) (Fall) (S&H)** Education for democracy, to develop citizenship and civic skills, is work with real consequences about real issues. How can you take your own self-interests and work with those who are different from you to find common ground on which to stand to take action? What skills can you develop to increase your effectiveness for public life, as a citizen and a leader? In this course, you will have opportunities to read, discuss, analyze, reflect, and go beyond the classroom context. You will explore Bloomington’s assets, resources, and needs as you build your understanding and relationships in the greater community. You will be challenged to engage more deeply with your learning and your personal development to analyze leadership and public communication. The ‘texts’ for the course include various written sources, your work in the community, and your self-analysis and reflection. You will be encouraged to follow your own questions to a deeper level—to enjoy taking your own ideas seriously enough to work them out in logical detail and to give them the language they deserve for the consideration of others. For further information, contact [lesa@indiana.edu](mailto:lesa@indiana.edu). Check the website at <http://www.iub.edu/~lesa>. This course is also approved for College of Arts and Sciences Topics credit.

## Library and Information Science (SLIS)

**L 161 Library Skills and Resources (1 cr.) (Fall, Spring) (12 weeks)** Open to any undergraduate, this course provides students with a solid foundation upon which to build their research skills in any field. Students learn to use information resources of all kinds, including the IU Libraries' online catalog; print and automated indexes for magazine, newspaper, and journal articles; government publications; and automated resources including the World Wide Web. Students will learn efficient research methods, the structure and organization of information resources, and how to find and evaluate information in any library setting for any class and for personal interests. Out-of-class assignments provide practice in planning research for a term paper or speech and in using specific resources to locate information.

## Linguistics (LING)

**L 103 Introduction to the Study of Language (3 cr.) (Fall, Spring, Summer) (S&H)** This course is a general introduction to the nature of language; no previous knowledge of linguistics is assumed. The first part of the course discusses the core areas of language study: the study of words (morphology), sentences (syntax), meaning (semantics), and sounds (phonetics). With this as background, the second part of the course deals with language-related issues. These issues include such topics as dialect, American Sign Language, language acquisition, the brain and language, bilingualism, and the Ebonics controversy. By the end of the semester, the students should be familiar with the systematic methods for studying language and be aware of the fundamental similarities of all human languages that have an impact on our society.

**L 303 Introduction to Linguistic Analysis (3 cr.) (Fall, Spring, Summer) (N&M)** This course provides students with an introduction to some of the techniques and rationale for linguistic analysis of various aspects of language. The course includes two or three divisions focusing on sound structure (phonology) or word structure (morphology) in various languages, and sentence structure (syntax), with an emphasis on understanding English grammatical structure. The course emphasizes students' competence in doing analysis of aspects of various languages, including English.

## Macedonian (SLAV)

See "Foreign Languages."

## Mathematics (MATH)

**M 014 Basic Algebra (4 cr.) (Fall, Spring) R:** *One year of high school algebra.* M 014 starts at the beginning of algebra, but it moves so quickly that it is difficult for a student with no algebra background to keep up. M 014 is designed to provide algebraic skills needed for future mathematics courses such as M 025 or M 118. It discusses operations with algebraic fractions, exponents, and radicals; polynomials; linear equations and inequalities; elementary graphs; and sets. Credit may not be applied toward a degree in most programs.

**M 018 Basic Algebra for Finite Mathematics (2 cr.) (Fall, Spring, Summer) (Eight weeks) P:** *One year of high school algebra.* Provides students with basic mathematics skills needed for the successful completion of finite mathematics (M 118 or D 116/D 117). It is a good choice for underprepared students who plan to take finite mathematics but do not need to take a course in precalculus or calculus. (Students who need to prepare for both M 118 and M 119 should take M 014 or M 014/M 025 instead of X 018.)

**M 025 Precalculus Mathematics (3 cr.) (Fall, Spring, Summer) P:** *Two years of high school algebra or M 014, and one year of high school geometry.* M 025 covers the material in second-year algebra and precalculus mathematics (college algebra) using a more sophisticated, "function" point of view. A student who does not feel prepared for M 025 may want to take M 014. This course is designed to prepare you for both Brief Survey of Calculus/M 119 and Calculus I/M 211. (For M 211, you may also need trigonometry, M 026.) Emphasis is placed on the algebra of the real number system, solving equations, graphing functions (linear, general polynomial, and rational), and working with both exponential and logarithmic functions. Credit may not be applied toward a degree in most programs (ask your advisor), and a grade of C– or higher is needed to satisfy the College mathematics fundamental skills requirement.

**M 026 Trigonometric Functions (2 cr.) (Fall, Spring) P:** *M 025 or a strong high school background in algebra (e.g., two years of algebra with A's or B's).* M 026 develops the properties of the trigonometric functions to prepare for calculus, M 211. A strong mathematics student may be able to take M 025 and M 026 at the same time. Credit may not be applied toward a degree in most programs.

**M 027 Precalculus with Trigonometry (4 cr.) (Fall, Spring) P:** *Two years of high school algebra or M 014, and one year of high school geometry.* This course is designed to prepare students for Calculus/M 211. The general content of both M 025 and M 026 is included, with emphasis placed on exponential, logarithmic, and trigonometric functions at a more sophisticated level and pace. Credit may not be applied toward a degree in most programs, and a grade of C– or higher is needed to satisfy the College of Arts and Sciences mathematics fundamental skills requirement. Only one additional hour of

credit is given for M 027 after M 025 or A 025; only 2 additional hours of credit are given for M 027 after M 026.

**A 118 Finite Mathematics for the Social and Biological Sciences (3 cr.) (Fall) (N&M) Wheeler P:** *Two years of high school algebra or M 014.* Quantitative reasoning (elementary combinatorics and probability; examples of statistical inference), linear modeling, game models of conflict, and methods and theory of social choice. Applications to genetics, medical diagnosis, law, finance, social science research, ecology, and politics. Credit given for only one of A 118, M 118, or the sequence D 116-D 117.

**D 116 Introduction to Finite Mathematics I (2 cr.) (Fall, Spring) P:** *Two years of high school algebra or M 014.* Students should be able to work accurately with fractions and decimals, graph linear equations, and solve two linear equations in two unknowns. Students who lack these skills will want to take M 014. This is the first course in a two-course sequence that covers all material presented in M 118. The sequence is for students who are at least minimally prepared for M 118 but who find it difficult to learn mathematical concepts at a fast pace. Topics covered in D 116 include sets, counting techniques, and basic probability.

Enrollment in D 116 is by authorization only and will be recommended to appropriate students by advisors. No credit is awarded toward graduation in D 116 until D 117 is successfully completed. Students must earn a grade of C– or higher in D 116 to advance to D 117.

**D 117 Introduction to Finite Mathematics II (2 cr.) (Fall, Spring) P:** *Two years of high school algebra or M 014 and a grade of at least C– in D 116.* This is the second course in the sequence and covers topics such as linear programming, matrix algebra, and Markov Chains, preceded by a brief review of related topics from algebra. Completion of the D 116-D 117 sequence will fulfill the fundamental skills math requirement for majors in the College of Arts and Sciences and the School of Journalism, and credit for one N&M distribution course will be awarded. Credit is given for only one of the following: the sequence D 116-D 117 or M 118 or A 118. N&M distribution credit given only upon completion of both D 116 and D 117.

**M 118 Finite Mathematics (3 cr.) (Fall, Spring, Summer) (N&M) P:** *Two years of high school algebra or M 014 or M 018.* Skill with solving word problems is required. Students should also be able to work accurately with fractions and decimals, graph linear equations, and solve two linear equations in two unknowns. A student who lacks these skills will want to take M 014. M 118 discusses set theory, techniques of counting, probability, linear systems, matrices, and linear programming. M 118 also includes applications to business and the social sciences. Credit given for only one of M 118, S 118, A 118, or D 116-D 117.

**S 118 Honors Finite Mathematics (3 cr.) (Fall) (N&M) P:** *Mastery of two years of high school algebra.* Skill with solving word problems is required. *R:* *Mastery of three years of high school algebra*



and geometry is desirable. S 118 is designed for students who have good mathematical ability. It covers all material in M 118 and additional topics from statistics and game theory. Computers may be used in this course, but no previous experience is assumed. Credit given for only one of M 118, S 118, A 118, or D 116-D 117.

**M 119 Brief Survey of Calculus I (3 cr.) (Fall, Spring, Summer) (N&M)** *P: Two years of high school algebra. Skill with most of the content of high school algebra or M 014 is very important. Students must be able to solve linear and quadratic equations; simplify algebraic fractions; graph linear and quadratic functions; and have done previous work with fractional and negative exponents, exponential functions, and logarithms. A student who lacks these skills will want to take M 014 or M 025.* M 119 is an introduction to calculus designed primarily for students in business and the social sciences. No credit is given for M 119 after M 211. Only one additional hour of credit is given for M 211 after M 119.

**M 211 Calculus I (4 cr.) (Fall, Spring, Summer) (N&M)** *P: M 025 and M 026, M 027, or a good high school background that includes mastery of the material of two years of high school algebra and trigonometry.* M 211 covers functions, limits, continuity, derivatives, graphs of functions, definite and indefinite integrals, and applications. A student who has not mastered the material in trigonometry should take M 025 and M 026, or M 027, before taking M 211. Credit given for only one of M 119, M 211, COLL-J 113.

**M 212 Calculus II (4 cr.) (Fall, Spring, Summer) (N&M)** *P: M 211.* M 119 is not adequate preparation for M 212. M 212 covers techniques of integration, infinite series, improper integrals, and applications.

**S 212 Honors Calculus II (4 cr.) (Fall) (N&M)** This is a course for students with excellent mathematical ability and high motivation. The course is designed for two groups of students: 1) entering freshmen who have received credit for M 211 through either the CEEB AP exam or the IUB Calculus Advanced Placement Exam; and 2) students who have just completed M 211 and excelled in it. S 212 covers all of the material in M 212 and additional material of a theoretical nature. The course is taught at a level of mathematical sophistication above that of M 212.

**M 213 Accelerated Calculus (4 cr.) (Fall) (N&M)** *P: A one-year high school calculus course.* Admission into the course is based on a placement exam. M 213 is designed for students who took one year of calculus in high school but have not received college credit. M 213 begins with a review of differentiation and integration of functions and the applications that are normally covered in M 211 or a high school calculus course. This review lasts about five weeks. Then the course covers the topics in M 212: techniques of integration, infinite series, improper integrals, and applications. Students completing M 213 with an A or B may receive credit for M 211. Credit given for only one of M 213, M 212.

**M 301 Linear Algebra and Applications (3 cr.) (Fall, Spring) (N&M)** *P: M 212 or both M 211 and CSCI-C 241. R: M 212.* Solving systems of linear equations, matrix algebra, determinants, vector spaces, eigenvalues, and eigenvectors. Selection of advanced topics. Applications throughout. Computer used for theory and applications. Credit given for only one of M 301, M 303.

**M 303 Linear Algebra for Undergraduates (3 cr.) (Fall, Spring, Summer) (N&M)** *P: M 212 or both M 211 and CSCI-C 241. R: M 212.* Class introduces the theory of real and complex vector spaces. It covers coordinate systems, linear dependence, bases, linear transformations and matrix algebra, determinants, and rank.

**M 311 Calculus III (4 cr.) (Fall, Spring, Summer) (N&M)** *P: M 212.* Class covers the elementary geometry of 2, 3, and n-space, functions of several variables, partial differentiation, minimum and maximum problems, and multiple integration.

**K 310 Statistical Techniques (3 cr.) (Fall, Spring) (N&M)** *P: M 119 or equivalent.* Introduction to probability and statistics. Elementary probability theory, conditional probability, independence, random variables, discrete and continuous probability distributions, measures of central tendency and dispersion. Concepts of statistical inference and decision: estimation, hypothesis testing, Bayesian inference, statistical decision theory. Special topics discussed may include regression and correlation, time series, analysis of variance, nonparametric methods. Credit given for only one of MATH- or PSY-K 300, K 310; CJUS-K 300; ECON-E 370 or S 370; LAMP-L 316; SOC-S 371; SPEA-K 300; or STAT-S 300.

**T 101 Mathematics for Elementary Teachers I (3 cr.) (Fall, Spring, Summer)** *P: M 014, M 018, or a score of at least 10 on the Math Skills Assessment.* Elements of set theory, counting numbers. Operations on counting numbers, integers, rational numbers, and real numbers. Open only to elementary education majors.

**T 102 Mathematics for Elementary Teachers II (3 cr.) (Fall, Spring, Summer)** *P: T 101.* Sets, operations, and functions. Prime numbers and elementary number theory. Elementary combinatorics, probability, and statistics. Open only to elementary education majors. Students may enroll concurrently in T 102 and T 103 if they have the approval of an academic advisor.

**T 103 Mathematics for Elementary Teachers III (3 cr.) (Fall, Spring, Summer)** *P: T 101.* Descriptions and properties of basic geometric figures. Rigid motions. Axiomatics. Measurement, analytic geometry, and graphs of functions. Discussion of modern mathematics. Open only to elementary education majors. Students may enroll concurrently in T 102 and T 103 if they have the approval of an academic advisor.

## Medical Sciences Program (ANAT, MSCI, and PHSL)

**A 215 Basic Human Anatomy (5 cr.) (Fall, Spring, Summer II) (N&M)** This course is team taught by medical sciences faculty. An organ systems approach to the study of the human body, including microscopic and gross structure. The course starts with an introduction to basic cell structure and tissue construction and continues with the coverage of all human systems, with emphasis on the musculoskeletal, cardiovascular, reproductive, and nervous systems. Bones, models, and prosected cadavers are used to study the topics concurrently in the laboratory.

**M 131 Disease and the Human Body (3 cr.) (Fall, Spring) (N&M)** *Suitable for non-science majors at all levels. Basic science knowledge is advantageous but not necessary.* This course is team taught by medical sciences faculty. Provided will be a description of a disease or injury and a discussion of the normal anatomy and physiology of relevant body systems and the alterations that are due to the disease or injury. Included will be various drug and other medical interventions that can be used to diagnose and treat the diseases or injuries.

**M 216 Medical Science of Psychoactive Drugs (3 cr.) (Fall, Spring)** An entry-level examination of the biological mechanisms underlying the effects of psychoactive drugs. Drug actions in the brain, spinal cord, heart, lungs, liver, and other organs and tissues will be detailed. Molecular mechanisms and genetic factors involved in drug-induced therapeutic and adverse effects will be emphasized.

**P 215 Basic Human Physiology (5 cr.) (Fall, Spring, Summer II) (N&M)** Not recommended for first-term freshmen. It is recommended that students complete A 215 before enrollment in P 215. This course is team taught by medical sciences faculty. An organ systems approach to the study of human body function. Presentation begins with basic cell function and communication systems of the body, progressing to control systems, defense mechanisms, transport, gas exchange, and balancing of nutrients, water, and electrolytes. Focus for the course is on how organ systems contribute to essential metabolic activity and the maintenance of homeostasis. The laboratory emphasizes the application of material presented during lectures and is a required part of this course.

## Mongolian (CEUS)

See "Foreign Languages."

## Music (MUS)

The Jacobs School of Music offers a wide variety of courses for non-music majors and welcomes their participation in private lessons, courses, and ensembles. For more specific information on special non-music major courses or for general information on the Jacobs School of Music, please direct your questions to the Music Undergraduate Office, Merrill Hall, (812) 855-3743.

### BALLET AND JAZZ DANCE

#### J 100 Ballet Elective (2 cr.) (Fall, Spring)

Introductory course open to all students. This course is repeatable. Students wishing to enroll in any course other than J 100 may obtain further information by calling the Department of Ballet, Musical Arts Center 308, (812) 855-6787.

**J 210 Jazz Dance (1 cr.) (Fall, Spring)** A study of jazz dance, including early jazz and musical comedy as well as contemporary styles.

### CHORAL ENSEMBLES

#### X 001 All-Campus Choruses (Non-music majors only) (1 cr., no tuition fee) (Fall, Spring)

The chorus meets on Tuesday and Thursday evenings from 7 to 8:30 p.m. and performs one concert at the end of each semester. No audition is required for the All-Campus Chorus, but smaller, specialized ensembles often are formed from within the chorus that may require an audition. These ensembles are formed when the enrollment in X 001 is large enough to accommodate specialized groups. Enrollment in X 001 serves the non-music major who wishes to sing while pursuing a degree outside the Jacobs School of Music. While music majors are welcome, X 001 will not satisfy their required Jacobs School of Music ensemble requirement.

**X 060 Early Music Ensemble (2 cr., no tuition fee) (Fall, Spring)** *Concentus* is a small vocal and instrumental ensemble specializing in early music. The group performs, without a conductor, music of the Middle Ages, the Renaissance, and the Baroque period. Audition is required. For information call the Early Music Institute, (812) 855-4088.

#### X 070 Choral Ensembles (2 cr., no tuition fee)

All music students registering for X 070 and non-music majors who are interested in singing in one of the Jacobs School of Music's major ensembles must plan to audition during the August orientation period. Sign-up sheets will be in the Choral Office, Music Annex, Room 051. Students must keep the 2:30 and 3:30 p.m. hours open until ensemble assignments have been made. For further information, please call the Choral Department, Jacobs School of Music, (812) 855-0427, or check their Web site: [www.music.indiana.edu/som/choral/](http://www.music.indiana.edu/som/choral/).

*Descriptions of ensembles follow:*

**X 070 African-American Choral Ensemble (2 cr., no tuition fee) (Fall, Spring)** The African American Choral Ensemble is one of three performance groups of the Indiana University African American Arts Institute. The ensemble presents the finest in contemporary and traditional African American choral music. The group's repertoire includes spirituals, folk forms, traditional and contemporary gospel music, and formally composed works by and about African Americans. Sojourner, Soul-ACE, and God's Progress—three contemporary gospel groups drawn from the ensemble's membership—provide a special feature on choral ensemble programs, and frequently perform on programs of their own.

**X 070 Contemporary Vocal Ensemble (2 cr., no tuition fee) (Fall, Spring)** The Contemporary Vocal Ensemble at Indiana University is one of the most progressive performing groups in the United States. Dedicated to the study and performance of the vocal and choral art music of the twentieth and twenty-first centuries, it comprises singers, composers, and instrumentalists chosen for their outstanding musical gifts and for their special interest in current music.

**X 070 International Vocal Ensemble (2 cr., no tuition fee) (Fall, Spring)** As a means of building bridges and understanding cultures through music, the International Vocal Ensemble recreates vocal music from outside the Western classical music tradition. In addition to taking the music of these traditions into their memorized repertory, another objective is to develop an understanding of the music in relation to aspects of the culture from which it comes. Music is learned directly from guest teachers from the cultures being studied, over real-time Internet link-ups, and from recorded video and audio models. The ensemble is open to students university wide.

**X 070 Opera Chorus (2 cr., no tuition fee) (Fall, Spring)** The Opera Choruses perform and take part exclusively in the operatic repertoire chosen by the IU Opera Theatre.

**X 070 Pro Arte (2 cr., no tuition fee) (Fall, Spring)** The Pro Arte is a chamber choir of 24–32 select singers that performs Medieval, Renaissance, Baroque, and early Classical choral repertory, as well as a small amount of twentieth century music influenced by these styles. The ensemble often collaborates with the Baroque and Classical Orchestras.

**X 070 The Singing Hoosiers (2 cr., no tuition fee) (Fall, Spring)** The Singing Hoosiers is one of America's premiere collegiate concert show choirs. Averaging 115 members, the Singing Hoosiers feature collegiate performers from the Jacobs School of Music, as well as students with a variety of other majors, from business to chemistry to political science. They perform American popular music, jazz, and Broadway favorites with choreography. The Singing Hoosiers perform several concerts at home on the campus of IU Bloomington each year,

including the Chimes of Christmas concert in December and the Spring Concert. In addition to keeping an active touring schedule, they occasionally perform in opera productions and at athletic events.

**X 070 Symphonic Choir (2 cr., no tuition fee) (Fall, Spring)** The Symphonic Choir is the foundation for any large-scale works performed at the Indiana University Jacobs School of Music. Comprising approximately 40–70 singers, both undergraduate and graduate, the choir specializes in the oratorios and large choral works from the late-Classical period through the twenty-first century. This ensemble is conducted by Choral Department faculty and doctoral students.

**X 070 University Chorale (2 cr., no tuition fee) (Fall, Spring)** The University Chorale is a select chamber choir of 30–40 voices. Singers in the University Chorale come from a wide variety of backgrounds, including organ and church music majors, voice majors, piano and instrumental majors, and non-music majors. The University Chorale performs a rich variety of music during the concert season, ranging from Renaissance to contemporary music.

**X 070 University Singers (2 cr., no tuition fee) (Fall, Spring)** The University Singers is composed of 24–32 of the finest singers carefully selected from the Jacobs School of Music and Indiana University student population. The repertoire has ranged from the Renaissance through the twenty-first century, always delving into the richly varied range of colors available to the virtuoso chamber choir.

**X 070 Women's Chorus (2 cr., no tuition fee) (Fall, Spring)** The IU Women's Chorus performs music from all periods and styles. Ranging in size from 12–30 singers, this ensemble also sings in the annual Christmas performances of Tchaikovsky's *Nutcracker* and often joins forces with other ensembles in large-scale choral productions.

### INSTRUMENTAL ENSEMBLES

**X 001 All-Campus Band (Non-music majors only) (1 cr., no tuition fee; laboratory fee for music) (Fall, Spring)** No audition required. Rental instruments available. Rehearsals one evening per week; concerts and other special events throughout the semester.

**X 001 String Orchestra (Non-music majors only) (1 cr., no tuition fee; laboratory fee for music) (Fall, Spring)** No audition required. Rental instruments available. Rehearsals one evening per week; concerts and other special events throughout the semester.

**X 040 Jazz Bands (2 cr., no tuition fee) (Fall, Spring)** The Jacobs School of Music has four jazz bands. All groups rehearse one and one-half to two hours daily and present a full schedule of concerts. For information on auditions, please consult the Jazz Studies Office, Merrill Hall 218, (812) 855-8546.

**X 040 The Marching Hundred for Music Majors, X 050 for Non–Music Majors (2 cr., no tuition fee) (Fall)** One of the nation’s great university marching bands, with approximately 250 members composed primarily of non–music majors. Rehearsals are daily from 4:10 to 5:45 p.m. Students who are interested should register during summer orientation. Auditions occur during band camp, one week before the start of classes. Please contact the Department of Bands at (812) 855-1372 for audition information and to be placed on their mailing list. Two semesters of marching band are required for Music Education Instrumental (excluding strings) majors.

**X 040 University Concert Wind Band Ensembles (2 cr., no tuition fee) (Fall, Spring)** The Jacobs School of Music has three concert wind band ensembles consisting of music majors—the Wind Ensemble, the Symphonic Band and the Concert Band. Each group numbers around 55 musicians. All groups rehearse daily from 2:30 to 3:45 p.m. and present a full schedule of concerts. These outstanding ensembles perform advanced music from current wind ensemble literature and are involved in advocating and performing recently composed works by major contemporary composers. The Wind Ensemble has performed frequently at national and international conventions and similar venues.

Auditions for Wind Ensemble, Symphonic Band, and Concert Band are held during the first week of classes. Contact the Department of Bands at (812) 855-1372 before classes begin to set up a time.

**X 040 University Orchestras (2 cr., no tuition fee) (Fall, Spring)** The Jacobs School of Music has seven orchestral ensembles—the Philharmonic Orchestra, the Symphony Orchestra, the Concert Orchestra, the University Orchestra, the Chamber Orchestra, the Baroque Orchestra, and the New Music Ensemble. All groups rehearse one and one-half to two hours daily and present a full schedule of concerts. Non–music majors are welcome to audition for membership. For information on auditions, please consult the instrumental ensembles office, SY 246, (812) 855-9804.

## MUSIC APPRECIATION

**Z 100 The Live Musical Performance (2 cr.) (Fall, Spring)** An introduction to music listening through weekly in-class performances. Students have an opportunity to interact with instrumentalists, singers, dancers, choreographers, conductors, and composers. Musical styles include classical, rock, jazz, and world music.

**Z 101 Music for the Listener (3 cr.) (Fall, Spring) (A&H)** Find out what performance caused a riot in 1913, the identity of a nineteenth-century “rock star,” and the composer of the most popular piece for 200 years! In this course, the listener is exposed to diverse types of music through the exploration of European and American classics. After initial units on world music and elements of music-making, the course

flows from the Middle Ages to contemporary times. You do not need a musical background to be in this class, but it is important that you have a love for music.

**Z 111 Introduction to Music Theory (3 cr.) (Fall, Spring) (A&H)** This course is for those who want an introduction to the elements of music, including rhythm and its notation, melody and pitch; scales; major and minor keys; harmony; the keyboard; basic score reading; and the rudiments of composition. By the end of this course, you should have familiarity and some degree of fluency with the language of music, the ability to write down musical ideas in standard notation, and the skills to talk about significant aspects of music that you hear. You do not need to have a musical background to be in this class.

**Z 120 Music in Multimedia (3 cr.) (Fall, Spring)** Focuses on learning to use music creatively and effectively in multimedia. Each student will complete a project that combines music with another type of media, e.g., animation, video, pictures. The software emphasis is on MacroMedia’s *Director*.

**Z 201 History of Rock ‘n’ Roll Music I: Roots of Rock to the British Invasion (3 cr.) (Spring) (A&H)**

**Z 202 History of Rock Music II: The Sixties (3 cr.) (Fall) (A&H) Gass** Learn the history and appreciation of the musical and social trends of the 1960s, from the Beatles and the 1964 British Invasion to Bob Dylan and Folk-Rock, Motown and Soul and the other major mid-sixties artists and styles. The latter part of the course looks at the rock explosion and social upheaval of the late 1960s.

**Z211 Music Theory II (3 cr.) (Fall) (A&H)** For students with a good background in music performance and theory, Z 211 is a better choice than Z 111. While this class will cover the same basic topics (rhythm and its notation, pitch, intervals, melody, major and minor keys, scales, triads, harmony, the keyboard, song composition, score reading), they are covered in more depth.

**Z 250 Choral Masterworks (3 cr.) (Spring) (A&H)**

**Z 260 Music in American Society (3 cr.) (Fall)** Music holds a central place in American life. Whether for religion or politics, for recreation or education, for war or for peace, Americans have made music an indispensable part of their daily existence. Explore music in the United States, its history, and its place in society from the earliest records of musical activity in North America to its many present incarnations. Students will undertake a local music project of their own choosing on music in the Bloomington area. No specialized knowledge of music is required.

**Z 301 Rock Music in the 70s and 80s (3 cr.) (Fall, Spring) (A&H)** A large lecture-oriented course that covers the history of rock music in the 1970s and 1980s. The post-Pepper “splintering” of rock and the ensuing style changes are highlighted.

**Z 315 Film and Music (3 cr.) (Spring) (A&H)**

**Z 373 The American Musical (3 cr.) (Spring) (A&H)**

**Z 385 History of the Blues (3 cr.) (Spring) (A&H)**

**Z 390 Jazz for Listeners (3 cr.) (Fall) (A&H)** The course focuses on how to listen to and what to listen for in jazz. In addition, students will survey and learn how to recognize various historical styles of jazz and major figures who have contributed to the jazz tradition.

**Z 393 History of Jazz (3 cr.) (Spring) (A&H)**

**Z 395 Contemporary Jazz and Soul Music (3 cr.) (Fall) (A&H)** A survey of contemporary jazz and soul (rhythm and blues) music and musicians in the United States. For non–music majors only.

**Z 401 The Music of the Beatles (3 cr.) (Fall) (A&H)** A song-by-song look at the music, lives, and times of this extraordinary group and songwriting partnership. The course focuses on the Beatles’ music and aims to heighten student listening skills as well as foster a deeper appreciation of the Beatles’ music.

**Z 402 The Music of Frank Zappa (3 cr.) (Fall, Spring) (A&H)** A detailed survey of the musical career of rock’s most avant-garde composer. Traces Zappa’s creative output from his early days through his solo projects, his “big band” period, his orchestral productions, and finally his groundbreaking work with the Synclavier. All of Zappa’s commercially released albums are discussed, and students are responsible for a listening list of materials from these releases.

**Z 403 The Music of Jimi Hendrix (3 cr.) (Fall) (A&H)** This course offers a detailed look at the life, music, and career of rock music’s best and most influential guitarist. Jimi’s audio and video performances document his meteoric rise from obscurity to master musician in the few short years before his untimely death.

**Z 404 The Music of Bob Dylan (3 cr.) (Spring)**

## MUSIC EDUCATION

**E 130 Introduction to Music Learning (2 cr.) (Fall, Spring)** Introduction to the philosophy, sociology, and psychology of music. Survey of careers in music, including teaching (school and private), performing, scholarship, publishing, and technical fields. This course fulfills the pedagogy requirement for B.M. degrees.

**E 131 Freshman Colloquium in Music Education (2 cr.) (Fall, Spring)** A study of the organizational procedures, principles, and practices of teaching music in grades K–12. Required of all music education majors during the freshman year.

**E 241 Introduction to Music Fundamentals (2 cr.) (Fall, Spring)** Designed to aid elementary education majors in the School of Education in learning to sing and read music. This course is a prerequisite to EDUC-M 323 Teaching Music in the Elementary School. Students with a musical background can be exempted with credit from E 241 by taking the exemption examination

during the first two class days. The exam consists of two parts: a written/aural test and a practical test.

## MUSIC RECORDING ARTS

**A 101 Introduction to Audio Technology (3 cr.) (Fall)** An introduction to the equipment and techniques employed in audio recording and reinforcement, including basic audio theory, analog recording, and an introduction to digital audio. Restricted to audio technology majors only.

**A 111 Basic Electricity (3 cr.) (Fall)** *P: Two years of high school algebra and MATH-M 025 or its equivalent.* The course addresses the fundamental principles of electricity and magnetism with a review of the necessary algebra. For audio technology majors only or by permission of instructor.

## MUSIC THEORY

Students with background in music theory must take a test for exemption and placement. Contact the Music Theory Office at (812) 855-5716, Simon Hall 225.

**T 109 Rudiments of Music I (3 cr.) (Fall, Spring)** Fundamentals of notation, including scales, key signatures, meter signatures, and rhythmic notation. Ear training and music reading are emphasized. This is a theory course required of music majors. However, it may be taken as an elective by non-music majors with substantial music backgrounds.

**T 151 Music Theory and Literature I (3 cr.) (Fall)** *P: T 109 (or exemption) for music majors and minors. T 109 may be taken concurrently with T 151. Nonmajors should contact the Music Theory Office before enrolling.* Introduction to the literature and analysis of music through detailed study of representative compositions. Introduction to diatonic harmony.

**T 152 Music Theory and Literature II (3 cr.) (Spring)** *P: For accepted or intended music majors and minors, T 151.*

## VOCAL AND INSTRUMENTAL INSTRUCTION

Vocal and instrumental instruction is available to non-music majors as an elective in the areas listed below. Private lesson fees include tuition for a minimum of 2 credit hours plus an applied music fee (\$495 per course). Class instruction, available in piano, guitar, and voice, is exempt from the applied music fee. Except in class piano, guitar, and voice, music reading ability is considered a necessary prerequisite for performance study. Students with no music reading background are encouraged to learn music notation through the course Z 111 Introduction to Music Theory; through the class piano series, P 110-P 120-P 130; or through the guitar class L 101.

## GUITAR

**L 101, L 102, L 103 Guitar Classes I, II, III (2 cr.) (Fall, Spring)** There are three levels for guitar offered for those interested in nonclassical techniques. Some sections meet in residence halls in the evenings. No auditions are necessary for guitar classes. Students must have an appropriate instrument.

**L 101 Beginning Guitar Class (2 cr.) (Fall, Spring)** Introduction to acoustic and classical guitar techniques employed in contemporary guitar finger style and chordal structured music playing, including basic music theory and note reading. No previous experience required.

**L 102 Intermediate Guitar Class (2 cr.) (Fall, Spring)** *Prerequisites: L 101 and/or ability to read music and play chord structures proficiently.* Expanding on acoustic and classical guitar techniques employed in contemporary guitar playing with emphasis on finger-style playing, note reading, and guitar music theory.

**L 103 Advanced Guitar Class (2 cr.) (Fall, Spring)** It is generally assumed that students in the advanced class are highly self-motivated and that they have a solid working knowledge of the entire fingerboard. Course content consists of music and techniques related to solo and ensemble classical guitar playing. A nylon string guitar is recommended but not required.

## PIANO AND VOICE

**P 100 Piano Elective/Secondary (2 cr.) (Fall, Spring)** *P: P 130 or equivalent.* For Jacobs School of Music Majors. Weekly private piano lessons with an associate instructor. Students may demonstrate preparation for P 100 by passing P 130 or by receiving a teacher recommendation for P 100 from a previous class teacher. For information, call the secondary piano coordinator at (812) 855-9009.

**P 110 Beginning Piano Class 1 (2 cr.) (Fall, Spring)** For non-music majors who have had no previous background in piano. Ability to read music notation is not assumed, and students wishing to learn music reading are encouraged to enroll in this course. Study during this semester emphasizes fundamentals of music reading, coordination on the keyboard, and playing of beginning pieces. The basic approach teaches chord patterns that may be used to harmonize right-hand melodies.

**P 120 Beginning Piano Class 2 (2 cr.) (Fall, Spring)** *P: P 110 or equivalent.* This semester continues drill in basic fundamentals and introduces the study of slightly more advanced pieces.

**P 130 Beginning Piano Class 3 (2 cr.) (Fall, Spring)** *P: P 120 or equivalent.* This semester serves as a transition from class to private study and includes study of repertoire at appropriate levels of difficulty.

**V 101 Voice Class (2 cr.) (Fall, Spring)** An introductory course for beginners designed to familiarize students with the use of the voice, develop vocal technique, and practice sight

reading. During the semester students will explore different styles of singing, practice vocal control and breath management exercises, and memorize and present to the class at least three songs. Students will be graded on individual progress, class participation, and preparation.

## PRIVATE PERFORMANCE STUDY

Private performance study for non-music majors is offered under the following titles:

**Z 110 Bassoon, Cello, Clarinet, Double Bass, Euphonium, Flute, Guitar (classical), Harp, Horn, Oboe, Organ, Percussion, Piano, Saxophone, Trombone, Trumpet, Tuba, Viola, Violin, Voice** Instruction consists of one weekly one-hour lesson scheduled by mutual arrangement between student and teacher. Students should consult the list posted outside of Merrill Hall, room 117, the first week of classes to learn their teacher assignment. It is the student's responsibility to contact the assigned teacher to schedule lesson times.

## Near Eastern Languages and Cultures (NELC)

**N 204 Topics in Middle Eastern Culture and Society (3 cr.) (Fall) (S&H)** *Sharani Topic: Post-Taliban Afghanistan and the War on Terror.* The unprecedented terrorist attacks on September 11, 2001, aimed at targets within the United States, prompted the coalition's "War on Terrorism" against Taliban controlled Afghanistan, regarded as the virtual headquarters of global terrorism led by Osama bin Laden and his Al Qaeda terrorist network, who have been implicated in carrying out the attacks. The war on global terror has been waged now for well over five years in Afghanistan, has spawned the invasion of Iraq and greater instability in the Middle East and beyond, without an end in sight. This course will focus on the history, society, economy and political culture of Afghanistan as a multi-ethnic modern nation-state that has been ravaged by a century of internal colonialism, and more recently by foreign invasions, proxy wars and global terrorism. Meets with ANTH-A 200 and CEUS-R 251.

**N 208 Muslim Communities in the West (3 cr.) (Fall) (S&H) Harding** This is a survey course about the social and cultural aspects of the contemporary transnational Muslim communities in Europe and in the United States. The aims of the course are to introduce these communities and their histories of migration to the West; to introduce their cultural and social organizations in Europe and in the United States; to acquaint students with the everyday life of the Muslim communities in the West, and their representations in the media; and to acquaint students with sources of research on contemporary Muslim communities in Europe and the United States. Course material includes books, articles, films (by and about these communities), newspaper articles, broadcasts and various media representations. Classes are a combination of lectures and discussion.

**N 265 Introduction to Islamic Civilization**

**(3 cr.) (Fall) (S&H)** An introduction to medieval Islamic history and culture, emphasizing the historical role of the Islamic religion. Course covers the origins, rise, and middle periods of Islamic civilization to approximately 1800 CE. Topics include pre-Islamic Arabia, the life and times of Muhammad, the Koran and the basic teachings of Islam, the Islamic conquests and the caliphate, and the major aspects of mature Islamic civilization such as law, sects, theology, science, philosophy, mysticism, literature, art, and the relationship between state and religion. Will discuss relevance of these topics for the modern Islamic world.

**Norwegian (GER)**

See "Foreign Languages."

**Optometric Technology/  
Opticianry (TOPT)****V 111 Basic Optics (5 cr.) (Fall) Gerstman**

This course begins with a study of basic optical principles as related to spectacle lenses and leads into how these lenses are used in the correction of visual problems. There are lectures and laboratory exercises in geometrical/theoretical optics. Exercises in geometrical optics include the study of the paths of light in refraction and reflection. Selected optical instruments commonly found in ophthalmic practice are introduced. Examples of optical instruments covered in the laboratory portion are those for viewing the interior of the eye, for determining the curvature of the front corneal surface of the eye, and for finding the power of spectacle lenses.

**V 151 Ophthalmic Procedures 1 (4 cr.) (Fall)**

**Rivron** This course includes techniques and theory used in optometric practice to prepare the student to carry out diagnostic testing procedures. Examples of course content are case history, visual acuity, refractive errors, keratometry and ophthalmometry, visual fields, color vision, eye movements, binocular vision, accommodation, convergence and divergence, visual axis deviation, strabismus, visual pathway, and pupillary reflexes.

**V 153 Ophthalmic Dispensing (4 cr.) (Spring)**

**Pickel** See the Web for description:  
[www.indiana.edu/~deanfac/class.html](http://www.indiana.edu/~deanfac/class.html).

**V 174 Office Procedures (4 cr.) (Fall) Pickel**

Students learn skills necessary to manage an ophthalmic practice. Lecture topics include letter writing, filing, telephone etiquette, appointment systems, recalls, bookkeeping, payroll records, resume writing, and third-party payment plans. In lab, students learn basic skills in e-mail, word processing, using the Internet, spreadsheets, database management, PowerPoint, optometric software, and developing Web pages.

**V 201 Anatomy and Physiology of the Eye**

**(3 cr.) (Fall) Rivron** This course provides an overview of the anatomy and physiology of the human visual system, with particular emphasis on the anatomy of the eye and visual pathway. The brain and nervous system, skull and orbit, and extraocular muscles and eye movements are also discussed. Laboratory work includes microscopic study of the monkey eye, examination of the human skull and brain, and dissection of a mammalian eye.

**Persian (CEUS)**

See "Foreign Languages."

**Philosophy (PHIL)**

The following descriptions are for illustrative purposes only. See the Web for descriptions of individual sections:

[www.indiana.edu/~deanfac/class.html](http://www.indiana.edu/~deanfac/class.html).

**P 100 Introduction to Philosophy (3 cr.)**

**(Fall, Spring) (A&H) Can I doubt everything I think I know? Is there any meaningful freedom of action? Does God (or, for that matter, anyone or anything other than me) exist? Is there even a real world external to our senses? These are just a few of the questions philosophers have pondered. This course approaches such questions via a critical study of classic and contemporary writings, but you will also learn to engage in philosophical reflection of your own.**

This course offers a broad introduction to many fundamental concepts of philosophy. The course will also develop your abilities to think and to write carefully and clearly. Topics planned for fall semester include Appearance and Reality, Divine and Human Nature.

**P 105 Thinking and Reasoning (3 cr.) (Fall,**

**Spring) (A&H) Savion** *Open to freshmen and sophomores only.* In what circumstances does one have to give reasons for one's claims and beliefs? What does the giving of reasons achieve? What are the ways in which reasons can give support for a claim? What makes some reasons strong while others are shaky, and how may one learn to distinguish them?

In this course we undergo, by examining the actual practice of argumentation in various contexts and fields of inquiry, a careful discussion of the nature of good reasoning and critical analysis. Our aim is to help you develop a habit of thought—a skill that will not only enable you to evaluate arguments critically, including the presentations you find in everyday discourse, but will also provide you with the ability to reason by presenting arguments in a sound and intellectually honest way.

**P 135 Introduction to Existentialism (3 cr.)**

**(Fall) (A&H) Spade** Philosophical themes in nineteenth- and twentieth-century existentialism. Topics may include free choice and human responsibility, the nature of values, the influence of phenomenology on

existentialism, and existentialism as illustrated in literature. Readings from some or all of de Beauvoir, Buber, Camus, Heidegger, Husserl, Jaspers, Kierkegaard, Marcel, Nietzsche, and Sartre. No prior knowledge of philosophy is presupposed. This course is also approved for College of Arts and Sciences Topics credit.

**P 140 Introduction to Ethics (3 cr.) (Fall, Spring)**

**(A&H) Baron, Toh, Shapshay** This course is designed to stimulate reflection about a number of issues in ethics and political philosophy. Readings will include great classics and contemporary philosophical writings as well as excerpts of legal cases. Topics will include abortion, free speech, oppression, tolerance, capital punishment, and the relationship between morality and the law.

This course demands critical thinking, close reading, and clear expository writing. While designed as an introduction, the material is by nature often demanding and difficult.

Students will take one midterm exam, write one paper, and take an essay final exam, in addition to completing some short homework assignments. Required text: *On Liberty* by J. S. Mill.

**P 150 Elementary Logic (3 cr.) (Fall, Spring)**

**(A&H) McCarty** This course provides students with a first introduction to basic techniques in modern logic. The bulk of our attention will be directed toward propositional logic—the logic of statements and their interrelations. The principal techniques students encounter here include analysis of statements via symbolization, evaluation of arguments with truth tables, and the representation of inferences using natural deduction derivations. Our treatment of propositional logic will be followed by a briefer excursion into predicate logic—the logic of quantifiers. There, simple symbolizations and natural deduction derivations also play a leading role. Credit is not given for both P 150 and P 250 if P 150 is taken concurrently with P 250 or if P 150 is taken after P 250. In order to earn credit for both, P 150 must be taken before P 250.

**P 201 Ancient Greek Philosophy (3 cr.) (Fall)**

**(A&H)** All of Western philosophy owes an incalculable debt to Plato and Aristotle. Their writings continue to provoke and stimulate students to this day. The modern student learns from them what it means to think philosophically. What better place to begin the philosophical enterprise than with ancient Greek philosophers? The Ionian cosmologists, the Eleatics, the Sophists, Socrates, Plato and Aristotle are the very sources of Western philosophy and, indeed, much of Western culture and thought.

**P 211 Early Modern Philosophy (3 cr.) (Fall)**

**(A&H) Abramson**

**P 250 Introductory Symbolic Logic (3 cr.) (Fall, Spring) (N&M)** This is an introductory course in modern formal logic. The course teaches how to translate informal arguments from English into symbolic logic and then how to use formal tools to assess their validity. Students will be taught how to construct proofs for valid arguments and counter-examples to invalid arguments. Symbolic logic is not only useful for improving reasoning skills, but it is a formal tool used in many disciplines outside of philosophy. P 150, which is a more elementary treatment of similar topics, is not a prerequisite for this course. Credit is not given for both P 150 and P 250 if P 150 is taken concurrently with P 250 or if P 150 is taken after P 250. In order to earn credit for both, P 150 must be taken before P 250.

**P 270 Introductory Topics in Philosophy (3 cr.) (Spring) (A&H) Wood** Topics vary.

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## Physics (PHYS)

**P 101 Physics in the Modern World (4 cr.) (Spring) (N&M) Kesmodel** See the Web for description:  
www.indiana.edu/~deanfac/class.html.

**P 105 Basic Physics of Sound (3 cr.) (N&M) (Fall) Messier, (Spring) Van Kooten** This course is intended for students with an interest in sound, its production (musical instruments, electronic sound, and voice), and reception (hearing). It provides a foundation in the physics of vibrating systems, resonance, waves, and sound and emphasizes modern electronic applications such as microphones, amplifiers, phonographs, loudspeakers, and analog and digital recording methods. This course is intended for non-science majors and requires no prior training in physics. The mathematics used in this course is limited to a small amount of high school algebra.

**P 108 Intermediate Acoustics Laboratory (2 cr.) (Fall) Lee** *P or C: P 105 or MUS-T 593 or consent of instructor.* An optional laboratory course designed to complement P 105. Included are experiments on the basic properties of sound waves and the synthesis and analysis of musical sounds, as well as experiments on more modern and advanced topics such as room acoustics, transducers, microelectronics (integrated circuits and amplifiers), and digital sound. Intended for students majoring in audio technology and telecommunications.

**P 109 Speech and Hearing Acoustics Lab (2 cr.) (Fall, Spring) Lee** *R: P 105 or SPHS-S 302.* An audio laboratory that serves the needs of prospective speech and hearing majors.

**P 110 Energy (2 cr.) (Fall) Wissink** Meets for 10 weeks with PHYS-P 120. A study of various aspects of energy consumption, demand, supply, environmental impact, and alternative energy sources.

**P 114 Understanding the Invisible Universe (3 cr.) (Fall) (N&M) Evans** An exploration of some of the biggest ideas in physics with an emphasis on their historical development, experimental verification, and impact on society

as a whole. Concentrates on the development of our picture of the most fundamental building blocks of the universe and the forces that govern them.

**P 120 Energy and Technology (3 cr.) (Fall) (N&M) Wissink** An appropriate course for undergraduates in the Schools of Business and Education, SPEA, and the College of Arts and Sciences. This course provides a wealth of applications of the powerful concepts of physics, very real and demanding problems of the production of energy, the consequences of this energy production, and the fast-moving development of new technologies. The course will broaden your base of attack strategies for this complex array of problems. This course is approved for College of Arts and Sciences Topics credit.

**P 150 How Things Work (3 cr.) (Fall, Spring) (N&M) Ogren** Crack open one of the technological wonders that we take for granted, and you will find a miniature world of physics. For example, inside a digital camera are several systems of lenses and filters (optics), a light sensor (quantum mechanics), electronics to measure the light and store the results (electricity and magnetism), internal and external communication pathways (electromagnetic waves), a display (complex electro-optical material), a computer, and a power supply. Though this side of physics is often not explored in introductory courses, which emphasize fundamental laws and their applications in (mostly) idealized circumstances, an appreciation for the issues involved in integrating many interacting subsystems should be one of the essential elements of scientific literacy in students. This course is approved for College of Arts and Sciences Topics credit.

**P 201-P 202 General Physics I-II (5-5 cr.) (Fall, Spring) (N&M) P:** *Knowledge of high school-level mathematics (algebra, trigonometry).* This is a two-semester sequence; both courses are taught each semester. These courses are intended primarily for students majoring in the biological, life, mathematical, and physical sciences. A wide variety of topics is covered—mechanics, wave motion, thermodynamics, electricity, magnetism, optics, and atomic and nuclear physics. Special attention is given to the application of physical principles to other scientific disciplines. Credit given for only one of P 201 or P 221; P 202 or P 222.

**P 221-P 222 Physics I-II (5-5 cr.) (Fall, Spring) (N&M) P or C:** *MATH-M 211 (for P 221), M 212 (for P 222), or consent of instructor.* This is a two-semester calculus-based sequence; both courses are taught each semester. These courses are recommended for students who wish to obtain a rigorous background in physics, such as majors in astrophysics, biochemistry, chemistry, computer science, mathematics, and physics. Topics covered include mechanics, wave motion, thermodynamics, electricity, magnetism, optics, and modern physics. Credit given for only one of P 201 or P 221; P 202 or P 222.

There is a special honors section for freshmen particularly interested in majoring in physics

or pursuing research careers in another area of science. Interested students are encouraged to contact the physics academic advisor for more information. The honors sections of P 221 and P 222 are taught only in the fall and spring, respectively.

**Q 202 Physical Science: Elementary Teachers (3 cr.) (Fall, Spring) Olmer** *P: EDUC-Q 200.*

This course is part of an integrated sequence of science courses for elementary education majors. Enrollment is limited to majors in the School of Education. The course provides an introduction to physical science in which topics such as motion, forces, energy, states of matter, electricity, magnetism, and light are discussed.

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## Polish (SLAV)

See also "Foreign Languages."

**P 365 Topics in Polish Literature and Culture: Post-Communist Culture (3 cr.) (Spring) (A&H) P:** *P 364 or consent of instructor.*

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## Political Science (POLS)

**Y 100 American Political Controversies (3 cr.) (Fall, Spring) (S&H) (First 10 weeks)** Introduction to current or past American political controversies. The course content presents multiple sides of complex issues. Topics vary from semester to semester. The course may be repeated once for credit; however, the course may be counted only once toward a political science major.

**Y 102 International Political Controversies (3 cr.) (Spring) (S&H)**

**Y 103 Introduction to American Politics (3 cr.) (Fall, Spring, Summer) (S&H)** Introduction to the nature of government and the dynamics of American politics. Origin and nature of the American federal system and its political party base.

**Y 105 Introduction to Political Theory (3 cr.) (Fall, Spring) (A&H)** Perennial problems of political philosophy, including relationships between rulers and ruled, nature of authority, social conflict, character of political knowledge, and objectives of political action. Credit not given for both Y 105 and Y 215.

**Y 107 Introduction to Comparative Politics (3 cr.) (Fall, Spring, Summer) (S&H)** Similarities and differences in political processes, governmental institutions, and policy issues across major contemporary states. Cases for comparison include industrial democratic states (such as countries of Western Europe and the United States), communist states (such as the former Soviet Union and China), and developing countries. Credit not given for both Y 107 and Y 217.

**Y 109 Introduction to International Relations (3 cr.) (Fall, Spring) (S&H) Thompson** This course is an introduction to international politics. No previous background is assumed. We will examine the historical evolution of international politics and how its structures and processes

interact to shape the world in which we live. Equal attention will be paid to patterns of conflict and cooperation, international political economy, and international policy problems. Credit not given for both Y 109 and Y 219.

**Y 200 Contemporary Political Problems (3 cr.) (Fall, Spring, Summer) (S&H)** Extensive analysis of selected contemporary political problems. Topics vary from semester to semester. May be repeated once for credit.

**Y 205 Analyzing Politics (3 cr.) (Fall, Spring) (S&H)** Introduces the approaches and techniques used to study politics. Includes an introduction to social science language, concepts, and critical research skills. Overview of political science research approaches, including case study, surveys, and model-building. Emphasizes skills such as interpreting the presentation of data in charts, graphs, and tables and elementary analysis of qualitative and quantitative data.

**Y 210 Honors Seminar (3 cr.) (Fall, Spring) (S&H)** Intensive examination of selected political topics for freshman and sophomore honors students. Emphasis on critical discussion and preparation of brief papers. May be repeated once for credit.

**Y 249 Religion, Politics, and Public Policy (3 cr.) (Spring) (S&H)**

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## Portuguese (HISP)

See "Foreign Languages."

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## Psychological and Brain Sciences (PSY)

*Students majoring in psychology should take P 155 or P 106. Neuroscience majors may choose P 101, P 106, or P 155. Nonmajors should enroll in P 101, then P 102.*

**P 101 Introductory Psychology I (3 cr.) (Fall, Spring) (N&M)** An introductory course in psychology with a strong emphasis on the biological and behavioral aspects of psychology. The course will cover the history of psychology, the experimental methods of psychology, the brain and the nervous system, learning, memory and cognition, sensation and perception, and emotion and motivation. Credit given for only one of P 101, P 106, or P 155.

**P 102 Introductory Psychology II (3 cr.) (Fall, Spring) (S&H) P: P 101.** This course covers developmental psychology, social psychology, assessment, personality, abnormal psychology, stress, and psychotherapy. Credit given for only one of P 102 or P 106.

**P 155 Introduction to Psychological and Brain Sciences (3 cr.) (Fall, Spring) (N&M)** An introduction to psychological and brain sciences for psychology majors. Introduces students to the history of psychology and its place in science, the experimental method, and the broad range of topics studied by psychological

scientists. Credit given for only one of P 101, P 106, or P 155.

**P 211 Methods of Experimental Psychology (3 cr.) (Fall, Spring) (N&M) P: P 101, P 106, or P 155.** Design and execution of simple experiments, treatment of results, search of the literature, and preparation of experimental reports.

## STATISTICS COURSES

**K 300 Statistical Techniques (3 cr.) (Fall, Spring) (N&M) P: MATH-M 118 or M 119.** Introduction to statistics, nature of statistical data, ordering and manipulation of data, measures of central tendency and dispersion, and elementary probability. Concepts of statistical inference and decision; estimation and hypothesis testing. Special topics include regression and correlation, analysis of variance, non-parametric methods. Credit given for only one of MATH- or PSY-K 300, K 310; CJUS-K 300; ECON-E 370 or S 370; LAMP-L 316; SOC-S 371; SPEA-K 300; or STAT-S 300.

**K 310 Statistical Techniques (3 cr.) (Fall) (N&M) P: MATH-M 119 or equivalent.**

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## Public and Environmental Affairs (SPEA)

**A 163 Art Worlds: Management, Markets, and Policy (3 cr.) (Fall, Spring)** An overview of the management of arts organizations, including public policy in the arts, the economic structure of arts markets, and issues facing arts administrators. At the heart of each of these topics is the question of what makes cultural goods—literature, recorded music, live opera, paintings, films, and so on—different from goods such as socks, apples, and auto insurance. Register for section A 450 #27141 for fall; A 163 for spring.

**E 162 Environment and People (3 cr.) (Fall, Spring)** This is an ideal course for students interested in the environment. The course explores how people affect the environment and how the environment affects people in return. Case material examines global warming, water pollution, and pressure on natural resources caused by population growth. The approach is interdisciplinary, integrating principles from biology, natural history, policy, and management. Course strives to promote "environmental literacy" among students in any major and is required for many public and environmental affairs majors.

**E 262 Environmental Problems and Solutions (3 cr.) (Spring)**

**E 272 Introduction to Environmental Sciences (3 cr.) (Fall, Spring)** Students participate in an interdisciplinary exploration of environmental science and its application to the physical world using concepts and methods from chemistry, geology, biology, and physics. Students explore real-world problems by using critical-thinking skills and applying the scientific method. Topics may include energy flow in natural systems,

biological responses to environmental stress, and urban air pollution. This course is required for environmental management majors.

**H 320 Health Systems Administration (3 cr.) (Fall, Spring)** This course is an overview of the U.S. health care delivery system. Students examine the structures and functions of the current system and enduring challenges that health administrators confront. Topics include affordable health care, employer-mandated insurance, AIDS funding, and comparisons with health care systems in other countries.

**V 160 National and International Policy (3 cr.) (Fall, Spring)** This course focuses on the great policy debates of our time and the means for clarifying these debates through public policymaking. A major theme in the course is the role of democratic citizenship in public affairs. Topics may include social security, poverty alleviation, health care, education, environmental protection, government regulation, and the national budget. This course appeals to students interested in business, journalism, telecommunications, economics, political science, history, and sociology.

**V 161 Urban Problems and Solutions (3 cr.) (Fall, Spring)** For centuries people have flocked to cities seeking freedom and economic opportunity. But cities have also been criticized as havens for criminals, corrupt politicians, and socially inappropriate ideas. This course considers the major challenges that cities face and potential policy remedies. Students will study the evolution of cities; contemporary social, economic, and political forms and functions in urban areas; and the forces shaping life in the city.

**V 220 Law and Public Affairs (3 cr.) (Fall, Spring)** This course provides a basic understanding of the origins, process, and impact of law and lawmaking in the public arena. Students will study the fundamental concepts of the judicial system and law in its various forms, the role of the courts in public life, and key statutes and court decisions that form the foundation of American jurisprudence in the public sector.

**V 241 Management Foundations and Approaches (3 cr.) (Fall, Spring)** Students examine core functions of management in the public and private sectors. The course has five parts—the what management entails, approaches to the study of management, contextual factors, major issues, and management functions. The course concludes with a capstone experience.

**V 261 Computers in Public Affairs (3 cr.) (Fall, Spring)** Students examine the core concepts driving information technology today and how these concepts relate to public affairs and management. The course covers how computers and networks function, why computers have become so pervasive, and how information technology is used in the business and public sectors. This practical, hands-on course focuses on Microsoft Word, Access, PowerPoint, and Excel.

## Religious Studies (REL)

**R 133 Introduction to Religion (3 cr.) (Spring) (A&H) Levene and Nance**

**R 152 Religions of the West (3 cr.) (Spring) (A&H) Magid**

**R 153 Religions of the East (3 cr.) (Fall, Spring) (A&H)** This course is an introduction to the major religious traditions of South and East Asia: Hinduism, Buddhism, Confucianism, Daoism, and Shinto. Religion in South and East Asia has influenced the intellectual climate of these regions as extensively as it has in the West. The understandings of self, society, and cosmos that religious traditions transmit affect many aspects of culture, including art, literature, economics, and politics. Despite sturdy claims of continuity, however, these understandings vary considerably, depending on place and time. We will examine some of the outstanding texts, concepts, places, events, practices, and people involved in each of these traditions. There are no prerequisites for taking this course.

**R 160 Religion and American Culture (3 cr.) (Fall) (A&H) Brown** How does religion influence American culture, and how does American culture shape religion? We will answer this question by reading and discussing novels, correspondence, laws, autobiographies, and ethnographies; by viewing movies, television, art, and cartoons; by listening to music; and even by eating food! The goal of this course is to provide an engaging, accessible introduction to how religion and American culture have intertwined, both historically and in the present, while developing skills in critical thinking, written and oral communication, and analysis of documents that will help students to prepare for advanced undergraduate and graduate courses and for careers in a variety of professions, including business, law, medicine, and education. The course is organized thematically, chronologically, and by religious tradition. Topics include the separation of church and state in early America; religion and popular culture in postmodern America; religion and slavery in antebellum America; religion and social justice in industrial America; religion and race in urban America; and religion and immigrant cultures in modernizing America. We will focus on Protestantism, Catholicism, Judaism, and Islam, but other traditions will also be mentioned. We will read the Protestant Harriet Beecher Stowe's novel *Uncle Tom's Cabin* (1852); the Catholic Dorothy Day's autobiography, *The Long Loneliness* (1952); Muslim Malcolm X's *Autobiography* (1964); and the secular Jew Lis Harris's ethnography of a Hasidic Jewish community, *Holy Days* (1985). We will also screen (during lectures) several different film versions of *Uncle Tom's Cabin*, feature-length films of *The Long Loneliness* and *Malcolm X*, and a documentary film of the Hasidim, as well as listening to clips of contemporary Christian music and rap, watching episodes of *The Simpsons* and *Star Trek*, and sampling religious foods.

**R 170 Religion, Ethics, and Public Life (3 cr.) (Fall) (A&H) Miller** This is an introductory course in religion and ethics focusing on social responsibility and moral reasoning. We begin by examining basic methods and tools in ethics, after which we will examine six topics: *abortion, war and peace, death and dying in medicine, economic justice, discrimination, and environmental ethics*. The chief goal of the course is to explore the complexity of these topics and to understand how religious thought, belief, and practice inform moral discussion in American public life today. Along the way, we will ask whether individuals or groups have a responsibility to protect the interests of vulnerable, or "at-risk," populations: fetuses, political communities under attack, women in the economic and cultural marketplace, sick and dying patients, the poor, racial minorities, and nonhuman lives. These groups, and the issues that surround their needs, stand at the center of debates in public culture today. With each topic we will examine different arguments and points of view. We will close the semester by studying some religious themes that inform most of the readings, focusing on creation and covenant. Sources draw from Judaism, Christianity, and contemporary social thought.

**R 202 Topics in Religious Studies: Religion and Animals (3 cr.) (Spring) (A&H) Sideris**

**R 204 Introduction to Religions in Africa (3 cr.) (Spring) (A&H) Schulz**

**R 210 Introduction to the Old Testament/ Hebrew Bible (3 cr.) (Fall) (A&H) Halberstam** The purpose of this course is to introduce you to the Hebrew Bible—the collection of texts referred to by Jews as the Torah or Tanakh and by Christians as the Old Testament. Who wrote the contents of Hebrew Bible and why? Did the events it describes really take place—did people like Abraham and David really exist—and if not, what really happened in biblical history? And finally, how does one go about recovering the meaning of the biblical text? What were the authors of the Bible trying to say and why do they say it in the way that they do? We will probe these questions as we survey the contents of the Hebrew Bible and place it within the historical/cultural context of the ancient Near East.

**R 220 Introduction to the New Testament (3 cr.) (Spring) (A&H)**

**R 236 Religion, Ecology, and the Self (3 cr.) (Spring) (A&H) Haberman**

**R 245 Introduction to Judaism (3 cr.) (Spring) (A&H) Magid**

**R 247 Introduction to Christianity (3 cr.) (A&H) (Fall) (Second eight weeks) Fruchtam, (Spring) Johnson** This course introduces students to the history of Christian traditions outside the West. Students will learn about the beginnings of Christianity as a Mediterranean religion, starting with its origins as a Jewish movement of ethnic rebellion and following its spread and development throughout the globe. Readings cover the early centuries of African Christian

communities among Egyptian ascetics and Donatists, and the worlds of practice and belief among Syrian and Armenian Christians and the greater realm of Byzantine lands, and other Christianities in what would emerge as "Muslim lands." Students will learn about pivotal themes that have animated recent studies of Christian history: Who was Jesus? Who wrote "the Bible"? When? What was Gnosticism? What other "lost Christianities" composed the early churches? How did Christians relate to Muslims and Jews in the East? What ideas did early Christians entertain about imperialism, slavery, gender, sex, ethnicity, trance, and meditation? What of magic and martyrs, angels and demons? Since the twentieth century, the demographic center of Christianity has shifted from the West to Africa, Asia, and Latin America. The course, for this reason, will devote special attention to contemporary forms of Christianity indigenous to Africa (such as the independent Aladura and Zionist churches) and Asia (such as the minjung tradition) and to Christian traditions of veneration and healing in Latin America.

**R 250 Introduction to Buddhism (3 cr.) (Spring) (A&H) Nance**

**R 255 Introduction to Hinduism (3 cr.) (Fall) (A&H) Haberman** Approximately one-fifth of people on our diverse planet identify themselves as Hindus. This course is a historical survey of the major movements within the Hindu religious tradition. While tracing the history, we will explore the creative tension between the ascetic's quest for freedom and the householder's search for enjoyment. This provides an opportunity to examine such religious issues as differing views of the self, the nature of the world, and the ultimate goal of life. We will examine the classical texts of the Hindu traditions, such as the *Upanishads*, *Bhagavad-Gita*, and *Gita Govinda*, and also view films and slides to gain access to the rich visual dimension of contemporary Hindu culture.

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## Reserve Officers Training Corps (ROTC)

### AEROSPACE STUDIES (AERO)—AIR FORCE

All courses are taught by active duty Air Force officers. To earn a minor in aerospace studies, students must complete 15 semester hours of AFROTC courses with a minimum of 6 upper-division hours in 300- or 400-level courses. Some schools will not accept aerospace studies as a minor. Scholarship opportunities are available. For more information contact the department at 1-800-IUB-ROTC or (812) 855-4191.

**A 101 Introduction to the Air Force Today (2 cr.) (Fall)** This course serves as a familiarization tool for students with little or no knowledge of the Air Force. The course covers key topics such as professionalism, customs and courtesies, officership, organizational structure, and introduction to communication skills. Simultaneous enrollment



in A 201 is allowed. No military obligation is incurred. Tuition free.

**A 102 Introduction to the Air Force II (2 cr.) (Spring)** Continuation of topics taught in A 101.

**A 201 Evolution of USAF Air and Space Power I (2 cr.) (Fall)** This course covers the history of air power from the first balloons and dirigibles through today. Simultaneous enrollment in A 101 is allowed. No military obligation is incurred. Tuition free.

**A 202 Evolution of USAF Air and Space Power II (2 cr.) (Spring)** Continuation of topics taught in A 201.

## MILITARY SCIENCE (MIL)—ARMY

The Army Reserve Officer Training Corps (ROTC) is a program of leadership and military skills training. It prepares students to be leaders and to serve as officers in the active Army, Army Reserve, or Army National Guard upon graduation. Indiana University Army ROTC enhances any IU major by instilling the confidence, self-discipline, and leadership skills critical to a lifetime of success. The 100- and 200-level courses are open to any student and do not entail any commitment to military service. For more information about this world-class leadership development program, call (812) 855-7682 or visit our Web site at [www.indiana.edu/~rotc](http://www.indiana.edu/~rotc)

**G 101 Leadership and Personal Development (2 cr.) (Fall)** This course examines the unique duties and responsibilities of Army officers. Topics include the organization and role of the Army, basic communication skills, fitness training, an analysis of Army values and ethical behavior, and a discussion of leadership principles and techniques.

**G 102 Basic Leadership (2 cr.) (Spring)** Continuation of topics taught in G 101.

**G 201 Innovative Tactical Leadership (2 cr.) (Fall)** This course develops self-confidence and individual leadership. Students will learn problem-solving and critical-thinking skills. In addition, they will be given opportunities to apply communication, feedback, and conflict resolution techniques. Tuition free.

**G 202 Leadership and Ethics (2 cr.) (Spring)** Continuation of topics taught in G 201.

## Romanian (SLAV)

See "Foreign Languages."

## Russian (SLAV)

See also "Foreign Languages."

**R 223 Introduction to Russian Culture (3 cr.) (Fall, Spring) (A&H)** College Intensive Writing for one of two sections. Survey of development of Russian culture and thought from medieval Russia to the present, as seen primarily through

literature and the arts. Knowledge of Russian is not required.

**R 263 Russian Literature: Pushkin to Dostoevsky (3 cr.) (Fall) (A&H)** *College Intensive Writing for one of two sections.* The course focuses on classical masterpieces of Russian prose fiction in the nineteenth century, from the 1830s to the 1880s. Readings include works not only by Tolstoy and Dostoevsky (*Anna Karenina*, *Crime and Punishment*), but also Pushkin (*Queen of Spades*), Gogol (*Diary of a Madman*), Lermontov (*A Hero of Our Time*), and Turgenev (*Fathers and Sons*). Knowledge of Russian not required. Students satisfying the intensive writing requirement will write four papers.

**R 264 Russian Literature from Tolstoy to Solzhenitsyn (3 cr.) (Spring) (A&H)** *College Intensive Writing for one of two sections.* See the Web for description: [www.indiana.edu/~deanfac/class.html](http://www.indiana.edu/~deanfac/class.html).

**R 352 Russian and Soviet Film (3 cr.) (Fall) (A&H)** Development of Russian cinematography from 1896 to the present. Characteristic features of Soviet films, theory and practice of filmmaking in the former Soviet Union, the Soviet and Russian cinema in its relationship to Russian literature and in the larger context of European cinema art. Knowledge of Russian is not required.

## Sanskrit (INST)

See "Foreign Languages."

## Second Language Studies (SLST)

**T 101 English Language Improvement (2–12 cr.) (Fall, Spring) (Eight weeks)** A series of courses in academic literacy and oral proficiency development for international undergraduate students. For students already admitted to IUB who need additional English language proficiency for academic success. These courses may be taken concurrently with other courses, and these credit hours count toward full-time student status. But credit hours from T 101 classes do not count toward the total number of credit hours required for a degree. These courses are *not* for native English speakers.

## Serbian (SLAV)

See also "Foreign Languages."

**S 363-S 364 Literature and Culture of Southern Slavs I-II (3-3 cr.) (Fall, Spring) (A&H)** Survey of the history and cultures of the Croats, Slovenes, Serbs, Macedonians, and Bulgarians from prehistory to the present. Readings and lectures in English.

## Social Work (SWK)

**S 100 Topics in Social Work: Understanding Diversity in a Pluralistic Society (3 cr.) (Fall, Spring)** This course covers theories and models that enhance understanding of our diverse society. Content includes differences and similarities in the experiences, needs, and beliefs of selected minority groups and their relationship to the majority group. These groups include, but are not limited to, people of color; women; and gay, lesbian, and bisexual persons. In addition, the course analyzes the interrelationship of race, class, ethnicity, and gender and how these factors relate to issues of social justice. Open to all students.

**S 141 Introduction to Social Work (3 cr.) (Fall, Spring) R: ENG-W 131 and an introductory sociology or psychology course.** Examination of characteristics, function, and requirements of social work as a profession. Emphasis on ideological perspectives of the profession and the nature of professional function and interaction. Social work practice borrows from the theories of the social and behavioral sciences, particularly sociology and psychology.

## Sociology (SOC)

See additional course descriptions on the Web: [www.indiana.edu/~soc/index.html](http://www.indiana.edu/~soc/index.html)

**S 100 Introduction to Sociology (3 cr.) (Fall, Spring, Summer) (S&H)** This course has two purposes. First, it will introduce students to the central concepts, methods, and theoretical orientations of sociology. Specific topics covered include the sources and consequences of class, racial, and gender inequality; the origins of popular beliefs and values; life in utopian communities; problems of family life; and the future of U.S. society. Although the focus of the course is on U.S. society, materials on other societies will be introduced to show which societal attributes are unique to the United States and which are common to all societies. Second, the course will seek to develop in students a critical attitude toward societal institutions—one that does not simply take things as they exist for granted, but instead asks why institutions exist and in whose interest they are maintained.

**S 101 Social Problems and Policies (3 cr.) (Fall, Spring) (S&H) Walters Topic: Gender, Work, Family.** This course will focus on both the large-scale social changes and the problems that individual men and women encounter in their attempts to reconcile the tensions between work and family in their everyday lives. Despite the focus on women of most of the popular discussion of the "problem" of managing work and family, the changing relationship between work and family affects men every bit as much as women. A central argument is that changes in the institutions of the family and the workplace are interrelated, and thus that the institutions cannot be analyzed in isolation from each other. We will explore the interrelationships between the institutions of work and family by, for example, examining how the organization of

family life (including the gender-based division of labor in the home, the range of available child-care arrangements, and social services to the family) is affected by and in turn affects the organization of the workplace (such as the location of work, the average hours of work, sex segregation of the workforce, gender inequality in pay, the availability of part-time employment, and the availability of employer-provided family benefits). We will also describe and analyze the ways in which public policy and private employers have tried to modify the work-family linkage—for example, employers' experiments with "family-friendly" policies and government mandates for unpaid family leave.

**S 101 Social Problems and Policies (3 cr.) (Fall, Spring) (S&H) Pescosolido** *Topic: Medicine in America: Physicians, Patients, and Their Problems.* The United States has the costliest health care system in the world, yet it is criticized for its failure to cure society's ills such as cancer, heart disease, and AIDS. When people do get sick, many do not have the financial means to pay for needed services, or they may receive inferior care because of their inability to pay for more effective but costly treatment. All of these issues deal with health and medical care that all of us experience in one form or another.

This course explores basic questions about a wide range of topics dealing with the providers of care, the recipients of care, and the larger context of health, illness, and disease. What is health? What is illness? Who is most likely to get ill? How are race, ethnicity, and social class related to the experience of illness? How do people seek care, and what factors lead some to see a doctor soon after experiencing symptoms while others wait until they must seek emergency services? What are "alternative" medical systems, and who uses such treatments as acupuncture, chiropractic, and homeopathy? How do physicians decide who will live and who will die?

**S 101 Social Problems and Policies (3 cr.) (Fall) (S&H) Hattenberg** *Topic: Sociology of Sport* This course is designed to provide students with an introduction to the Sociology of Sport. In it, we will explore the relationship between sports and society using a number of sociological concepts and theoretical approaches, paying specific attention to issues of race, class, gender, and deviance. We will also examine sports as an agent of socialization and as an economic enterprise, in addition to examining various media portrayals of sports in the United States. Finally, we will examine sports from a social problems perspective by assessing the extent to which the structure of organized athletics might produce some social problems while helping to solve others.

**S 110 Charts, Graphs, and Tables (3 cr.) (Fall, Spring) (N&M)** Social scientists attempt to better understand the social world. Almost always, numbers are used to illustrate and convey relationships interesting to researchers. These numbers must be presented in an accessible and interpretable fashion. Charts, graphs, and tables are effective ways to present empirical results.

At each stage in the research process, errors can be made, accidentally or purposefully, that ultimately may lead to inappropriate and/or misleading results and conclusions. This course will prepare you to be a knowledgeable and critical consumer of research findings. Perhaps more important, you will also become a good producer of scientific knowledge.

This is not a math course. Rather, it is a class that focuses on quantitative reasoning. Throughout the semester we will focus less on the mathematics behind producing numbers and more on the underlying logic of the mathematical procedures. Accordingly, you will learn some elementary statistical techniques, how and when to use them, and various techniques available for presenting your results. Finally, you will apply what you have learned and be able to make correct conclusions about aspects of our social world.

**S 122 Envisioning the City (3 cr.) (Fall) (S&H) Cornell** Houses, roads, school buildings, street trees, shopping malls, interstate highways, hedges: all of these elements make up what scholars of urban planning, architecture, landscape architecture, and the environment call "built environment." You will learn how to identify the various components of the built environment, how to analyze them, and how to use the knowledge you gain through this analysis to design landscapes that respond to specific social problems. Because this is a studio-style course, you will spend your time visiting sites in Bloomington, drawing maps and graphs of those sites, analyzing yours and others' work, and presenting your work in class. Two of the three portfolio projects involve designing new environments for those sites that respond to specific social problems. A service learning course.

**S 210 The Economy, Organizations, and Work (3 cr.) (Fall, Spring) (S&H)** Explores the transformation of capitalism and industrialized societies; the evolution of organizations such as corporations, government agencies, educational systems, and others; and the changing world of work.

**S 215 Social Change (3 cr.) (Fall) (S&H) Brooks**

**S 217 Social Inequality (3 cr.) (Fall, Spring) (S&H)** Why are income, wealth, and status distributed unequally? Is social inequality good for society? This course explores the economic basis of social class, education and culture, social mobility, and social inequality in comparative and historical perspective.

**S 220 Culture and Society (3 cr.) (Fall) (S&H)**

**S 230 Society and the Individual (3 cr.) (Fall, Spring, Summer) (S&H)** This course examines the influence of society on the individual's thoughts, feelings, and behaviors. Specifically, we will examine social influences on a person's attitudes toward self (identity and self-concept) and toward others (stereotypes, prejudices) and the ways in which those attitudes can be changed. We will examine how society structures the values, health, and satisfaction of its members. We will study the social origins of

emotions such as love and anger and patterns of interpersonal attraction. We will examine aspects of small groups that promote conflict or cooperation and the ways in which group members jockey for status and power. Students will obtain a basic foundation in social psychological theory and findings that can be applied to their own lives as well as to further study of topics such as deviance, socialization, interpersonal relationships, and community.

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## South Slavic (SLAV)

See "Croatian" and "Serbian" in "Foreign Languages."

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## Spanish (HISP)

See also "Foreign Languages."

**S 324 Introduction to the Study of Hispanic Cultures (3 cr.) (Fall, Spring, Summer I) (A&H)** *P: S 310 or S 280 or equivalent.* Through the examination of a variety of texts, this course explores Spanish, Latin American, and U.S. Latino culture from historical, social, artistic, and political perspectives.

**S 326 Introduction to Spanish Linguistics (3 cr.) (Fall, Spring, Summer I) (N&M)** *P: S 310 or S 280 or equivalent.* Introduces the basic concepts of Hispanic linguistics and establishes the background for the future application of linguistic principles. The course surveys linguistic properties in Spanish, including phonology, morphology, and syntax. Additional introductory material on historical linguistics, second language acquisition, semantics, and sociolinguistics will be included.

**S 328 Introduction to Hispanic Literature (3 cr.) (Fall, Spring, Summer I) (A&H)** *P: S 310 or S 280 or equivalent.* Develops skills needed for more advanced study of Hispanic literatures through the reading and analysis of texts in at least three literary genres.

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## Speech and Hearing Sciences (SPHS)

See "Foreign Languages" for American Sign Language courses.

**S 110 Survey of Communication Disorders (3 cr.) (Fall, Spring) (S&H)** This course is designed as an introduction to normal and disordered communication and the professions of speech-language pathology and audiology. In addition to a general overview of these professions, topics include normal communication development and adult functions; cultural differences; and a variety of speech, language, and hearing disorders with an emphasis on the anatomical, physiological, behavioral, and social aspects of those disorders. General approaches to rehabilitation are also discussed.

Developed with both majors and nonmajors in mind, S 110 provides a brief survey of the many

aspects of communication disorders encountered by speech-language pathologists, audiologists, and other professionals.

### **S 111 Introduction to Phonetics for Speech and Hearing Sciences (3 cr.) (Fall, Spring) (N&M)**

Scientific study of speech production based on the International Phonetic Alphabet. Weekly exercises in transcription of the sounds. Skill development is cumulative during the semester and culminates in the transcription of longer units of speech, as well as the identification of errors typically heard in the speech of children and adults with articulation disorders.

## **Statistics (STAT)**

### **S 100 Statistical Literacy (3 cr.) (Fall, Spring) (N&M) Whitlock** *P: MATH M014 or equivalent.*

How to be an informed consumer of statistical analysis. Experiments and observational studies, summarizing and displaying data, relationships between variables, quantifying uncertainty, drawing statistical inferences. S 100 cannot be taken for credit if credit has already been received for any statistics course (in any department) numbered 300 or higher.

### **S 300 Introduction to Applied Statistical Methods (4 cr.) (Fall, Spring) (N&M) Anderson**

*P: MATH M014 or equivalent.* Introduction to methods for analyzing quantitative data. Graphical and numerical descriptions of data, probability models of data, inferences about populations from random samples. Regression and analysis of variance. Lecture and laboratory. Credit given for only one of the following: S 300, CJUS-K 300, ECON-E 370 or S 370, LAMP-L 316, MATH-K 300 or K 310, PSY-K 300 or K 310, SOC-S 371, SPEA-K 300.

### **S 320 Introduction to Statistics (3 cr.)**

**(Spring) (N&M) Trosset** *P: MATH-M 212, M 301, or M 303.* Credit given for only one of S 320 or MATH-M 365.

## **Student Academic Center (EDUC)**

Students who want to strengthen their reading, study, and critical-thinking skills to meet the demands of college-level academic work should consider enrolling for credit in one of the following courses offered by the Student Academic Center. (Please note—Students may take only one course offered by the Student Academic Center during a semester, with the following exception: Students who enroll in EDUC-X 156 College and Lifelong Learning for 1 credit may take one additional 1 or 2 credit course such as X 101 or X 150.) Visit the center on the Web: [www.indiana.edu/~sac](http://www.indiana.edu/~sac)

**X 101 Learning Strategies for History (2 cr.) (Fall, Spring) (15 weeks) (Grade: A–F)** *P: Must also co-enroll in a course offered by the history department.* Designed to help students improve reading efficiency; analyze their own thinking and learning; learn, adapt, and apply reading and writing strategies when reading texts; work collaboratively with other students;

become more active learners; and gain a better understanding of the discipline of history.

### **X 101 Learning Strategies for Mathematics (2 cr.) (Fall, Spring) (15 weeks) (Grade: A–F)** *P: Must be currently enrolled in any section of MATH-M 118.*

This course is designed to help students become active, independent problem solvers who understand the mathematical concepts in contrast to a passive approach that relies on memorization, learning step-by-step procedures, and outside authority. Course activities will guide students to focus more on the processes being used rather than focusing entirely on finding the “right” answer to the problem. This course is appropriate for all students; however, particularly good candidates include students who have not taken a mathematics course in several years or who have apprehension about learning math.

### **X 150 Managing Resources for Learning (2 cr.) (Fall, Spring) (Eight weeks) (Grade: A–F)**

Open to freshmen and sophomores only. Students in X 150 participate in individually tailored programs for academic and personal development, choosing among a wide range of areas, including time management, goal setting, stress management, book and lecture note-taking, exam preparation and test taking, and comprehension. Activities include research, reflection, and sharing of a self-designed program of study about learning and learning resources. Good candidates for this course are those students who desire to enhance their learning strategies and skills, those who anticipate having problems managing time or using study or class time effectively, and/or those who may feel overwhelmed by the responsibility of meeting the academic demands of college.

### **X 152 Right Start Seminar (2 cr.) (Fall)**

**(15 weeks) (Grade A–F)** Open to freshmen only. This course is designed to help freshmen learn more about college culture, campus resources, and the kinds of study skills needed at the college level. Students will explore the campus and its many academic and cultural resources in small groups led by both graduate and undergraduate instructors. Each seminar is designed to build a sense of community and collegiality as students learn important study strategies that are vital for success in college.

### **X 156 College and Life-Long Learning (1 cr.)**

**(Fall, Spring) (15 weeks) (Grade: S/F)** This course is for students of all levels of ability who want help with reducing stress experienced at college by integrating learning skills with stress management. This learning experience requires 1) attendance at weekly one-hour Tuesday or Wednesday evening Student Academic Center workshop series; and 2) meeting for one hour weekly with an honor undergraduate peer mentor who attends all workshops. The goal of such meetings will be to help students process the information and knowledge gained from the workshop activities and to incorporate it into their own lives and learning styles as they handle the academic demands of their other courses. Not

only will students learn more about themselves as learners and about how to handle academic stressors, they will also be encouraged to change unproductive behaviors.

## **Swahili (LING)**

See “Foreign Languages.”

## **Telecommunications (TEL)**

### **T 101 Media Life (3 cr.) (Fall, Spring) (S&H)**

Media are everywhere and have many and various effects. This course examines the role media play in our lives—at work; at school; at home; among family members, friends, and lovers. It provides students with a broad understanding of the impact of communication technologies and analyzes pressing issues in media and society today, such as privacy, globalization, and convergence. It also encourages original thinking about the media and prepares students to become effective communicators. Recommended to be completed before T 205, T 206, or T 207.

### **T 160 Videogames: History and Social Impact (3 cr.) (Fall) (S&H)**

This course explores the origins of video games and their growing influence on daily life. Students can expect to learn how games affect individual thinking, learning, and socializing and how they affect society as a whole.

### **T 191 Race, Ethnicity, and Media (3 cr.)**

**(Fall) (S&H)** This course examines how the social construction of race affects media content, audiences, and employment/access. In examining these issues, the course will consider efforts to overcome media racism in the United States.

### **T 192 Women and the Media (3 cr.) (Spring) (S&H)**

### **T 205 Introduction to Media and Society (3 cr.)**

**(Fall, Spring) (S&H)** This course is about the impact of the electronic media on individuals, groups, and societies. It also deals with how and why people use the electronic media. T 205 uses principles derived from psychology and sociology as it examines the various uses and effects of electronic media. The course also considers what can or should be done about the effects of these media. T 205 is required for telecommunications majors but is also open to minors and nonmajors.

### **T 206 Introduction to Design and Production**

**(3 cr.) (Fall, Spring) (A&H)** As engineers design a computer or architects plan a building, a media production team plans an album, movie, television show, or software program. In this course students learn how the planning and production processes work, how these media products are actually put together, and what qualities make them artistically and financially successful. Required for majors but also open to minors and nonmajors. A high-demand class. Those with design and production interests should take it as soon as possible.

**T 207 Introduction to Telecommunications Industry and Management (3 cr.) (Fall, Spring) (S&H)**

This course provides an overview of various electronic media operations in the United States. It covers radio, television, cable television, satellite services, telephone systems, the Internet, and other developing systems. Students prepare case studies that instruct them on the economics, technology, and operations of these exciting and evolving media. Required for majors but also open to minors and nonmajors.

**T 260 The Videogame Industry (3 cr.) (Spring) (S&H)**

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**Theatre and Drama (THTR)**

**T 100 Introduction to Theatre (3 cr.) (Fall, Spring) (A&H)** Exploration of theatre as collaborative art. Investigation of the dynamics and creativity of theatre production through plays, theatrical space, and cultural context, with particular attention to the roles and interaction of the audience, playwrights, directors, actors, designers, producers, and critics.

**T 101 Script Analysis for the Theatre (3 cr.) (Fall, Spring)** Close analysis and study of both traditional and nontraditional play texts in terms of structure, genre, style, character, themes, language, dramatic action, and dramatic event. Plays are examined from the point-of-view of the actor, director, designer, producer, critic, scholar, and audience. Required of all theatre majors; should be taken in the freshman year.

**T 120 Acting I: Fundamentals of Acting (3 cr.) (Fall, Spring) (A&H)** Introduction to theories and methodology through sensory awareness, physical and vocal exercises, improvisations, and scene study. Credit given for only one of T 120 or T 121.

**T 121 Acting I for Majors (3 cr.) (Fall, Spring) (A&H)** *P: Major in theatre and drama or departmental approval.* An accelerated-level course. Supplementary theories and methodology to expand the introduction to sensory awareness, physical and vocal exercises, improvisation, and scene study. Credit given for only one of T 120 or T 121.

**T 125 Introduction to Theatrical Production (3 cr.) (Fall, Spring)** Introduction to the methods, practices, and materials used in theatrical design and production. Focuses on stagecraft and theatrical design with introductions to lighting and costuming and an emphasis on scenic design.

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**Tibetan (CEUS)**

See "Foreign Languages" and "Central Eurasian Studies."

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**Topics Courses**

See pp. 6–10.

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**Ukrainian (SLAV)**

See also "Foreign Languages."

**U 223 Ukrainian Culture (3 cr.) (Spring)**

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**Uyghur (CEUS)**

See "Foreign Languages."

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**Uzbek (CEUS)**

See "Foreign Languages."

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**West European Studies (WEUR)**

See "Foreign Languages" for Modern Greek course descriptions.

**W 301 Modern European Politics and Society (3 cr.) (Fall, Spring) (S&H)** The politics, economics, and social structures of Western European countries. Examination of selected domestic and international issues, including the welfare state, the European community, and West-East European relations. Meets with POLS-Y 335.

**W 304 Model European Union (1 cr.) (Spring) (S&H)**

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**Yiddish (GER)**

See "Foreign Languages."

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**Zulu (LING)**

See "Foreign Languages."

## Course Titles by Category

Listed below are the titles of fall semester courses grouped into categories.

The first three categories used (Arts and Humanities, Social and Historical, and Natural and Mathematics Sciences) are assigned by the College of Arts and Sciences. Please note again that other IUB schools may count courses for general education in different ways.

The fourth category used is Additional Courses. These courses fulfill key degree requirements for certain majors or they may count as elective credit toward your degree.

### Arts and Humanities (A&H)

- AAAD-A 141 Introduction to Writing and the Study of Black Literature I p. 1
- AAAD-A 150 Survey of the Culture of Black Americans p. 1
- AAAD-A 249 African American Autobiography p. 1
- AAAD-A 295 Survey of Hip-Hop p. 1
- AMST-A 100 What is America? p. 1
- AMST-A 200 Comparative American Identities p. 1
- AMST-A 201 U.S. Movements and Institutions p. 1
- AMST-A 202 U.S. Arts and Media p. 1
- ANTH-E 210 Human Diversity: Rethinking Race Globally p. 2
- CLAS-C 101 Ancient Greek Culture p. 5
- CLAS-C 102 Roman Culture p. 5
- CLAS-C 205 Classical Mythology p. 5
- CLAS-C 206 Classical Art and Archaeology p. 5
- CLAS-L 308 Caesar p. 22
- CLLC-L 210 Art and Community p. 11
- CLLC-L 210 Let Them Eat Brains: Cannibalism and Identity p. 11
- CLLC-L 210 Cityscapes and Invisible Cities p. 11
- CLLC-L 210 Mind at Play: Musical Creativity in Theory and Practice p. 11
- CLLC-L 210 Reading Medicine and Illness p. 11
- ENG-W 103 Introductory Creative Writing p. 17
- CMCL-C 190 Introduction to Media p. 12
- CMCL-C 205 Introduction to Communication and Culture p. 12
- CMCL-C 208 Image Cultures p. 12
- CMCL-C 222 Democratic Deliberation p. 12
- CMCL-C 228 Argumentation and Public Advocacy p. 12
- CMLT-C 145 Major Characters in Literature p. 12
- CMLT-C 147 Images of the Self—East and West p. 12
- CMLT-C 151 Introduction to Popular Culture p. 12
- CMLT-C 155 Culture and the Modern Experience: An Interdisciplinary and International Approach p. 13
- CMLT-C 205 Comparative Literary Analysis p. 13
- CMLT-C 216 Science Fiction, Fantasy, and the Western Tradition p. 13
- CMLT-C 252 Literary and Television Genres p. 13
- CMLT-C 255 Modern Literature and Other Arts: An Introduction p. 13
- CMLT-C 262 Cross Cultural Encounters p. 13
- CMLT-C 291 Studies in Non-Western Film p. 13
- COGS-Q 240 Philosophical Foundations of the Cognitive and Information Sciences p. 6
- COLL-E 103 Adventure and Risk: Medieval Knights and the Battle between Good and Evil p. 6
- COLL-E 103 Cloak and Dagger p. 7
- COLL-E 103 The Ebonics Controversy p. 7
- COLL-E 103 The Great Wall of China p. 7
- COLL-E 103 Juke Joint to Choir Loft p. 7
- COLL-E 103 King Arthur of Britain p. 7
- COLL-E 103 Philosophical Reflections p. 7
- COLL-E 103 Power, Politics, and Piety: The Struggle for the Holy Land in Isreal/Palestine p. 8
- COLL-E 103 A Question of Love p. 8
- COLL-E 103 Sacred Places p. 8
- COLL-E 103 Theism, Atheism, and Existentialism p. 8
- COLL-E 103 Who Am I? Race, Gender, and Identity p. 8
- COLL-E 103 Who Wrote the Bible? p. 8
- EALC-E 100 East Asia: An Introduction p. 14
- EALC-E 201 Issues in East Asian Literature p. 14
- EALC-E 252 Modern East Asian Civilization p. 14
- ENG-L 141 Introduction to Writing and the Study of Literature I p. 17
- ENG-L 202 Literary Interpretation p. 17
- ENG-L 203 Introduction to Drama p. 17
- ENG-L 204 Introduction to Fiction p. 17
- ENG-L 205 Introduction to Poetry p. 17
- ENG-L 208 Topics in English and American Literature and Culture p. 17
- ENG-L 220 Introduction to Shakespeare p. 17
- ENG-W 103 Introductory Creative Writing p. 17
- FINA-A 155 Introduction to African Art p. 18
- FINA-A 206 Classical Art and Archaeology p. 18
- FINA-A 280 The Art of Comics p. 18
- FINA-F 100 Fundamental Studio—Drawing p. 18
- FINA-F 101 Fundamental Studio—3D p. 18
- FINA-F 102 Fundamental Studio—2D p. 18
- FINA-H 100 Art Appreciation p. 18
- FINA-N 110 Introduction to Studio Art for Nonmajors p. 18
- FOLK-E 295 Survey of Hip Hop p. 19
- FOLK-F101 Introduction to Folklore p. 19
- FOLK-F 111 World Music and Culture p. 19
- FOLK-F 131 Introduction to Folklore in the United States p. 19
- FOLK-F 205 Folklore in Video and Film p. 19
- FOLK-F 252 Folklore and the Humanities p. 19
- FRIT-F 300 Reading and Expression in French p. 24
- FRIT-F 305 Théâtre et essai p. 24
- FRIT-S 300 Reading and Expression in French (Honors) p. 24
- GER-E 322 German Cultural History p. 26
- GER-E 352 Topics in Yiddish Culture p. 26
- GER-G 305 Introduction to German Literature: Types p. 26
- GLLC-G210 Global Jazz p. 26
- GLLC-G210 The Vampire in European and American Culture p. 26
- GNDR-G 101 Gender, Culture, and Society p. 24
- GNDR-G 225 Gender, Sexuality, and Popular Culture p. 25
- HISP-S 324 Introduction to Study of Hispanic Cultures p. 48
- HISP-S 328 Introduction to Hispanic Literature p. 48

HON-H 203 Contemporary Latin American Literature in Translation (Honors only) p. 10  
 HON-H 203 Generational Stories (Honors only) p. 10  
 HON-H 203 Reading and Writing Short Fiction (Honors only) p. 10  
 HON-H 203 The Vampire in European and American Culture (Honors only) p. 10  
 HON-H 211 Ideas and Experience I (Honors only) p. 35  
 HPSC-X 100 Human Perspectives on Science p. 34  
 INTL-I 201 Culture and the Arts: International Perspective p. 36  
 JSTU-C 240 Contemporary Israeli Culture p. 36  
 MUS-Z 101 Music for the Listener p. 41  
 MUS-Z 111 Introduction to Music Theory p. 41  
 MUS-Z 202 History of Rock Music II p. 41  
 MUS-Z 211 Music Theory II p. 41  
 MUS-Z 301 Rock Music in the 70s and 80s p. 41  
 MUS-Z 390 Jazz for Listeners p. 41  
 MUS-Z 395 Contemporary Jazz and Soul Music p. 41  
 MUS-Z 401 The Music of the Beatles p. 41  
 MUS-Z 402 The Music of Frank Zappa p. 41  
 MUS-Z 403 The Music of Jimi Hendrix p. 41  
 PHIL-P 100 Introduction to Philosophy p. 43  
 PHIL-P 105 Thinking and Reasoning p. 43  
 PHIL-P 135 Introduction to Existentialism p. 43  
 PHIL-P 140 Introduction to Ethics p. 43  
 PHIL-P 150 Elementary Logic p. 43  
 PHIL-P 201 Ancient Greek Philosophy p. 43  
 PHIL-P 211 Early Modern Philosophy p. 43  
 POLS-Y 105 Introduction to Political Theory p. 44  
 REL-R 153 Religions of the East p. 46  
 REL-R 160 Religion and American Culture p. 46  
 REL-R 170 Religion, Ethics, and Public Life p. 46  
 REL-R 210 Introduction to Old Testament/Hebrew Bible p. 46  
 REL-R 247 Introduction to Christianity p. 46  
 REL-R 255 Introduction to Hinduism p. 46  
 SLAV-C 365 Seminar in Czech and Central European Literatures and Cultures p. 14  
 SLAV-R 223 Introduction to Russian Culture p. 47  
 SLAV-R 263 Russian Literature: Pushkin to Dostoevsky p. 47  
 SLAV-R 352 Russian and Soviet Film p. 47  
 SLAV-S 363 Literature and Culture of the Southern Slavs p. 14, p. 47  
 TEL-T 206 Introduction to Design and Production p. 49  
 THTR-T 100 Introduction to Theatre p. 50  
 THTR-T 120 Acting I: Fundamentals of Acting p. 50  
 THTR-T 121 Acting I for Majors p. 50

### Social and Historical (S&H)

AAAD-A 210 Black Women in the Diaspora p. 1  
 AAAD-A 264 History of Sport and the African American Experience p. 1  
 AAST-A 101 Introduction to Asian American Studies p. 3  
 AFRI-L 232 Contemporary Africa p. 1  
 AMST-A 275 Indigenous Worldviews in the Americas p. 2  
 ANTH-A 105 Human Origins and Prehistory p. 2  
 ANTH-A 200 Post-Taliban Afghanistan and the War on Terror p. 2

ANTH-A 205 Biocultural Medical Anthropology p. 2  
 ANTH-A 221 Anthropology of Food p. 2  
 ANTH-E 105 Culture and Society p. 2  
 ANTH-E 200 Social and Cultural Anthropology p. 2  
 ANTH-P 200 Introduction to Archaeology p. 3  
 ANTH-P 250 World Archaeology p. 3  
 CEUS-R 191 Intro to Central Eurasia p. 5  
 CEUS-R 251 Post Taliban Afghanistan and the War on Terror p. 5  
 CEUS-R 270 The Civilization of Tibet p. 5  
 CJUS-P 100 Introduction to Criminal Justice p. 13  
 CJUS-P 200 Theories of Crime and Deviance p. 13  
 CJUS-P 202 Alternative Social Control Systems p. 14  
 CJUS-P 290 The Nature of Inquiry p. 14  
 CLLC- L 220 This is Sparta! p. 11  
 CMCL-C 122 Interpersonal Communication p. 12  
 CMCL-C 201 Race and the Media p. 12  
 CMCL-C 202 Media in the Global Context p. 12  
 CMCL-C 203 Gender, Sexuality, and the Media p. 12  
 CMCL-C 204 Topics in Media Culture and Society p. 12  
 CMCL-C 290 Hollywood I p. 12  
 COLL-E 104 Brains and Minds, Robots and Computers p. 8  
 COLL-E 104 Evolution, Religion, and Society p. 8  
 COLL-E 104 Oil, Islam, and Geopolitics p. 9  
 COLL-E 104 Pagans and Christians in the Early Middle Ages p. 9  
 COLL-E 104 People and Animals p. 9  
 COLL-E 104 Religion and Revolutions p. 9  
 ECON-E 201 Introduction to Microeconomics p. 14  
 ECON-E 202 Introduction to Macroeconomics p. 14  
 FINA-A 101 Ancient and Medieval Art p. 18  
 FINA-A 102 Renaissance through Modern Art p. 18  
 GEOG-G 110 Introduction to Human Geography p. 25  
 GEOG-G 120 World Regional Geography p. 25  
 GER-E 341 Dutch Culture: The Modern Netherlands p. 26  
 GER-G 362 Introduction to Contemporary Germany p. 26  
 GLLC-G 220 Diseases that Changed the World p. 27  
 GLLC-G 321 Intelligence and National Security p. 27  
 GNDR-G 105 Sex, Gender, and the Body p. 24  
 GNDR-G 206 Gay Histories/Queer Cultures p. 25  
 GNDR-G 235 Scientific Understanding of Sex and Gender p. 25  
 HIST-A 200 Issues in United States History p. 32  
 HIST-A 205 Asian American History p. 32  
 HIST-B 226 Mafia and Other Italian Mysteries p. 32  
 HIST-B 260 Women, Men, and Society in Modern Europe p. 33  
 HIST-D 102 Icon and Axe: Russia to 1861 p. 33  
 HIST-D 200 The Cold War p. 33  
 HIST-D 201 The Fall of Communism p. 33  
 HIST-H 101 The World in the Twentieth Century I p. 33  
 HIST-H 103 Europe: Renaissance to Napoleon p. 33  
 HIST-H 105 American History I p. 33  
 HIST-H 106 American History II p. 33  
 HIST-H 207 Modern East Asian Civilization p. 33  
 HIST-H 211 Latin American Culture and Civilization I p. 34  
 HIST-H 251 Jewish History: Bible to Spanish Expulsion p. 34  
 HIST-W 200 Environments and Diseases p. 34

- HON-H 204 Our "Original" Culture Wars (Honors only) p. 10
- HON-H 204 Transwar Japan (Honors only) p. 10
- HON-H 212 Ideas and Experience II (Honors only) p. 35
- HPSC-X 102 Revolutions in Science: Plato to NATO p. 34
- HPSC-X 123 Perspectives on Science: Social and Historical p. 34
- HPSC-X 223 Issues in Science: Social and Historical p. 34
- INST-I 212 The Civilization of Tibet p. 35
- INTL-I 100 Introduction to International Studies p. 36
- INTL-I 203 Global Integration and Development p. 36
- INTL-I 204 Human Rights and Social Movements: International Perspectives p. 36
- INTL-I 205 International Communication p. 36
- INTL-I 206 Nations, States, and Boundaries p. 36
- LATS-L 101 Introduction to Latino Studies p. 37
- LATS-L 102 Introduction to Latino History p. 37
- LATS-L 396 Seminar in Latino Studies p. 37
- LESA-L 105 Beyond the Sample Gates p. 37
- LING-L 103 Introduction to the Study of Language p. 38
- NELC-N 204 Topics in Middle Eastern Culture and Society p. 42
- NELC-N 208 Muslim Communities in the West p. 42
- NELC-N 265 Introduction to Islamic Civilization p. 43
- POLS-Y 100 American Political Controversies p. 44
- POLS-Y 103 Introduction to American Politics p. 44
- POLS-Y 107 Introduction to Comparative Politics p. 44
- POLS-Y 109 Introduction to International Relations p. 44
- POLS-Y 200 Contemporary Political Problems p. 45
- POLS-Y 205 Analyzing Politics p. 45
- POLS-Y 210 Honors Seminar p. 45
- PSY-P 102 Introductory Psychology II p. 45
- SOC-S 100 Introduction to Sociology p. 47
- SOC-S 101 Social Problems and Policies p. 47, 48
- SOC-S 122 Envisioning the City p. 48
- SOC-S 210 The Economy, Organizations, and Work p. 48
- SOC-S 215 Social Change p. 48
- SOC-S 217 Social Inequality p. 48
- SOC-S 220 Culture and Society p. 48
- SOC-S 230 Society and the Individual p. 48
- SPHS-S 110 Survey of Communication Disorders p. 48
- TEL-T 101 Media Life p. 49
- TEL-T 160 Videogames: History and Social Impact p. 49
- TEL-T 191 Race, Ethnicity, and Media p. 49
- TEL-T 205 Introduction to Media and Society p. 49
- TEL-T 207 Introduction to Telecommunications Industry and Management p. 50
- WEUR-W 301 Modern European Politics and Society p. 50
- Natural and Mathematical Sciences (N&M)**
- ANAT-A 215 Basic Human Anatomy p. 39
- ANTH-B 200 Bioanthropology p. 2
- AST-A 100 The Solar System p. 3
- AST-A 103 The Search for Life in the Universe p. 3
- AST-A 105 Stars and Galaxies p. 3
- AST-A 115 Birth and Death of the Universe p. 3
- AST-A 221 General Astronomy I p. 3
- BIOL-L 100 Humans and the Biological World p. 3
- BIOL-L 104 Introductory Biology Lectures p. 3
- BIOL-L 111 Evolution and Diversity p. 3
- BIOL-L 112 Biological Mechanisms p. 3
- BIOL-L 113 Biology Laboratory p. 3
- CHEM-C 100 The World as Chemistry p. 5
- CHEM-C 101 Elementary Chemistry I p. 5
- CHEM-C 103 Introduction to Chemical Principles p. 5
- CHEM-C 117 Principles of Chemistry and Biochemistry I p. 5
- CHEM-C 118 Principles of Chemistry and Biochemistry II p. 5
- CHEM-C 341 Organic Chemistry I Lectures p. 5
- CHEM-S 117 Principles of Chemistry and Biochemistry I, Honors p. 5
- CLLC-L230 Our Quantum Universe p. 11
- COGS-Q 250 Mathematics and Logic for the Cognitive and Information Sciences p. 6
- COLL-E 105 The Biology of Food p. 9
- COLL-E 105 Darwinian Medicine p. 9
- COLL-E 105 Read My Lips! p. 9
- COLL-E 105 Science of Animal Minds p. 10
- CSCI-A 110 Introduction to Computers and Computing p. 13
- CSCI-A 201 Introduction to Programming I p. 13
- CSCI-A 202 Introduction to Programming II p. 13
- CSCI-C 211 Introduction to Computer Science p. 13
- CSCI-C 212 Introduction to Software Systems p. 13
- CSCI-C 241 Discrete Structures for Computer Science p. 13
- CSCI-H 211 Introduction to Computer Science, Honors p. 13
- GEOG-G 107 Physical Systems of the Environment p. 25
- GEOG-G 109 Weather and Climate p. 25
- GEOG-G 208 Human Impact on Environment p. 25
- GEOG-G 237 Cartography and Geographic Information p. 25
- GEOL-G 103 Earth Science: Materials and Processes p. 25
- GEOL-G 104 Evolution of the Earth p. 25
- GEOL-G 105 Earth: Our Habitable Planet p. 25
- GEOL-G 111 Physical Geology p. 25
- GEOL-G 114 Dinosaurs and Their Relatives p. 25
- GEOL-G 116 Our Planet and Its Future p. 25
- GEOL-G 121 Meteorites and Planets p. 26
- GEOL-G 141 Earthquakes and Volcanoes p. 26
- GEOL-G 171 Environmental Geology p. 26
- GEOL-G 221 Introductory Mineralogy p. 26
- HISP-S 326 Introduction to Spanish Linguistics p. 48
- HON-H 205 Gas Prices and Petroleum Geology (Honors only) p. 10
- HON-H 205 Origin and History of the Universe (Freshmen Wells Scholars only) p. 10
- HON-H 205 Quick and Dirty Mental Ops: The Price of Adaptive Cognition (Honors only) p. 10
- HON-H 205 Rational Decision Making (Honors only) p. 10
- HPSC-X 200 Scientific Reasoning p. 34
- HPSC-X 226 Issues in Science: Natural and Mathematical p. 34
- HUBI-B 101 The Human Organism p. 35
- LATS-L 105 Diversity by the Numbers p. 37
- LING-L 303 Introduction to Linguistic Analysis p. 38
- MATH-A 118 Finite Mathematics for the Social and Biological Sciences p. 38

MATH-D 116 Introduction to Finite Mathematics I (N&M distribution credit given only upon completion of both D 116 and D 117) p. 38  
 MATH-D 117 Introduction to Finite Mathematics II (N&M distribution credit given only upon completion of both D 116 and D 117) p. 38  
 MATH-K 310 Statistical Techniques p. 39  
 MATH-M 118 Finite Mathematics p. 38  
 MATH-M 119 Brief Survey of Calculus I p. 39  
 MATH-M 211 Calculus I p. 39  
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**Exploratory Student Resources—  
University Division**  
[www.exploremajors.indiana.edu](http://www.exploremajors.indiana.edu)

**Office of First Year Experience**  
[www.indiana.edu/~fye](http://www.indiana.edu/~fye)

**Registrar**  
[www.registrar.indiana.edu](http://www.registrar.indiana.edu)

**Student Academic Center**  
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**Student Advocates**  
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