

School of Liberal Arts

Welcome to the IU School of Liberal Arts!

A [liberal arts](#) education begins with the premise that one's world and one's self are at the core of the pursuit of knowledge. It leads to viewing the world from more than one perspective and learning something about its social, cultural, intellectual, and spiritual dimensions. Those different perspectives within the [liberal arts](#) encompass two major groups of academic disciplines: the humanities, which explore the [history](#) and experience of human culture, and the social sciences, which examine the social and material foundations of human life. Regardless of the perspective, the focus in the [liberal arts](#) is on knowledge itself, on both its substance and the tools for pursuing it, on what is known and what is worth knowing. Skills for acquiring and generating knowledge, as well as the preservation of knowledge, are enfolded within the [School of Liberal Arts curriculum](#).

[Liberal arts](#) graduates are expected to read and listen effectively and to speak and write clearly and persuasively. They learn how to think critically and creatively. As perceptive analysts of what they read, see, and hear, [liberal arts students](#) are expected to be able to reason carefully and correctly and to recognize the legitimacy of intuition when reason and evidence prove insufficient. They learn to use various analytical tools, such as mathematics and statistics, to enable them to undertake quantitative analysis when such a strategy is appropriate.

Furthermore, students in the [liberal arts](#), by developing communication skills in both [English](#) and at least one [foreign language](#), equip themselves to communicate with others within their own culture and different cultures. This ability to communicate requires insights into diverse patterns of thought and modes of expression. Such insights allow students to identify universal, as well as unique, aspects of their culture, their community, and themselves.

Students in the [liberal arts](#) spend a substantial amount of time studying local and international human communities. Students cultivate an informed sensitivity to global and environmental issues by exploring the range of [social](#), [geographic](#), [economic](#), [political](#), [religious](#), and cultural realities influencing world events.

[Liberal arts students](#) do not limit their studies to the here and now. A [liberal arts education](#) requires the development of a historical consciousness, so that students can view the present within the context of the past, can appreciate tradition and what the preservation of knowledge implies, and can understand the critical forces that influence the way we think, feel, act, and speak.

In the midst of discussions of theoretical frameworks and appropriate methods of gathering and verifying data, [liberal arts students](#) consider [social problems](#) such as poverty, pollution, crime, racism, and sexism. Such consideration leads to an even greater appreciation of the dynamics of change and of what different perspectives have to offer.

A quality [liberal arts education](#) also includes an appreciation of [literature](#) and the arts and the cultivation of

the aesthetic judgment that makes possible the enjoyment and comprehension of works of the creative imagination.

The [liberal arts curriculum](#) helps students examine [ethical perspectives](#), so that they can formulate and understand their own values, become aware of others' values, and discern the [ethical dimensions](#) underlying many of the decisions that they must make. The issues discussed and the individuals and points of view studied help define the citizen as an informed and responsible individual.

This course of study implies that to be educated is to be tolerant, open to others and their ideas, and willing to admit the validity of alternative approaches. Interdisciplinary courses in which students are asked to consider the same subject from varied perspectives enhance that aspect of the [liberal arts education](#).

General knowledge of the liberal arts provides a firm foundation for productive and responsible citizenship. When professional and personal decisions and actions are informed by knowledge, rationality, and compassion, they make the greatest contribution to a better world.

The broad knowledge and course of study described above as characteristic of a good [liberal arts education](#) are coupled with an in-depth exploration of at least one particular academic discipline, a major. [Liberal arts students](#) acquire a coherent, sophisticated understanding of a major body of knowledge with all its complexities, unique methodologies, power, and limitations. The major provides a foundation for additional academic study or for advancement within a chosen career. But because of the demanding general requirements, a liberal arts course of study protects students from the pitfalls of overspecialization too early in their postsecondary education.

A [liberal arts education](#) is an ideal preparation for life and profession, encouraging students to pursue subsequent specialization within a framework of intellectual breadth and creativity. More than just training for today's occupations, however, the humanities and social sciences offer students the skills and flexibility they will need as they move on to careers and occupations not yet known or imagined.

All in all, no individual, whether just out of high school or returning to college after being away for decades, can find a better course of study for the present and the future, for the personal and the professional, than one in the [School of Liberal Arts](#).

Who Should Use This Bulletin

The 2010-2012 Bulletin of the School of Liberal Arts presents the degree requirements for all students admitted for fall semester 2010 through summer term 2012. Students admitted to the School of Liberal Arts must satisfy degree requirements as described herein. Students accepted to the School of Liberal Arts prior to fall semester 2008 and continuously enrolled since then (excluding summer sessions) either may meet the school's requirements at the time they were initially accepted as a liberal arts major or they may elect the requirements as described below. Students who are not continuously enrolled or who take more than eight years of enrollment to complete their degrees should confer with the associate

dean for student affairs in the school to determine the requirements applicable to their degrees.

Overview

Our Mission

Creating and exchanging knowledge that promotes understanding of the human experience.

Our Vision

As one of the premier sites of liberal arts education, scholarship, professional service, and civic engagement in the state of Indiana, the School of Liberal Arts will contribute to the social, cultural and economic development of the state, and will foster life-long learning that engenders commitment to civil society through an engaged and educated citizenry.

Our Core Values

A liberal arts education is rooted in reflection, teaching and learning, scholarship, and service to people across cultures and over time. To promote a better understanding of a complex world, the School of Liberal Arts builds on this tradition and reflects it in our core values:

- **Student learning:** We provide an intellectual climate and curriculum that challenges students to think critically, communicate clearly and achieve in their chosen fields.
- **Diversity:** Diversity encompasses the complexities of human beings and includes, but is not limited to, race, ethnicity, gender, gender identity, sexual preference, age, physical and mental differences, religious identification, and social class. We believe the educational environment is enhanced when diverse groups of people with diverse ideas come together to learn.
- **Excellence:** We seek excellence - quality rather than quantity - in the areas of teaching and learning, research and creative activity, and civic engagement and professional service.
- **Collaboration with the community:** We value civic involvement as a way of enriching the academic environment, engaging citizens and enhancing our constituent communities.
- **Interdisciplinary, international and multicultural approaches:** We take a broad perspective on intellectual questions, civic engagement, and the education of students in order to provide a well-rounded education.
- **Stewardship:** We steward the resources of the School of Liberal Arts - and measure their impact - in the most effective, efficient, ethical, and timely manner possible.
- **Collegiality:** Students, staff, and faculty are joined in a collaborative partnership characterized by mutual respect to promote the vision and mission of the School of Liberal Arts.
- **Accessibility:** As a public institution, we are dedicated to making a high quality education as accessible as possible for all students through flexible scheduling, loans, scholarships and other means.

Contact Information

[School of Liberal Arts](#)
Cavanaugh Hall (CA) 401
425 University Boulevard
Indianapolis, IN 46202
(317) 274-3976

[libarts@.](#)

Admission

All students entering the [IU School of Liberal Arts](#) must be admitted officially to IUPUI as a degree-seeking student.

After students have been admitted by IUPUI, they must also be admitted by the specific school in which they intend to pursue a degree. The [IU School of Liberal Arts](#) welcomes nontraditional students and recent high school graduates if they wish to pursue a liberal arts degree and meet the school's requirements for admission. Students can be admitted before they have selected a major if their general interests lie in the humanities or social sciences.

Students not eligible for direct admission to the School of Liberal Arts can indicate their interest in a major in the school by dual admission to University College and to a [IU School of Liberal Arts](#) department or program.

Many liberal arts students are transfer students coming from another college or university, another Indiana University campus, or another division of IUPUI. Procedures for transferring into the [IU School of Liberal Arts](#) and special arrangements for transfer students are described below.

Probationary Admission

Individuals interested in transferring to [Liberal Arts](#) whose college grade point average is lower than 2.0 (C) may petition the School of Liberal Arts for probationary admission. Special consideration is given to adult learners and students returning after five or more years.

Petitions are available from the [IU School of Liberal Arts Miriam Z. Langsam Office of Student Affairs](#), Cavanaugh Hall 401, (317) 274-3976. Transfer students from other colleges or universities should attach a copy of their college transcript. Petitions are reviewed by the School of Liberal Arts Associate Dean and should be submitted by the following deadlines:

- To enroll for the fall semester: July 15
- To enroll for the spring semester: November 15
- To enroll for summer session: April 15

At the discretion of the associate dean, the school will ordinarily admit transfer students whose past performance, experience, or current situation show reasonable potential for successfully completing a degree. Such students are counseled through the [Miriam Z. Langsam Office of Student Affairs](#) or their major department and remain on probation until their cumulative grade point average is raised to at least 2.0 (C).

Transfer Students

The School of Liberal Arts welcomes transfer students and is committed to making their transition and transfer of credit as smooth as possible. At admission or at any time

after being admitted to IUPUI, a student with a minimum grade point average of 2.0 (C) may transfer to the School of Liberal Arts by filing a Change of Record form available in the Miriam Z Langsam Office of Student Affairs, CA401. Transfer students who have questions about how their previous course work will apply to their degree, or who encounter difficulties in the process of transferring credit or records, should contact the School of Liberal Arts Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall 401, (317) 274-3976.

Courses

Africana Studies (AFRO)

AFRO–A 106 Perspectives from the African American Diaspora (1-3 cr.) This course is a study of selected topics or issues in Afro-American/African Diaspora Studies usually coordinated with symposia and/or conferences sponsored by the AADS Program. This course will expose students to current trends in research techniques, new research, allow them to interact with nationally and internationally known scholars and leaders in the area of AAADS.

AFRO–A 140 Introduction to African American and African Diaspora Studies (3 cr.) Introduction to the theory, method, and content of African American and African Diaspora Studies. Examines the social, political, cultural, and economic experiences of people comprising the African Diaspora. Utilizes an interdisciplinary approach and conceptual, theoretical, and analytical frameworks to illustrate the interconnectedness of black peoples experiences and the importance of studying AAADS as a field of scholarly inquiry.

AFRO–A 150 Survey of the Culture of Black Americans (3 cr.) An introduction to the traditions, life, and experiences of Africans in the United States. The course utilizes learning resources from a variety of disciplines, including history, literature, and the social sciences.

AFRO–A 200 Research in African American and African Diaspora Studies (3 cr.) Introduce students to basic tools, techniques and processes of scholarly research in African American and African Diaspora Studies. Students learn and apply technology as it pertains to research, address ethical issues, gain an understanding of basic statistical techniques in research and gain proficiency in reading, writing, understanding, and critiquing research articles, abstracts, and proposals.

AFRO–A 202 The West and the African Diaspora (3 cr.) An introduction to Western Europe's and America's perception of Africa and Africans. Emphasis is on the image of Africans and their New World descendants, as constructed by European and American intellectuals.

AFRO–A 249 Afro-American Autobiography (3 cr.) 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.

AFRO–A 255 The Black Church in America (3 cr.) History of the black church from slavery to the present emphasis on the church's role as a black social institution,

its religious attitudes as expressed in songs and sermons, and its political activities as exemplified in the minister-politician.

AFRO–A 303 Topics in African American and African Diaspora Studies (1-3 cr.) Study of selected topics or issues in Afro-American studies occasionally, but not always, coordinated with symposia and/or conferences sponsored by the AAADS Program.

AFRO–A 306 Globalization, Struggle, and Empowerment in the African Diaspora (3 cr.) Examines the shared cultural, political, social, and intellectual responses to the transoceanic experiences of African diasporic populations. Utilizes interdisciplinary tools and perspectives to understand the impact of colonialism, imperialism, and globalization on African populations of the United States, Canada, Great Britain, and selected Western European nations during the modern era.

AFRO–A 352 Afro-American Art II: Afro-American Artists (3 cr.) A survey of the artistic traditions of the Africans in the New World, from the period of slavery in North and South America through contemporary and expatriate African American artists.

AFRO–A 355 African American History I (3 cr.) A study of the history of African Americans in the United States. Includes the role African-American culture has played in the development of the American nation, Slavery, Abolitionism, Reconstruction and the post-Reconstruction to 1900.

AFRO–A 356 African American History II (3 cr.) This course will explore each of the major historical events and Black leaders of those times and their influence on the social and political advancement of African Americans from 1900 to the present.

AFRO–A 364 History of Black Americans (3 cr.) A survey of the historical origins and development of the African community in the United States. Topics include kingdoms of ancient Africa, the Atlantic slave trade, New World slave systems, antebellum free African American protest, the Civil War and Reconstruction, nationalism and Pan-Africanism, the Harlem Renaissance, and the Civil Rights and Black Liberation movements of the 1960s.

AFRO–A 369 The African American Experience (3 cr.) This integrator course introduces students to the methodological and analytical tools needed to understand the historical background, contemporary challenges, and current policy debates about issues confronting the African American community, such as credit market discrimination, affirmative action, and reparations. A chief goal of the course is to expose students to broad themes in African American history, while also providing them with the necessary interdisciplinary tools—both qualitative and quantitative—to analyze contemporary economic problems and prospects.

AFRO–A 402 Seminar in AAADS (3 cr.) P: junior standing, with 9 credit hours in AAADS, or permission of the program director. Advanced seminar devoted to discussion and analysis of the political, social, and economic status and prospects of the African American community.

AFRO–A 440 History of the Education of Black Americans (3 cr.) This course focuses on the education of Black Americans and its relationship to the Afro-American experience. Trends and patterns in the education of Black Americans as such relate to the notions of education for whom and for what.

AFRO–A 495 Individual Readings in African American and African Diaspora Studies (1-3 cr.) By arrangement with instructor. Investigation of topics of special interest to students that are not covered in the regular program curriculum or that students wish to pursue in greater detail. May be repeated once for credit.

AFRO–A 569 The African American Experience (3 cr.) This course introduces graduate students to the methodological and analytical tools needed to understand the historical background, contemporary challenges, and current policy debates about issues confronting the African American community, such as credit market discrimination, affirmative action, and reparations. A chief goal of the course is to expose students to broad themes in African American history, while also providing them with the necessary interdisciplinary tools—both qualitative and quantitative—to analyze contemporary economic problems and prospects.

AFRO–E 310 Culture of Africa (3 cr.) A basic ethnographic survey of African cultures, with attention to social groupings, tribalism, religion, language social change, and the ecological relationship between humans and nature.

ASL–A 131 Intensive Beginning American Sign Language (5 cr.) First course in the introductory sequence of language courses. Emphasis on developing basic conversational skills as well as awareness of Deaf culture.

ASL–A 132 Intensive Beginning American Sign Language II (5 cr.) Second course in the introductory sequence of language courses. Emphasis on developing basic conversational skills as well as awareness of Deaf culture.

ASL–A 211 Second Year American Sign Language I (5 cr.) First course in the second year sequence of language courses designed for students who have completed A131 and A132. Emphasis is on expansion of grammar, syntax, sentence structure, and vocabulary development, as well as continuation of Deaf Culture studies.

ASL–A 212 Second Year American Sign Language II (5 cr.) Second course in the second year sequence of language courses designed for students who have completed A221. Emphasis is on the narrative, receptive, and expressive skill development and continuation of Deaf Culture studies.

ASL–I 301 Introduction to Interpreting (3 cr.) Provides an overview of the field of ASL/English interpreting. Emphasis is on exploring a progression of philosophical frames in the development of the profession; exploring models of the interpreting process and identifying requisite responsibilities, skills, and aptitudes for interpreters.

ASL–I 303 American Sign Language for Interpreters (3 cr.) This course is designed for student interpreters to continue improving their fluency in American Sign

Language (ASL). Emphasis is on the ability to compose and produce a variety of discourse genres in ASL, such as narratives, explanations, descriptions, expository talks, procedural talk, and others. There is an equal emphasis on comprehension of, and response to, the same discourse types. Students will begin to focus on features of language such as prosody, discourse markers, rhythm, accents, variations, cohesive devices, involvement strategies, and others.

ASL–I 361 Basic Interpreting Skills (3 cr.) P: director's permission. This is the first course in the professional skills preparation for interpreting. Students begin by analyzing texts for purpose, audience, linguistic features, and discourse structure. Students are taught discourse mapping and retelling texts in the same language. As students learn to analyze, they also learn how to evaluate adequate renditions.

ASL–I 363 Interpreting Community Texts: Consecutive (3 cr.) P: director's permission. This is the second interpreting course that prepares students for the analytical skills needed to interpret. In this course, students continue their practice with interlingual mapping exercises. The greatest change is from an unlimited to a limited time for preparation and production of texts.

ASL–I 365 Interpreting Community Texts: Simultaneous (3 cr.) P: director's permission. This is the third and final course to prepare student to do simultaneous interpreting. In this course, students continue with mapping exercises, working towards interpreting unfamiliar texts, and evaluating interpretations. The greatest challenge is eliminating pausing.

ASL–I 405 Practicum (3 cr.) An extensive practicum experience. Students will be placed at sites to experience several interpreting settings during the 15-week course. Students will be required to maintain a journal of their experiences and to meet with onsite practicum mentors and program faculty regularly throughout the course.

ASL–L 340 Discourse Analysis: English (3 cr.) This course focuses on the analysis of language use in different genres of spoken English so that interpreting students become explicitly aware of everyday language. Students collect, transcribe, and analyze features of conversations, lectures, explanations, interviews, descriptions, and other types of speech genres while reading and discussing theoretical notions underlying language use in English.

ASL–L 342 Disclosure Analysis: ASL (3 cr.) This course continues the introduction to discourse analysis, focusing on discourse in American Sign Language (ASL). Topics will include general discourse issues such as approaches to analysis, natural data analysis, technology for research in signed languages, and topics specific to ASL, including transcription in ASL, use of space and spatial mapping, involvement strategies, discourse structures and genres, cohesion and coherence, framing, and interaction strategies. One ongoing issue throughout the course will be the relevance to interpreting.

AMST–A 103 Topics in American Studies (1-3 cr.) Interdisciplinary consideration of various American studies topics sometimes coordinated with symposia and/or

conferences sponsored by the IUPUI Center for American Studies. A103 cannot be counted as credit toward an American studies minor.

AMST–A 301 The Question of American Identity (3 cr.) Is American culture unified or does it consist of a potpourri of more or less distinct cultures? Beginning with the 1600s but emphasizing the nineteenth and twentieth centuries, this course explores classic texts in American culture, seeking to locate the terms of American unity in the midst of obvious diversity.

AMST–A 302 The Question of American Community (3 cr.) What are the varieties and forms of American social life? This course will explore the manner in which Americans, from Puritan times through the later decades of the twentieth century, have structured and experienced social life in rural, urban, and suburban settings.

AMST–A 303 Topics in American Studies (1-3 cr.) Interdisciplinary consideration of various American studies topics.

AMST–A 304 The Transformation of America 1960–1980 (3 cr.) America in the years from John F. Kennedy to Ronald Reagan. An examination of such topics as the myth of Camelot, the civil rights movement and the subsequent black uprising, Vietnam and its aftermath, the rise of counterculture, campus unrest and the student movement, the road to Watergate and the retreat into narcissism, the pervasive influence of television, and the rise of neo-conservatism. Also, consideration of the literature: modernism and fabulism in fiction, social and cultural criticism, and the new journalism in nonfiction.

AMST–A 499 Senior Tutorial in American Studies (3 cr.) This course provides students with the opportunity to pursue particular interests in American studies on topics of their choices and to work in a tutorial relationship with an American studies faculty member. In this course of directed study, students will be required to produce research projects for filing in the library.

Anthropology (ANTH, FOLK, MSTD)

ANTH–A 337 African American Health Care (3 cr.) An anthropological perspective on the study of African American health beliefs and practices. This course examines the major theories for African American health as well as the relevant issues for understanding these health care practices in delivering health services. Local and national health care issues will be examined.

ANTH–A 360 The Development of Anthropological Thought (3 cr.) An overview of the major theoretical developments within anthropology, as the discipline has attempted to produce a universal and unified view of human life based on knowledge of evolution and prehistoric and contemporary cultures

ANTH–A 361 Applied Cultural Change (3 cr.) A survey of major concepts of cultural and social change, and an evaluation of different models of applied change. The course emphasizes both a sound understanding of change and its practical application in developmental change.

ANTH–A 395 Field Experiences in Anthropology (1-3 cr.) P: permission of instructor. A supervised field

experience in a selected area of anthropology. May not be repeated for more than 6 credit hours.

ANTH–A 401 Cultural Resource Management (3 cr.) The concept of cultural resource management as a theoretical and functional tool to effect the conservation and protection of archaeological resources. Law, project review, site registration, and preservation strategies will be addressed.

ANTH–A 412 Senior Project (3 cr.) An independent study course, taken toward the end of undergraduate studies in which students apply their anthropological expertise to projects that range from original research to applied work in the community. Students work on individual projects of their own design in consultation with faculty supervisors. Registration is by instructor authorization.

ANTH–A 413 Senior Seminar (1 cr.) This course examines the present state of anthropology, strategies for career development, and issues involved in using and applying anthropology. Designed to be taken toward the end of undergraduate studies, usually in conjunction with the A412 Senior Project, this course is generally restricted to anthropology majors. Registration is by instructor authorization.

ANTH–A 454 Human Ecology (3 cr.) A survey of the biological and cultural means by which humans adapt to their environment. This course emphasizes the unique nature of human adaptation, focusing on specific human groups and on the general processes of adaptation.

ANTH–A 460 Topics in Anthropology: (variable title) (1-3 cr.) A conceptual examination of selected topics in the field of anthropology. May not be repeated for more than 6 credit hours.

ANTH–A 485 Topics in Applied Anthropology: (variable title) (1-3 cr.) An examination of a selected topic where the concepts, principles, and methods in anthropology are utilized to address a particular community or social issue. May not be repeated for more than 6 credit hours.

ANTH–B 301 Laboratory in Bioanthropology (3 cr.) Laboratory investigations of human skeletal biology, including age and sex determinations, bone pathologies, and forensic identification, human paleontological and primate observations. Variability in living populations, including anthropometry, blood grouping, and dermatoglyphics. Emphasis on a biocultural perspective in applying methods and techniques of bioanthropology.

ANTH–B 370 Human Variation (3 cr.) Variation within and between human populations in morphology, gene frequencies, and behavior. Biological concepts of race, race classification, along with other taxonomic considerations, and evolutionary processes acting on humans in the past, present, and future.

ANTH–B 371 The Anthropology of Human Nature (3 cr.) An examination of the foundations of human behavior as viewed from the biocultural and evolutionary perspective of anthropology. This course strives to provide the student with a rational middle ground in the

nature/nurture debate by demonstrating that human behavior is innately plastic.

ANTH-B 426 Human Osteology (3 cr.) This course provides an intensive introduction to the human skeleton emphasizing the identification of fragmentary skeletal remains. This knowledge forms the under-pinning for advanced study in forensic anthropology, paleo-anthropology, bio-anthropology and human osteology. Pathological conditions as well as bone growth and development will be studied. This course will consist of three hours of class per week, with both lecture and laboratory time given. You should anticipate at least 20 hours per week of independent laboratory time. There will be a series of practical quizzes, completion of exercises from a lab manual, compilation of an individual osteology notebook that contains class notes and drawings, and a final burial report.

ANTH-B 466 The Primates (3 cr.) The study of our closest living relatives, the prosimians, monkeys, and apes, from the perspective of evolutionary and environmental influences on morphology and complex social behavior.

ANTH-B 480 Human Growth and Development (3 cr.) The study of human growth and development from a biocultural perspective including the physical mechanisms, and social, cultural, and environmental factors that lead to normal growth and development throughout the human life cycle. Causal factors, patterns of expression, and methods of assessment are stressed. Also available for graduate credit.

ANTH-E 300 Culture Areas and Ethnic Groups: (variable title) (1-3 cr.) An ethnographic survey of a selected culture area or ethnic group. May not be repeated for more than 6 credit hours.

ANTH-E 310 Cultures of Africa (3 cr.) An ethnographic survey of culture areas and societies of sub-Saharan Africa.

ANTH-E 316 Prehistory of North America (3 cr.) This course will introduce students to the cultural variety and complexity of prehistoric native North Americans. The course focuses on the various environmental adaptations, lifeways, social systems, and material culture that have been revealed through archaeological research.

ANTH-E 320 Indians of North America (3 cr.) An ethnographic survey of native North American culture areas and ethnic groups.

ANTH-E 326 Modern Greek Society (3 cr.) This course examines modern Greek life from an anthropological perspective. Recent Greek history, and the changing circumstances of both village and urban dwellers are explored. The complexity of cross-cultural understanding emerges as the various images that outsiders hold of modern Greece are compared to the realities of contemporary life there.

ANTH-E 335 Ancient Civilizations of Mesoamerica (3 cr.) Historical ethnography of the major pre-Columbian civilizations, especially the Aztec, the Maya, and the Zapotec and Mixtec. Emphasis on the social life, cultural achievements, religion, world view, and political systems

to illustrate the diversity and richness of Amerindian life before the Spanish conquest.

ANTH-E 336 African American Culture (3 cr.) This course provides an anthropological and comprehensive approach to the study of African American culture. It will focus on the ethnohistory, culture, politics, gender, language, health care, and values of African Americans. A secondary aim of this course is to examine the contemporary issues which affect the African American family.

ANTH-E 354 Popular Culture (3 cr.) This course studies how traditional anthropological insight can analyze social and political complexities of contemporary popular cultural phenomena. Focuses on how anthropological subjects such as class, racism, and regionalism lurk within popular cultural phenomena including post-1950 music subcultures, civil religion, and consumer culture.

ANTH-E 356 Cultures of the Pacific (3 cr.) This course examines the varied peoples and adaptations of the three main culture areas in the Pacific region (Micronesia, Polynesia, Melanesia) and explores such topics as male/female relations, sorcery, exchange, colonialism, and economic development.

ANTH-E 380 Urban Anthropology (3 cr.) Anthropological perspectives on contemporary American cities. Topics to be covered include (among others): changes in the nature of cities from manufacturing sites to spaces for consumption and tourism; gentrification; racial and ethnic diversity in cities; urban social movements and new models for social services.

ANTH-E 384 The African Diaspora (3 cr.) This course examines the cultural formation of the African Diaspora in the Americas. The course focuses specifically on the development of the African diasporic populations in the Caribbean, Central America and South America in comparative perspective. Students will develop a critical understanding of the African Diaspora as a geographical displacement, as an assemblage of cultural groups, and as a process of political identification.

ANTH-E 391 Women in Developing Countries (3 cr.) This course explores the nature of women's roles in developing countries. Particular emphasis is placed on examining how development and cultural change have affected the lives of women.

ANTH-E 402 Gender in Cross-Cultural Perspective (3 cr.) This course considers the meaning and social implications of gender in human society. Cultural definitions of "male" and "female" gender categories as well as associated behavioral and structural differentiation of gender roles will be analyzed using current anthropological concepts and theories.

ANTH-E 403 Women of Color in the US (3 cr.) This course examines the concepts of race, and gender as inextricably tied analytical categories, and how they have structured the lives of African American, Latina, Native American and Asian American women, both US born and immigrant. Themes of oppression, identities and activism figure prominently throughout the course.

ANTH-E 404 Field Methods in Ethnography (3 cr.) Introduction to the methods and techniques

anthropologists use to study other peoples. Preparation of a research proposal, interviewing, and the use of life histories and case studies.

ANTH-E 411 Wealth, Exchange, and Power in Anthropological Perspective (3 cr.) This course examines cultural patterns of production, exchange, and consumption, with an emphasis on non-Western societies and how these factors influence economic development in the Third World.

ANTH-E 445 Medical Anthropology (3 cr.) A cross-cultural examination of human biocultural adaptation in health and disease, including biocultural epidemiology; ethnomedical systems in the prevention, diagnosis, and treatment of disease; and sociocultural change and health. Also available for graduate credit.

ANTH-E 455 Anthropology of Religion (3 cr.) Critical evaluation of current approaches to the analysis of religious myth, ritual, and symbolism. Problems in understanding religious beliefs of other cultures. Modern development of anthropology of religion.

ANTH-E 457 Ethnic Identity (3 cr.) A cross-cultural analysis of the nature of ethnic groups and identity, including the effects of colonialism and nationalism on ethnic groups, stereotyping groups, ethnic symbols and styles, and persistence and change in ethnicity.

ANTH-E 470 Psychological Anthropology (3 cr.) A cross-cultural examination of human behavior in its ethnic context, including selected topics such as socialization, sex roles, altered states of consciousness, and personality and sociocultural change.

ANTH-L 300 Language and Culture (3 cr.) This course explores the relationships between language and culture, focusing on research methodology and surveying various theoretical frameworks. Topics to be discussed include linguistic relativity (the Sapir-Whorf Hypothesis), ethnographies of communication, interview techniques, and methods of data collection and analysis.

ANTH-L 401 Language, Power, and Gender (3 cr.) This course investigates sociocultural aspects of language use, focusing on the interaction of power and gender with language. Topics include differences in men's and women's language use, discourse patterns and power relationships, and identity and language use. To what extent does the language we speak sustain the dominance of certain groups in our society?

ANTH-P 330 Historical Archaeology (3 cr.) We will examine the ways in which historical archaeologists investigate Colonial and American cultures and lifeways in various regions of North America throughout time. Special attention will be given to understanding the long and complex history of Native American/European interactions. North American social systems, interaction with and exploitation of the environment, technologies, and material culture. The theory and methods used by historical archaeologists will also be emphasized.

ANTH-P 340 Modern Material Culture (3 cr.) This course examines how contemporary social experience is impacted by material culture ranging from toys to theme parks. Focuses on how consumers perceive themselves and others in modern consumer culture through the

medium of commodities and examines systems of inequality that are reproduced and subverted through consumption.

ANTH-P 396 The Rise of Civilization (3 cr.) Covers the development of complex societies in several regions of the world. The material is approached from an anthropological perspective, with emphasis on archaeological methods of data collection and analysis. Early civilizations in Iraq, India, Egypt, Rome, China, Peru, and Central America will be discussed.

ANTH-P 402 Archaeological Method and Theory (3 cr.) This class is concerned with how archaeologists know what they know about the past. Methods of data collection are reviewed and theoretical interpretations are discussed. The focus of the course is on evaluation of archaeological research and explanation, with special emphasis on critical thinking.

ANTH-P 405 Fieldwork in Archaeology (3-6 cr.) Archaeological work directed toward field techniques: excavation and preservation of materials, surveying, photography, cataloging. One credit hour per full week of fieldwork.

ANTH-E 354 African American Folklore/Folklife/Folk Music (3 cr.) African American culture in the United States viewed in terms of history and social change. Folklore, folk music, and oral history as means of illuminating black culture and history. May be repeated once when topics vary.

ANTH-E 356 Chicano Folklore/Folklife/Folk Music (3 cr.) The folk traditions of Mexican Americans as a reflection of the historical experience and cultural identity of this people within the United States. Mexican heritage, Anglo and black influences, and the blending of these elements into a unique cultural entity. May be repeated once when topics vary.

FOLK-F 101 Introduction to Folklore (3 cr.) A view of the main forms and varieties of folklore and folk expression in tales, ballads, gestures, beliefs, games, proverbs, riddles, and traditional arts and crafts. The role of folklore in the life of human beings.

FOLK-F 111 World Folk Music and Culture (3 cr.) The course explores the role of music in human life. It introduces students to ethnomusicology and the cross-cultural study of music, performance, and culture.

FOLK-F 131 Introduction to American Folklore (3 cr.) Folklore and traditional expressive behavior within the context of American culture. Art and traditional philosophies of folk groups in America, including ethnic groups, occupational groups, regional groups, religious groups, etc. The function of folklore within the lives of American people.

FOLK-F 312 European Folklore/Folklife/Music (3 cr.) A comparative survey of the genres of the folklore of Europe, emphasizing especially the study of worldview and folk religion. The interrelationships of the folk cultures of Europe that allow us to speak of "European folklore" will also be examined.

ANTH-F 360 Indiana Folklore/Folklife/Folk Music (3 cr.) Survey of folklore, folklife, or folk music of Indiana with particular attention to the persistence into the present

of preindustrial culture. Students are encouraged to do fieldwork in the state. May be repeated once when topics vary.

ANTH-F 363 Women's Folklore, Folklife, and Music (3 cr.) This course identifies key issues in women's folklore and examines the ways in which women have been represented in myths, legends, and folktales, past and present. The various ways in which visions of womanhood inform, reflect, and challenge gender roles will also be analyzed.

Graduate Minor in Anthropology and Health

ANTH-A 594 Independent Learning in Applied Anthropology (3 cr.) P: permission of instructor.

Independent research/training using anthropological perspectives/methods in addressing social issues. The project must be a discrete activity with a concrete product, conducted in conjunction with the student's anthropology advisor and a member of the organization where she or he will be located. May not be repeated for more than 6 credit hours.

ANTH-E 445 Medical Anthropology (3 cr.) A cross-cultural examination of human biocultural adaptation in health and disease, including biocultural epidemiology, ethnomedical systems in the presentation, diagnosis, and treatment of disease, and sociocultural change and health.

Research Methods in the Anthropology of Health

ANTH-B 521 Bioanthropology Research Methods (3 cr.)

ANTH-B 523 Anthropometry (3 cr.)

ANTH-B 525 Genetic Methods in Anthropology (3 cr.)

ANTH-E 404 Field Methods in Ethnography (3 cr.)

ANTH-E 606 Research Methods in Cultural Anthropology (3 cr.) Research Methods in Cultural Anthropology.

ANTH-L 605 Field Methods in Anthropological Linguistics (3 cr.)

Independent Study

ANTH-A 494 Practicum in Applied Anthropology (1-4 cr.) P: permission of instructor. An arranged experience in applied anthropology, appropriate to individual career goals. The student will work with an approved community group or organization in a specific project that facilitates the integration of previous course work and experience in a practical application. May not be repeated for more than 6 credit hours.

ANTH-A 495 Independent Studies in Anthropology (2-4 cr.) P: permission of instructor. A supervised, in-depth examination through individual research on a particular topic selected and conducted by the student in consultation with an anthropology faculty member.

ANTH-A 594 Independent Learning in Applied Anthropology (3 cr.) P: permission of instructor. Independent research/training using the anthropological perspective/methods in addressing social issues. The project must be a discrete activity with a concrete product, conducted in conjunction with the student's anthropology advisor and the member of the organization where she or

he will be located. May not be repeated for more than 6 credit hours.

ANTH-A 600 Seminar in Anthropology (2-4 cr.)

ANTH-A 103 Human Origins and Prehistory (3 cr.) A survey of human biological and cultural evolution from early pre-Pleistocene hominids through the development of urbanized state societies, with the goal of better understanding our human heritage. (Not open to students who have taken A303.)

ANTH-A 104 Introduction to Cultural Anthropology (3 cr.) A survey of cultural and social processes that influence human behavior, using comparative examples from different ethnic groups around the world, with the goal of better understanding the broad range of human behavioral potentials and those influences that shape the different expressions of these potentials. (Not open to students who have taken A304.)

ANTH-A 201 Survey of Applied Anthropology (3 cr.) P: A104 or A304, and A103 or A303, or permission of instructor. A survey of such issues in applied anthropology as cultural resource management, community development, cross-cultural communication, Third World development, museum studies, archaeological ethics, and the impact of human diversity on health care, education, and social programs.

ANTH-A 303 Evolution and Prehistory (3 cr.) P: junior standing. An advanced survey of human biological and cultural evolution from pre-Pleistocene hominids through the development of urbanized state societies. (Not open to students who have taken A103.)

ANTH-A 304 Social and Cultural Behavior (3 cr.) P: junior standing. An advanced survey of cultural and social processes that influence human behavior, with comparative examples from different ethnic groups around the world. (Not open to students who have taken A104.)

MSTD-A 403 Introduction to Museum Studies (3 cr.) This survey of museology introduces students to the history of museums and to debates on the philosophical nature of museums and their roles in society. The course covers the types and definitions of museums, traces the history of museums, discusses contemporary museum practice, and examines current issues in the museum profession.

MSTD-A 405 Museum Methods (3 cr.) This survey of museum practice introduces students to methods, skills, and resources in three areas of museum work: artifacts, interpretation, and organizational administration, as well as to the ethical ramifications of these methods.

MSTD-A 408 Museum Internship (1-6 cr.) P: A403 and A405, or consent of instructor required. An arranged learning experience in museum work appropriate to individual career goals, focusing on an aspect of museum practice and working with a museum mentor. May be repeated.

MSTD-A 410 Museum Education (3 cr.) This survey of museum education introduces students to a variety of professional skills through exercises, projects, museum visitor observation, and in-museum classes. It covers education theory most central to museum practice,

the duties of museum educators, and current issues in museum education.

MSTD–A 412 Exhibit Planning and Design (3 cr.) This course offers a survey of museum exhibit planning and design through an integration of theory and practice. The class introduces students to exhibit development, including exhibit administration, design, and evaluation, and to a variety of professional skills through hands-on exercises, exhibit critiques, museum observations, and in-museum classes.

MSTD–A 414 Museums and Technology (3 cr.) This course surveys the growing use of technology in museums. It examines applications for information management in collections, conservation science, and archives. It examines critically the use of technology in the service of education both in exhibit contexts and in a variety of educational programs and Web-based dissemination of knowledge.

COMM–C 104 Voice and Diction (3 cr.) Directed primarily toward the improvement of normal speech patterns, with emphasis on normal production, resonance, and articulation.

COMM–C 108 Listening (1 cr.) P: reading placement score of at least 80, and placement in W131. Designed to increase listening efficiency by improving comprehension and listening skills.

COMM–C 180 Introduction to Interpersonal Communication (3 cr.) P: reading placement score of at least 80. The study of human dyadic interaction, including topics such as perception processes, verbal/nonverbal communication, theoretical models of communication, conflict, and interpersonal communication in various relationships. Course covers applications of interpersonal communication theory/research, including communication competence.

COMM–C 223 Business and Professional Communication (3 cr.) P: R110 or equivalent. Preparation and presentation of interviews, speeches, and oral reports appropriate to business and professional organizations; group discussion and parliamentary procedure. This is an intermediate skills course with survey characteristics.

COMM–C 228 Discussion and Group Methods (3 cr.) Theory of and practice in effective participation in and leadership of group, committee, conference, and public discussion; application to information-sharing and problem-solving situations.

COMM–C 315 Human Communication and the Internet (3 cr.) P: R110, C180 or equivalent. Required for online certificate in Communication Studies - Human Communication in a Mediated World. Students learn how interpersonal, group, mass, public, and organizational communication modes are mediated in Internet environments. Students practice message preparation in different modes and contexts.

COMM–C 322 Advanced Interpersonal Communication (3 cr.) P: C180 or permission of instructor. Covers core components of the study of interpersonal communication: perception, systems, exchange theoretical approaches; methods of research in interpersonal communication;

content (topic) areas such as intimate relationships and friendships. Includes applications of interpersonal communication theory/research.

COMM–C 325 Interviewing Principles and Practices (3 cr.) P: R110 or equivalent. Emphasizes verbal and nonverbal communication in pre-interview back-ground research preparation, interview schedule design, question construction, and post-interview self-analysis in several interviewing contexts. Course includes significant assignments designed to help the student enhance oral performance competencies.

COMM–C 328 Advanced Topics in Small Group Communication (3 cr.) P: C228 or permission of instructor. Theories of small group communication processes. Explores group communication across cultures, groups in organizations, group decision making, conflict management in groups, and assessing competence in group communication.

COMM–C 380 Organizational Communication (3 cr.) The application of communication theory and research to the study of communication in various types of organizations. Explores reciprocal influence between communication and organizational structures and between communication and managerial styles. Discusses communication designs, superior/ subordinate communication, conflict, information management, networks; communication vis-a-vis employee motivation, satisfaction, and productivity; and communication effectiveness in organizations.

COMM–C 392 Health Communication (3 cr.) P: 3 credit hours of communication or consent of instructor. Exploration of the communication competencies needed by health care professionals. Emphasizes interviewing; verbal and nonverbal skills; group interaction; and intercultural, interprofessional, therapeutic, and organizational communication. Analyzes communication problems encountered in health care and the development of coping strategies.

COMM–C 393 Family Communication (3 cr.) P: C180 or permission of instructor. Theory/research on the role of communication in creating and maintaining marriages and families. Topics include communication and family life cycles, different family forms, family race/ethnicity, power, and conflict. Covers applications of family communication theory/research.

COMM–C 394 Communication and Conflict (3 cr.) Analyzes conflict as a form of interaction. Examines approaches/perspectives to the study of conflict, the nature of power, face saving, and contentious behaviors. Specific contexts include relational, marital, group, and organizational. Special attention to bargaining and mediation.

COMM–C 401 Speech Communication of Technical Information (3 cr.) P: R110 or equivalent. Organization and presentation of information of a practical, technical nature. Emphasis is placed on the study, preparation, and use of audiovisual materials. For nonmajors only.

COMM–C 402 Interview and Discussion for Business and Professions (3 cr.) Principles of communication as related to the information-gathering interview, the

employment interview, and problem-solving discussion; practice in using these principles. For nonmajors only.

COMM-C 481 Current Issues in Organizational Communication (3 cr.) P: C380 or permission of instructor. In-depth exploration of topics and issues at the forefront of research and theory in organizational communication. Topics may include gender issues in organizational communication, sexual harassment, crisis management, organizational culture. Seminar format with research papers and class discussion /presentations.

COMM-C 482 Intercultural Communication (3 cr.) P: C180 or permission of instructor. Cognitive, affective, and behavioral learning about intercultural and intracultural communication to increase understanding of the centrality of communication in the social, psychological, and environmental aspects of culture.

COMM-G 100 Introduction to Communication Studies (3 cr.) P: reading placement of at least 80, and placement in W131. Survey course of history, theory, and practice in each of six major areas: rhetoric and public address, theatre arts, interpersonal/ organizational communication, small group dynamics, public communication, and mass media studies. For each of the areas examined, students will apply theory to practice, thereby learning to become more effective communicators.

COMM-G 125 Topics in Communication Studies (1-3 cr.) Select introductory theory and practice in specialized and/or consolidated areas of communication and theatre not directly covered by current curricular offerings. Topics will vary from one semester to another. A student may register for a total of no more than 6 credit hours under this course number.

COMM-G 201 Introduction to Communication Theory (3 cr.) A survey of theories in the field of human communication. Consideration is given to theories that explain communication behavior between pairs of people, within groups, in organizations, and in societies.

COMM-G 300 Independent Study (1-8 cr.) Research or practical experience in various departmental areas as selected by the student prior to registration, outlined in consultation with the instructor, and approved by the department. If a practicum experience, it must represent a minimum of 45 clock hours of practical application per credit hour. A student shall take no more than a total of 9 credit hours of G300 and G491.

COMM-G 310 Introduction to Communication Research (3 cr.) Methodologies and types of data analyses for investigating communication phenomena. Students will acquire knowledge and competencies that will allow them to understand and address the process of communication research and relevant communication research issues.

COMM-G 375 Topics in Nonverbal Communication (1-3 cr.) Course examines the influences of nonverbal communication cues: interpersonal dynamics, media, environmental dimensions, and rhetorical strategies. Cross-cultural and gender differences in nonverbal codes will also be explored.

COMM-G 390 Honors (1-5 cr.) P: junior standing and departmental approval. Individualized readings and/or

project work devised by the student; regular meetings with faculty supervisor.

COMM-G 391 Seminar (1-3 cr.) P: permission of instructor. Topic announced in prior semester; oriented to current topics in communication and theatre; readings, projects, and papers as indicated by the topic and instructor. May be repeated for a total of 8 credit hours.

COMM-G 400 Health Provider-Consumer Communication (3 cr.) This course is designed to teach communication skills and practices related to health care discourse, by examining transactional communication within health care contexts. Topics covered in this course focus directly upon interpersonal dialogue between health care providers and patients.

COMM-G 491 Internship (3-6 cr.) P: permission of instructor; for seniors and majors only. Internship in rhetoric and public address, theatre arts, interpersonal/organizational communication, media studies permitted under the auspices of a qualified cooperating organization. Periodic meetings with faculty advisors and term paper detailing intern's professional activities and reactions. Apply during semester prior to desired internship. Total credit applicable to graduation shall not exceed 9 credit hours of G300 and G491.

COMM-G 499 Research Seminar (3 cr.) P: upper-division standing or permission of instructor. A survey of the methods used by communication researchers for gathering and interpreting information emphasizing the relationship between theory and research, the seminar will explore important issues such as ethics and naturalistic vs. laboratory approaches.

COMM-M 150 Mass Media and Contemporary Society (3 cr.) P: reading placement score of at least 80. A critical overview of the role of electronic mass media in contemporary society. Provides an introduction to such issues as industry structure, organization, and economics; regulation, public interest, and media ethics; impact of programming on individuals; media construction of social institutions; media issues in the global village.

COMM-M 210 Media Message Design (3 cr.) P: W132. Examines the process of message design in the context of institutional media use. Analyses of media messages and communication theory; analyses of the message receiver employ quantitative and qualitative audience research methods. Semester project involves planning and writing of script for use in organizational/institutional media context.

COMM-M 215 Media Literacy (3 cr.) Fundamentals and a general understanding of communication technologies are surveyed and discussed in a nontechnical and nonengineering manner. This course will introduce students to basic terminology and to various types of communication technology systems. It will also help students understand new and traditional communication systems and their theories of operation and application (including advantages and limitations).

COMM-M 220 Electronic Graphic Production (3 cr.) Principles of visual aesthetics and critical visual literacy applied to the production of mediated messages. Basic typographic, graphic, and photographic skills are examined and practical techniques in different media are

discussed. Several hands-on projects are used to develop individual competencies.

COMM–M 221 Electronic Media Production (3 cr.)

Principles of visual and aural aesthetics and critical visual literacy applied to the production of mediated messages. Basic animation, video, and audio skills are examined and practical techniques in different media are discussed. Several hands-on projects are used to develop individual competencies.

COMM–M 290 Video Production Workshop (1 cr.) P

or C: M221. The practical application of video production techniques. In a production center atmosphere, students are instructed in and practice equipment operation and crew responsibilities creating video productions for outside clients. Students may register for more than one section in one semester. May be repeated to a maximum of 3 credit hours.

COMM–M 370 History of Television (3 cr.) The

development of television as an industry, technology, and cultural commodity from its roots in other forms of popular culture to the present, paying particular attention to the social and aesthetic contexts within which programs have been viewed.

COMM–M 373 Film and Video Documentary (3 cr.)

P: M150, C190, or permission of instructor. An historical survey of documentary film and video and a consideration of specific problems in documentary theory and practice.

COMM–M 450 Video Production (3 cr.) For nonmajors

only. Television production principles and practices for students in other disciplines. Emphasis on practical studio experiences with special attention to the roles of the writer, producer, and director. No prior knowledge of media required. May not be counted for credit in the media major emphasis. Lab arranged.

COMM–M 461 Production Problems in Communication Media (1-3 cr.) P: permission of instructor. Topic

announced during preceding semester. Specialized study and application of advanced production techniques in audio, video, photography, or graphics. Readings, research, papers, and project as indicated by the topic and instructor. May be repeated for different topics.

COMM–M 462 Television Aesthetics and Criticism (3 cr.) P: M150 or permission of instructor. Aesthetic

and critical approaches to modes of television expression. Aesthetics of picture composition, audiovisual relationships, visual narrative, and program content. Analysis of selected television criticism.

COMM–M 463 Advanced Graphic Technique (3 cr.) P:

M220 or permission of instructor.. Analysis of problems, methods, and technology in graphics. Consideration of advanced techniques in digital image and illustration manipulation including compositing, lighting effects, and different compression formats for video, multimedia, and the World Wide Web.

COMM–M 464 Advanced Audio Technique (3 cr.)

P: M221 or permission of instructor. Analysis of field and studio recording technique with an emphasis on multitrack production. Electronic editing, mixing, and signal processing are considered. Group and individual projects.

COMM–M 465 Advanced Video Technique (3 cr.) P:

M221 or permission of instructor. Analysis of electronic field production and editing with an emphasis in advanced video editing techniques. Both linear and nonlinear editing systems are considered. Individual and/or group projects.

COMM–M 466 Television Direction (3 cr.) P: M221,

M290, or permission of instructor. Creative management of production elements to translate a program idea into medium requirements. Advanced course in which the experienced student produced substantive programs combining several formats. Emphasis on design and production from first request by client through program distribution.

COMM–R 110 Fundamentals of Speech

Communication (3 cr.) P: reading placement score of at least 80. Theory and practice of public speaking; training in thought processes necessary to organize speech content for informative and persuasive situations; application of language and delivery skills to specific audiences. A minimum of six speaking situations.

COMM–R 224 Parliamentary Procedure (1 cr.) P:

reading placement of at least 80, and placement in W131. Modern concepts of parliamentary forms in legislative assemblies and business meetings; practice in the use of parliamentary procedures

COMM–R 227 Argumentation and Debate (3 cr.)

Analysis, evidence, and argument in logical discourse; study of debate forms; practice in argumentative speaking in class, campus, and intercollegiate debate.

COMM–R 309 Great Speakers: American Public Address (3 cr.) Course introduces students to historical

and contemporary public address. Students will study the speechmaking of notable American speakers. The study will include speeches from a wide range of established genres and will include campaign rhetoric, debates, historical celebrations, lectures, legislative speaking, presidential speaking, public meetings, movement, rhetoric, and sermons.

COMM–R 310 Rhetoric and Public Address (3 cr.)

P: R110 or equivalent. Development of theory of oral discourse; the influence of public address; historical and current problems in rhetoric of conflict, in freedom of speech, and in propaganda and persuasion.

COMM–R 320 Advanced Public Communication (3 cr.) P: R110 or equivalent. Development of a marked

degree of skill in preparation and delivery of various types of speeches, with emphasis on depth of research, clarity of organization, application of proof, and felicitous style.

COMM–R 321 Persuasion (3 cr.) P: R110 or equivalent.

Motivational appeals in influencing behavior; psychological factors in speaker-audience relationship; principles and practice of persuasive speaking.

COMM–R 330 Communication Criticism (3 cr.) P:

G100 or R110 and reading placement of at least 80. Course will introduce students to criticism as a method of studying persuasive messages in speeches, fiction, mass media, music, political campaigns, art, and other modes of communication in contemporary culture.

COMM–R 350 Women Speak: American Feminist Rhetoric (3 cr.) To understand the ideological

development of American feminist rhetoric, we examine: 1) speeches by well known, "Great Women" from the 1600's to the present; 2) non-traditional rhetorical forms of "ordinary women," including diaries, fiction, photography, reading groups; 3) intersections among race, class, ethnicity, sexual preference and gender in public discourse.

COMM-T 100 Rehearsal and Performance (3-6 cr.)

Emphasizes learning through the preparation and performance of plays and nondramatic literature adapted for performance. Various approaches may include but are not limited to performance studies, the study and preparation of a short play, and an original play for young audiences. The various steps and processes involved in the preparation and rehearsal will be based on appropriate theoretical concepts. A student may enroll in no more than 6 credits under this course number.

COMM-T 130 Introduction to Theatre (3 cr.) P: reading placement score of at least 80. An introduction to the study of theatre; the wide range of critical, historical, aesthetic, and practical interests necessary to a well-rounded view; emphasis on theatre as an art form and elements of dramatic construction.

COMM-T 133 Introduction to Acting (3 cr.) Acting I, a study of the theories and methods of acting, basic techniques, character analysis, interpretation, and projection. Class scenes.

COMM-T 205 Introduction to Oral Interpretation (3 cr.) P: reading placement score of at least 80. Basic principles and practice in analysis and reading of selections from prose, poetry, and drama. Public presentation of programs.

COMM-T 305 Advanced Oral Interpretation (3 cr.) P: T205; R: C104. An advanced approach to analysis and oral presentation of literature. Emphasis on group work. Analysis, development, and presentation of readers' theatre or chamber theatre materials.

COMM-T 333 Acting II (3 cr.) P or C: T133 or consent of instructor. Advanced scene study. Laboratory in body movement and vocal techniques; participation in laboratory theatre.

COMM-T 336 Children's Theatre (3 cr.) P: junior standing or consent of instructor. Historical development of children's theatre, with emphasis on scripts appropriate to young audiences: designed to assist future teachers, parents, librarians, and others in understanding theatre as an art form for children ages 6-12, and in selecting appropriate theatre experiences for various periods of the child's life.

COMM-T 337 History of the Theatre I (3 cr.) Significant factors in primary periods of theatre history through the Renaissance and the effect on contemporary theatre; emphasis on trends and developments; review of representative plays of each period to illustrate the theatrical use of dramatic literature.

COMM-T 338 History of the Theatre II (3 cr.) Continuation of C337. May be taken separately.

COMM-T 339 Play Directing (3 cr.) P: T130; T133 or permission of the instructor. Introduction to theatre, methodology, and techniques: strong emphasis upon

play analysis, actor-director communication, stage compositions. Students will direct scenes.

COMM-T 430 Theatre Management (3 cr.) P: C130 or C141 or permission of instructor. This course is based on the concept that theatre is a business and must be operated on sound business principles. Students study the business aspects of operating various types of theatres. The study of the theoretical basis of management is augmented by practical projects.

COMM-T 431 Playwriting (3 cr.) P: permission of instructor. Introduction to playwriting theories, methodology, and skills; principles of dramatic structure; practice in writing, culminating in a one-act play manuscript; class evaluation and conferences. Credit not given for both T431 and IUB T453.

COMM-T 437 Creative Dramatics (3 cr.) Laboratory course in informal dramatics, emphasizing the child rather than the production; includes methods of stimulating the child to imaginative creation of drama with the materials of poetry, stories, choral readings, and music. Available for graduate credit in summer sessions.

COMM-T 440 The Art and Craft of Puppetry (3 cr.) Theory and practice of puppetry as an art form and as an educational tool. Students will create a wide variety of hand puppets, scripts, and stages as well as master basic techniques of puppet performance.

Economics (ECON)

Graduate Courses

ECON-E 504 Mathematics for Economists (3 cr.) Topics in mathematics that are particularly useful in the application of microeconomic theory, macroeconomic theory, and econometrics. Topics covered include: matrix algebra, comparative-static analysis, constrained optimization, difference equations in discrete time, game theory, and set theory as applied to general equilibrium analysis.

ECON-E 513 Special Topics in Economic History (3 cr.) Explicit methodology and economic analysis applied to major issues in American and European economic history.

ECON-E 514 The Nonprofit Economy and Public Policy (3 cr.) P: E201. The role of nonprofit organizations (universities, churches, hospitals, orchestras, charities, day care, research, nursing homes) in mixed economies. Public policy controversies such as regulation of fundraising, antitrust against universities, "unfair" competition with for-profit firms, and the tax treatment of donations. (This course may not be taken for credit by anyone who has received credit for E414.)

ECON-E 519 Regional Economics (3 cr.) Regional economics is the study of economic behavior in space. The course examines the internal and interregional determinants of growth and decline of a region from supply and demand perspectives. Public policies to influence these determinants are considered.

ECON-E 521 Theory of Prices and Markets (3 cr.) P: E504 or consent of instructor. Pure theory of consumer behavior, competitive exchange, theory of production; resource allocation, Pareto optimum, monopoly and

monopsony, imperfect competition, moral hazard, adverse selection, and market signaling.

ECON-E 522 Theory of Income and Employment I (3 cr.) P: E504 or consent of instructor. Intensive study of intermediate income theory; emphasis on construction and empirical significance of aggregative economic models of the determination of income, employment, and price level.

ECON-E 528 Economic Analysis of Health Care (3 cr.) A graduate introduction to health economics. Applications of economic theory to problems in various areas in health care. Applications of econometric techniques to the same. Topics include how physicians, institutions, and consumers respond to economic incentives and what policies contribute maximally to efficiency and welfare.

ECON-E 541 Labor Market Analysis (3 cr.) P: consent of instructor. An analytical approach to the labor market. Theoretical underpinning and statistical testing of issues on demand and supply of labor, household decision making, human capital, contract theories, unionism, minimum wages, and discrimination.

ECON-E 545 Applied Labor Economics (3 cr.) P: E321 or E470 or equivalents. Discussion of wage rates and working conditions, searches by workers or firms, investment in training, quits and layoffs, shirking, discrimination, the division of household labor, retirement, and implicit contracts. The course also examines the impact of institutions such as unions and the government on the efficiency of the labor market

ECON-E 551 Monetary Theory and Control (3 cr.) P: consent of instructor. Theory of portfolio allocation with specific reference to commercial banking; theory and practice of central bank control instruments and models of Federal Reserve behavior; role of money in determining equilibrium and growth.

ECON-E 568 Public Finance I (3 cr.) P: E308 and E470. Partial equilibrium, microeconomic analysis of how tax and subsidy policies affect various types of individual and firm behavior. Theoretical models are introduced to assess and develop quantitative studies of fiscal policy. Summaries of the empirical impact of policy will be formed for the purpose of becoming an “input” in the complete general equilibrium analysis conducted in Public Finance II.

ECON-E 569 Public Finance II (3 cr.) P: E568. Empirical examination of the general equilibrium effects of major tax and subsidy programs, such as personal income taxation, corporate profit taxation, income maintenance, social security, and government provision of education. In addition, proposed reforms to these programs will be analyzed using empirically based simulation models.

ECON-E 570 Fundamentals of Statistics and Econometrics (3 cr.) Mathematical overview of statistics and econometrics at graduate level. Topics covered include probability and probability distributions, sampling distributions, tests of hypotheses, estimation, simple regression, multiple regression, generalized linear model and its applications, simultaneous equation system.

ECON-E 574 Applied Econometrics and Forecasting (3 cr.) P: E570. An overview of techniques employed in economic model building, estimation, and usage. Topics covered include single and multi-equation system

estimation, limited dependent variable regression techniques, hypothesis testing, policy analysis, and forecasting. Various forecasting techniques are discussed, including smoothing and decomposition methods and time series analysis. A number of projects are assigned throughout the semester in order to give the student hands-on experience with the different techniques.

ECON-E 581 Topics in Applied Microeconomics I (3 cr.) P: E521. This course is a graduate-level introduction to theoretical and empirical applications in one or more areas of microeconomics. Applications to problems in the subdiscipline under study will be discussed. From an empirical standpoint, appropriate estimation techniques will also be discussed. Further discussion will consider how the system of firms, institutions, and consumers respond to economic incentives; and normative issues—what policies will contribute maximally to economic efficiency and social welfare.

ECON-E 582 Topics in Applied Microeconomics II (3 cr.) P: E521. As in E582, this course will apply theoretical and empirical applications in one or more areas of microeconomics. Problems from a number of areas will be selected for demonstrating solutions. Theoretical model building and prediction, numerical model solving, and hypotheses testing empirically with real data will be included in the course.

ECON-E 583 Introduction to Applied Macroeconomics (3 cr.) P: E522. This course is a graduate-level introduction to theoretical and empirical applications in one or more areas of macroeconomics. Applications to problems in the subdiscipline under study will be discussed. Application of estimation and calibration techniques appropriate for the problems in the area will be discussed.

ECON-E 585 Industrial Organization and Control (3 cr.) P: consent of instructor. Analysis of interrelated structure, behavior, and performance in industrial markets and multimarket corporations; multidimensional nature of competitive processes. Public controls. Topics include patterns of oligopoly, vertical integration, entry barriers, “cartelized” coalescence, limit pricing, price discrimination, long-term contracts, capacity expansion and utilization, resource reallocation, and innovation.

ECON-E 600 Research in Economics (arr. cr.) Research in Economics.

ECON-E 808 Thesis (M.A.) (arr. cr.) Thesis (M.A.).

ECON-S 201 Introduction to Microeconomics: Honors (3 cr.) Designed for students of superior ability. Covers the same core materials as E201.

ECON-S 202 Introduction to Macroeconomics: Honors (3 cr.) Designed for students of superior ability. Covers the same core materials as E202.

ECON-S 270 Introduction to Statistical Theory in Economics and Business: Honors (3 cr.) P: MATH M118. P or C: MATH M119 or 163. Covers the same core materials as E270 but with more involved applications in economics.

ECON-E 101 Survey of Current Economic Issues and Problems (3 cr.) For nonmajors only. Basic economic principles applied to current social issues

and problems. Topics covered will typically include inflation, unemployment, wage and price controls, welfare, social security, national debt, health programs, food prices, pollution, crime, mass transit, revenue sharing, multinationals, population, and energy. Not open to those with previous college-level economics courses.

ECON-E 102 Economics of Personal Finance (3 cr.)

No prerequisite. Shows how the state of the economy, prices, and interest rates should guide personal decisions about spending, saving, credit, investments, and insurance. Intended for non-business students.

ECON-E 111 Topics in the Economic History of Western Civilization I (3 cr.)

Selected topics in the economic history of Western civilization, including the growth of the market organization, industrialization, institutional growth and change, imperialism, and labor.

ECON-E 112 Topics in the Economic History of Western Civilization II (3 cr.)

Selected topics in the economic history of Western civilization, including the growth of the market organization, industrialization, institutional growth and change, imperialism, and labor.

ECON-E 201 Introduction to Microeconomics (3 cr.)

P: sophomore standing. E201 is a general introduction to microeconomic analysis. Discussed are the method of economics, scarcity of resources, the interaction of consumers and businesses in the market place in order to determine price, and how the market system places a value on factors of production.

ECON-E 202 Introduction to Macroeconomics (3 cr.)

P: E201. An introduction to macroeconomics that studies the economy as a whole; the levels of output, prices, and employment; how they are measured and how they can be changed; money and banking; international trade; and economic growth.

ECON-E 270 Introduction to Statistical Theory in Economics (3 cr.)

P: MATH M118. Analysis and interpretation of statistical data in business and economics. Discussion of frequency distribution, measures of central tendency and variability, statistical inference, hypothesis testing, correlation, regression, and time series.

ECON-E 303 Survey of International Economics (3 cr.)

P: E201-E202. Survey of international economics. Basis for and effects of international trade, commercial policy and effects of trade restrictions, balance of payments and exchange rate adjustment, international monetary systems, and fixed vs. flexible exchange rates. Students who have taken E430 may not enroll in E303 for credit.

ECON-E 304 Survey of Labor Economics (3 cr.)

P: E201. Economics problems of the wage earner in modern society; structure, policies, and problems of labor organizations; employer and governmental labor relationships.

ECON-E 305 Money and Banking (3 cr.)

P: E201-E202. Money and banking system of the United States, including problems of money and the price level, proper organization and functioning of commercial banking and Federal Reserve System, monetary standards, and credit control. Recent monetary and banking trends.

ECON-E 307 Current Economic Issues (3 cr.) P: E201 or permission of instructor. Current economic issues, problems, and research methods. Designed to explore in depth an economic issue currently before the public or to examine a particular aspect of the methodology of economics. Examples would be a study of the economic aspects of discrimination, a study of urban economic policy, or a study of simplified models in economics.

ECON-E 308 Survey of Public Finance (3 cr.)

P: E201-E202. Analysis of government expenditures and revenue sources, taxation and capital formation, public debt and inflation, growth in government spending, and intergovernmental fiscal relations.

ECON-E 321 Intermediate Microeconomic Theory (3 cr.)

P: E201-E202, MATH M119. Theory of demand; theory of production; pricing under different market conditions; allocation and pricing of resources; partial and general equilibrium theory; and welfare economics. Analysis of current economic problems and technology changes in firms and industries.

ECON-E 322 Intermediate Macroeconomic Theory (3 cr.)

P: E201-E202. Theory of income, employment, and price level. Study of countercyclical and other public policy measures. National income accounting.

ECON-E 323 Urban Economics (3 cr.)

P: E201-E202. Introduction to basic concepts and techniques of urban economic analysis to facilitate understanding of urban problems; urban growth and structure, poverty, housing, transportation, and public provision of urban services.

ECON-E 325 Comparative Economic Systems (3 cr.)

P: E201-E202. Essential economic theories and features of economic systems, including private enterprise, authoritarian socialism, and liberal socialism.

ECON-E 326 Applied Research in Urban Economics (3 cr.)

P: E201-E202 or permission of instructor. Field research in urban economics. Topics to be selected by students, covering such areas as human resource problems, transportation and housing surveys, demographic shifts, and income distribution issues.

ECON-E 335 Introduction to Mathematical Methods in Economics (4 cr.)

P: E201-E202, MATH M118-M119. Introduction to quantitative techniques used in economics, and instruction in the application of these techniques to the analysis of economics problems.

ECON-E 337 Economic Development (3 cr.)

P: E201, E202, and junior standing or consent of instructor. Characteristics of economically underdeveloped countries. Obstacles to sustained growth; planning and other policies for stimulating growth; examination of development problems and experience in particular countries.

ECON-E 355 Monetary Economics (3 cr.)

P: E305 or E322 or equivalents. Supply and demand functions for money in the context of models of the U.S. economy. Formulation of Federal Reserve policy decisions and effects on interest rates, prices, output, and employment. Current problems in monetary policy and theory.

ECON-E 363 Environmental and Natural Resource Economics (3 cr.)

P: E201-E202. Basic theory and policy of such topics as pollution, resource depletion, environmental risk, and resource conservation. Issues

covered include limits to growth, quality of life, and the appropriate roles for the private market and federal control. Credit not given for both E363 and E463.

ECON-E 380 Law and Economics (3 cr.) P: E201 or permission of instructor. The application of economic method to legal institutions and legal issues. Examples would be the optimum use of resources to prevent crime, the economic value of a human life, the economic consequences of regulating the business firm, the economics of property rights, torts, and contracts.

ECON-E 385 Economics of Industry (3 cr.) P: E201 or permission of instructor. A theoretical and empirical analysis of the structure, conduct, and performance of major American industries. Emphasized is the degree of competition in various markets, how markets operate under conditions of competition or monopoly, and competition as a dynamic process over time.

ECON-E 387 Health Economics (3 cr.) P: E201. This course applies economic theory to the study of policy issues in health economics. Specific issues included are: determinants of demand for medical services and insurance; training and pricing behavior of physicians; pricing behavior and costs of hospitals; market and regulative approaches.

ECON-E 406 Senior Seminar (3 cr.) P: E321 and E322 or permission of instructor. Assessment of the current state of economic knowledge and discussion of how economics is applied to study the problems facing modern society.

ECON-E 408 Undergraduate Readings in Economics (3 cr. maximum cr.) P: permission of instructor. Individual readings and research.

ECON-E 410 Selected Topics in U.S. Economic History (3 cr.) P: E201-E202. Analysis of selected topics, including transportation developments, government intervention, systems of property rights, slavery, economic growth, income distribution, economic stability, technical change, and others.

ECON-E 414 Economics of the Nonprofit Sector (3 cr.) P: E201. The role of nonprofit organizations (universities, churches, hospitals, orchestras, charities, day care, research, nursing homes) in mixed economics. Public policy controversies such as regulation of fundraising, antitrust against universities, "unfair" competition with for-profit firms, and the tax treatment of donations.

ECON-E 420 History of Economic Thought (3 cr.) P: E201-E202. Examination of main theoretical developments since the beginning of the systematic study of economics. Theoretical propositions and structures of the earlier writers will be interpreted and evaluated in terms of modern economic analysis.

ECON-E 430 Introduction to International Economics (3 cr.) P: E201-E202. Forces determining international trade, finance, and commercial policy under changing world conditions; theory of international trade; structure of world trade; tariff and trade control policies; the balance of payments problem; evolution of international economic institutions; and monetary relations.

ECON-E 441 Economics of Labor Markets (3 cr.) P: E201, E321, and E270 or equivalent. Analysis of the

functioning of labor markets with theoretical, empirical, and policy applications in determination of employment and wages in the U.S. economy.

ECON-E 447 Economics of the Labor Market (3 cr.) P: E201. Analysis of the functioning of the U.S. labor market. Labor force concepts, unemployment, mobility, wages, and current manpower problems and policies. Analysis of wage determination, wage policy, and their interaction with institutional factors.

ECON-E 450 Business Conditions Analysis and Forecasting (3 cr.) P: E201-E202. This course examines sources of instability in industrialized economies. Various theories of the business cycle are examined and critiqued. In addition, the empirical determinant of aggregate demand, prices, and interest rates are discussed. Alternative forecasting techniques are considered and the use of these techniques is demonstrated.

ECON-E 470 Introduction to Econometrics (3 cr.) P: E270, MATH M119. Application of regression analysis to economic and business data. Estimation and hypothesis testing of classical regression model. Heteroscedasticity, collinearity, errors in observation, functional forms, and autoregressive models. Estimation of simultaneous equation models. Credit will not be given for both E470 and E472.

ECON-E 485 Economic and Social Control of Industry (Antitrust) (3 cr.) P: E201 or permission of instructor. This course is a study of the economic reasoning behind and consequences of the application of antitrust laws aimed at altering the structure, conduct, and performance of the American economy. Specific legal cases that have been brought under the Sherman Act, the Clayton Act, as amended, and the Federal Trade Commission Act are analyzed.

English (ENG, EAP, FILM, LING)

The 100-level courses meet general degree requirements, but do not satisfy those of the major. The 200-level courses introduce basic areas of study and provide cultural and intellectual development for the nonmajor; these courses also provide a firm foundation for students who wish to continue advanced studies in English. The more advanced and specialized 300-level courses are open to juniors and seniors (or others with consent of the instructor). Usually conducted as seminars, the 400-level courses are intensive studies of special subjects. Although the English department does not have prerequisites indicated for most courses, it is highly recommended that students complete W131 before taking any other English courses.

ENG-E 450 Capstone Seminar (3 cr.) This senior capstone integrates students' undergraduate study through writing and reading projects, faculty and student presentations, and creation of capstone portfolios. Students apply linguistic, literary, and rhetorical knowledge in culminating projects and learning portfolios. The course looks back at accomplishments and forward to postgraduation planning.

ENG-W 206 Introduction to Creative Writing (3 cr.) An introduction to the techniques and principles of creative writing. Written assignments, independent work, and workshop discussions of the fundamentals of

fiction, poetry, and drama. This course may be used as a prerequisite for all 300-level courses in creative writing.

ENG–W 207 Introduction to Fiction Writing (3 cr.) An introduction to the techniques and principles of fiction writing. Written assignments, workshop discussions of student work in progress, seminar study of classic and contemporary examples of the genre. This course may be used as a prerequisite for W301, W302, or W305.

ENG–W 208 Introduction to Poetry Writing (3 cr.) W208 offers students an introduction to the craft and practice of poetry writing: how to find subjects for writing; how to create images, similes, and metaphors; how to make rhyme sound natural; how to produce both metered and free-verse poetry. Part of the class will be a workshop in which students will learn to revise their poems and those of fellow students. This course can serve as a prerequisite for W303 or W305.

ENG–W 280 Literary Editing and Publishing (3 cr.) P: Any literature course; W206, W207, or W208. Offers theory and practice in the development of literary publications. Individual and group exercises and formal assignments will encourage the analysis and evaluation of poetry, fiction, and essays to develop students' personal and professional aesthetics. An issue of IUPUI's student literary magazine, *genesis*, will be edited during the semester.

ENG–W 301 Writing Fiction (3 cr.) P: W206 or W207 or submission of acceptable manuscript to instructor in advance of registration. An intermediate course in the theory and practice of fiction writing with seminar study of relevant materials and criticism of student work in class and conference. May be repeated once for credit.

ENG–W 302 Screenwriting (3 cr.) P: W206 or W207, or permission of instructor. A practical course in basic techniques of writing for film and television. Covers the essentials of dramatic structure, story development, characterization and theme, scene construction, dialogue, and, briefly, the practicalities of working as a screenwriter today.

ENG–W 303 Writing Poetry (3 cr.) P: W206 or W208 or submission of acceptable manuscripts to instructor in advance of registration. An intermediate course in the theory and practice of poetry writing with seminar study of relevant materials and criticism of student work in class and conference.

ENG–W 305 Writing Creative Nonfiction (3 cr.) P: W206, W207, or W208, or submission of acceptable manuscript to instructor in advance of registration. An intermediate course in the theory and practice of creative nonfiction prose, with seminar study of relevant materials and workshop discussion of student work in progress.

ENG–W 401 Writing Fiction (3 cr.) P: W301 Study and practice in the writing of fiction. Analysis of examples from contemporary literature accompanies class criticism and discussion. May be repeated once for credit.

ENG–W 403 Advanced Poetry Writing (3 cr.) P: W303 Study and practice in the writing of poetry. Analysis of examples from contemporary poets accompanies class criticism and discussion.

ENG–W 407 Advanced Creative Nonfiction Writing (3 cr.) P: W305, W313 or permission of the instructor. An advanced course in creative nonfiction prose featuring seminar study of models in the genre, including memoir, reportage, portrait/self-portrait, analytic meditation, etc., and workshop discussion of student work in progress.

ENG–W 408 Creative Writing for Teachers (3 cr.) Offers current and future teachers insights into the creative writing process, teaches them to think as writers do, suggests strategies for critiquing creative work, and provides guidance in developing creative writing curriculum.

ENG–W 411 Directed Writing (1-3 cr.) P: Consent of instructor. Individual projects determined in consultation with instructor. Credit varies with scope of project. May be repeated once for credit.

ENG–W 423 Genre Fiction: Science Fiction and Fantasy (3 cr.) P: W301 This course in speculative fiction is designed for advanced creative writers. It examines world building, plot development, and focuses on character development. At course end, students will have a publishable story with a query letter.

ENG–G 009 Intermediate Aural/Oral Skills for ESL Students (2 cr.) Corequisite: G010. Intensive practice of basic speaking and pronunciation skills, as well as listening comprehension skills, to develop language proficiency required for study at the university level. Students will make extensive use of multimedia language resources.

ENG–G 010 ESL for Academic Purposes I (4 cr.) Corequisite: G009. This course introduces and reviews basic English grammatical structures; presents basic reading strategies and vocabulary development; provides practice in pronunciation of English consonant and vowel sounds, stress, rhythm, and intonation; and focuses on functional language use and study skills.

ENG–G 011 ESL for Academic Purposes II (4 cr.) This course provides practice in and clarification of higher-level grammatical structures and development of academic reading skills. The objective is to help non-native speakers of English develop their academic communication skills, primarily in the comprehension, interpretation, and analysis of texts, and their critical thinking skills, including the ability to analyze and synthesize readings. Students will be provided opportunities to use and practice their grammar and reading skills in written assignments, which include responses to and analyses of readings and journals used as models for academic writing.

ENG–G 012 Listening and Speaking for Academic Purposes II (3 cr.) This course focuses on developing speaking and listening skills that are essential to academic life, encouraging participation in group discussion, improvement in presentation strategies, and development of questioning and answering skills. It provides community involvement to help students better understand American culture and language use. Reading skills, vocabulary development, oral communication and presentation skills for the academic context are emphasized.

ENG-G 013 Reading and Writing for Academic Purposes (3 cr.) This course is designed for graduate ESL students. Its purpose is to develop reading comprehension skills through the use of academic subject area materials and to teach the writing skills necessary to complete academic work. Assignments are completed using materials from the students' academic disciplines.

ENG-G 015 Pronunciation Skills (1 cr.) This course focuses on American English pronunciation and stresses active learner involvement in small groups and self-tutorials. Practice in a contextualized format includes drills and multimedia listening and speaking activities. Classwork emphasizes stress and intonation patterns and vowel and consonant production. Individualized instruction focusing on specific needs is a component of the course.

ENG-G 020 Communication Skills for Graduate Students and International Teaching Assistants (3 cr.) This course for graduate International Teaching Assistants provides instruction on basic teaching strategies and helps students develop the oral language skills necessary to present academic materials in English to a student audience. Pronunciation, listening comprehension, and classroom interaction skills are practiced. Regular conferences focus on individual pronunciation needs.

ENG-G 410 Introduction to Legal English (1 cr.) An intensive, integrated academic language skills course addressing the linguistic demands of legal study in the U.S. Focuses on reading, writing, listening, and speaking skills.

ENG-G 411 Legal English I (3 cr.) An integrated language skills course focusing on (1) grammatical structures, reading strategies, and writing structures required to understand legal texts and material; and (2) listening and speaking skills needed for the law school classroom.

ENG-G 412 Legal English II (3 cr.) An integrated language skills course that focuses primarily on the advanced study of academic legal writing, including editing skills.

ENG-W 001 Fundamentals of English (3 cr.) This course develops academic writing skills through in-class instruction in invention, focus, development, organization, and revision. Students compose a range of writing assignments beginning with a variety of paragraph organization structures and ending with a thesis-driven essay. Students practice English sentence patterns, word choice, and idiomatic expressions. The course includes grammar review and instruction as needed. Evaluation is based on portfolios of the students' work.

ENG-W 131 Elementary Composition I (3 cr.) P: W001 (with a grade of C or higher) or placement. Designated for EAP students, this course is designed to help students improve their English writing skills. It fulfills part of the communications core requirement for all undergraduate students and provides instruction in exposition (the communication of ideas and information with clarity and brevity). The course emphasizes audience and purpose, revision, organization, development, advanced sentence structure, diction, and development within a collaborative classroom. Evaluation is based on portfolios of the students' work.

FILM-C 292 An Introduction to Film (3 cr.) Nature of film technique and film language; analysis of specific films; major historical, theoretical, and critical developments in film and film study from the beginnings of cinema to the present.

FILM-C 390 The Film and Society: Topics (3 cr.) Film and politics; race and gender; social influences of the cinema; rise of the film industry. May be repeated once with different topic.

FILM-C 391 The Film: Theory and Aesthetics (3 cr.) Film form and techniques; aesthetic and critical theories of the cinema; relationships between film movements and literary and artistic movements; relationships of word and image; analysis of significant motion pictures.

FILM-C 392 Genre Study in Film (3 cr.) Problems of definition; the evolution of film genres such as criminal or social drama, comedy, the western, science fiction, horror, or documentary film; themes, subject matter, conventions, and iconography peculiar to given genres; relationship of film genres to literary genres. Focus on one specific genre each time the course is offered. May be repeated once with different topic.

FILM-C 393 History of European and American Films I (3 cr.) C393 is a survey of the development of cinema during the period 1895-1926 (the silent film era); C394 is a survey of European and American cinema since 1927. Particular attention paid to representative work of leading filmmakers, emergence of film movements and development of national trends, growth of film industry, and impact of television.

FILM-C 394 History of European and American Films II (3 cr.) C394 is a survey of European and American cinema since 1927. Particular attention paid to representative work of leading filmmakers, emergence of film movements and development of national trends, growth of film industry, and impact of television.

FILM-C 491 Authorship and Cinema (3 cr.) Study of the work of one or more film artists. Attention paid to the style, themes, and methods that make the filmmaker's work unique. Filmmakers studied in the contexts of film traditions, ideologies, and industries that informed their work. May be repeated once with a different topic.

FILM-C 493 Film Adaptations of Literature (3 cr.) Analysis of the processes and problems involved in turning a literary work (novel, play, or poem) into a screenplay and then into a film. Close study of literary and film techniques and short exercises in adaptation.

FILM-W 260 Film Criticism (3 cr.) Viewing and critiquing current films, with emphasis on the quality of production and direction. Contemporary films are viewed; papers serve as a basis for discussion during class. Students will be expected to pay for their movie admissions.

ENG-E 398 Internship in English (3-6 cr.) P: consent of instructor. A supervised internship in the use of English in a workplace. Apply during semester before desired internship.

ENG-G 104 Language Awareness (3 cr.) (Beginning Spring 2011, this course will be offered as ENG-Z 104) A nontechnical introduction to the study of linguistics, this course takes an interdisciplinary approach to language

behavior. Particular attention is paid to cultural, social, and psychological aspects of language use. Topics vary and may include language origin, child language acquisition, gender and language, dialects, and slang, among others.

ENG-G 204 Rhetorical Issues in Grammar and Usage (3 cr.) (Beginning Spring 2011, this course will be offered as ENG-Z 204) An introduction to English grammar and usage that studies the rhetorical impact of grammatical structures (such as noun phrases, prepositional phrases, and different sentence patterns). This course considers language trends and issues, the role of correctness in discourse communities, and the relations between writing in context and descriptive and prescriptive grammars and usage guides.

ENG-G 205 Introduction to the English Language (3 cr.) (Beginning Spring 2011, this course will be offered as ENG-Z 205) An introduction to the English language and to the principles and methods of linguistics, this course is designed to be the first course in English linguistics. The course examines the phonology, morphology, syntax, and semantics of English and discusses a range of applications of these basic concepts in areas such as first- and second-language acquisition and language education.

ENG-G 206 Introduction to Grammar (3 cr.) P: G205. This course examines topics such as the systematic way in which information is encoded in discourse, the various functions of speech, the structure of conversation, and the comparison of spoken and written language. Emphasis is also placed on varieties of English and how they are used and perceived in our society.

ENG-G 301 History of the English Language (3 cr.) P: G205, G206, or consent of instructor. The historical and structural analysis of the English language is surveyed through the stages of its development. Background provided in G205 would be useful in this course.

ENG-G 302 Structure of Modern English (3 cr.) P: G205, G206, or consent of instructor. This course examines in some depth the syntax (i.e., the principles and rules that govern the structure of sentences) and semantics (i.e., meaning encoded in language) of the English language.

ENG-G 310 Social Speech Patterns (3 cr.) P: G205, G206, or consent of instructor. (Beginning Spring 2011, this course will be offered as ENG-Z 310) This course explores the relationships among language, society, and culture. The influence of such social factors as age, sex, status, class, and education on language use are discussed within the framework of various theoretical and methodological approaches. Reasons for positive and negative evaluations of several high- and low-prestige varieties of English are investigated.

ENG-G 400 Teaching English for Specific Purposes (3 cr.) P: G205. Provides learners with historical and theoretical background of English for specific purposes. Participants will study the characteristics of specific language use situations and their effect on learning and use. The course is especially useful for those interested in teaching English in the workforce.

ENG-G 410 Introduction to Legal English (1 cr.) An intensive, integrated academic language skills course addressing the linguistic demands of legal study in the

U.S. Focuses on reading, writing, listening, and speaking skills.

ENG-G 411 Legal English I (3 cr.) An integrated language skills course focusing on (1) grammatical structures, reading strategies, and writing structures required to understand legal texts and material; and (2) listening and speaking skills needed for the law school classroom.

ENG-G 412 Legal English II (3 cr.) An integrated language skills course that focuses primarily on the advanced study of academic legal writing, including editing skills.

ENG-G 432 Second Language Acquisition (3 cr.) P: Z205 P: G205. An introduction to a broad range of issues in the field of second language acquisition, providing the student with an overview of the most important approaches to the fundamental questions of how people learn a second language. Provides students with basic knowledge of theories of second language acquisition and an understanding of how theoretical perspectives inform practical application.

ENG-G 434 TESOL Methods (3 cr.) P: G432 or consent of instructor. (Beginning Spring 2011, this course will be offered as ENG-Z 434) The course examines recent theories of teaching English as a second or foreign language. Students will get a chance to examine theories and methods and develop knowledge of linguistic resources available to new and/or practicing teachers.

ENG-G 441 Materials Preparation for ESL Instruction (3 cr.) P: G205. Students learn about materials preparation, syllabus design, and test preparation by applying a variety of theories to books and other ESL (English as a Second Language) teaching devices (e.g., ESL tapes, videotapes, and software programs) in order to evaluate their usefulness. Students will learn to evaluate ESL materials for adequacy.

ENG-Z 104 Language in our World (3 cr.) A nontechnical introduction to the study of linguistics, this course takes an interdisciplinary approach to language behavior. Particular attention is paid to cultural, social, and psychological aspects of language use. Topics vary and may include language origin, child language acquisition, gender and language, dialects, and slang, among others.

ENG-Z 204 Rhetorical Issues in Grammar and Usage (3 cr.) An introduction to English grammar and usage that studies the rhetorical impact of grammatical structures (such as noun phrases, prepositional phrases, and different sentence patterns). This course considers language trends and issues, the role of correctness in discourse communities, and the relations between writing in context and descriptive and prescriptive grammars and usage guides.

ENG-Z 205 Introduction to the English Language (3 cr.) An introduction to the English language and to the principles and methods of linguistics, this course is designed to be the first course in English linguistics. The course examines the phonology, morphology, syntax, and semantics of English and discusses a range of applications of these basic concepts in areas such as first- and second-language acquisition and language education.

ENG-G 310 Language in Context: Socioling (3 cr.)

P: G205, G206, or consent of instructor. This course explores the relationships among language, society, and culture. The influence of such social factors as age, sex, status, class, and education on language use are discussed within the framework of various theoretical and methodological approaches. Reasons for positive and negative evaluations of several high- and low-prestige varieties of English are investigated.

ENG-Z 434 Introduction to TESOL (3 cr.) P: G432 or consent of instructor. The course examines recent theories of teaching English as a second or foreign language. Students will get a chance to examine theories and methods and develop knowledge of linguistic resources available to new and/or practicing teachers.

ENG-L 105 Appreciation of Literature (3 cr.) Stresses the enjoyment and humane values of literature. It will provide workshop experiences and programmed exercises as well as experience in listening to and studying visual adaptations of poems, novels, and dramas.

ENG-L 115 Literature for Today (3 cr.) P: W131. Poems, dramas, and narratives pertinent to concerns of our times: e.g., works concerning values of the individual and society, problems of humanism in the modern world, and conflicts of freedom and order.

ENG-L 202 Literary Interpretation (3 cr.) Close analysis of representative texts (poetry, drama, fiction) designed to develop the art of lively, responsible reading through class discussion and writing of papers. Attention to literary design and critical method.

ENG-L 203 Introduction to Drama (3 cr.) Representative significant plays to acquaint students with characteristics of drama as a type of literature. Readings may include plays from several ages and countries.

ENG-L 204 Introduction to Fiction (3 cr.) Representative works of fiction; structural technique in the novel, theories and kinds of fiction, and thematic scope of the novel. Readings may include novels and short stories from several ages and countries.

ENG-L 205 Introduction to Poetry (3 cr.) Kinds, conventions, and elements of poetry in a selection of poems from several historical periods.

ENG-L 207 Women and Literature (3 cr.) Issues and approaches to critical study of women writers in British and American literature.

ENG-L 208 Topics in English and American Literature and Culture (3 cr.) Selected works of English and/or American literature in relation to a single cultural problem or theme. Topics vary from semester to semester. May be repeated once for credit.

ENG-L 213 Literary Masterpieces I (3 cr.) Literary masterpieces from Homer to the present. Aims at thoughtful, intensive analysis; appreciation of aesthetic values; and enjoyment of reading.

ENG-L 214 Literary Masterpieces II (3 cr.) Literary masterpieces from Homer to the present. Aims at thoughtful, intensive analysis; appreciation of aesthetic values; and enjoyment of reading.

ENG-L 220 Introduction to Shakespeare (3 cr.) Rapid reading of at least a dozen major plays and poems. May not be taken concurrently with L315.

ENG-L 245 Introduction to Caribbean Literature (3 cr.) Introduces students who have a limited knowledge of the Caribbean region to the basic themes of Caribbean literature. Examines the ways in which Caribbean writers present a colonial past and its effect on Caribbean culture in their attempts to "write back" to imperialist thought.

ENG-L 301 Critical and Historical Survey of English Literature I (3 cr.) Representative selections with emphasis on major writers from the beginnings to Swift and Pope.

ENG-L 302 Critical and Historical Survey of English Literature II (3 cr.) Representative selections with emphasis on major writers from the rise of romanticism to the present.

ENG-L 305 Chaucer (3 cr.) Chaucer's works with special emphasis on *The Canterbury Tales*.

ENG-L 315 Major Plays of Shakespeare (3 cr.) A close reading of a representative selection of Shakespeare's major plays.

ENG-L 348 Nineteenth-Century British Fiction (3 cr.) Forms, techniques, and theories of fiction as exemplified by such writers as Scott, Dickens, Eliot, and Hardy.

ENG-L 351 Critical and Historical Study of American Literature I (3 cr.) American writers to 1865: Emerson, Hawthorne, Melville, Whitman, and two or three additional major writers.

ENG-L 352 Critical and Historical Study of American Literature II (3 cr.) American writers, 1865-1914: Twain, Dickinson, James, and two or three additional major writers.

ENG-L 354 Critical and Historical Study of American Literature III (3 cr.) Study of modernist and contemporary American writers in various genres, 1914 to the present, including Frost, Stein, Faulkner, O'Connor, Baldwin, Morrison, and others.

ENG-L 355 American Novel: Cooper to Dreiser (3 cr.) Representative nineteenth-century American novels.

ENG-L 358 Twentieth-Century American Fiction (3 cr.) Study of major trends in American fiction since 1900, including such topics as experimentalism and the development of minority literatures.

ENG-L 363 American Drama (3 cr.) Main currents in American drama to the present.

ENG-L 365 Modern Drama: Continental (3 cr.) Special attention to Ibsen, Strindberg, Chekhov, Hauptmann, Pirandello, Brecht, and Sartre and to the theatre of the absurd.

ENG-L 366 Modern Drama: English, Irish, and American (3 cr.) Twentieth-century drama, from Bernard Shaw and Eugene O'Neill to Samuel Beckett, Harold Pinter, David Mamet, Marsha Norman, and August Wilson.

ENG-L 370 Black American Writing (3 cr.) A study of the major black American writers, with special emphasis on recent writing.

ENG–L 372 Contemporary American Fiction (3 cr.)

Examination of representative American fiction since 1955 in its social, cultural, and historical contexts. Topics include such issues as the representation of truth in fiction, intertextuality, and the transgressions of genre boundaries.

ENG–L 373 Interdisciplinary Approaches to English and American Literature I (3 cr.)

Social, political, and psychological studies in English and American literature. Topics may vary and include, for example, Freud and literature, responses to revolution, the literature of technology, and literature and colonialism.

ENG–L 374 Interdisciplinary Approaches to English and American Literature II (3 cr.)

Social, political, and psychological studies in English and American literature. Topics may vary and include, for example, Freud and literature, responses to revolution, the literature of technology, and literature and colonialism.

ENG–L 376 Literature for Adolescents (3 cr.)

An examination of the nature and scope of adolescent literature. Wide reading of contemporary literature, with emphasis on the value of selections for secondary school students and appropriate modes of study.

ENG–L 378 Studies in Women and Literature (3 cr.)

British and American authors such as George Eliot or Gertrude Stein; groups of authors such as the Brontë sisters or recent women poets; or genres and modes such as autobiography, film, or criticism. Topics will vary by semester.

ENG–L 379 American Ethnic and Minority Literature (3 cr.)

Analysis of literature by and about immigrants from diverse cultures as well as ethnic literature about groups such as African Americans, Appalachians, Hispanics, and Native Americans, from a historical and thematic perspective.

ENG–L 381 Recent Writing (3 cr.) Selected writers of contemporary significance. May include groups and movements (such as black writers, poets of projective verse, new regionalists, parajournalists and other experimenters in pop literature, folk writers, and distinctly ethnic writers); several recent novelists, poets, or critics; or any combination of groups. May be repeated once for credit by special arrangement with the Department of English.

ENG–L 382 Fiction of the Non-Western World (3 cr.) An in-depth study of selected narratives from the fiction of the non-Western world. Focus and selections vary from year to year. May be repeated once for credit.

ENG–L 385 Science Fiction (3 cr.) A survey of British and American science fiction from the nineteenth to the twentieth century with an emphasis on the latter.

ENG–L 390 Children's Literature (3 cr.) Historical and modern children's books and selections from books. Designed to assist future teachers, parents, librarians, or others in selecting the best in children's literature for each period of the child's life.

ENG–L 406 Topics in African American Literature (3 cr.) Focuses on a particular genre, time period, or theme in African American literature. Topics may include twentieth-century African American women's novels, black

male identity in African American literature, or African American autobiography. May be repeated once for credit with different focus.

ENG–L 431 Topics in Literary Study (3 cr.) Study of characteristics and development of literary forms or modes (e.g., studies in narrative, studies in romanticism). Topics vary from year to year. May be repeated once for credit.

ENG–L 433 Conversations with Shakespeare (3 cr.) An interdisciplinary and intertextual study of Shakespeare's work and its influence to the present day. Students will compare Shakespeare texts with latter-day novels, plays, poems, and films that allude to or incorporate some aspect of Shakespeare's art.

ENG–L 440 Senior Seminar in English and American Literature (3 cr.)

P: one 200-level and two 300-400-level literature courses. Detailed study of one or more major British and American writers or of one significant theme or form. Subject varies each semester. May be repeated once for credit.

ENG–L 478 Literature and Medicine (3 cr.) This course explores the medical world in literature and the arts, in popular culture, and through the institution of the hospital. (A junior/senior integrator course.)

ENG–L 495 Individual Readings in English (1-3 cr.) P: consent of instructor and departmental chair. May be repeated once for credit.

Master of Arts Degree**LING–G 500 Introduction to the English Language**

(4 cr.) An introduction to English linguistics, the course covers the principal areas of linguistic inquiry into the English language: sounds (phonetics and phonology), words, (morphology), sentences (syntax), and meaning (semantics). G500 is the core linguistics course in the M.A. program.

LING–G 541 Materials Preparation for ESL Instruction (4 cr.)

Students will learn about materials preparation, syllabus design, and test preparation by applying a variety of theories to books and other teaching devices (e.g., tapes, videotapes, computer and software programs) in order to evaluate their usefulness and will learn to evaluate ESL materials for adequacy.

LING–G 625 Introduction to Text

Linguistics/Discourse Analysis (4 cr.) This course introduces students to current approaches to text and discourse coherence, including recent theories of cognitive and interactional text modeling.

LING–G 652 English Language Sociolinguistics (4 cr.)

This course investigates sociocultural aspects of language use and explores the relationships between language and society. The course provides background in various theoretical and methodological approaches to sociolinguistics. Other topics to be covered include gender and language, ethnicity and language, social factors in language acquisition, and bilingualism. Familiarity with basic issues and concepts in linguistics would be useful.

ENG–L 501 Professional Scholarship in Literature (4 cr.)

Materials, tools, and methods of research. Includes work with standard bibliographical sources (both traditional and electronic), bibliographical search

strategies, scholarly documentation, accessing special collections, and preparing bibliographical descriptions of subject texts. Historical case studies reinforce coverage of professional standards of conduct, verification of sources, and thoroughness of research methodology.

ENG–L 506 Introduction to Methods of Criticism and Research (4 cr.) An examination of the importance of the notion of the text for contemporary literary theory. L506 is the core literature course

LING–L 532 Second-Language Acquisition (3 cr.) An introduction to a broad range of issues in the field of second-language acquisition, providing the student with an overview of the most important approaches to the fundamental question of how people learn a second language. Provides students with basic knowledge of theories of second-language acquisition and an understanding of how theoretical perspectives inform practical application.

LING–L 534 Linguistic Resources for TESOL (3 cr.) The course examines recent theories of teaching English as a second or foreign language. Students will get a chance to examine theories and methods and develop knowledge of linguistic resources available to new and/or practicing teachers.

LING–L 535 TESOL Practicum (3 cr.) Students will be able to put into practice methods and principles of linguistics, second-language acquisition, and language teaching. Under supervision, they will teach ESL classes either at IUPUI or in a local school system.

ENG–L 553 Studies in Literature (4 cr.) Emphasis on thematic, analytic, and generic study. With consent of instructor, may be repeated once for credit.

ENG–L 560 Literary Studies in England and Scotland (4 cr.) Provides on-site opportunities in England and Scotland to explore the literary landscapes of British authors in relation to the English and Scottish school systems. Designed primarily for education majors and continuing certification credits.

ENG–L 573 Interdisciplinary Approaches to English and American Literature (3 cr.) Social, political, and psychological studies in English and American literature. Topics may vary and include, for example, literature and colonialism, literature and psychoanalysis, or literature and gender. May also include other world literatures.

ENG–L 590 Internship in English (4-8 cr.) A supervised internship in the uses of language in the workplace. (For prospective teachers, the workplace may be a class.) Each intern will be assigned a problem or new task and will develop the methods for solving the problem or completing the task. Interns will complete a portfolio of workplace writing and self-evaluation; they will also be visited by a faculty coordinator and evaluated in writing by their on-site supervisors.

ENG–L 606 Topics in African American Literature (4 cr.) Focuses on a particular genre, time period, or theme of African American literature. Examples: twentieth-century African American women's novels, black male identity in literature, kinship in African American literature, and African American autobiography. May be repeated twice for credit with different focuses.

ENG–L 625 Shakespeare (4 cr.) Critical analysis of selected tragedies, comedies, history plays, and poetry.

ENG–L 645 English Fiction, 1800-1900 (4 cr.) Intensive historical and critical study of nineteenth-century prose fiction, especially the novel.

ENG–L 655 American Literature since 1900 (4 cr.) Intensive historical and critical study of all genres from the time of Theodore Dreiser to the present.

ENG–L 678 Literature and Medicine (3 cr.) This course explores the medical world in literature and the arts, in popular culture, and through the institution of the hospital.

ENG–L 680 Special Topics in Literary Study and Theory (4 cr.) Reading in sociological, political, psychological, and other approaches to literature.

ENG–L 681 Genre Studies (4 cr.) A variable-title course, Genre Studies examines the specific characteristics of individual genres. May be repeated once for credit.

ENG–L 695 Individual Readings in English (1-4 cr.) Enables students to work on a reading project that they initiate, plan, and complete under the direction of an English department faculty member. Credit hours depend on scope of project.

ENG–L 699 M.A. Thesis (4 cr.) M.A. Thesis.

LING–P 512 Methods and Materials for TESOL 2 (3 cr.) This course aims at enhancing participants' understanding of theoretical principles underlying the preparation of ESL instructional materials as well as participants' knowledge and skills in materials preparation and effective implementation. It also addresses issues related to course design, content selection, and language assessment.

LING–T 600 Topics in TESOL and Applied Linguistics (3 cr.) Topics in this course vary, but they include the theory and teaching of English for Specific Purposes in academic, professional, or vocational fields.

LING–T 660 Contrastive Discourse: Readings in Linguistics (3 cr.) This course examines contrastive discourse/intercultural rhetoric and considers the cross-cultural aspects of discourse organization from both the reader's and the writer's viewpoints. Comparisons of text organization in different genres and for different audiences will be made, studying the roles of cultural forms and schemata in the interaction between writer and reader.

LING–T 690 Advanced Readings in TESOL and Applied Linguistics (1-4 cr.) Topics in this course vary, but they include the theory and teaching of English for Specific Purposes in academic, professional, or vocational fields; the teaching of second-language writing, reading, listening/speaking, and grammar; and second-language testing and assessment.

ENG–W 130 Principles of Composition (3 cr.) Practice in writing papers for a variety of purposes and audiences, with attention to reading/writing connections.

ENG–W 131 Elementary Composition I (3 cr.) P: W001 (with a grade of C or higher) or placement. Designated for EAP students, this course is designed to help students improve their English writing skills. It

fulfills part of the communications core requirement for all undergraduate students and provides instruction in exposition (the communication of ideas and information with clarity and brevity). The course emphasizes audience and purpose, revision, organization, development, advanced sentence structure, diction, and development within a collaborative classroom. Evaluation is based on portfolios of the students' work.

ENG–W 132 Elementary Composition II (3 cr.) P: W131 (with a grade of C or higher). Stresses argumentation and research concurrently, with a secondary emphasis on critical evaluation in both reading and writing. Evaluation is based on portfolios of the student's work.

ENG–W 140 Elementary Composition/Honors (3 cr.) Offers an introductory writing course for advanced freshman writers. Requirements, including number and type of assignments, are parallel to W131. W140 offers greater intensity of discussion and response to writing. Evaluation is based on portfolios of the students' work.

ENG–W 150 Elementary Composition II/Honors (3 cr.) P: W140 (with a grade of C or higher) or W131 and permission of the instructor. Allows an honors student to explore the investigative methods used within a chosen discipline as an introduction to academic writing. Individual projects using these various methods combine primary and secondary skills. Evaluation is based on portfolios of the student's work. Replacing W132 or W231 for honors students, this course follows W140.

ENG–W 210 Literacy and Public Life (3 cr.) An introduction to the uses of literacy in public and civic discourse, with connections made to theories of writing and professional prospects for writers; serves as the required gateway course for the Concentration in Writing and Literacy and as an exploration of this concentration for other English majors and students considering the possibility of an English major.

ENG–W 231 Professional Writing Skills (3 cr.) P: W131 (with a grade of C or higher). Focuses on expository writing for the student whose career requires preparation of reports, proposals, and analytical papers. Emphasis on clear and direct objective writing and on investigation of an original topic written in report form, including a primary research project. Evaluation is based on student projects.

ENG–W 250 Writing in Context (1-3 cr.) Offers instruction in intermediate-level expository writing. Students study a contemporary issue and write papers on that issue. Topics will vary from year to year. May be repeated once for credit.

ENG–W 251 Introductory Business Writing (1 cr.) An introduction to business writing, with an emphasis on developing an effective writing process. (Does not count toward the major in Writing and Literacy.)

ENG–W 260 Film Criticism (3 cr.) Viewing and critiquing current films, with emphasis on the quality of production and direction. Contemporary films viewed; papers serve as a basis for discussion during class. Students will be expected to pay for their movie admissions.

ENG–W 310 Language and the Study of Writing (3 cr.) A course about writing using linguistic perspectives. Some of the topics discussed are writing systems and

their history, a comparison of speaking and writing, the analysis of texts and their structure, the writing process and its development, and orality and literacy.

ENG–W 313 The Art of Fact: Writing Nonfiction Prose (3 cr.) P: at least one 200-level writing course or excellent performance in W131 and/or W132 (contact the instructor if you are unsure of your readiness for this course). Students will read and analyze professional and student work as they prepare to practice the art of fact by combining the tools of a researcher with the craft of a novelist. The final portfolio includes a stylistic analysis of the student's and others' nonfiction works as well as two illustrated nonfiction texts based on the student's primary and secondary research.

ENG–W 315 Writing for the Web (3 cr.) Introduces students to new forms of writing (beyond word processing and desktop publishing) made possible by computers—hypertext, electronic mail, and computer conferencing—and explores what impact these new forms have on literacy skills for writers and readers of such computer-delivered texts.

ENG–W 320 Advanced Writing in the Arts and Sciences (3 cr.) Features scholarly readings on various interdisciplinary topics and examines how writers in the humanities, social sciences, and natural sciences define problems, investigate these problems, and report their findings. Focuses on the study and practice of knowledge-making in different discourse communities with particular attention to the student's major discipline.

ENG–W 331 Business and Administrative Writing (3 cr.) Instruction and practice in writing for business, government, the professions, and the nonprofit sector. The course emphasizes principles that can be applied in a wide variety of documents.

ENG–W 356 Theories and Practices of Editing (3 cr.) Instruction and practice in the mechanical, stylistic, and substantive editing of English nonfiction prose, from a wide variety of genres and on a wide variety of subjects.

ENG–W 366 Written Englishes: Living Cultural Realities (3 cr.) Is standard written English fixed and immutable or a living language variety? This course explores the definition, history, and politics of standard written English, the influence of home and community languages, and the uses and representation of linguistic diversity in both fiction and nonfiction texts.

ENG–W 390 Topics in Writing (3 cr.) Topics will vary each time this course is offered, and the department will specify which area of the concentration in Writing and Literacy each offering will count toward. May be repeated once for credit.

ENG–W 396 Writing Fellows Training Seminar (3 cr.) P: W131 and permission of instructor. Internship in University Writing Center. Focuses on the writing of IUPUI students. Emphasis on questioning, strategies, problem solving, and self-analysis. Apply in spring for fall enrollment.

ENG–W 400 Issues in Teaching Writing (3 cr.) Focuses on the content of rhetoric and composition and considers fundamental theoretical and practical issues in the teaching of writing. Reviews rhetorical and compositional

principles that influence writing instruction, textbook selection, and curriculum development.

ENG–W 411 Directed Writing (1-3 cr.) P: consent of instructor and department chair. Individual projects determined in consultation with instructor. Credit varies with scope of project.

ENG–W 412 Literacy and Technology (3 cr.) Literacy and technology have multifaceted relationships with each other. This course explores the effects of technologies (ranging from clay tablets to the printing press to computers) on literate practices and the teaching of reading and writing. It prepares students to think critically about the possibilities and limitations associated with different technologies and their impact on literacy over time, and to analyze educational uses of technology connected with literacy.

ENG–W 426 Writing for Popular and Professional Publication (3 cr.) Offers experienced writers near the end of their academic careers the opportunity to apply their skills to the public writing of the workplace. Students work within a set of tasks common to organizational writing, gaining experience with press releases, the basics of grant writing, letters soliciting contributions, and stories appropriate for newsletters and public relations purposes. Application of this “real-life” writing comes when W426 students receive assignments from university units such as the University College and the School of Liberal Arts and fulfill them for inclusion in university publications.

ENG–W 490 Writing Seminar (3 cr.) Emphasizes a single aspect or a selected topic of composition and the writing of nonfiction prose.

Geography (GEOG) Graduate Courses

GEOG–G 535 Introduction to Transportation Analysis (3 cr.)

An examination of classical and contemporary approaches to the analysis of transport systems, spatial interaction, sustainable transport, and related environmental and economic aspects of transport at regional and national scales.

GEOG G535 Introduction to Remote Sensing and Air Photo Interpretation (3 cr.) Nature and interpretation of remotely sensed data collected from field, airborne, and space-borne sensors. Data from the visible, infrared, and microwave portions of the electromagnetic spectrum are discussed and analyzed from a geographic applications perspective. Visual, photogrammetric, digital image processing, and GIS interpretation approaches are presented. Lecture and laboratory.

GEOG–G 536 Advanced Remote Sensing: Digital Image Processing (3 cr.) P: G535 or consent of instructor. Advanced remote sensing theory and digital image processing techniques with an emphasis on environmental applications. Hands-on computer exercises provide significant experience in introductory digital image processing for extraction of qualitative and quantitative information about the Earth's terrestrial environments. Lecture and laboratory.

GEOG–G 537 Computer Cartography and Graphics (3 cr.) Compilation, design, production, and evaluation of

maps and related graphic materials. Includes cartometric procedures, symbolization, color use guidelines, map typography, photographic manipulations, computer animation, and geographic visualization techniques. Hardcopy and Internet-based outputs. Lecture and laboratory.

GEOG–G 538 Introduction to Geographic Information Systems (3 cr.) Overview of the principles and practices of Geographic Information Systems (GIS). The course will deal with issues of spatial data models, database design, introductory and intermediate GIS operations, and case studies of real-world GIS applications. Laboratory exercises will provide significant hands-on experience. Lecture and laboratory.

GEOG–G 539 Advanced Geographic Information Systems (3 cr.) P: G538 or consent of instructor. Intermediate and advanced topics in geographic information science and spatial analysis techniques using GIS software. This advanced course is for upper-division undergraduates and graduates who seek a greater understanding of this rapidly developing field and to learn how to construct, manage, and analyze their own GIS data and models. Lecture and laboratory.

GEOG–G 560 Internship in Geographic Analysis (1-4 cr.) P: Admission to MS GIS program and permission of major advisor. Faculty-directed study of geographical problems based on internship experience. Area of placement must be related to field of Geographic Information Science. Student may complete more than one internship, but total credit hours cannot exceed four.

GEOG–G 588 Applied Spatial Statistics (3 cr.) P: 6 credits in geography or consent of instructor. Extension of traditional statistical analysis to spatial data. Spatial means and spatial variances, the examination of differences in samples over space, spatial autocorrelation, nearest neighbor analysis, map comparison techniques, emphasis on practical applications.

GEOG–G 602 Graduate Seminar in Physical Geography (3 cr.) P: consent of instructor. Distribution, morphology, and human significance of selected phenomena of the physical environment.

GEOG–G 639 Seminar in Geographic Information Science (3 cr.) P: G535, G538, and G536 or G539. Applications of geographic information science principles in the collection and analysis of spatial data. Integration of GIS, remote sensing, and/or GPS technologies. Review of current literature on techniques, theory, technology, and applications with an emphasis on environmental issues. Discussions, laboratory, and research project.

GEOG–G 704 Soils Geography (3 cr.) P: G538. Examines the spatial aspects of soils from a global and local perspective, including soil genesis, morphology, and classification; physical, chemical, mechanical and biological properties of soil; and land use mapping, analysis, planning, and management.

GEOG–G 830 Readings in Geography (12 cr. max. cr.) P: advanced course in geography or closely related field. Supervised readings on selected topics.

GEOG–G 850 Masters Thesis (3-6 cr.) Directed research and writing under the supervision of a faculty committee.

GEOG–G 107 Physical Systems of the Environment (3 cr.) Physical environment as the home of humans, emphasizing the distribution and interaction of environmental variables (landforms, vegetation, soils, weather, and climate).

GEOG–G 108 Physical Systems of the Environment: Laboratory (2 cr.) P or C: G107. Laboratory session to complement G107 Physical Systems of the Environment. Practical and applied aspects of meteorology, climatology, vegetation, soils, and landforms. This laboratory session is optional for students enrolling in G107.

GEOG–G 110 Introduction to Human Geography (3 cr.) 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.

GEOG–G 111 Hurricanes (1 cr.) Introduction to processes involved in the initiation and development of hurricanes, forecasting and modeling tools used to predict their effects, and impacts on the natural environment and humans.

GEOG–G 112 Thunderstorms and Tornadoes (1 cr.) Introduction to the processes involved in the initiation and development of thunderstorms and tornadoes, forecasting and modeling tools to predict their spatial pattern and effects, and impacts on the natural environment and humans.

GEOG–G 113 The Ozone “Hole” (1 cr.) Introduction to the role and significance of the stratospheric ozone layer and the nature and extent of its depletion. Attention will focus on the development of our understanding, human intervention, and major points of controversy.

GEOG–G 114 The Greenhouse Effect and Global Warming (1 cr.) Introduction to the greenhouse effect and global carbon cycle. Attention will be directed to how, when, and where humans have altered this cycle and the implications for future climates. Methods for monitoring climate change will be studied and areas of greatest uncertainty identified. Particular attention will be directed to the spatial pattern of projected effects produced by global climate models.

GEOG–G 123 Soil Survey (1 cr.) An introduction to soil geography. Soil development processes, USDA soil survey map interpretation, physical and mechanical soil properties, and land use analysis.

GEOG–G 130 World Geography (1 cr.) An analysis of the existing and emerging geographic patterns in the world and of the processes and trends producing such patterns. An examination of the global scale of human activities and interaction with the environment and the linkages tying the various regions of the world into a single, global system.

GEOG–G 302 Introduction to Transportation Analysis (3 cr.) Examination of movement of people, goods, and information over space using spatial analysis and planning techniques.

GEOG–G 303 Weather and Climate (3 cr.) Systematic study of atmospheric processes and interrelationships, with a focus on understanding the physical basis of weather and climate. Emphasis on components of

radiation and energy balances, atmospheric circulation, global weather systems, human effects on climate, and climate change.

GEOG–G 305 Environmental Change: Nature and Impact (3 cr.) R: G107 or consent of instructor.

An integrated study of the causes and effects of environmental change. Areas covered include: climate variability (short and long term), environmental chemistry (ozone layer, greenhouse gases, and pollution), and anthropogenic impact that leads to environmental change.

GEOG–G 307 Biogeography: The Distribution of Life (3 cr.) A survey of the present and past distributions of the world's plants and animals, emphasizing ecological explanation of species distributions. Topics include evolution and distribution of major plant and animal groups, world vegetation, plant and animal domestication, introduction of plant and animal pests, destruction of natural communities, and extinction.

GEOG–G 309 Frontiers in Geographic Thought (3 cr.) Provides a survey of the development of philosophical frameworks and theories used in physical and human geography.

GEOG–G 310 Human Impact on Environment (3 cr.)

A systematic examination of how people have altered patterns of climate, hydrology, land forms, soils, and biota. Course emphasizes that understanding human impacts requires knowledge of both the sociocultural forces that drive human activity and the natural processes that determine environmental patterns.

GEOG–G 311 Introduction to Research Methods in Geography (3 cr.) Introduction to geographic research questions and methodologies. Focus on special characteristics of geographic problems in the realms of both physical and human geography. Study of scientific versus nonscientific methods, the nature of geographic data, methods of data analysis, interpretation, and presentation.

GEOG–G 314 Urban Geography (3 cr.) Study and interpretation of urban spatial structures, design, policies, and problems with an emphasis on the geographic perspective. Topics include urban housing markets, racial segregation, homelessness, and urban crime.

GEOG–G 315 Environmental Conservation (3 cr.) Conservation of natural resources including soil, water, wildlife, and forests as interrelated components of environmental quality.

GEOG–G 321 Geography of Europe (3 cr.)

Geographical analysis of the physical features of the European environment and the spatial patterns and inter-relationships of the cultural, economic, and political landscapes. Emphasis placed on human impact on the environment through long-term occupancy.

GEOG–G 323 Geography of Latin America (3 cr.)

National and regional variations in terrain, climate, natural resources, and economic and social life in Mexico, Central America, the West Indies, and South America.

GEOG–G 324 Geography of the Caribbean (3 cr.)

Geographic introduction to the Caribbean, stressing global and regional political and economic relationships, physical, and natural environments, human activities and

human-environmental relationships which give coherence and identity to the diversity of Caribbean landscapes, peoples, and cultures.

GEOG-G 326 Geography of North America (3 cr.)

Continental and regional variations in terrain, climate, and economic and social life of the United States and Canada, with emphasis on geographical principles, sources of data, and techniques of investigation.

GEOG-G 327 Geography of Indiana (3 cr.)

A geographical analysis of the state of Indiana. Emphasis placed on the interrelationship of the state's physical and human geography.

GEOG-G 328 Rural Landscapes of North America (3 cr.)

Rural geography of the United States and Canada, focusing on rural settlements, culture, economic activities, and land subdivision. The spatial impacts of economic and technological changes on land use are considered through an examination of relict structures and urban expansion into rural areas.

GEOG-G 330 North American House Types (3 cr.)

Houses are a visible semipermanent record of human values, political ideas, historical settlement, and community development. This record is reflected in the types of houses built during a particular time period, by certain groups of people, or in a certain area of the country. This course examines house types for the purpose of identifying and analyzing geographic patterns that occur in North America.

GEOG-G 331 Economic Geography (3 cr.)

An examination of the spatial dynamics and location patterns of economic activities, behavior, and systems. The study of the spatial organization of resource utilization, agricultural production, manufacturing, business, transportation, and trade.

GEOG-G 334 Field Geography of North America (3 cr.)

A field course examining some geographic theme or region in North America. Includes preliminary classroom lecture and a field excursion of 1-2 weeks. Normally taught in summer.

GEOG-G 336 Introduction to Remote Sensing and Air Photo Interpretation (3 cr.)

Nature and interpretation of remotely sensed data collected from field, airborne, and space-borne sensors. Data from the visible, infrared, and microwave portions of the electromagnetic spectrum are discussed and analyzed from a geographic applications perspective. Visual, photogrammetric, digital image processing, and GIS interpretation approaches are presented. Lecture and laboratory.

GEOG-G 337 Computer Cartography and Graphics (3 cr.)

Compilation, design, production, and evaluation of maps and related graphic materials. Includes cartometric procedures, symbolization, color use guidelines, map typography, photographic manipulations, computer animation, and geographic visualization techniques. Hardcopy and internet-based outputs. Lecture and laboratory.

GEOG-G 338 Introduction to Geographic Information Systems (3 cr.)

Overview of the principles and practices of Geographic Information Systems (GIS). The course will deal with issues of spatial data models, database

design, introductory and intermediate GIS operations, and case studies of real-world GIS applications. Laboratory exercises will provide significant hands-on experience. Lecture and laboratory.

GEOG-G 345 Field Study in Geography (3 cr.)

P: 12 credit hours in geography and consent of instructor. Faculty-supervised fieldwork in selected areas of geography. May be repeated up to a maximum of 6 credit hours.

GEOG-G 355 Political Geography (3 cr.)

An examination of the spatial organization of political systems and the interaction of geographical area and political processes. Emphasis on the geographical characteristics of states and the geographical dimensions of international relations.

GEOG-G 360 Geography of Wine (3 cr.)

An introduction to the spatial distribution and patterns of viticulture in the world. Emphasis is placed on understanding the complex and often subtle relationships that exists between environmental variables, such as climate, soils, and landforms, and human factors, such as viticultural practices and vinification techniques, in producing different types of wines and variations in their qualities. The geographic origins and diffusion of viticulture are examined along with an analysis of the locations, development, and characteristics of the main wine regions or landscapes of the world.

GEOG-G 363 Landscapes and Cultures of the Caribbean (3 cr.)

Field courses are taught during summer. Includes two weeks of preliminary lectures at IUPUI followed by approximately two weeks of intensive field study in the Caribbean. Destinations vary from year to year; consult class schedule for more information.

GEOG-G 390 Topics in Geography (1-3 cr.)

An examination of selected problems and issues in geography or from a geographic perspective. Topics vary from semester to semester. Recent offerings include the Caribbean, Wine, and Italy.

GEOG-G 404 Soils Geography (3 cr.)

Soil genesis, morphology, and classification; soil's physical, chemical, mechanical, and biological properties. Soil maps and related data in land use analysis and the planning process.

GEOG-G 421 Historical Geography (3 cr.)

Migration and diffusion, rural and urban settlement, industrialization, and transport development as spatial processes shaping the landscapes and geopolitical relationships of past places and peoples.

GEOG G421 Environments of Tropical Lands (3 cr.)

A geographical analysis concerned with developing countries and focusing on issues related to development and the environmental consequences. Concern for the natural environment is expressed with regard to how it is affected by population pressures, economic advancement, and urbanization. An understanding of Third World people and their cultures is presented.

GEOG-G 424 Geography of Africa (3 cr.)

Geographical analysis of the physical features of the African environment and the spatial patterns and interrelationships of the cultural, economic, and political landscapes.

GEOG-G 436 Advanced Remote Sensing: Digital Image Processing (3 cr.) P: G336 or consent of instructor. Advanced remote sensing theory and digital image processing techniques with an emphasis on environmental applications. Hands-on computer exercises provide significant experience in introductory digital image processing for extraction of qualitative and quantitative information about Earth's terrestrial environments. Lecture and laboratory.

GEOG-G 438 Advanced Geographic Information Systems (3 cr.) P: G338 or consent of instructor. Intermediate and advanced topics in geographic information science and spatial analysis techniques using GIS software. This advanced course is for upper-division undergraduates and graduates who seek a greater understanding of this rapidly developing field and to learn how to construct, manage, and analyze their own GIS data and models. Lecture and laboratory.

GEOG-G 439 Seminar in Geographic Information Science (3 cr.) P: G336, G338, and G436 or G438. Applications of geographic information science principles in the collection and analysis of spatial data. Integration of GIS, remote sensing, and/or GPS technologies. Review of current literature on techniques, theory, technology, and applications with an emphasis on environmental issues. Discussions, laboratory, and research project. May substitute for the G491 capstone course.

GEOG-G 446 Cultural Biogeography (3 cr.) R: G307. Examines human alteration of natural plant and animal distributions. Topics include deforestation, extinction, plant and animal domestication, and introduction of alien organisms. Seminar format.

GEOG-G 450 Undergraduate Readings and Research in Geography (1-3 cr.) Research in selected problems: papers are ordinarily required.

GEOG-G 460 Geography Internship (1-6 cr.) P: 12 credit hours of geography and departmental approval. Supervised field experience in geography, normally in conjunction with approved work at a government agency or private firm. Requires 40 hours of work per 1 hour of credit.

GEOG-G 475 Climate Change (3 cr.) R: G303. Advanced course on the evidence for and theories of climate change over a range of time scales, focusing on the period before the instrumental record.

GEOG-G 488 Applied Spatial Statistics (3 cr.) P: 6 credits in geography or consent of instructor. Extension of traditional statistical analysis to spatial data. Spatial means and spatial variances, the examination of differences in samples over space, spatial autocorrelation, nearest neighbor analysis, map comparison techniques, emphasis on practical applications.

GEOG-G 491 Capstone Experience in Geography (1 cr.) An independent project for senior-level students, applying geographic theory and techniques to a topic of geographic interest beyond the limits of the regular curriculum. Open to majors or nonmajors with appropriate preparation, including G309 and G311. May be taken alone or concurrently with another course.

History (HIST) Graduate Courses Colloquia

These colloquia are of seminar size and involve oral and written study of the problems, bibliographies, interpretations, and research trends in the fields with which they respectively deal. They are the chief means by which a student becomes knowledgeable in history at a professional level. Any of them may be taken more than once upon approval of the student's faculty advisor.

HIST-H 615 Colloquium: Early Modern Western European History (4 cr.)

HIST-H 620 Colloquium: Modern Western European History (4 cr.)

HIST-H 630 Colloquium: British and British Imperial History (4 cr.)

HIST-H 640 Colloquium: Russian History (4 cr.)

HIST-H 650 Colloquium: United States History (4 cr.)

HIST-H 665 Colloquium: Latin American History (4 cr.)

HIST-H 669 Colloquium: Comparative History (4 cr.)

General and Professional Skills

HIST-G 585 Modern China (3 cr.) China from the Ch'ing period to the present. Social, political, and economic change in a largely agrarian society. International and intercultural relations as well as rebellion, war, and revolution during the unstable nineteenth and twentieth centuries.

HIST-H 500 History of Historical Thought (4 cr.)

Approaches to the historian's craft and reflections on history as a type of scholarly thinking.

HIST-H 501 Historical Methodology (4 cr.) Discussion and application of the various methods and strategies used in historical research.

HIST-H 509 Special Topics in European History (3 cr.)

Study of topics in European history. May be repeated once for credit.

HIST-H 511 Special Topics in American History (3 cr.)

Study of topics in American history. May be repeated once for credit.

HIST-H 516 History of Philanthropy in the United States (3 cr.) Approaches philanthropy as a social relation between various groups and looks at issues ranging from the relationship between government and the economy to African-American activism to women's roles. Explores past and current debates about such issues in order to analyze the past, understand the present, and shape the future.

HIST-H 521 Special Topics in African, Asian, or Latin American History (3 cr.) Intensive study and analysis of selected topics in African, Asian, or Latin American history. Topics will vary from semester to semester, e.g., traditional Asia, modern Asia.

HIST-H 542 Public History (4 cr.) The application of history to public needs and public programs. Historic preservation, archival management, oral history, editing, public humanities programming, historical societies, etc.

HIST-H 543 Practicum in Public History (1-4 cr.)

Internships in public history programs, fieldwork, or research in the historical antecedents of contemporary problems.

HIST-H 546 Special Topics in History of Science, Medicine, and Technology (3 cr.)

Study of topics in the history of science, medicine, and technology. May be repeated for credit with permission of the director of graduate studies.

HIST-H 547 Special Topics in Public History (3 cr.)

Intensive study and analysis of selected topics in public history. Topics will vary from semester to semester, e.g., historic preservation, archival practice, and historical editing. May be repeated once for credit.

HIST-H 548 Historical Administration (3 cr.)

This course presents an overview of issues faced by administrators and mid-level managers who work in museums, historical societies, archives, special collection libraries, and other cultural resource agencies. Topics, speakers, and readings focus on issues that are unique to agencies that collect, preserve, and interpret historical resources.

HIST-H 575 Graduate Readings in History (arr. cr.)**Seminars**

These courses involve research at a mature level with primary sources in specialized topics and problems in the field with which they respectively deal. They train the student in historical scholarship. Any of them may be taken more than once upon approval of the student's faculty advisor.

HIST-H 715 Seminar: Early Modern European History (4 cr.)**HIST-H 720 Seminar: Modern Western European History (4 cr.)****HIST-H 730 Seminar in British and British Imperial History (4 cr.)****HIST-H 750 Seminar in United States History (4 cr.)****Thesis****HIST-H 898 M.A. Thesis (1-6 cr.)****HIST-J 495 Proseminar for History Majors (3 cr.)**

Selected topics in history. Closed to freshmen and sophomores.

HIST-K 493 Reading for Honors (1-3 cr.) P: approval of departmental honors committee prior to registration. Individual readings on selected topics.

HIST-K 495 Readings in History (1-3 cr.) By arrangement with instructor. Permission of departmental chairperson required.

HIST-A 301 Colonial and Revolutionary America I (3 cr.)

European background of American history; discovery and exploration of New World by Spain, France, and England. Colonization: motives, causes, types. Social and intellectual developments in English colonies in the seventeenth and eighteenth centuries. Birth of Republic, 1763–89.

HIST-A 302 Colonial and Revolutionary America II (3 cr.)

European background of American history; discovery and exploration of New World by Spain, France, and England. Colonization: motives, causes, types. Social and intellectual developments in English colonies in the seventeenth and eighteenth centuries. Birth of Republic, 1763–89.

HIST-A 303 United States, 1789–1865 I (3 cr.)

Political, economic, and social development of United States from Washington's presidency through the Civil War. Growth of political, religious, educational, and other social institutions, and contributions of Hamilton, Jefferson, Jackson, Webster, Marshall, Lincoln. Agriculture, manufacturing, commerce, labor.

HIST-A 304 United States, 1789–1865 II (3 cr.)

Political, economic, and social development of United States from Washington's presidency through the Civil War. Growth of political, religious, educational, and other social institutions, and contributions of Hamilton, Jefferson, Jackson, Webster, Marshall, Lincoln. Agriculture, manufacturing, commerce, labor.

HIST-A 312 The North and South at Peace and War (3 cr.)

Examines the social, economic, and political landscapes of two communities—one in the North and one in the South—before, during, and after the American Civil War.

HIST-A 313 Origins of Modern America, 1865–1917 (3 cr.)

Social, economic, cultural, and political ways in which Americans accommodated and resisted changes introduced by large-scale industrialization. Populism and progressivism receive special attention.

HIST-A 314 United States History, 1917–1945 (3 cr.)

Political, demographic, economic, and intellectual transformations of 1917–1945; World War I, the twenties, the Great Depression, New Deal, World War II.

HIST-A 315 United States History since World War II (3 cr.)

Political, demographic, economic, and intellectual transformations of 1945–present: Cold War, problems of contemporary America.

HIST-A 317 American Social History, 1865 to Present (3 cr.)

Development of modern American intellectual and social patterns since the Civil War. Social thought, literature, science, the arts, religion, morals, education.

HIST-A 321 History of American Thought I (3 cr.)

Ideas that have influenced American history. I. Image of New World to challenge of Jacksonian democracy. II. Transcendentalism to New Conservatism. Term papers and reports.

HIST-A 322 History of American Thought II (3 cr.)

Ideas that have influenced American history. I. Image of New World to challenge of Jacksonian democracy. II. Transcendentalism to New Conservatism. Term papers and reports.

HIST-A 325 American Constitutional History I (3 cr.)

I: 1607–1865. II: 1865–present. Changing constitutional system from seventeenth-century colonies to contemporary nations. Structure of government: federalism, division of powers, political institutions. Relationship of government to society and economy. Civil liberties and democracy. Constitutional law and politics.

HIST–A 326 American Constitutional History II (3 cr.) I: 1607–1865. II: 1865–present. Changing constitutional system from seventeenth-century colonies to contemporary nations. Structure of government: federalism, division of powers, political institutions. Relationship of government to society and economy. Civil liberties and democracy. Constitutional law and politics.

HIST–A 327 American Legal History I (3 cr.) Examines the development of United States law from English antecedents through the American Civil War. Course imparts substantial knowledge of American legal history and understanding of methods of historical and legal inquiry.

HIST–A 328 History of Work in America (3 cr.) Examines the major transformations in the lives of American working people from the colonial era to modern times. The course explores shifting patterns of work, working class life and community, organized labor movements, and the relationship of workers and unions to the state.

HIST–A 337 American Frontier I (3 cr.) I. Spanish penetration into Greater Southwest; developments in Louisiana Territory and Oregon Country prior to 1850. II. Economic, political, and social developments in trans-Mississippi West, 1850 to present.

HIST–A 338 American Frontier II (3 cr.) I. Spanish penetration into Greater Southwest; developments in Louisiana Territory and Oregon Country prior to 1850. II. Economic, political, and social developments in trans-Mississippi West, 1850 to present.

HIST–A 345 American Diplomatic History I (3 cr.) I. American diplomacy from 1775 to 1823; diplomacy of American continental expansion to 1898. II. America as a world power. Involvement in Far Eastern affairs after 1898, diplomacy of World Wars I and II, developments to present.

HIST–A 346 American Diplomatic History II (3 cr.) I. American diplomacy from 1775 to 1823; diplomacy of American continental expansion to 1898. II. America as a world power. Involvement in Far Eastern affairs after 1898, diplomacy of World Wars I and II, developments to present.

HIST–A 347 American Urban History (3 cr.) Evolution of cities and urban life in the United States from colonial times to the present. Rise of cities (New York, Chicago, Indianapolis, Los Angeles, Miami, and others). Creation of modern urban districts (ghettos, suburbia), city planning, political and economic power structures, ethnic and race relations, law and order (crime, police, prisons).

HIST–A 348 Civil War and Reconstruction (3 cr.) The era of the Civil War and its aftermath. Military, political, economic, and social aspects of the coming of the war, the war years, and the “reconstruction” era following the conflict.

HIST–A 352 History of Latinos in the United States (3 cr.) Examines twentieth century history of immigration to the United States from Mexico, Puerto Rico, Cuba, and Central America. Compares causes of immigration and contrasts experiences of Latino immigrants in the United States.

HIST–A 355 African-American History I (3 cr.) I. History of Africans in the United States from the colonial era to the Emancipation Proclamation. II. History of African Americans from the era of the Civil War to the present.

HIST–A 356 African-American History II (3 cr.) I. History of Africans in the United States from the colonial era to the Emancipation Proclamation. II. History of African Americans from the era of the Civil War to the present.

HIST–A 363 Survey of Indiana History (3 cr.) Examination of Indiana history that focuses on significant persons, topics, and events from the earliest exploration and settlement of the state to the present day.

HIST–A 364 History of Black Americans (3 cr.) A survey of black life in America: the Atlantic slave trade, slavery, Afro-American culture, racism, Civil War and Reconstruction, peonage, segregation, northern migration, urban ghettos, discrimination, Harlem Renaissance, black nationalism, civil rights, black revolt, contemporary setting.

HIST–A 371 History of Indiana I (3 cr.) I: The course deals with the development of a midwestern state, with emphasis on the French and British periods, the West in the American Revolution, the transition from territory to state, political, economic, and cultural patterns, and the sectional crisis. II: The period since 1865, tracing the development of a modern industrial commonwealth—agriculture, industry, politics, society, education, and the arts.

HIST–A 372 History of Indiana II (3 cr.) I: The course deals with the development of a midwestern state, with emphasis on the French and British periods, the West in the American Revolution, the transition from territory to state, political, economic, and cultural patterns, and the sectional crisis. II: The period since 1865, tracing the development of a modern industrial commonwealth—agriculture, industry, politics, society, education, and the arts.

HIST–A 390 Representative Americans (3 cr.) Explorations of the lives and works of selected American men and women for the purpose of better understanding the ideological and social forces at work in American history. The course will serve as both an introduction to the biographical literature of American history and as an exercise in the relevance of biography to history.

HIST–A 402 Readings in American Environmental History (3 cr.) The roots of modern attitudes and actions toward the environment, focusing on major works in American environmental history and its European antecedents.

HIST–A 410 American Environmental History (3 cr.) An examination of the environmental context for American history by analyzing the diverse and changing interaction between Americans and the environment in which they have lived.

HIST–A 421 Topics in United States History (3 cr.) Intensive study and analysis of selected historical issues and/or problems in United States history. Topics will vary by semester.

HIST–B 309 Britain I (3 cr.) I: Britain before 1688. Development of Britain and its institutions from Roman times to the Glorious Revolution, with special emphasis on

political and constitutional change. II: Britain since 1688. Examines important modern political, economic, social, and cultural developments, including industrialization and imperialism and the emergence of ideologies like liberalism and socialism.

HIST-B 310 Britain II (3 cr.) I: Britain before 1688. Development of Britain and its institutions from Roman times to the Glorious Revolution, with special emphasis on political and constitutional change. II: Britain since 1688. Examines important modern political, economic, social, and cultural developments, including industrialization and imperialism and the emergence of ideologies like liberalism and socialism.

HIST-B 341 History of Spain and Portugal (3 cr.) The Iberian, Roman, and Moorish backgrounds, with emphasis on the medieval Christian thought and institutions of the peninsula during the Reconquest; the political and cultural unity of Spain and of Portugal from the Renaissance through the Enlightenment; the nineteenth- and twentieth-century attempts to achieve political stability and economic progress.

HIST-B 351 Barbarian Europe 200-1000 (3 cr.) The collapse of Roman authority in the West; the Germanic monarchies; the growth of the Western church and the development of German, Greek, and Moslem empires; the Viking invasions; feudalism and manorialism.

HIST-B 352 The Age of Chivalry 1000-1500 (3 cr.) The revival of urban life in the West; the Crusading movement and the development of feudal states; the struggle between church and state; and the decay of feudal institutions.

HIST-B 353 The Renaissance (3 cr.) Italian Renaissance as a political and cultural phase in the history of Western civilization. Its roots in antiquity and the Middle Ages; its characteristic expression in literature, art, learning, social transformation, manners, and customs. Expansion of Renaissance into France, Germany, and England.

HIST-B 354 The Reformation (3 cr.) Economic, political, social, and religious background of Protestant Reformation; Lutheran, Reformed, Anglican, and Anabaptist movements, with reference to their political and theological trends; Catholic Reformation.

HIST-B 355 Europe: Louis XIV to French Revolution (3 cr.) Absolutism to enlightened despotism; the European state and its authority in fiscal, judicial, and military affairs; sources, content, diffusion of the Enlightenment; agriculture, commerce, and industry in preindustrial economies; Old Regime France.

HIST-B 356 French Revolution and Napoleon (3 cr.) P: H114 or consent of instructor. Crisis of Old Regime; middle-class and popular revolt; from constitutional monarchy to Jacobin commonwealth; the terror and revolutionary government; expansion of revolution in Europe; rise and fall of Napoleonic Empire.

HIST-B 357 Modern France (3 cr.) A social, political, and cultural survey of France in the nineteenth and twentieth centuries.

HIST-B 359 Europe—Napoleon to First World War I (3 cr.) I: Post-Napoleonic reaction; revitalized revolutionary forces, 1848; reform in England and Russia;

bourgeois monarchy and Second Empire in France; unification movements in Italy and Germany; middle-class nationalism, romanticism, and realism. II: Bismarckian and Wilhelmian Germany; Gladstone, Disraeli, and modern Britain; the French Third Republic and the last days of Tsarist Russia; disintegration of the Ottoman Empire; the Austro-Hungarian Empire in decline; European society and culture on the eve of World War I.

HIST-B 360 Europe—Napoleon to First World War II (3 cr.) I: Post-Napoleonic reaction; revitalized revolutionary forces, 1848; reform in England and Russia; bourgeois monarchy and Second Empire in France; unification movements in Italy and Germany; middle-class nationalism, romanticism, and realism. II: Bismarckian and Wilhelmian Germany; Gladstone, Disraeli, and modern Britain; the French Third Republic and the last days of Tsarist Russia; disintegration of the Ottoman Empire; the Austro-Hungarian Empire in decline; European society and culture on the eve of World War I.

HIST-B 361 Europe in the Twentieth Century I (3 cr.) Diplomatic, economic, intellectual, military, political, and social developments within Europe from World War I to present; changing relationships between Europe and other parts of the world.

HIST-B 362 Europe in the Twentieth Century II (3 cr.) Diplomatic, economic, intellectual, military, political, and social developments within Europe from World War I to present; changing relationships between Europe and other parts of the world.

HIST-B 383 European Intellectual History I (3 cr.) Critical examination and analysis of the historical, psychological, social, and scientific roots of the thought of leading European thinkers from the sixteenth to the twentieth centuries. Thematic developments, as well as individual thinkers and particular problems, are emphasized. I. Sixteenth through eighteenth centuries. II. Nineteenth through twentieth centuries.

HIST-B 384 European Intellectual History II (3 cr.) Critical examination and analysis of the historical, psychological, social, and scientific roots of the thought of leading European thinkers from the sixteenth to the twentieth centuries. Thematic developments, as well as individual thinkers and particular problems, are emphasized. I. Sixteenth through eighteenth centuries. II. Nineteenth through twentieth centuries.

HIST-B 393 German History: From Bismarck to Hitler (3 cr.) This course seeks to acquaint the student with the social, political, and cultural developments in Germany from the middle nineteenth through the middle twentieth century. Its basic theme is the tragic efforts made by liberalism and democracy to assert themselves against the opposing forces of militarism and nationalism. Not open to students who have had B377-B378.

HIST-B 421 Topics in European History (3 cr.) Intensive study and analysis of selected historical themes and/or problems in European history. Topics will vary from semester to semester.

HIST-B 425 The Second World War (3 cr.) Beginning with its origins in the peace settlement of 1919, this course examines the social, cultural, and economic impact of the

Second World War, as well as the war aims and strategies of the major combatants.

HIST–B 426 Genocide and Its Origins (3 cr.) Beginning with the sixteenth-century discovery of the “New World” and ending with “ethnic cleansing” in the twenty-first century, this course will examine the intellectual, political, economic, social, and ideological dynamics driving the rise of mass murder as an instrument of state policy.

HIST–C 386 Greek History (3 cr.) Political, social, and economic developments in the Greek world from the age of Mycenae and Troy until the Roman conquest (167 B.C.). Greek colonial world, Athens and Sparta, career and legend of Alexander the Great, the Hellenistic age. Archaeology as a source of political and social history.

HIST–C 388 Roman History (3 cr.) The creation, organization, and government of the Roman Republic and Empire; literature and manners; the careers of Hannibal, Cato the Censor, Augustus, Seneca, Nero, and others; the growth of Christianity to the reign of Constantine.

HIST–D 313 Russian Social and Cultural History, 1801–1917 (3 cr.) A topical examination of different social groups within Russia and their alteration over time as a result of industrialization, emancipation, and the urbanization of Russia. Among the groups covered will be the peasantry, the bureaucracy, the intelligentsia, the nobility, and the military. Changes in culture will also be reviewed.

HIST–D 314 Soviet Social and Cultural History (3 cr.) Study of the history and dynamics of Soviet society and culture, their interaction, and their influence on Soviet politics. Among the specific topics covered will be the Party, women, dissidents, the Jews and other minorities, literature, and art.

HIST–D 428 Eastern Europe: 1914 to Present (3 cr.) World War I; the peace settlements in Poland, Czechoslovakia, Austria, Hungary, Yugoslavia, Bulgaria, Albania, Greece, Romania, and Turkey. Parliamentary democracy vs. military dictatorship; irredentism; economic transformation; Nazi domination; Munich; Soviet seizure of power. National communism of Tito, Gromulka, Kadar, Ceausescu, Dubcek, and Hoxha. Soviet and Western rivalry in Eastern Europe.

HIST–E 432 History of Africa II (3 cr.) 1750 to present. Slave trade, European imperialism, impact of Islam and Christianity, new state formation, reassertion of African culture and identity. Credit awarded for only one of E432 and E332.

HIST–F 341 Latin America: Conquest and Empire (3 cr.) The colonial period: Spanish, Portuguese, Indian, and African backgrounds; discovery, conquest, and settlement; economic, social, political, religious, and cultural life; the movement toward independence.

HIST–F 342 Latin America: Evolution and Revolution since Independence (3 cr.) National period: the struggle for independence; the nineteenth-century attempts to achieve political stability and economic progress; the efforts to attain social justice in the twentieth century, with emphasis on common problems.

HIST–F 346 Modern Mexico (3 cr.) Survey of Mexican history from the late 1800s to the present. Focuses on

causes for and long-term consequences of Mexico’s 1910 revolution.

HIST–F 347 History of United States–Latin American Relations (3 cr.) This course examines the history of diplomatic, economic, and cultural relations between the United States and Latin America from the late 1700s to the present.

HIST–F 431 Nineteenth-Century Latin American Intellectual History (3 cr.) The intellectual and political foundations for independence; the creation of the nation-state; the continuing political and intellectual attempts to establish and safeguard liberty and order.

HIST–F 432 Twentieth-Century Latin American Revolutions (3 cr.) Revolutionary desires and the forces for change; the Mexican, Bolivian, and Cuban revolutions; nonviolent attempts to restructure society in other Latin American states.

HIST–F 444 History of Mexico (3 cr.) Brief survey of the colonial period, independence movement, and nineteenth century. Emphasis on the intellectual, political, and cultural history of the Mexican Revolution.

HIST–G 451 Traditional Asia (3 cr.) This course offers a brief survey of the early civilization of Asia, which includes China, Japan, Vietnam, Korea, and India, in the traditional period.

HIST–G 452 Modern Asia (3 cr.) This course offers a brief survey of the civilization of Asia that includes selected topics related to China, Japan, Vietnam, Korea, and/or India in modern times.

HIST–G 467 History of Japan I (3 cr.) From prehistoric times to present. Land and people, principal classes; Shintoism and divine emperor; feudalism; Tokugawa Shogunate; modern state and military expansion; population, agrarian, and industrialization problems; occupation and treaty. Students may not receive credit for G467 and G357 or for G468 and G358.

HIST–G 468 History of Japan II (3 cr.) From prehistoric times to present. Land and people, principal classes; Shintoism and divine emperor; feudalism; Tokugawa Shogunate; modern state and military expansion; population, agrarian, and industrialization problems; occupation and treaty. Students may not receive credit for G467 and G357 or for G468 and G358.

HIST–G 485 Modern China (3 cr.) China from the Ch’ing period to the present. Social, political, and economic change in a largely agrarian society. International and intercultural relations as well as rebellion, war, and revolution during the unstable nineteenth and twentieth centuries. Students may receive credit for only one of G485 and G385.

HIST–H 105 American History I (3 cr.) I. Colonial period, Revolution, Confederation and Constitution, national period to 1865. II. 1865 to present. Political history forms framework, with economic, social, cultural, and intellectual history interwoven. Introduction to historical literature, source material, and criticism.

HIST–H 106 American History II (3 cr.) I. Colonial period, Revolution, Confederation and Constitution, national period to 1865. II. 1865 to present. Political history forms

framework, with economic, social, cultural, and intellectual history interwoven. Introduction to historical literature, source material, and criticism.

HIST-H 108 Perspectives on the World to 1800 (3 cr.)

Emergence of civilizations in the Near East, sub-Saharan Africa, pre-Columbian America. Role of revolutions, i.e., geographic, scientific, industrial, social, and political (American and French) in establishment of European hegemony in Asia and the Western Hemisphere.

HIST-H 109 Perspectives on the World since 1800 (3 cr.)

Rise and fall of European imperial rule in Asia, the Middle East, and Africa. Special focus on impact of World War I, Chinese, Mexican, Russian revolutions. Independence movement in India, World War II, Cold War, new nations in Asia and Africa, struggle for solidarity in Latin America.

HIST-H 113 History of Western Civilization I (3 cr.) I.

Rise and fall of ancient civilizations; barbarian invasions; rise, flowering, and disruption of medieval church; feudalism, national monarchies. II. Rise of middle class; parliamentary institutions, liberalism, political democracy; industrial revolution, capitalism, and socialist movements; nationalism, imperialism, international rivalries, world wars.

HIST-H 114 History of Western Civilization II (3 cr.) I.

Rise and fall of ancient civilizations; barbarian invasions; rise, flowering, and disruption of medieval church; feudalism, national monarchies. II. Rise of middle class; parliamentary institutions, liberalism, political democracy; industrial revolution, capitalism, and socialist movements; nationalism, imperialism, international rivalries, world wars.

HIST-H 217 The Nature of History (3 cr.) An introductory examination of what history is, types of historical interpretation, common problems in history, and the uses of history.

HIST-H 220 American Military History (3 cr.) From settlement of colonies to present. European background, colonial militia. Principal foreign wars and their strategic objectives. Technological changes and effect of military on American society. Army is emphasized with some attention to other armed forces.

HIST-H 221 Studies in African, Asian, or Latin

American History (3 cr.) Study and analysis of selected themes, topics, or problems in the history of Africa, Asia, or Latin America. The course will emphasize general and/or broad themes or topics; the themes or topics will vary from one semester to another. A student may register for only two courses with this number.

HIST-H 227 African Civilization (3 cr.) Survey of African history from the beginning of civilization in Egypt to the emergence of modern Africa. Using both broad themes (e.g., Islam, colonial changes) and specific cases studies (e.g., empire of Mali), the course focuses on the continuities and changes that shaped African society.

HIST-H 306 Sex Roles and Society in American History (3 cr.) What has it meant to be female or male in America? Examination of sex/gender roles, stereotypes, housewifery, family life, sexual mores, work patterns, popular culture, demographic change, politics,

and violence. Special emphasis on utopias, frontiers, and wars. Readings in original sources and scholarly interpretations.

HIST-H 346 History of Medicine and Public Health (3 cr.) History of medicine and public health in Europe and America, including ancient and medieval background, with focus on the development of modern health sciences since 1800.

HIST-H 373 History of Science and Technology

I (3 cr.) I. Study of the development of pure and applied science from prehistoric times to the Scientific Revolution, with emphasis on principles, technical aspects, relationships between the sciences; the evolution of major scientific disciplines and the effects on other institutions and world views. II. An in-depth study of scientific and technological developments from the Scientific Revolution to the present. Special emphasis on transportation, communication, military and medical technology, physics, biology, and astronomy and on the figures involved in key breakthroughs. Consideration of governmental involvement in science.

HIST-H 374 History of Science and Technology

II (3 cr.) I. Study of the development of pure and applied science from prehistoric times to the Scientific Revolution, with emphasis on principles, technical aspects, relationships between the sciences; the evolution of major scientific disciplines and the effects on other institutions and world views. II. An in-depth study of scientific and technological developments from the Scientific Revolution to the present. Special emphasis on transportation, communication, military and medical technology, physics, biology, and astronomy and on the figures involved in key breakthroughs. Consideration of governmental involvement in science.

HIST-H 375 Machines and the Age of Invention (3 cr.)

The history of invention and the industrialization of Britain during the eighteenth and nineteenth centuries, with the economic, social, demographic, and intellectual changes that resulted.

HIST-H 409 Women in History (3 cr.)

P: junior or senior standing. Women in their historical and contemporary situation in Western culture; survey of prehistoric and historic myths about women; status of women during the major eras of Western civilization; exceptional women and their influence; demands for the achievement of women's rights in modern times.

HIST-H 410 Introduction to Archival Practice (3 cr.)

Introduction to the history, theory, and practice of archival work, with intensive study and analysis of the principal issues in the preservation and use of historical records. Particular focus is on the issues relating to the historical records of organizations and individuals engaged in philanthropic work.

HIST-H 411 Historical Editing (3 cr.)

Introduction to the history, theory, and practice of historical editing, with emphasis on the processes of editing historical documents and the publications of history-related organizations. Attention given to technical skills (copyediting, proofreading) as well as broader professional issues (ethics, the editor-author relationship, evolution of editorial standards).

HIST-H 412 Historic Preservation (3 cr.) Introduction to the history, theory, and legal and ethical bases for preservation of the built environment. Attention will be given to architectural history, methodology (site-specific research, contextual research) as well as professional issues such as who preserves, what should be preserved, and the role of the historian in making choices.

HIST-H 415 Philanthropy in the West (3 cr.) The history of the social act of philanthropy from the beginnings of the Christian era to modern times. "Philanthropy" is construed broadly to include ethical injunctions to benevolence, charitable acts of individuals and corporate bodies, high art patronage, urban planning, and state action to improve living conditions through schooling, health care, prisons, and police.

HIST-H 421 Topics in African, Asian, or Latin American History (3 cr.) Intensive study and analysis of selected historical issues and/or problems in African, Asian, or Latin American history. Topics will vary from semester to semester.

HIST-H 425 Topics in History (3 cr.) Intensive study and analysis of selected historical issues and problems of limited scope. Topics will vary but will ordinarily cut across fields, regions, and periods. May be repeated once for credit.

HIST-H 432 Popular Cultures and African Cities (3 cr.) Focuses on the interdependence between the development of the colonial and postcolonial city and the emergence of popular cultures in Africa. Cultures such as music, fashion, and sports will be studied in their recreational aspects as well as for their social and political implications.

HIST-H 477 British Imperialism, 1485–Present (3 cr.) Comparative course focusing on the various geographical regions absorbed into the British empire between 1485 and the present. It explores the experience of empire in the Americas, the Pacific, India, Africa, and the Middle East through a variety of primary and secondary materials.

SLA-I 360 Individualized Major Program (1 cr.) P: approval by advisor. A tutorial in which a student develops a plan for an individualized major. Upon approval of this plan, the student is admitted to the Individualized Major Program.

SLA-I 460 Individualized Major Senior Project (3-6 cr.) P: I360 (i.e. admission to the Individualized Major Program) and approval by advisor. A variable-credit tutorial devoted to a capstone project that culminates and integrates the individualized major. Preferably taken in the senior year as a two-semester, 6-credit course.

INTL-I 100 Introduction to International Studies (3 cr.) This is the required introductory course for the international studies major and minor. In contrast to international relations (a subfield of political science), with which it is often confused, international studies is an interdisciplinary field. This course provides you with an interdisciplinary sample of international studies scholarship from a variety of academic disciplines.

INTL-I 400 International Studies Capstone Seminar (3 cr.) This is the required senior seminar capstone course for the international studies major. It provides

an integrative capstone experience which reinforces the interdisciplinary nature of international studies.

INTL-I 415 Individual Readings in International Studies (3 cr.) This course allows students to pursue independent study projects or to take advantage of opportunities to collaborate with faculty on research projects in international studies.

Master of Arts in Applied Communication

COMM-C 500 Advanced Communication Theory (3 cr.) Students explore how scholars from various traditions have described and explained the universal human experience of communication. Students develop an understanding of a variety of communication theories to more completely interpret events in more flexible, useful, and discriminating ways.

COMM-C 501 Applied Communication Research (3 cr.) The course is designed to offer students an opportunity to examine, assess, and utilize communication research methods as a means to test theory in applied settings and/or as a means to applied ends (i.e., problem-solving, policy, analysis).

COMM-C 503 Applied Learning Project (3 cr.) An applied learning project that provides students with a culminating educational experience. The project gives students the opportunity to apply their knowledge of communicative processes to real-life organizational problems, and provides the opportunity to produce a body of work reflecting their abilities.

COMM-C 510 Health Provider-Consumer Communication (3 cr.) Designed to teach communication skills and practices related to health care talk by examining transactional communication within health care contexts. Topics covered in this course focus directly upon interpersonal dialogue between health care providers and patients.

COMM-C 520 Advanced Public Communication (3 cr.) Critical analysis and employment of rhetorical strategies in forms and types of professional discourses incorporating current technologies.

COMM-C 526 Effective Media Strategies (3 cr.) Contemporary communicators in need of mediums of communication in addition to face-to-face interaction require an expanded knowledge of rhetorical strategies. This course will have a special focus on the effective use of media as a means of persuasion.

COMM-C 528 Group Communication and Organizations (3 cr.) This seminar-format course examines the ways in which informal groups and communication networks facilitate a variety of organizational processes (i.e., socialization, diffusion of innovation). Emphasis is placed on developing theoretical understanding of informal groups in organizations as well as on methodological issues involved in studying communication networks in organizations.

COMM-C 530 Communication Criticism (3 cr.) This course will introduce students to criticism as a method of studying persuasive messages in speeches, fiction, mass media, musical lyrics, political campaign literature, art, and other modes of communication in contemporary culture.

COMM-C 531 Media Theory and Criticism (3 cr.) A course organized primarily around theories and critical strategies commonly considered within the broad category of contemporary criticism. The course utilizes primary theoretical texts to introduce students to a variety of methodologies employed in analyzing media messages, and emphasizes the application of theoretical frameworks on the analysis of specific media texts.

COMM-C 544 Advanced Relational Communication (3 cr.) Applications of communication theory/ research in such areas as relational culture and relationship development. Includes a scholarly project on a real relationship, and applications of research to areas such as pedagogy and couple/family therapy.

COMM-C 580 Advanced Organizational Communication (3 cr.) The course provides a solid foundation of concepts for understanding and discussing human organizations. Students will analyze, evaluate, and apply the theories and practices related to organizational issues. Through case studies, readings, and practical applications, this course combines a theory-based understanding of communication in organizations with real-world applications.

COMM-C 582 Advanced Intercultural Communication (3 cr.) An in-depth analysis of how variables such as values, beliefs, traditions, language, background, and experiences are manifested in the verbal and nonverbal meaning of messages communicated by cultures and subcultures throughout our global society.

COMM-C 591 Topics/Seminar in Applied Communication (3 cr.) This is a revolving topics course. The changing nature of the topic allows graduate students to explore, synthesize, and integrate knowledge of the field of communication and the particular discipline of applied communication while focusing on a single topic not otherwise addressed in the course of study.

COMM-C 592 Advanced Health Communication (3 cr.) A course designed to teach communication skills and practices related to health care by examining health care communication theory. Topics range across communication levels (interpersonal, intrapersonal, group, organization, mass media, and mediated communication) within a variety of health care contexts.

COMM-C 593 Advanced Family Communication (3 cr.) Applications of theory and research on the role of communication in creating and maintaining marriages/committed couples and families. Includes a scholarly term paper on a real couple or family's communication.

COMM-C 594 Communication and Conflict Management in Organizations (3 cr.) This seminar-format course examines the communication exchanges that facilitate conflict management within organizational contexts. Specific attention is focused on negotiation and mediation; however, the communication of alternative means of conflict and dispute resolution are also discussed. In addition, students will be introduced to methods for assessing conflict interaction in organizations.

COMM-C 597 Thesis (3 cr.) Thesis.

COMM-C 598 Internship (1-3 cr.) This course integrates applied communication theory and practice in a practice setting. Students will apply theoretical concepts and research tools, conduct projects, and interact with communication professionals in the designated setting. In concert with the student's chosen area of concentration, he or she will address issues of importance to that particular organization.

COMM-C 599 Independent Study (1-6 cr.) This course provides students with the opportunity to synthesize and apply knowledge acquired through course work and professional experience into a completed research project in applied communication. Students will work independently on a topic/issue of choice under the guidance of graduate faculty.

COMM-C 620 Computer-Mediated Communication (3 cr.) An overview of practical and scholarly approaches to computer mediated communication. The readings address mass communication, discourse, community, gender, intercultural understanding, ethics, interpersonal relationships, identity, organizational communication, and education.

Museum Studies (MSTD)

Graduate Courses

MSTD-A 503 Introduction to Museum Studies (3 cr.) This survey of museology introduces students to the history of museums and to debates on the philosophical nature of museums and their roles in society. The course covers the types and definitions of museums, traces the history of museums, discusses contemporary museum practice, and examines current issues in the museum profession.

MSTD-A 505 Museum Methods (3 cr.) This survey of museum practice introduces students to methods, skills, and resources in three areas of museum work: artifacts, interpretation, and organizational administration, as well as to the ethical ramifications of these methods.

MSTD-A 508 Museum Internship (1-6 cr.) P: A503 and two other museum studies graduate courses or consent of the instructor. Authorization of the instructor required. An arranged learning experience in museum work appropriate to individual career goals focusing on an aspect of museum practice and working with a museum mentor. May be repeated for a total of 9 credit hours.

MSTD-A 510 Museum Education (3 cr.) This survey of museum education introduces students to a variety of professional skills through exercises, projects, museum visitor observation, and in-museum classes. It covers education theory most central to museum practice, the duties of museum educators, and current issues in museum education.

MSTD-A 512 Exhibit Planning and Design (3 cr.) This course offers a survey of museum exhibit planning and design through an integration of theory and practice. The class introduces students to exhibit development, including exhibit administration, design, and evaluation, and to a variety of professional skills through hands-on exercises, exhibit critiques, museum observations, and in-museum classes.

MSTD-A 514 Museums and Technology (3 cr.) This course surveys the growing use of technology

in museums. It examines applications for information management in collections, conservation science, and archives. It examines critically the use of technology in the service of education both in exhibit contexts and in the variety of educational programs and Web-based dissemination of knowledge.

MSTD–A 530 Museum Colloquium (3 cr.) This course provides graduate students with the tools and knowledge necessary to assess, understand, and utilize the links among their education, goals, and career opportunities. It supports graduate students approaching the end of their degree program in 1) exploring the connections between the museum knowledge they have mastered and the skills they have developed, 2) framing and articulating their knowledge and skills as well as their vocational goals to others, including prospective employers, 3) developing critical competencies for community-focused museum work, and 4) creating professional plans as they transition into or advance in the work force or pursue further education.

MSTD–A 548 Museum Administration (3 cr.) This course presents a broad overview of issues that administrators who work in museums, historical societies, archives, special collection libraries, and other cultural resource agencies experience in their careers. Note: this course is offered in alternate years by museum studies as MSTD A548 and by history as HIST H548. Museum studies students may take either number to fulfill their core requirement.

MSTD–A 560 Current Topics in Museum Studies (3 cr.) Intensive graduate-level study and analysis of selected topics in museum studies. Topics will vary from semester to semester. May be repeated for credit.

MSTD–A 560 Current Topics: Museum Theatre and Interpretation Methods (3 cr.) The purpose of this course is to provide an in-depth look at the use of museum theatre and live interpretation in museum settings to advance the educational mission and nature of museums. The class examines theatrical techniques, program development and management, and interpretation approaches for a wide variety of museum exhibits and audiences. Students will observe, develop, and implement original museum theatre and interpretation projects as a synthesis and practical application of the knowledge gained. The course will include field visits and observations of various techniques in museum theatre and live interpretation.

MSTD–A 560 Current Topics: Exhibit Design and Planning Studio: (Applied learning with community client/partners) (3 cr.) This class is an applied learning course based on a professional design studio model. Work completed in this course is experiential, client-based work with specific outcomes and deliverables. The course builds on the basic skills and applications learned in Exhibit Design and Planning 1, with an emphasis on refining and developing the storytelling and interpretive capacity of exhibition design and its relationship to visual and three-dimensional form, light, and materials. Students will engage an exploration of three-dimensional structure and form in relation to constructing meaning, as well as developing an understanding of a vocabulary of materials to add to the existing methods of exhibition design and planning engaged in the first-level course.

MSTD–A 560 Current Topics: Museum Ethics (3 cr.)

This course introduces current ethical concerns relevant to museums and the various audiences they serve. It focuses on the philosophical and practical dilemmas faced by exhibiting institutions in their efforts to formulate and fulfill their missions. It pays particular attention to the relationships between the governing bodies of these institutions and their staff, their intended audiences, and the source communities which they represent. The course also provides an historical framework tracing the development of these issues in order to contextualize the present situation.

MSTD–A 560 Current Topics: Issues in Native

American Representation (3 cr.) From sports mascots, tourist “junk,” and New Age paraphernalia to superb films and museum exhibits, the images of Indians presented to the public and Indians themselves become confusing and often are stereotypical. Through readings, videos, online materials, and hands-on projects using exhibits in the Eiteljorg Museum, the course will consider a wide range of issues including economics, ethics, authenticity, stereotyping, and sovereignty. Because the subject matter cross-cuts the realm of indigenous issues, the class and readings will necessarily touch upon similar issues in non–Native American indigenous cultures.

MSTD–A 560 Current Topics: American Indians in Film (3 cr.)

No medium has done more to create and confound images of American Indians than film. Ranging from simplistic, warlike savages to ennobled, ecological mystics, these images tend to mirror the complexities of the dominant society and are mostly created by them. What are the impacts of these images on both Indian people and the dominant society? How are the images created? What are the cultural contexts of the medium itself? These and a range of other subjects will be examined in the course.

MSTD–A 560 Current Topics: Curatorial Practices (3 cr.)

This course explores the possibilities for, and consequences of, curating in the museum. By critically examining the creative process of producing exhibitions that convey critical narratives and by applying the practices and methodologies of curators. It explores briefly the history of curating, but will emphasize the contemporary concerns within the field. While inclusive in its disciplinary perspectives, the course in any particular semester may focus on art, anthropological, or historical topics and projects.

MSTD–A 560 Current Topics: Critical Approaches to Museum Education (3 cr.)

As informal learning environments, museums are community resources that present content through a variety of formats. As museums grapple with their changing role within communities, the format and orientation of education programs and exhibitions is changing. This course examines the potential of applying critical pedagogy methods to museum education and exhibition development as a way to create meaningful audience involvement and stronger civic engagement of museums.

MSTD–A 560 Current Topics: Indigenous Peoples of North America (3 cr.)

Examines the ways in which academic disciplines have examined American Indian and Native cultures, traditions

and histories. The viewpoints primarily will emphasize ideas that affect the representation of Indigenous people in museums, but perspectives also will come from anthropology literature, history, law, political science, and a range of other disciplines.

MSTD–A 560 Current Topics: Museum Research Methods in Education and Visitor Experience (3 cr.)

This course is an overview on the theoretical foundations of educational research and practical application of those methods in a museum setting. It incorporates an overview of techniques in museum education and visitor studies research, and emphasizes the utility of research in museum education practices. Students will participate in project-based activities with museum professionals and researchers, as well as become active consumers, reviewers, and advocates of research in the museum field.

MSTD–A 595 Independent Learning in Museum Studies (1-6 cr.)

A supervised, in-depth examination through individual reading and research on a particular museum studies topic selected and conducted by the student in consultation with a faculty member. May be repeated for no more than 6 credit hours total.

HIST–H 548 Historical Administration (3 cr.) This course presents a broad overview of issues that administrators who work in museums, historical societies, archives, special collection libraries, and other cultural resource agencies experience in their careers. Note: this course is offered in alternate years by museum studies as MSTD A548 and by history as HIST H548. Museum studies students may take either number to fulfill their core requirement.

MSTD–A 403 Introduction to Museum Studies (3 cr.)

This survey of museology introduces students to the history of museums and to debates on the philosophical nature of museums and their roles in society. The course covers the types and definitions of museums, traces the history of museums, discusses contemporary museum practice, and examines current issues in the museum profession.

MSTD–A 405 Museum Methods (3 cr.) This survey of museum practice introduces students to methods, skills, and resources in three areas of museum work: artifacts, interpretation, and organizational administration, as well as to the ethical ramifications of these methods.

MSTD–A 408 Museum Internship (1-6 cr.) P: A403 and A405, or consent of instructor; anthropology majors may register for A412 in lieu of this requirement. Authorization of the instructor required. An arranged learning experience in museum work appropriate to individual career goals focusing on an aspect of museum practice and working with a museum mentor. May be repeated.

MSTD–A 410 Museum Education (3 cr.) This survey of museum education introduces students to a variety of professional skills through exercises, projects, museum visitor observation, and in-museum classes. It covers education theory most central to museum practice, the duties of museum educators, and current issues in museum education.

MSTD–A 412 Exhibit Planning and Design (3 cr.) This course offers a survey of museum exhibit planning and

design through an integration of theory and practice. The class introduces students to exhibit development, including exhibit administration, design, and evaluation, and to a variety of professional skills through hands-on exercises, exhibit critiques, museum observations, and in-museum classes.

MSTD–A 414 Museums and Technology (3 cr.)

This course surveys the growing use of technology in museums. It examines applications for information management in collections, conservation science, and archives. It examines critically the use of technology in the service of education both in exhibit contexts and in the variety of educational programs and Web-based dissemination of knowledge.

MSTD–A 416 Collections Care and Management (3 cr.)

A survey of techniques for the management and care of collections in museums. It covers documentation, management of collections, processes, administrative functions, risk management, and ethical and legal issues. The course also covers the physical care and conservation of objects.

MSTD–A 460 Current Topics in Museum Studies (3 cr.)

Study and analysis of selected topics in museum studies. Topics will vary from semester to semester. May be repeated for credit.

MSTD–A 495 Independent Learning in Museum Studies (1-6 cr.)

A supervised, in-depth examination through individual reading and research on a particular museum studies topic selected and conducted by the student in consultation with a faculty member. May be repeated for no more than 6 credit hours total.

HIST–H 217 The Nature of History (3 cr.)

An introductory examination of (1) what history is, (2) types of historical interpretation, (3) common problems in history, and (4) the uses of history.

BUS–L 203 Commercial Law I (3 cr.) Provides a broad knowledge of commercial law. Includes the nature of law, torts, contracts, the sale of goods, and the legal regulation of business competition.

BUS–L 303 Commercial Law II (3 cr.) Focuses on the law of ownership, forms of business organization, commercial paper, and secured transactions.

PHIL–P 222 Legal Ethics (3 cr.) Introduction to ethical principles and practices in the legal profession.

POLS–Y 211 Introduction to Law (3 cr.) An introduction to law as an aspect of government and politics, and as a means for dealing with major social problems. Students will study legal reasoning, procedures, and materials, and may compare other nations' legal systems. The course usually includes a moot court or other forms of simulation.

POLS–Y 221 Legal Research and Writing for Paralegal Studies (3 cr.)

P: Y211. Development of research and communication skills special to the area of law. Includes methods of organizing and conducting legal research, resources available for legal research, presentation of findings in memoranda and briefs, other forms of legal writing.

POLS–Y 222 Litigation for Paralegal Studies I (3 cr.)

P: Y211 and Y221. This course examines the processing of a case from initial client interviews to final disposition. It includes drafting of complaints, answers, counterclaims, interrogatories and other discovery tools, gathering of evidence, and motions and judgments. Both Indiana and federal rules of evidence are emphasized.

POLS–Y 223 Litigation for Paralegal Studies II (3 cr.)

P: Y211, Y221, and Y222. This elective course in advanced litigation focuses primarily on aspects of trial preparation not covered in depth in Y222. Topics may include jury selection, witness preparation and examination, preparation of evidence for use at trial, jury instructions, post-judgment relief.

POLS–Y 224 Property Law for Paralegal Studies (3 cr.)

P: Y211 and Y221. This course examines the legal rules governing various types of property and the ways in which human beings relate to property. Types of property include real and personal; relationships to property include both ownership and interest. Emphasis is placed on forms and procedures used in Indiana.

POLS–Y 225 Contract Law for Paralegal Studies (3 cr.)

P: Y211 and Y221. This course includes the basic elements and principles involved in the drafting, interpretation, and enforcement of contracts, including current trends in contract law in Indiana. Includes Uniform Commercial Code.

POLS–Y 226 Tort Law for Paralegal Studies (3 cr.)

P: Y211 and Y221. This course reviews current law and recent trends in negligence and liability. Different dimensions of liability are covered. Emphasis on conduct of a tort case from initiation through relief, and on the responsibilities of legal assistants therein.

POLS–Y 227 Criminal Law for Paralegal Studies (3 cr.)

P: Y211 and Y221. This in-depth review of criminal law in Indiana covers the Indiana Criminal Code—infractions, misdemeanors, and felonies. The course emphasizes real situations that legal professionals encounter throughout the process.

POLS–Y 228 Family Law for Paralegal Studies (3 cr.)

P: Y211 and Y221. This course examines legal rules and procedures concerning domestic relations. Topics covered include separation and divorce, adoption, child custody and support, and other areas of domestic relations in Indiana.

POLS–Y 229 Estate Law for Paralegal Studies (3 cr.)

P: Y211 and Y221. This course reviews legal rules and procedures concerning the transfer of property upon the owner's demise. Provides a practical approach to the language, procedures, forms, interpretation, and administration of wills and trusts. Emphasis on current trends in Indiana and federal law.

POLS–Y 230 Bankruptcy Law for Paralegal Studies (3 cr.)

P: Y211 and Y221. Examines the legal rules relating to bankruptcy.

POLS–Y 231 Advanced Legal Writing for Paralegal Studies (3 cr.)

P: Y211 and Y221. Builds on Y221 by giving students the opportunity for advanced study of research and communication skills needed for paralegals.

POLS–Y 232 Professional Responsibility for Paralegals (3 cr.)

P: Y211 and Y221. This course is a concentrated study of legal ethics from the perspective of the paralegal. It covers the study of ethical situations, rules and model codes of the paralegal profession, conflict of interest, client confidentiality, and other ethical dilemmas. The course presents a concrete, practical approach to the ethical challenges for paralegals.

POLS–Y 233 Business Associations for Paralegals (3 cr.)

P: Y211 and Y221. Introduction to various business entities, including sole proprietorships, partnerships, corporations, and other entities. Drafting partnership agreements and incorporation documents. Introduction to tax considerations and the Securities and Exchange Commission.

POLS–Y 485 Field Experience in Paralegal Studies (1-5 cr.)

A course that allows paralegal students to enroll in a legal internship for credit. Students will work with various employers and agencies.

Philanthropic Studies (PHST)**PHST–P 105 Giving and Volunteering in America (3 cr.)**

This introductory course for non-majors encourages students who have had meaningful service experiences to reflect on their past and current experiences with giving and volunteering. Students will be introduced to the historical, philosophical, and literary traditions of America philanthropy and will be encouraged to apply them to their own lives, service experiences, educational and professional goals, and visions of a better world. One component of the course involves a service-learning experience and reflective essay.

PHST–P 201 Traditions and Practice in Philanthropic Studies (3 cr.)

This course explores the issues and values surrounding philanthropy and nonprofit organizations as they have developed in history, as they shape contemporary formal study of philanthropy, and as an important part of students' personal, intellectual, and professional lives. One component of the course involves a service-learning experience and reflective essay.

PHST–P 210 Philanthropy and the Social Sciences (3 cr.)

This course in the social sciences (including anthropology, communication studies, economics, ethnic studies, political science, psychology, and sociology) offers an introduction to the analytical approaches and perspectives that the social sciences bring to bear upon the study of philanthropy. The course surveys the issues and diverse roles played by voluntary action and philanthropic organizations in society, as well as the problems and questions that shape social science research on understanding and improving the practice of philanthropy.

PHST–P 211 Philanthropy and the Humanities (3 cr.)

This course draws from the humanities disciplines to address the question of responsible action in philanthropy. To whom or to what should a philanthropist be responsible? Readings and discussions will involve and analysis of values, goals, purposes, moral claims, and aspirations that sometimes compete, conflict, or coexist uneasily.

PHST-P 212 Philanthropy and Civic Engagement (3 cr.) What contributions do philanthropy and voluntary service make to American society? And how does American society affect philanthropy and voluntary service? Using insights from history, economics, political science, and public policy analysis, this course examines the nature and scope of philanthropic giving and volunteering in the United States, the ideas and forces that have shaped its character and growth, and the issues it presents for a free and democratic society.

PHST-P 301 History of Philanthropy in the West (3 cr.) This course examines the history of the social act of philanthropy from the ancient world to modern times (circa 1900). Students will scrutinize both the history and historiography of "philanthropy" what charity happened in past time, and what methods and sources modern historians use to write about such occurrences. The course will involve analyzing allegedly benevolent human practices within the context of their social, political, and cultural histories.

PHST-P 330 Topics in Philanthropic Studies (3 cr.) This course introduces students to the philanthropic tradition in American culture. Students explore values, traditions, and social frameworks surrounding philanthropy in American history, discuss current issues related to volunteerism and the nonprofit sector, and reflect upon their personal service experiences and commitment to working with others to advance the common good.

PHST-P 375 Philanthropy, Calling, and Community (3 cr.) This course explores the intersections and overlaps among the concepts of calling, community, and the public responsibility of citizens and professionals in a democracy to work together towards the common good. The readings from philosophical and cultural traditions, as well as historical and contemporary biographies, provide the groundwork for students to develop their ideas and have informed deliberations about their personal values, vocation, and commitment to making a difference in the world through their career, profession, or personal lives.

PHST-P 401 Ethics and Values in Philanthropy (3 cr.) This course provides an exploration of the ethical dilemmas and values that arise from philanthropy in contemporary society. The course readings will generate questions and inform discussion on issues such as: What is philanthropy and does it always seek the common good? When is philanthropic activity appropriate or inappropriate? What would it mean for individuals and communities to live philanthropically? Can the perspective of great writers enhance our appreciation and understanding of the value and complexity of philanthropic traditions in modern society?

PHST-P 430 Topics in Philanthropic Studies (3 cr.) This course covers the historical, social, political, and aesthetic relationships between philanthropy and the visual and performing arts since the time of Greek antiquity to the present day. Students will learn about the traditions and history of arts funding over the past 2,500 years and how the past influences giving to the arts in today's world.

PHST-P 450 Senior Seminar in Philanthropic Studies (3 cr.)

This course is designed to help graduating seniors synthesize and demonstrate learning in their major. It provides opportunities for students to integrate what they have learned in Philanthropic Studies and prepare for their future careers, as they interact with other students who are completing majors in Philanthropic Studies.

PHST-P 490 Internship in Philanthropic Studies (3 cr.) This course gives students the opportunity to apply theory to practice within a nonprofit organization. Students work with a sponsoring organization and the faculty advisor to develop a meaningful experience in their areas of interest, such as fundraising, marketing, communications, program development, board development, and volunteer coordination, among others.

PHST-P 501 The Philanthropic Tradition (3 cr.) This interdisciplinary course examines the core values of philanthropy and the principal patterns of philanthropic behavior and organization with particular emphasis on the Western tradition and its American adaptation.

PHST-P 512 Human and Financial Resources for Philanthropy (3 cr.) This course is designed to familiarize beginning graduate students with the three major areas subsumed under resources of the independent sector: volunteers, grant making, and financial resources obtained through a fundraising program. The course is divided into four parts to include the theoretical framework for the sector; government, corporate, and foundation resources; charitable donations by individuals; and volunteer management.

PHST-P 521 The Nonprofit and Voluntary Sector (3 cr.) Students examine issues of why people organize, give, and donate time; theories of the sector; policy formulation in the sector, etc., with the objective of becoming "philanthropically literate."

PHST-P 523 Civil Society and Philanthropy (3 cr.) The course explores the relationship of civil society to the state, how the nonprofit sector affects the state, and how the state regulates the sector. A continuing theme is how and whether the state and philanthropic institutions make civil investments in strengthening civil society.

PHST-P 530 Topics in Philanthropic Studies (3 cr.) In-depth study of selected topics and issues in philanthropic studies. Specific topics vary by semester. Course may be repeated once for credit with a different course topic.

PHST-P 535 Law of Nonprofit Organizations (3 cr.) This seminar examines aspects of the legal regulation of nonprofit organizations. Topics include the formation, operation, and governance of nonprofit organizations, duties and liability of officers and directors, charitable solicitation, tax-exempt status for public benefit and mutual benefit organizations, charitable contributions, political activities, foundations, membership organizations, and religious organizations.

PHST-P 555 Readings in Philanthropic Studies (1-4 cr.) P: Permission of the Director A tutorial course involving in-depth study and analysis of a specific topic in philanthropic studies, by arrangement with instructor.

PHST-P 590 Internship in Philanthropic Studies (3 cr.) A course for the advanced student of philanthropy. Students work 10 hours per week for a voluntary association, applying knowledge gained in earlier courses to practical situations. Requirements include a journal and a substantial term paper.

PHST-P 600 M.A. Thesis in Philanthropic Studies (3-6 cr.)

PHST-P 602 Qualitative Methods for Third Sector Research (3 cr.) This course will examine the organization, design, and execution of multi-method, qualitative research with a special emphasis on third sector contexts. Specific tools for research, such as observation, interview, case study design, and document analysis will be examined through course readings, discussion, and the conduct of student projects.

PHST-P 660 Ethical, Moral, and Religious Aspects of Philanthropy (3 cr.) This doctoral seminar focuses on the major ethical and moral texts that explain and justify philanthropy. Emphasis is placed on the philosophy of philanthropy in comparative perspective, world traditions of social and religious conditions, and moral issues raised in philanthropy practice.

PHST-P 662 Historical and Cultural Perspectives of Philanthropy (3 cr.) This doctoral seminar focuses on the history of Philanthropy from earliest to contemporary times. Cross-cultural perspectives are considered as socially and historically conditioned. Ethnic and gender philanthropy are examined across geographic, cultural, and chronological periods.

PHST-P 664 Philanthropy and Nonprofit Organizations in Society (3 cr.) Social, psychological, political, and economic theories are used to explain philanthropy and the practice of philanthropy through organizations in society. Major theoretical concepts such as contract failure, social origins theory, voluntary failure, and serial reciprocity presented along with other.

PHST-P 690 Research in Philanthropic Studies (1-3 cr.) P: One semester of M.A. course work. Students will research specialized topics related to philanthropic studies agreed upon with the instructor from and in their chosen disciplinary perspective. In some instances, team research may be carried out. The course may be repeated once with approval by the chair of philanthropic studies.

PHST-P 790 Research Seminar in Philanthropic Studies (3 cr.) This doctoral seminar examines epistemological issues and tools, synthesizes the ways of knowing, and assesses forces that affect the conduct and use of knowledge in philanthropic studies. Multiple disciplinary perspectives and contemporary theoretical foundations of philanthropic studies are used to design and critique potential dissertation projects.

PHST-P 890 Doctoral Dissertation (0 cr.) Undergraduate and graduate degrees, minors, and certificates in various areas of philanthropic studies and nonprofit management are available at IUPUI and IU Bloomington. These include American Humanities, nonprofit management, museum studies, and the philanthropic studies minor. New courses and degree programs are developing rapidly. For up-to-date information, please contact Student Services for the

Philanthropic Studies Program, (317) 278-8911, or visit www.philanthropy.iupui.edu.

Philosophy (PHIL) Graduate Courses

PHIL-P 500 Philosophy Pro-Seminar (3 cr.) An advanced survey of areas and issues addressed in philosophy. Principal objective: to familiarize the post-baccalaureate student with the range and diversity of contemporary philosophical discourse.

PHIL-P 503 The Semiotics of C. S. Peirce (3 cr.) A rigorous initiation to Peirce's logic of signs, including his theory of knowledge, his categoriology, his definitions and classifications of signs, the three branches of semiotics, with an applied research component.

PHIL-P 507 American Philosophy and the Analytic Tradition (3 cr.) An overview of the development of American philosophy during the twentieth century with a special focus on its contribution to and influence on the American analytic tradition. This course will discuss the views of people like Lewis, Morris, Carnap, Quine, Davidson, Rorty, Putnam, and Haack.

PHIL-P 514 Pragmatism (3 cr.) This course will examine what pragmatism stood for in its formative years and what it has become; then after studying some conflicting views of well-known pragmatists we will consider what pragmatism might become. Part of the course is devoted to the contributions of pragmatism to different areas within philosophy.

PHIL-P 520 Philosophy of Language (3 cr.) Advanced study of selected topics.

PHIL-P 522 Topics in the History of Modern Philosophy (3 cr.) Selected topics from the philosophies of one or more of the following: Continental rationalists (Descartes, Spinoza, Leibniz), British empiricists (Locke, Berkeley, Hume), and Kant. May be repeated twice with consent of instructor(s).

PHIL-P 525 Topics in the History of Philosophy (3 cr.) An advanced study of important themes or major figures in the history of philosophy. May be repeated for credit if topics vary.

PHIL-P 540 Contemporary Ethical Theories (3 cr.) Fundamental problems of ethics in contemporary analytic philosophy from G. E. Moore's *Principia Ethica* to present.

PHIL-P 542 The Ethics and Values of Philanthropy (3 cr.) An inquiry into the ethics and values of philanthropy rooted in a general understanding of philanthropy, as voluntary action for the public good, as an ethical ideal. A consideration of philanthropic activity in light of this ideal.

PHIL-P 543 Contemporary Social and Political Philosophy (3 cr.)

PHIL-P 547 Foundations of Bioethics (3 cr.) A rigorous examination of bioethical theory and practice. Stress is placed on moral and conceptual issues embedded in biomedical research, clinical practice, and social policy relating to the organization and delivery of health care.

PHIL-P 548 Clinical Ethics Practicum (3 cr.) This course provides learning experiences in a clinical setting, enabling students fully to appreciate ethical issues that

face health care professionals. The course is administered through the Fairbanks Center for Medical Ethics at Clarian Health Partners.

PHIL-P 549 Bioethics and Pragmatism (3 cr.)

This course provides a critical examination of recent contributions by American philosophers to bioethics. The course will have a strong focus on a growing group of thinkers who seek their inspiration in Dewey, James, Peirce, Royce, and Mead, while dealing with contemporary issues in medical ethics.

PHIL-P 553 Philosophy of Science (3 cr.) A study of theories with regard to the nature, purpose, and limitations of science. Attention will be given to the cognitive significance of theories, the scientific method (hypothesis formation, theory construction, and testing), research paradigms, reductionism, and social epistemology.

PHIL-P 555 Ethical and Policies Issues in International Research (3 cr.) This course examines ethical and policy issues in the design and conduct of transnational research involving human participants. Topics discussed include: economic and political factors; study design; the role of ethics review committees; individual and group recruitment/informed consent; end-of-study responsibilities; national and international guidelines.

PHIL-P 558 American Philosophy (3 cr.) A general overview of the most significant contributions of American philosophers, such as Emerson, Thoreau, Peirce, James, Dewey, Santayana, Mead, Jane Addams, Alain Locke.

PHIL-P 560 Metaphysics (3 cr.) In-depth discussion of representative contemporary theories.

PHIL-P 562 Theory of Knowledge (3 cr.) Advanced study of selected topics.

PHIL-P 590 Intensive Reading (1-4 cr.) A tutorial course involving in-depth consideration of a specific philosophical area or problem or author. May be repeated for credit.

PHIL-P 600 Topics in Philosophy (3 cr.) A detailed examination of a specific topic in philosophy.

PHIL-P 650 Topics in Semiotic Philosophy (3 cr.) An examination of various historical and theoretical issues arising from the philosophical study of semiosis—the general phenomenon of representation, objectification, signification, and interpretation—through the work of mostly American philosophers from the late nineteenth century to the present, with an emphasis on the impact of Peirce's semiotic philosophy.

PHIL-P 696 Topics in Biomedical Ethics (3 cr.) Selected topics in bioethics, such as international research ethics; ethical issues in pediatrics; ethical issues in genetics.

PHIL-P 701 Peirce Seminar (3 cr.) This seminar is devoted to a critical examination of the general structure and development of Peirce's systematic philosophy with a special emphasis on those tensions in the development of his thought that led to modifications in his philosophy, and on the nature and significance of those changes.

PHIL-P 730 Seminar: Contemporary Philosophy (4 cr.) Selected topics on the works of twentieth-century philosophers.

PHIL-P 748 Seminar in American Philosophy (3 cr.) Advanced study of a principal philosopher or a set of selected topics in classical American philosophy.

PHIL-P 803 Master's Thesis in Philosophy (arr. cr.)

PHIL-S 110 Introduction to Philosophy—Honors (3 cr.) This course is an introduction to key philosophical concepts and issues as well as major thinkers and historical periods.

PHIL-S 120 Ethics—Honors (3 cr.) A study of ethical values in relation to such problems as personal and societal decision making, selection and justification of lifestyle, goal orientation, conflict resolution, freedom and creativity, commitment and responsibility.

PHIL-S 314 Philosophy and Modern Times—Honors (3 cr.) A study of one or more philosophical concepts, themes, or developments characteristic of the modern period.

PHIL-P 110 Introduction to Philosophy (3 cr.) An introduction to the methods and problems of philosophy and to important figures in the history of philosophy. Concerns such topics as the nature of reality, the meaning of life, and the existence of God. Readings from classical and contemporary sources, e.g., Plato, Descartes, Nietzsche, and Sartre.

PHIL-P 120 Ethics (3 cr.) An introductory course in ethics. Typically examines virtues, vices, and character; theories of right and wrong; visions of the good life; and contemporary moral issues.

PHIL-P 162 Logic (3 cr.) A study of the principles of logic. The course covers a variety of traditional topics, selected for their practical value, within formal and informal logic. Among the topics typically covered are fallacies, syllogisms, causal hypotheses, logic diagrams, argument analysis, and truth-functional reasoning.

PHIL-P 222 Legal Ethics (3 cr.) Introduction to ethical principles and practices in the legal profession.

PHIL-P 237 Environmental Ethics (3 cr.) Addresses moral issues concerning the relation between humans and the environment. Covers such topics as resource depletion, population growth, endangered ecosystems, deep ecology, and the land ethic.

PHIL-P 265 Introduction to Symbolic Logic (3 cr.) A study of the most important and widely applicable parts of modern symbolic logic: propositional logic and predicate logic.

PHIL-P 280 Philosophical Problems: (variable title) (3 cr.) Concentrated treatment of an important philosophical problem. May be repeated for credit when topics vary.

PHIL-P 281 Philosophy of Religion (3 cr.) Philosophical views regarding such topics as the meaning and purpose of religion, religious experience, religious knowledge, and the existence and nature of God.

PHIL-P 307 Classical Philosophy (3 cr.) A study of the significant texts of ancient Greek and Roman philosophy, including the Presocratics, Plato, Aristotle, and the Hellenistic Thinkers.

PHIL-P 314 Modern Philosophy (3 cr.) A study of Western philosophy from the rise of modern science through the Enlightenment. Covers such philosophers as Bacon, Descartes, Berkeley, Hume, Leibniz, and Kant.

PHIL-P 316 Twentieth-Century Philosophy: (variable title) (3 cr.) A study of one or more twentieth-century approaches to philosophy, e.g., pragmatism, analytic philosophy, phenomenology, existentialism, postmodernism, and neo-Marxism. May be repeated for credit when topics vary.

PHIL-P 317 Nineteenth-Century Philosophy (3 cr.) A historical survey of philosophy in the nineteenth century from Hegel to Nietzsche, including utilitarianism, positivism, and philosophies of evolution.

PHIL-P 322 Philosophy of Human Nature (3 cr.) Theories of human nature and their philosophical implications.

PHIL-P 323 Society and State in the Modern World (3 cr.) Topics, issues, and key figures in modern political philosophy, e.g., distributive justice, state authority, and the political thought of Hobbes, Locke, Rousseau, Mill, Marx, and Rawls.

PHIL-P 325 Social Philosophy: (variable title) (3 cr.) Concentrated study of one or more topics in social philosophy, e.g., human rights, political violence, civil disobedience, and legal paternalism. May be repeated for credit when topics vary.

PHIL-P 326 Ethical Theory (3 cr.) A variable title course. Advanced consideration of one or more ethical theories or theoretical issues about the nature and status of ethics.

PHIL-P 328 Philosophies of India (3 cr.) Historical and critical-analytic survey of the major traditions of Indian philosophy. Attention to early philosophizing and the emergence of classical schools in Hindu, Buddhist, and Jain traditions. Attention also to contemporary thought in India and its influence on the West.

PHIL-P 331 Philosophy of Science (3 cr.) An introductory study of theories with regard to the nature, purpose, and limitations of science.

PHIL-P 334 Buddhist Philosophy (3 cr.) An examination of the basic philosophical concepts of early Buddhism and their subsequent development in India, Japan, and Tibet. Implications of the Buddhist view of reality for knowledge, the self, and ethical responsibility will be explored.

PHIL-P 348 Philosophy and Literature (3 cr.) A study of philosophical issues raised by and in literature. Special emphasis on reading works of literature as texts of philosophical interest.

PHIL-P 349 Philosophies of China (3 cr.) A study of Chinese philosophical traditions, typically including Confucianism, Taoism, Legalism, and Chinese Buddhism.

PHIL-P 365 Intermediate Symbolic Logic (3 cr.) P: P265. Topics in metalogic, set theory, and modal logic.

PHIL-P 367 Philosophy of Art (3 cr.) A study of fundamental concepts and theories of aesthetics and a philosophical exploration of major artistic movements and genres.

PHIL-P 368 Philosophy of Language (3 cr.) Philosophical study of the nature and functions of language. Covers such topics as meaning and truth, theories of reference, linguistic relativity, and speech acts.

PHIL-P 369 Epistemology (3 cr.) Knowledge and justified belief: their nature, structure, sources, and limits.

PHIL-P 382 Philosophy of History (3 cr.) An analysis of some of the philosophical problems implicit in the study of history, such as the possibility of historical objectivity, and a survey of influential interpretations of history from Augustine to Heidegger.

PHIL-P 383 Topics in Philosophy: (variable title) (3 cr.) Advanced treatment of a special topic. May be repeated for credit when topics vary.

PHIL-P 385 Metaphysics (3 cr.) A study of several of the principal problems of metaphysics, such as identity through time, the self, the mind-body problem, freedom and determinism, fate, causation, the problem of universals, and the existence of God.

PHIL-P 393 Biomedical Ethics (3 cr.) A philosophical consideration of ethical problems that arise in current biomedical practice, e.g., with regard to abortion, euthanasia, determination of death, consent to treatment, and professional responsibilities in connection with research, experimentation, and health care delivery.

PHIL-P 394 Feminist Philosophy (3 cr.) A study of one or more philosophical topics in feminist thought. Examples: feminist ethics; feminist critiques of science; and feminist perspectives on motherhood, sexuality, and reproductive technology.

PHIL-P 414 Philosophy and Culture (3 cr.) In-depth consideration of a topic involving the interrelationship between philosophy and culture. May be repeated for credit.

PHIL-P 418 Seminar in the History of Philosophy: (variable title) (3 cr.) Intensive study of a philosopher or philosophical school of enduring importance. May be repeated for credit when topics vary.

PHIL-P 448 Seminar in American Philosophy (3 cr.) An intensive study of a major American thinker, such as Edwards, Royce, James, Peirce, Dewey, or Whitehead, or of a leading theme, such as community, experience, or education. May be repeated for credit.

PHIL-P 458 American Philosophy (3 cr.) A study of the philosophical tradition in the United States, emphasizing major thinkers such as Emerson, Peirce, James, Royce, Dewey, and C. I. Lewis.

PHIL-P 468 Seminar in the Philosophy of Mind (3 cr.) An in-depth study of some particular problem of current concern in the philosophy of mind. May be repeated for credit.

PHIL-P 488 Research in Philosophy I (1-4 cr.) P: 9 credit hours of philosophy and consent of instructor. Independent research in philosophical theory approved by and reported to any member of the department. May be repeated for credit, but no more than 6 credit hours may be counted toward the major.

PHIL-P 489 Research in Philosophy II (1-4 cr.) P: 9 credit hours of philosophy and consent of instructor. Independent research in applied philosophy approved by and reported to any member of the department. May be repeated for credit, but no more than 3 credit hours may be counted toward the major.

Political Science (POLS)

POLS-Y 101 Introduction to Political Science (3 cr.) For any student interested in better understanding the political world in which we live. The course explains some fundamental political concepts such as power, conflict, authority, and governments. It may also include an overview of the major subfields of political science: comparative politics, international relations, political theory, and public policy.

POLS-Y 103 Introduction to American Politics (3 cr.) 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.

POLS-Y 205 Analyzing Politics (3 cr.) Introduction to the major approaches to and techniques of the systematic study of political science. Includes introduction to analysis of quantitative political data.

POLS-Y 211 Introduction to Law (3 cr.) An introduction to law as an aspect of government and politics, and as a means for dealing with major social problems. Students will study legal reasoning, procedures, and materials, and may compare other nations' legal systems. The course usually includes a moot court or other forms of simulation.

POLS-Y 213 Introduction to Public Policy (3 cr.) Studies the processes and institutions involved in the formation of public policy with particular reference to the United States. The course will identify key policy actors, analyze the process of policy making, and critically assess selected policy issues (such as foreign, defense, economic, welfare, and environmental policy).

POLS-Y 215 Introduction to Political Theory (3 cr.) An introduction to major ideas and theories in Western political thought, including theories of democracy and the analysis of conflict and cooperation. The course also addresses the attempts made by prominent political philosophers—from Aristotle and Plato to Locke, Marx, and Rawls—to understand and describe the nature of politics.

POLS-Y 217 Introduction to Comparative Politics (3 cr.) A course that introduces students to the major political systems of the world. Students will look at different system types; examine in depth particular countries as case studies such as Britain, Russia, and Mexico; and compare executives, legislatures, elections, political parties, interest groups, and key areas of public policy.

POLS-Y 219 Introduction to International Relations (3 cr.) An introduction to the global political system and issues that shape relations among countries. The course looks at problems of conflict resolution, the role of international law and organizations, the challenges of poverty and development, and the other major policy issues over which nations cooperate, argue, or go to war.

POLS-Y 301 Political Parties and Interest Groups (3 cr.) Theories of American party activity; behavior

of political parties, interest groups, and social movements; membership in groups; organization and structure; evaluation and relationship to the process of representation.

POLS-Y 303 Policy-Making in the US (3 cr.) Processes and institutions involved in the formation of public policy in American society.

POLS-Y 304 Constitutional Law, and Constitutional Rights and Liberties (3 cr.) Nature and function of law and judicial process; selected Supreme Court decisions interpreting the American constitutional system.

POLS-Y 305 Constitutional Law, and Constitutional Rights and Liberties (3 cr.) Nature and function of law and judicial process; selected Supreme Court decisions interpreting the American constitutional system.

POLS-Y 306 State Politics in the United States (3 cr.) Comparative study of politics in the American states. Special emphasis on the impact of political culture, party systems, legislatures, and bureaucracies on public policies.

POLS-Y 307 Indiana State Government and Politics (3 cr.) Constitutional foundations, political development, organizational and functional process and growth, and current problems of Indiana government. Readings, case studies, problems.

POLS-Y 308 Urban Politics (3 cr.) Political behavior in modern American communities; emphasizes the impact of municipal organization, city officials and bureaucracies, social and economic notables, political parties, interest groups, the general public, and protest organizations on urban policy outcomes.

POLS-Y 309 American Politics through Film and Fiction (3 cr.) Recurrent themes of politics are explored in depth by means of novels, short stories, and films. Subject matter varies by semester—check class schedule for current semester.

POLS-Y 310 Political Behavior (3 cr.) A research course in which students design and execute their own investigations into political phenomena.

POLS-Y 313 Environmental Policy (3 cr.) Examines the causes of environmental problems and the political, economic, social, and institutional questions raised by designing and implementing effective policy responses to these problems.

POLS-Y 317 Voting, Elections, and Public Opinion (3 cr.) Determinants of voting behavior in elections. The nature of public opinion regarding major domestic and foreign policy issues; development of political ideology; other influences on the voting choices of individuals and the outcomes of elections; relationships among public opinion, elections, and the development of public policy.

POLS-Y 318 The American Presidency (3 cr.) This course examines the evolution of the presidency and its impact on the rest of the American political system. Students will study presidential selection, succession, and powers, the president's relationship to the rest of the government, and the legacy of presidents from George Washington to George W. Bush.

POLS–Y 319 The United States Congress (3 cr.)

This course offers students the opportunity to study the legislative branch of American national government. It includes the structure and processes of the Senate and House of Representatives; the role of parties, interest groups, and lobbyists; the legislative process; and the relations of Congress with the other branches of government.

POLS–Y 320 Judicial Politics (3 cr.) Examines the American judicial system in the contemporary context. Analysis of the trial and appellate courts with a focus on the United States Supreme Court. Topics include analyses of the structure of the judicial system, the participants in the system, and the policy-making processes and capabilities of the legal system. The course concludes with an assessment of the role of courts in a majoritarian democracy.

POLS–Y 321 The Media and Politics (3 cr.) Examines the contemporary relationship between the media and politics, including politicians' use of the media, media coverage of governmental activities, and media coverage of campaigns and elections. Course focuses primarily on the United States, but includes comparative perspectives.

POLS–Y 324 Women and Politics (3 cr.) Analysis of women in contemporary political systems, domestic or foreign, with emphasis on political roles, participation, and public policy. Normative or empirical examination of how political systems affect women and the impact women have on the system(s).

POLS–Y 332 Russian Politics (3 cr.) Political process and government structure in the Russian state. Political institutions inherited from tsarist empire and the Soviet state (1917–1991), history of subsequent political reform. Political problems of ethnic conflict, creating democratic institutions, and transition from socialism to market economy.

POLS–Y 335 West European Politics (3 cr.) Development, structure, and functioning of political systems, primarily in Britain, France, Italy, and Germany. Political dynamics of European integration.

POLS–Y 336 Southeast Asian Politics (3 cr.) Covers the governmental organization, and the political behavior and traditions, of countries in the Southeast Asian region. Addresses regional issues of political and economic development, and international issues regarding the relationship of the region to the rest of the world.

POLS–Y 337 Latin American Politics (3 cr.) Comparative analysis of political change in major Latin American countries, emphasizing alternative explanations of national and international developments; examination of impact of political parties, the military, labor and peasant movements, Catholic church, multinational corporations, regional organizations, and United States on politics; public policy processes in democratic and authoritarian regimes.

POLS–Y 338 African Politics (3 cr.) Politics in contemporary sub-Saharan Africa. Topics include processes of nation building, dependency and underdevelopment; role of political parties, leadership, ideology, and military rule; continuing relevance of

colonial heritage and traditional culture and network of international relations.

POLS–Y 339 Middle Eastern Politics (3 cr.) Political culture and change in selected Middle Eastern and North African countries. Topics include political elites, traditional cultures, modern political ideology, institutions of political control, conflict management, and social reform policies.

POLS–Y 351 Political Simulations (1-3 cr.) A course tied to simulations of political organizations such as the European Union, the United Nations, or the Organization of American States. May be taken alone or in conjunction with related political science courses. May be repeated for credit.

POLS–Y 360 U.S. Foreign Policy (3 cr.) Analysis of institutions and processes involved in the formation and implementation of American foreign policy. Emphasis is on post–World War II policies.

POLS–Y 373 The Politics of Terrorism (3 cr.) Examines the definition, history, logic, and political implications of terrorism.

POLS–Y 375 War and International Conflict (3 cr.) This course examines the causes and effects of war and international conflict, historically and comparatively.

POLS–Y 377 Globalization (3 cr.) A course that investigates the economic, environmental, financial, political, security, and technological aspects of globalization.

POLS–Y 380 Selected Topics in Democratic Government: (variable title) (3 cr.) An examination of basic problems and issues in the theory and practice of democratic government. Specific topics vary by semester. May be repeated once for credit.

POLS–Y 381 Classical Political Thought (3 cr.) An exposition and critical analysis of the major political philosophers and philosophical schools from Plato to Machiavelli.

POLS–Y 382 Modern Political Thought (3 cr.) An exposition and critical analysis of the major philosophers and philosophical schools from Machiavelli to the present.

POLS–Y 383 Foundations of American Political Thought (3 cr.) American political ideas from the founding period to the Civil War.

POLS–Y 384 Development of American Political Thought (3 cr.) American political ideas from the Civil War to the present.

POLS–Y 480 Undergraduate Readings in Political Science (1-6 cr.) Individual readings and research.

POLS–Y 481 Field Experience in Political Science (3-6 cr.) Faculty-directed study of aspects of the political process based on field experience. Directed readings, field research, research papers.

POLS–Y 490 Senior Seminar (3 cr.) Open only to senior majors. Research paper required. Seminar sessions arranged to present papers for evaluation and criticism by fellow students. Subject matter varies by semester.

POLS–Y 498 Readings for Honors (1-6 cr.) Open only to senior majors in the department who have at least a

3.3 grade point average within the major; approval of department is required. Course involves an intensive individual program of reading and/or research.

POLS–Y 570 Introduction to the Study of Politics (3 cr.) Problems of graduate study and professional scholarship; central organizing concepts and the use of theory in political science and related disciplines; specialized areas of research and scholarship in political science; conditions of scientific inquiry and methodological problems in the study of political phenomena; central importance of theory in explanation.

POLS–Y 575 Political Data Analysis I (3 cr.) Basic quantitative analysis techniques applied to political science data: principles of measurement, tables, graphs, probability distributions, nonparametric statistics, matrix algebra, Markov chains, correlations and simple regression, tests of significance. Computer processing of data and applications of bivariate statistics to problems in political science emphasized.

POLS–Y 580 Research Methods in Political Science (3 cr.) Foundations of political research; alternate research strategies; problems of measuring political variables; design of research to test hypotheses.

POLS–Y 620 State Politics (3 cr.) An examination of the institutions and processes by which state governments carry out their responsibilities. Includes the study of executives, legislatures, parties, and elections at the state level.

POLS–Y 622 Urban Politics (3 cr.) An examination of the structure of—and the problems and challenges faced by—the governments of cities and metropolitan areas. Includes study of leadership, citizen participation, intergovernmental relations, and urban policy.

POLS–Y 624 Indiana Politics (3 cr.) This seminar reviews contemporary scholarship on the development context, structure, and operation of Indiana government and politics. It places Indiana politics into both a historical and comparative perspective to see how Indiana politics have changed over time and how they compare to politics in other states.

POLS–Y 630 State Executive Politics (3 cr.) A course that examines the role of governors in state politics. Includes the study of leadership and the relationship between the executive and other elements of government at the sub-national level.

POLS–Y 640 State Parties and Interest Groups (3 cr.) An examination of political parties and interest groups, their roles in government, and their structure and organization.

POLS–Y 642 Comparative Federalism (3 cr.) A course that places federalism in its comparative context. Assessing theories and models of federalism in North America, Europe, Asia, and other parts of the world.

POLS–Y 661 American Politics (3 cr.) Illustrative topics: the presidency, legislative process, political behavior, political parties and representation, political socialization, comparative state politics, urban politics, interest group politics.

POLS–Y 680 Readings in Political Science (1-4 cr.) Individual readings and research.

POLS–Y 880 Thesis M.A. (1-4 cr.) Credit hours for thesis research and writing.

POLS–Y 881 Internship in Political Science (3 cr.) A course in which students complete an internship for credit with a government (or related) institution.

Religious Studies (REL)

REL–R 100 Studies in Religion (3 cr.) Select introductory issues in religion. Interdisciplinary in emphasis. May be repeated for up to 9 credit hours under different titles.

REL–R 111 The Bible (3 cr.) A critical introduction to the major periods, persons, events, and literatures that constitute the Bible; designed to provide general humanities-level instruction on this important text.

REL–R 120 Images of Jesus (3 cr.) This course is designed to introduce students to the variety of traditions about the figure of Jesus. It will acquaint students with the wide array of images of the Jesus character through a historical analysis of these images portrayed in texts, art, music, film, and TV.

REL–R 133 Introduction to Religion (3 cr.) Introduction to the diversity of traditions, values, and histories through which religion interacts with culture. Emphasis on understanding the ways the various dimensions of religion influence people's lives.

REL–R 167 Introduction to Tribal Religions (3 cr.) Introduction to Tribal Religions is a Lower Division course designed to acquaint students with tribal religions of the world with a focus on the earliest religious traditions.

REL–R 173 American Religion (3 cr.) A consideration of American religion, with particular emphasis on the development of religious diversity and religious freedom in the context of the American social, political, and economic experience.

REL–R 180 Introduction to Christianity (3 cr.) Survey of beliefs, rituals, and practices of the Christian community with a focus on the varieties of scriptural interpretation, historical experience, doctrine, and behavior.

REL–R 200 Studies in Religion (3 cr.) Select intermediate studies in religion. Interdisciplinary studies emphasized. May be taken for up to 9 credit hours under different titles.

REL–R 212 Comparative Religions (3 cr.) Approaches to the comparison of recurrent themes, religious attitudes, and practices found in selected Eastern and Western traditions.

REL–R 223 Religion and Imagination (3 cr.) Introductory studies of the nature, function, and significance of myths, symbols, and images in religious and cultural systems, with examples drawn from various traditions and with special attention devoted to their relationships to the contemporary imagination.

REL–R 243 Introduction to the New Testament (3 cr.) An introduction to the modern critical study of the New Testament from primarily a historical perspective. The goal

is to learn to view these diverse Christian writings within the context of their historical and social settings.

REL–R 257 Introduction to Islam (3 cr.) Introduction to the emergence and spread of Islamic religious traditions, including the Qur'an, Islamic law and ethics, and Islamic mysticism before 1500CE. Special emphasis on the creation in the middle ages of an international Islamic civilization—stretching from Mali to Indonesia—linked by trade, learning, and pilgrimage.

REL–R 300 Studies in Religion (3 cr.) Selected topics and movements in religion, seen from an interdisciplinary viewpoint. May be taken for up to 9 credit hours under different titles.

REL–R 301 Women and Religion (3 cr.) A critical examination of the roles of women in religion, looking at a range of periods and cultures in order to illustrate the patterns that characterize women's participation in religious communities and practices.

REL–R 304 Islamic Beginnings (3 cr.) An in-depth examination of the classical period of Islamic history, including coverage of the Prophet Muhammad, the development of Islamic religious literature and institutions, and the creation of international Muslim networks of trade, pilgrimage, and law.

REL–R 305 Islam and Modernity (3 cr.) This course examines the issues and events that have shaped Muslims' understanding of the place of Islam in the modern world. It focuses on the way Muslim thinkers have defined the challenge of modernity—politically, technologically, socially and religiously—and the responses that they have advocated.

REL–R 309 Contemporary Middle East (3 cr.) An interdisciplinary introduction to the contemporary Middle East, taught in Amman, Jordan, during summer study abroad. In addition to readings and lectures, students learn from speaking with Jordanian activists, politicians, religious leaders, educators, restaurant owners, journalists, refugees, students, and cabdrivers, among others. Field trips to mosques, markets, and more.

REL–R 310 Prophecy in Ancient Israel (3 cr.) The prophetic movement and its relationship to religious, social, and political traditions and institutions in the ancient Near East. The thought of major prophetic figures in Israel, such as Hosea, Isaiah, Jeremiah, and Ezekiel.

REL–R 312 American Religious Lives (3 cr.) A study of selected persons who shaped the religious ideas and practices of the American people. The course correlates the lives, ideas, and social contexts of influential religious leaders in the United States. Figures such as Jonathan Edwards, Abraham Lincoln, Dorothy Day, Isaac M. Wise, and Martin Luther King Jr. will be included.

REL–R 313 Religion and American Ideas (3 cr.) Studies of the major figures and works of the American literary and theological traditions, with a focus on the ways the literary imagination has variously expressed, explored, and challenged the religious meanings of the American experience.

REL–R 314 Religion and Racism (3 cr.) Explores the interaction of religion and racism. Selected case studies may include the Bible and racism, racial reconciliation

among evangelical Christians, the Ku Klux Klan in Indiana, and Islamophobia.

REL–R 315 Hebrew Bible (3 cr.) A critical examination of the literary, political, and religious history of Israel from the period of the Patriarchs to the Restoration, with emphasis on the growth and formation of the major traditions contained in the Hebrew Bible.

REL–R 319 Origins of Israel (3 cr.) An investigation of the problems involved in the reconstruction of early Israelite history, religion, and society. Major emphasis on the ways in which modern scholarship has attempted to interpret the biblical traditions dealing with the Patriarchs, the exodus-Sinai events, and the settlement in the land.

REL–R 325 Paul and His Influence in Early Christianity (3 cr.) Life and thought of Paul, in the context of first-century Christian and non-Christian movements. Development of radical Paulinism and anti-Paulinism in the second century; their influence on the formation of Christianity.

REL–R 326 Studies in Biblical Religion (3 cr.) Examination of selected major topics in the religious traditions contained in the biblical materials. Topics such as the following will be treated: early Hebrew traditions and heroes, the kings of Israel, the development of apocalyptic literature, the period between the testaments, the development of Christology, the Johannine School, and others. May be taken twice for credit under different topics.

REL–R 328 Afro-Diasporic Religions (TBD cr.) Surveys the origin, history, organizational structures, beliefs, and devotional practices of the religions that developed among African slaves and their descendents in the new world (including Brazil, Haiti, Cuba, and the United States).

REL–R 329 Early Christianity (3 cr.) This course introduces the religious world of early Christianity by examining its formation and development. The course emphasizes intellectual history while placing religious ideas in historical, cultural, social, and economic contexts. It underscores diversity and explores how ideas shape religious faith, how religious practice guides religious thinking, and how culture and religion interact.

REL–R 339 Varieties of American Religion (3 cr.) Approaches to the diversity and complexity of that part of American religion that has existed outside of the mainstream of U.S. church life. Emphasis on the origin, history, organizational structures, beliefs, and devotional practices of such groups as the Quakers, Shakers, Millerites and other millenarian sects, Mormons, Christian Scientists, and Pentecostals, as well as groups whose orientation is Eastern rather than Western.

REL–R 343 Religion and Contemporary Thought (3 cr.) Contemporary religious and anti-religious thinkers, with emphasis on those whose writings have significantly influenced modern thinking about human beings, God, society, history, and ethics.

REL–R 344 Reformations of the Sixteenth Century (3 cr.) This course introduces students to the religious reformations of sixteenth-century Europe. It examines the historical background to the Reformation and surveys a number of reformation movements. While intellectual

history is emphasized, the ideas of religious thinkers are placed in broad historical, cultural, social, and economic contexts.

REL-R 352 Religion and Literature in Asia (3 cr.) The treatment of religious issues in Asian literature (Hinduism in the Epics) or the significance of the literary forms of religious texts (the genre of recorded sayings), showing how the interplay of religious realities and literary forms reveals the dynamics of religious development in India, China, or Japan.

REL-R 353 Judaism (3 cr.) Examination of the history of Judaism and its relationship to the Jewish special claim to chosenness. Primary emphasis placed on modern Judaism.

REL-R 361 Hinduism and Buddhism (3 cr.) Examination of the origins and cultural developments of classical Hinduism and Buddhism through studies of selected lives and writings, religious practices, and symbolism in the arts through explorations of these two worldviews as reflected in historical, literary, and ritual forms.

REL-R 363 African-American Religions (3 cr.) History of African American religions from the colonial era to the present. Topics may include the African influences on African American Black Methodism, Black Baptist Women's leadership, Islam, and new religious movements.

REL-R 367 American Indian Religions (3 cr.) American Indian Religions is a course designed to explore the religious traditions of the Indian tribes of the Americas with a focus on the tribes of North America and specifically Indiana.

REL-R 370 Islam in America (3 cr.) Explores the history and life of Islam and Muslims in the United States, including the ethnic and religious diversity of American Muslims, conflicts about gender relations and women's issues, debates about Islam's role in politics, and the spirituality of American Muslims.

REL-R 379 Religion and Philanthropy (3 cr.) This course explores relationships between religious traditions and philanthropic ideas and activities. Selections from important traditional texts and biographical examples and similarities of a variety of religious worldviews regarding their ways of sharing goods and performing acts of service.

REL-R 381 Religion and Violence (3 cr.) Examines the relationship between religion, violence, and society in light of recent global events, drawing on a range of classical and modern texts concerning religious justifications for non-ritualistic bloodshed. Focusing on Judaism, Christianity, and Islam, themes addressed include otherness, transgression, revenge, torture, retribution, with special attention paid to religious terrorism.

REL-R 383 Religions, Ethics, U.S. Society (3 cr.) An examination of current ethical debates about war, medicine, discrimination, welfare, marriage, sexuality, etc. The focus will be how diverse traditions of moral reasoning have been developed and practiced within Catholicism, Protestantism, and Judaism.

REL-R 384 Religions, Ethics, and Health (3 cr.) The positions of religious ethical traditions on issues such as the control of reproduction, experimentation with human subjects, care of the dying, delivery of health care, physical and social environments, and heredity. May be repeated once for credit under different focus.

REL-R 386 The Ethics of Consumption (3 cr.) What is good consumption? Do consumers have moral duties? Combining the ethical perspectives of religion and philosophy with the empirical realities of economics and public policy, this course examines the social and environmental costs of consumption while valuing individual tastes and economic incentives. Course fulfills junior-senior integrator requirement.

REL-R 393 Comparative Religious Ethics (3 cr.) Comparisons of ethical traditions and moral lives in the world's religions. The focus will be how formative stories, exemplary figures, central virtues, ritual practices, etc., clarify different traditions' understandings of key moral issues, rights, and roles.

REL-R 398 Women in American Indian Religions (3 cr.) Women in American Indian Religions is a course designed to examine the roles of women in American Indian Religions and practice and the expressions of the feminine aspects in their world views.

REL-R 400 Studies in Religion (3 cr.) P: consent of instructor. Specialized and intensive studies in religion with an interdisciplinary emphasis. May be repeated twice under different titles.

REL-R 433 Theories of Religion (3 cr.) Theorists of religion explore the what, why, and how of religions. What is religion? Why are people religious? How do religions shape meaning in people's lives, cultures, and societies? This advanced seminar examines classical to contemporary theories. Open to all majors. Fulfills Religious Studies senior capstone. Offered fall semesters.

REL-R 533 Theories of Religion (3 cr.) Graduate seminar. See R433 for course description.

REL-R 539 Religion and Philanthropy (3 cr.) This course explores relationships between religious traditions and philanthropic ideas and activities. Selections from important traditional texts and biographical examples and similarities of a variety of religious worldviews regarding their ways of sharing goods and performing acts of service.

REL-R 590 Directed Readings in Religious Studies (3 cr.)

REL-S 111 The Bible-Honors (3 cr.) See R111 for course description.

Sociology (SOC) Graduate Courses

SOC-R 515 Sociology of Health and Illness (3 cr.) P: graduate standing or consent of the instructor. Surveys important areas of medical sociology, focusing on social factors influencing the distribution of disease, help-seeking, and health care. Topics covered include social epidemiology, the health care professions, socialization of providers, and issues of cost and cost containment.

SOC-R 517 Sociology of Work (3 cr.) P: graduate standing or consent of the instructor. Topics include the changing meaning of work, the quest for dignity in the workplace, the plight of the working poor, and the transformation of the culture of work and its impact on occupations and professions. The prospects for a revival of the labor movement will also be examined.

SOC-R 525 Gender and Work (3 cr.) P: graduate standing and 6 credit hours of sociology, or consent of instructor. This course critically analyzes contemporary theory and research on gender and work. It examines how women's and men's roles in paid and unpaid work are socially constructed, through socialization, social interaction, and the actions of social institutions. The interaction gender, race, ethnicity, and social class will be explored.

SOC-R 530 Families and Social Policy (3 cr.) P: R100, R220 or R314, and graduate standing. This seminar will explore how the government and labor market affect family structure and the quality of family life. Students will study the implications of family research for social policy and learn to develop theoretical frameworks for evaluating social policies affecting families.

SOC-R 537 Gender and Society (3 cr.) P: graduate standing or consent of the instructor. This course examines some central emphases on gender of social interactionist theory and feminist theory/methods. In addition, we will relate these approaches to the study of contemporary gender approaches in selected social spheres, which may vary according to instructor's specializations.

SOC-R 551 Quantitative Research Methods (3 cr.) P: graduate standing or consent of instructor. This course surveys the major techniques for investigating current sociological problems. It emphasizes the relationship between theory and practice in understanding and conducting research. Although methods intended for rigorous hypothesis testing through quantitative analysis will be of major concern, the course will also examine issues in field research essential to a full understanding of a research problem.

SOC-R 556 Advanced Sociological Theory I (3 cr.) P: graduate standing or consent of instructor. This is the first part of a two-semester graduate course in contemporary sociological theory and theory construction. The first semester will involve the student in detailed study and analysis of sociologists belonging to the positivist tradition in sociology. Students will be expected to comprehend contemporary sociology in terms of its historical roots and to demonstrate their understanding of theory construction.

SOC-R 557 Advanced Sociological Theory II (3 cr.) P: graduate standing or consent of instructor. Reading and exercises will involve the student in close analysis and criticism of sociologists belonging to the idealist tradition of sociology. In this second part of a two-semester course in theory and theory construction in sociology, students will be required to demonstrate their mastery of the theorists studied, as well as to demonstrate their own abilities in theory design and construction.

SOC-R 559 Intermediate Sociological Statistics (3 cr.) P: R359 or equivalent, graduate standing or consent of

instructor. Basic techniques for summarizing distributions, measuring interrelationships, controlling extraneous influences, and testing hypotheses are reviewed, as students become familiar with the computer system. Complex analytical techniques commonly applied in professional literature are examined in detail, including analysis of variance, path diagrams, factor analysis, and log-linear models.

SOC-R 585 Social Aspects of Mental Health and Mental Illness (3 cr.) P: graduate standing or consent of instructor. This is a graduate-level course on the sociology of mental illness and mental health. Provides a thorough grounding in the research issues and traditions that have characterized scholarly inquiry into mental illness in the past. Students will become familiar with public policy as it has had an impact on the treatment of mental illness and on the mentally ill themselves.

SOC-R 593 Applied Fieldwork for Sociologists (3 cr.) P: graduate standing or consent of instructor. This course will provide students with both a theoretical and methodological background in the different types of qualitative analysis used in sociological fieldwork. Students will have the opportunity to study and to evaluate representative examples of qualitative studies and to complete by themselves a project done using qualitative methods.

SOC-R 594 Graduate Internship in Sociology (3-6 cr.) P: graduate standing, 18 hours of graduate credit in sociology, and consent of instructor. This course involves master's degree students working in organizations where they apply or gain practical insight into sociological concepts, theories, knowledge, and methodology. Students analyze their experiences through work logs, a lengthy written report and regular meetings with a faculty committee. (Students on the thesis track may also take this course as an elective.)

SOC-R 610 Sociology of Health and Illness Behavior (3 cr.) P: graduate standing or consent of instructor. This seminar explores sociological and social scientific research on health and illness behavior. Special emphasis is placed on examining how social factors and conditions shape people's responses to disease, illness, and disability.

SOC-R 697 Individual Readings in Sociology (3 cr.) P: graduate standing and consent of instructor, 6 hours of graduate credit in sociology with grades of B or better. Investigation of a topic not covered in the regular curriculum that is of special interest to the student and that the student wishes to pursue in greater detail. Available only to sociology graduate students through arrangement with a faculty member.

SOC-S 500 Proseminar in Sociology (1 cr.) P: graduate standing and/or consent of instructor. Introduction to current sociological research interests and concerns through the work of departmental members.

SOC-S 526 The Sociology of Human Sexuality (3 cr.) P: graduate standing and/or consent of instructor. This is a one-semester graduate-level course on the sociology of human sexuality. This course will provide a detailed examination of the development of sex research, a sociological perspective on and critique of this corpus,

and an opportunity for students to develop research of their own.

SOC–S 530 Introduction to Social Psychology (3 cr.)

P: graduate standing and/or consent of instructor. This course examines the broad range of work in social psychology. Emphasis is placed on the relation between the classic and contemporary literature in the field.

SOC–S 560 Graduate Topics (3 cr.) P: graduate standing and/or consent of instructor, variable with topic. Exploration of a topic in sociology not covered by the regular curriculum but of interest to faculty and students in a particular semester. Topics to be announced.

SOC–S 569 M.A. Thesis (3 cr.) P: graduate standing and/or consent of instructor.

SOC–S 610 Urban Sociology (3 cr.) P: graduate standing and/or consent of instructor. Historical and contemporary causes, trends, and patterns of urbanization throughout the world. Various approaches to studying the process of urbanization, including ecological, social organizational, and political perspectives. Current developments and problems in urban planning.

SOC–S 612 Political Sociology (3 cr.) P: graduate standing and/or consent of instructor. An analysis of the nature and operation of power in a political system. Topics may include classical theories of power, political behavior and campaigns, the role of mass media in sustaining power, the state as a social institution, and political movements.

SOC–S 613 Complex Organizations (3 cr.) P: graduate standing and/or consent of instructor. Theory and research in formal organizations: industry, school, church, hospital, government, military, and university. Problems of bureaucracy and decision making in large-scale organizations. For students in the social sciences and professional schools interested in the comparative approach to problems of organizations and their management.

SOC–S 616 Sociology of Family Systems (3 cr.) P: graduate standing and/or consent of instructor. Focus on the nature, structure, functions, and changes of family systems in modern and emerging societies, in comparative and historical perspective. Attention is given to relationships with other societal subsystems, and to interaction between role occupants within and among subsystems.

SOC–S 632 Socialization (3 cr.) P: graduate standing and/or consent of instructor. The processes of development of the individual as a social being and societal member, focusing on childhood or socialization into adult roles.

SOC–S 659 Qualitative Methods in Sociology (3 cr.) P: graduate standing and/or consent of instructor. Methods in obtaining, evaluating, and analyzing qualitative data in social research. Methods covered include field research procedures, participant observation, interviewing, and audio-video recording of social behavior in natural settings.

SOC–R 100 Introduction to Sociology (3 cr.) P: W131 or consent of instructor. Consideration of basic

sociological concepts, including some of the substantive concerns and findings of sociology, sources of data, and the nature of the sociological perspective.

SOC–R 121 Social Problems (3 cr.) Selected current “problems” of American society are analyzed through the use of basic sociological data and the application of major sociological frameworks. Policy implications are discussed in light of value choices involved in various solutions.

SOC–R 234 Social Psychology (3 cr.) P: R100 or consent of instructor. Sociological approach to human character, with emphasis on the psychology of the individual in social situations. Topics include socialization and the self, language and communication, interpersonal relations, attitude formation, conformity and social influence, and group processes.

SOC–R 240 Deviance and Social Control (3 cr.) P: R100 or consent of instructor. An introduction to major sociological theories of deviance and social control. Analyzes empirical work done in such areas as drug use, unconventional sexual behavior, family violence, and mental illness. Explores both “lay” and official responses to deviance, as well as cultural variability in responses to deviance.

SOC–R 285 AIDS and Society (3 cr.) P: R100 or consent of instructor. This course examines the HIV/AIDS epidemic from a sociological perspective. Students will explore how social factors have shaped the course of the epidemic and the experience of HIV disease. The impact of the epidemic on health care, government, and other social institutions will also be discussed.

SOC–R 295 Topics in Sociology (3 cr.) P: R100 or consent of instructor. Exploration of a topic in sociology not covered by the regular curriculum but of interest to faculty and students in a particular semester. Topics to be announced.

SOC–R 305 Population (3 cr.) P: R100 or consent of instructor. Focus on study of people in terms of relative numbers, geographic distribution, and factors influencing change. Included are considerations of population theory, values related to population questions, an overview of basic techniques of analysis, and mortality, fertility, migration, and growth trends.

SOC–R 312 Sociology of Religion (3 cr.) P: R100 or consent of instructor. Examination of religion from the sociological perspective. Religious institutions, the dimensions of religious behavior, the measurement of religious behavior, and the relationship of religion to other institutions in society are examined.

SOC–R 314 Families and Society (3 cr.) P: R100 or consent of instructor. The family is a major social institution, occupying a central place in people’s lives. This course explores formation and dissolution of marriages, partnerships, families; challenges family members face, including communication and childrearing; reasons for and consequences of change in American families; and how family patterns vary across and within social groups.

SOC–R 315 Political Sociology (3 cr.) P: R100 or consent of instructor. Analysis of the nature and basis of political power on the macro level—the community, the national, and the international arenas. Study of formal and

informal power structures and of the institutionalized and non-institutionalized mechanisms of access to power.

SOC-R 316 Society and Public Opinion (3 cr.) P: R100 or consent of instructor. Analysis of the formulation and operation of public opinion. Although the course may focus on all aspects of opinion and behavior (including marketing research, advertising, etc.), most semesters the course focuses on political opinion and behavior. Special attention will be given to two aspects of opinion in our society: its measurement through public opinion polls and the role of mass communication in manipulating public opinion. The distortions in the popular press's reports of the results of survey research are considered in depth.

SOC-R 317 Sociology of Work (3 cr.) P: R100 or consent of instructor. Analysis of the meaning of work, the dynamic social processes within work organizations, and environmental constraints on organizational behavior.

SOC-R 320 Sexuality and Society (3 cr.) P: R100 or consent of instructor. Provides a basic conceptual scheme for dealing with human sexuality in a sociological manner.

SOC-R 321 Women and Health (3 cr.) P: R100 or consent of instructor. A review of the relationships among cultural values, social structure, disease, and wellness, with special attention focused on the impact of gender role on symptomatology and access to health care. Selected contemporary health problem areas will be examined in depth. Alternative models of health care delivery will be identified and discussed.

SOC-R 325 Gender and Society (3 cr.) P: R100 or consent of instructor. A sociological examination of the roles of women and men in society, analysis of the determinants and consequences of these roles, and assessment of forces likely to bring about future change in these roles. Although focus will be on contemporary American society, cross-cultural variations in gender roles will also be noted.

SOC-R 327 Sociology of Death and Dying (3 cr.) P: R100 or the consent of instructor. This course examines inevitable and salient features of the human condition. Historical evaluation of images and attitudes toward death, the medicalization of death, the human consequences of high-tech dying, the role of the family in caring for dying loved ones, the emergence and role of hospices, the social roles of funerals, grief and bereavement, euthanasia and suicide, the worlds of dying children and grieving parents, and genocide are major issues that are addressed. Two of the major themes of the course revolve around the idea that the way we die is a reflection of the way we live; and, that the study of dying and death is an important way of studying and affirming the value of life.

SOC-R 329 Urban Sociology (3 cr.) P: R100 or consent of instructor. The social dynamics of urbanization, urban social structure, and urban ecology. Theories of urban development; the city as a form of social organization; macroprocesses of urbanization both in the United States and other countries.

SOC-R 330 Community (3 cr.) P: R100 or consent of instructor. Social, psychological, and structural features of community life. Topics include microphenomena such as the neighborhood, networks of friendship and oppositions,

social participation, community power structure, and institutional frameworks.

SOC-R 335 Sociological Perspectives on the Life Course (3 cr.) P: R100 or consent of instructor. Focuses on the human life course as a product of social structure, culture, and history. Attention is given to life course contexts, transitions, and trajectories from youth to old age; work, family, and school influences; self-concept development, occupational attainment, and role acquisition over the life course.

SOC-R 338 Comparative Social Systems (3 cr.) P: R100 or consent of instructor. History and general theories of comparative sociology. Major focus on comparative analyses of social structure, kinship, policy and bureaucracy, economics and stratification, and institutionalized belief systems. Some attention is given to culture and personality and to cross-cultural methodology.

SOC-R 344 Juvenile Delinquency and Society (3 cr.) P: R100 or consent of instructor. Legal definition of delinquency, measurement and distribution of delinquency. Causal theories considered for empirical adequacy and policy implications. Procedures for processing juvenile offenders by police, courts, and prisons are examined.

SOC-R 345 Crime and Society (3 cr.) P: R100 or consent of instructor. Examination of the creation, selection, and disposition of persons labeled criminal. Emphasis on crime as an expression of group conflict and interest. Critique of academic and popular theories of crime and punishment.

SOC-R 346 Control of Crime (3 cr.) P: R100 or consent of instructor. History, objectives, and operation of the crime control system in relation to its sociopolitical context. Critical examination of philosophies of punishment and programs of rehabilitation.

SOC-R 349 Practicum in Victimology (3 cr.) P: R100 or consent of instructor. The role of the victim in the criminal justice system is examined through both course work and practical experience as a volunteer with the Marion County Prosecutor's Witness-Victim Assistance Program. Recommended for students with interest in deviance, criminology, law, criminal justice, and social service.

SOC-R 351 Social Science Research Methods (3 cr.) P: R100 or consent of instructor and sophomore standing. A survey of methods and techniques used by sociologists and other social scientists for gathering and interpreting information about human social behavior.

SOC-R 355 Social Theory (3 cr.) P: R100 or consent of instructor. This course covers several traditions of classical, contemporary, and post-modern social thought (e.g., social Darwinism, conflict theory, functionalism, symbolic interactionism, critical theory, and feminist theory). The social context, construction, and application theories are included.

SOC-R 356 Foundations of Social Theory (3 cr.) P: R100 or consent of instructor. This course covers several traditions of classical, contemporary, and post-modern social thought (e.g., social Darwinism, conflict theory, functionalism, symbolic interactionism, critical theory, and

feminist theory). The social context, construction, and application theories are included.

SOC–R 357 Contemporary Sociological Theory (3 cr.) P: R100 or consent of instructor. This course covers several traditions of classical, contemporary, and post-modern social thought (e.g., social Darwinism, conflict theory, functionalism, symbolic interactionism, critical theory, and feminist theory). The social context, construction, and application theories are included.

SOC–R 359 Introduction to Sociological Statistics (3 cr.) P: R100 or consent of instructor. Measures of central tendency, dispersion, standardizing and normalizing procedures, and simple index numbers. Simple notions of probability as related to statistical inference (means, proportions, binomial distribution, chi-square, simple regression).

SOC–R 381 Social Factors in Health and Illness (3 cr.) P: R100 or consent of instructor. Examines the social aspects of health and illness, including variations in the social meanings of health and illness, the social epidemiology of disease, and the social dimensions of the illness experience.

SOC–R 382 Social Organization of Health Care (3 cr.) P: R100 or consent of instructor. Surveys the nature of, and recent changes in, the health care delivery system in the United States. Patient and professional roles and the characteristics of different health care settings are explored. Current debates about the nature of the professions and professional work are emphasized.

SOC–R 410 Alcohol, Drugs and Society (3 cr.) P: R100 or consent of instructor. This is a survey of the use and abuse of alcohol, including extent of use, history of use and abuse, “biology” of alcohol, alcoholism as a problem, legal actions, and treatment strategies.

SOC–R 415 Sociology of Disability (3 cr.) P: R100 or consent of instructor. An examination of current models of disability and of disability at the interpersonal and societal level. Topics include recent legal, social, and educational changes; the ways in which people with disabilities interact with the nondisabled; the role played by relatives and caregivers; and the image of people with disabilities in film, television, and other media. Recommended for students in nursing, education, physical and occupational therapy, and social work, as well as for the medical sociology minor. Available for graduate credit.

SOC–R 420 Sociology of Education (3 cr.) P: R100 or consent of instructor. A survey of sociological approaches to the study of education, covering such major topics as education as a social institution, the school in society, the school as a social system, and the sociology of learning.

SOC–R 425 Gender and Work (3 cr.) P: R100 or consent of instructor. This course examines the changing roles that women and men play in paid and unpaid work, and how these roles are socially constructed through socialization practices, social interaction, and actions of social institutions. The interaction of gender, race, ethnicity, and social class on individuals’ involvement in work will also be explored.

SOC–R 430 Families and Social Policy (3 cr.) P: R100 and R220 or R314 or consent of instructor. This seminar

explores how the state and labor market currently affect family structure and the quality of family life in the United States and the role the state and labor market could play in the future. Family policies in other parts of the world will be considered for possible applicability to the United States.

SOC–R 461 Race and Ethnic Relations (3 cr.) P: R100 or consent of instructor. Comparative study of racial, ethnic, and religious relations. Focus on patterns of inclusion and exclusion of minority groups by majority groups. Discussion of theories of intergroup tensions—prejudice and discrimination—and of corresponding approaches to the reduction of tensions.

SOC–R 463 Inequality and Society (3 cr.) P: R100 or consent of instructor. Presentation of conservative and radical theories of class formation, consciousness, mobility, and class consequences. Relevance of social class to social structure and personality. Emphasis on the American class system, with some attention given to class systems in other societies.

SOC–R 467 Social Change (3 cr.) P: R100 or consent of instructor. Basic concepts, models, and individual theories of social change; historical and contemporary analysis of the structural and psychological ramifications of major social trends.

SOC–R 476 Social Movements (3 cr.) P: R100 or consent of instructor. Study of the origins and dynamics of contemporary social movements in American society, with some attention to cross-national movements. Coverage of progressive and regressive movements aimed at changing the social, economic, and political structure of the society. Case studies of expressive and ideological movements, including fads, cults, and revolts and revolutions.

SOC–R 478 Formal Organizations (3 cr.) P: R100 or consent of instructor. Sociological inquiry into the nature, origin, and functions of bureaucratic organizations. Emphasis on bureaucratic organizations as the predominant mode of contemporary task performance and on their social-psychological consequences. Theoretical and empirical considerations in organizational studies from Weber to contemporary findings.

SOC–R 480 Sociology and Social Policy (3 cr.) P: R100 or consent of instructor. This course is a broad review of the increasing use of sociology in the formulation and implementation of social policy. Specific case studies will be examined. Recommended for students with an interest in medicine, law, education, social service, urban affairs, etc.

SOC–R 481 Evaluation Research Methods (3 cr.) P: R100, R351, R359, or consent of instructor. A comprehensive study of research techniques and practical applications in the area of the evaluation of social programs. Recommended for students with an interest in social research concerning medicine, law, education, social service, urban affairs, etc.

SOC–R 485 Sociology of Mental Illness (3 cr.) P: R100 or consent of instructor. A survey of current problems in psychiatric diagnosis, the social epidemiology of mental illness, institutional and informal caregiving, family burden, homelessness, and the development and impact of current mental health policy. Cross-cultural and historical

materials, derived from the work of anthropologists and historians, are used throughout the course.

SOC-R 490 Survey Research Methods (3 cr.) P: R100, R351, R359, or consent of instructor. In this practicum, students will design and conduct a survey, learn how to code survey results, enter data, and analyze data with the mainframe computer. A report will also be written. The advantages and disadvantages of survey methodology will be highlighted and ethical issues will be discussed.

SOC-R 493 Practicum in Sociological Fieldwork (3 cr.) P: R100 and R351, senior standing, or consent of instructor. Role of systematic observation as a sociological method. Training in fieldwork techniques and the application of sociological concepts to actual social situations. The core of this course will involve a supervised fieldwork research project in some area of social life.

SOC-R 494 Internship Program in Sociology (3-6 cr.) P: R100, 9 credits of sociology with a B (3.0) or higher, junior standing with consent of instructor. This course involves students working in organizations where they apply or gain practical insight into sociological concepts, theories, and knowledge. Students analyze their experiences through work logs, a paper, and regular meetings with the internship director.

SOC-R 495 Topics in Sociology (3 cr.) P: variable with topic. Exploration of a topic in sociology not covered by the regular curriculum but of interest to faculty and students in a particular semester. Topics to be announced.

SOC-R 497 Individual Readings in Sociology (3 cr.) P: consent of instructor and 9 credit hours of sociology courses with at least a B (3.0) or higher. Investigation of a topic not covered in the regular curriculum that is of special interest to the student and that the student wishes to pursue in greater detail. Normally available only to majors through arrangement with a faculty member.

SOC-R 498 Sociology Capstone Seminar (3 cr.) P: R100, R351, R355 (or R356 or R357) and senior status. Designed to help graduating senior sociology majors to synthesize and demonstrate what they have learned in their major while readying themselves for a career and/or graduate study.

Women's Studies (WOST) Graduate Courses

WOST-W 500 Feminist Theory (3 cr.) An examination of contemporary feminist analyses of gender relations, how they are constituted and experienced and how social structures maintaining sexist hierarchies intersect with hierarchies of race, class, and ethnicity. Rival theories are applied to particular issues to demonstrate connections between theory and practice.

WOST-W 601 Survey of Contemporary Research in Women's Studies: The Social and Behavioral Sciences (3 cr.) An exploration of feminist perspectives in the social sciences. Theoretical frameworks and research styles used by feminist social scientists are examined, as are feminist critiques of traditional social scientific frameworks and research methods. Research reports by feminist researchers in social scientific disciplines are also read and analyzed.

WOST-W 602 Contemporary Research in Women's Studies: The Humanities (3 cr.) Review of literature on sex roles, psychology of women, socialization and politicization of women. Training in methodology of research on women; critique of prevailing and feminist theoretical frameworks for studying women.

WOST-W 695 Graduate Readings and Research in Women's Studies (3-6 cr.) An opportunity for graduate students in various programs at IUPUI to explore specific issues within the field of women's studies, guided by faculty with particular expertise in these areas. The course is used to do readings and research that go beyond what is covered in other women's studies graduate courses offered on this campus. It also involves faculty not normally involved in the teaching of these other courses but who have skills and knowledge relevant to the issues being investigated.

WOST-W 701 Graduate Topics in Women's Studies (3-4 cr.) Advanced investigation of selected research topics in women's studies. Topics to be announced.

WOST-W 105 Introduction to Women's Studies (3 cr.) This introductory course examines both the relation of women's studies to other disciplines and the multiple ways in which gender experience is understood and currently studied. Beginning with a focus on how inequalities between women and men, as well as among women, have been explained and critiqued, the course considers the impact of social structure and culture on gender. The intersections of gender, race, class, sexual orientation, and age are investigated in both national and international contexts.

WOST-W 300 Topics in Women's Studies: (variable title) (1-3 cr.) An interdisciplinary study of selected themes, issues, and methodologies in women's studies. May be repeated for up to 6 credit hours.

WOST-W 480 Women's Studies Practicum (3-6 cr.) P: W105 and consent of instructor and program director. Internships in the Women's Studies Program are offered to provide opportunities for students to gain work experience while serving women's needs. This experience is combined with an academic analysis of women's status and experience in organizations.

WOST-W 495 Readings and Research in Women's Studies (1-3, 6 max. cr.) P: W105 and consent of instructor and program director. Individual readings and research. May be repeated twice for credit with a different topic.

WOST-W 499 Senior Colloquium in Women's Studies (1 cr.) P: consent of instructor. This is a culminating interdisciplinary course for advanced students who are prepared to present the results of an original major research effort on a topic in women's studies. Participants will be expected to read and evaluate the presentations of other students and participating faculty.

World Languages and Cultures (NELC, EALC, CLAS, FREN, GER, ITAL, SPAN)

NELC-A 131 Basic Arabic I (5 cr.) Introductory language course in modern standard Arabic as in contemporary literature, newspapers, and radio. Focus on grammar, reading, script, conversation, elementary composition, and culture.

NELC–A 132 Basic Arabic II (5 cr.) Introductory language course in modern standard Arabic as in contemporary literature, newspapers, and radio. Focus on grammar, reading, script, conversation, elementary composition, and culture.

NELC–A 200 Intermediate Arabic I (3 cr.) P: A131-A132, or consent of instructor. Grammar, reading, composition, conversation, and translation, using materials from classical, medieval, and modern literary Arabic.

NELC–A 250 Intermediate Arabic II (3 cr.) P: A131-A132, or consent of instructor. Grammar, reading, composition, conversation, and translation, using materials from classical, medieval, and modern literary Arabic.

NELC–A 300 Advanced Arabic I (3 cr.) P: A200-A250, or consent of instructor. Modern standard/classical Arabic syntax and morphology. Development of advanced language skills in reading, writing, and aural comprehension. Active vocabulary development. Readings in a variety of genres and periods.

NELC–A 350 Advanced Arabic II (3 cr.) P: A200-A250, or consent of instructor. Modern standard/classical Arabic syntax and morphology. Development of advanced language skills in reading, writing, and aural comprehension. Active vocabulary development. Readings in a variety of genres and periods.

EALC–C 117 Basic Chinese I (3 cr.) Introductory language course in Chinese with emphasis on comprehension and oral expression, grammar, reading, script, elementary composition, and culture.

EALC–C 118 Basic Chinese II (3 cr.) Introductory language course in Chinese with emphasis on comprehension and oral expression, grammar, reading, script, elementary composition, and culture.

EALC–C 119 Basic Chinese III (4 cr.) Introductory language course in Chinese with emphasis on comprehension and oral expression, grammar, reading, script, elementary composition, and culture.

EALC–C 201 Second-Year Chinese I (3 cr.) Both spoken and written aspects stressed, completing major grammatical patterns.

EALC–C 202 Second-Year Chinese II (3 cr.) Both spoken and written aspects stressed, completing major grammatical patterns.

EALC–C 301 Third-Year Chinese I (3 cr.) P: C201-C202 or equivalent. A further expansion on vocabulary and grammatical patterns focusing on reading and oral communication.

EALC–C 302 Third-Year Chinese II (3 cr.) P: C201-C202 or equivalent. A further expansion on vocabulary and grammatical patterns focusing on reading and oral communication.

EALC–C 320 Business Chinese (3 cr.) P: C201-C202 or equivalent. Acquisition of language skills for business interactions with Chinese-speaking communities.

EALC–C 331 Traditional Chinese Literature (3 cr.)

An introduction to Chinese historical and religious writing, narrative prose, and lyrical poetry from roughly 1300 BCE to 1300 CE.

EALC–C 333 Studies in Chinese Cinema (3 cr.)

Critical and historical perspectives on Chinese cinema from the 1930s to the 1990s, including Taiwan and Hong Kong.

EALC–C 331 Contemporary Chinese Cinema (3 cr.)

An introduction to a representative selection of Chinese cinema since the 80s.

EALC–C 335 Studies in Chinese Martial Arts Culture (3 cr.)

A survey of history and style of Chinese martial arts, their theoretical bases, literary tradition of martial arts fiction, and cinematic expression of martial arts skills, chivalry and love.

EALC–C 351 Studies in East Asian Culture (3 cr.)

Selected topics on East Asian culture.

EALC–C 401 Fourth Year Chinese I (3 cr.) P:

C301-C302 or equivalent. A further improvement of language proficiency.

EALC–C 402 Fourth Year Chinese II (3 cr.) P:

C301-C302 or equivalent. A further improvement of language proficiency.

CLAS–A 301 Classical Archaeology (3 cr.) The

material remains of the classical lands from prehistoric through Roman times and a variety of approaches by which they are understood. Archaeological theory and methods are illustrated through select sites, monuments, works of art, and other remains of cultural, artistic, and historical significance. (Equivalent to Herron H310 and IU Bloomington Classical Studies C206/Fine Arts A206; students may not receive credit for both courses.)

CLAS–A 418 Myth and Reality in Greek Art (3 cr.) An

introduction to Greek iconography (the study of images) that explores contemporary approaches to narration and representation. The course examines the illustration of myth, history, and everyday life in Greek art in relation to ancient society. (Equivalent to Herron H418; students may not receive credit for both courses.)

CLAS–C 412 Art and Archaeology of the Aegean (3 cr.)

Introduction to the preclassical art and archaeology of the Aegean Basin: Greece, Crete, and the Aegean islands during the Stone and Bronze Ages (to about 1000 B.C.). Topics covered include Troy, Minoan Crete, and Mycenaean Greece.

CLAS–C 413 The Art and Archaeology of Greece (3 cr.)

Art and archaeology of Greece from about 1000 B.C. through the Hellenistic period. Special attention given to the development of Greek architecture, sculpture, and vase painting. (Equivalent to Herron H413; students may not receive credit for both courses.)

CLAS–C 414 The Art and Archaeology of Rome (3 cr.)

Development of Roman architecture, sculpture, and painting from the beginning through the fourth century A.D. Consideration given to the major archaeological

sites. Continuation of C413, but C413 is not a prerequisite. (Equivalent to Herron H414; students may not receive credit for both courses.)

CLAS-C 205 Classical Mythology (3 cr.) Introduction to Greek and Roman myths, legends, and tales, especially those that have an important place in the Western cultural tradition.

CLAS-C 209 Medical Terms from Greek and Latin (2 cr.) Basic knowledge of some 1,000 words, together with materials for formation of compounds, enables student to build a working vocabulary of several thousand words. Designed for those intending to specialize in medicine, dentistry, or microbiology. Does not count toward the foreign language requirements or the distribution requirement.

CLAS-C 310 Classical Drama (3 cr.) Masterpieces of ancient Greek and Roman theater studied in relation to literary, archaeological, and artistic evidence for their production and interpretation.

CLAS-C 311 Classical Epics (3 cr.) The development of Greek and Latin epic from the rich oral tradition of Homer to the strictly literary form exemplified by Virgil's Aeneid. Epic masterpieces are read with reference to relevant historical and archaeological background.

CLAS-C 351 The Golden Age of Athens (3 cr.) Literary and artistic masterpieces of classical Greece viewed against the intellectual, cultural, and political background of democratic Athens.

CLAS-C 361 The Golden Age of Rome (3 cr.) Literary and artistic masterpieces of the Augustan age viewed in connection with the foundation of the Roman Empire.

CLAS-C 386 Greek History (3 cr.) Political, social, and economic developments in the Greek world from the age of Mycenae and Troy until the Roman conquest (30 BC). Greek colonial world, Athens and Sparta, career and legend of Alexander the Great, the Hellenistic age. Archaeology as a source of political and social history. (Equivalent to HIST C386; students may not receive credit for both courses.)

CLAS-C 396 Classical Studies Abroad (1-9 cr.)
P: acceptance into an approved Indiana University overseas study program. Credit for foreign study in classical languages, civilization, and archaeology when no specific equivalent is available among departmental offerings. Credit in C396 may be counted toward a minor in classical studies or classical civilization with approval of undergraduate advisor. May be repeated for a maximum of 9 credit hours.

CLAS-C 491 Topics in Classical Studies (3 cr.) A detailed examination of a particular aspect of classical civilization using a variety of literary and archaeological evidence.

CLAS-C 495 Individual Reading in Classics (1-3 cr.) P: consent of department. May be repeated to a maximum of 6 credit hours.

CLAS-L 131 Beginning Latin I (5 cr.) Fundamentals of the language; develops direct reading comprehension of Latin. P for L132: L131 or equivalent.

CLAS-L 132 Beginning Latin II (5 cr.) Fundamentals of the language; develops direct reading comprehension of Latin. P for L132: L131 or equivalent.

CLAS-L 200 Second-Year Latin I (3 cr.) P: L132 or placement. Reading from select authors, emphasizing the variety of Latin prose. Examination of the concept of genre. Grammar review and/or prose composition.

CLAS-L 250 Second-Year Latin II (3 cr.) P: L132 or placement. Reading from Virgil's Aeneid with examination of the epic as a whole. Prosody of dactylic hexameter and study of poetic devices. Grammar review.

CLAS-L 495 Individual Reading in Latin (1-3 cr.) P: consent of department. May be repeated once for credit.

French (FREN)

FREN-F 491 Elementary French for Graduate Students (3 cr.) Introduction to structures of the language necessary for reading, followed by reading in graded texts of a general nature. Open with consent of instructor to undergraduates who have already completed the language requirement for the B.A. in another language. Credit not given for both F491 and any French course at the 100 level.

FREN-F 492 Readings in French for Graduate Students (3 cr.) P: F491 or consent of instructor. Credit not given for both F492 and any French course at the 100 or 200 level.

Graduate Courses

FREN-F 507 Foreign Language Institute (1-6 cr.) Intensive interdepartmental course involving work or literature in contemporary civilization (in the foreign language), language practice, and discussions and demonstrations of important developments and concepts in methodology. Intended primarily for Master of Arts for Teachers degree students and for prospective high school teachers.

FREN-F 575 Introduction to French Linguistics (3 cr.) An introduction to phonological, morphological, and syntactic structures of French, and to recent linguistic developments.

FREN-F 580 Applied French Linguistics (3 cr.) Evaluation of language teaching methods according to recent claims in learning theory.

FREN-F 117 Beginning French I (3 cr.) Introductory language courses designed for students with no prior training in French. Emphasis on developing basic speaking, writing, listening, and reading skills, as well as awareness of French and Francophone cultures. Three semesters are required to fulfill the foreign language requirement. Credit is not given for both F117-F118-F119 and F131-F132.

FREN-F 118 Beginning French II (3 cr.) Introductory language courses designed for students with no prior training in French. Emphasis on developing basic speaking, writing, listening, and reading skills, as well as awareness of French and Francophone cultures. Three semesters are required to fulfill the foreign language requirement. Credit is not given for both F117-F118-F119 and F131-F132.

FREN-F 119 Beginning French III (4 cr.) Introductory language courses designed for students with no prior training in French. Emphasis on developing basic speaking, writing, listening, and reading skills, as well as awareness of French and Francophone cultures. Three semesters are required to fulfill the foreign language requirement. Credit is not given for both F117-F118-F119 and F131-F132.

FREN-F 131 Intensive Beginning French I (5 cr.) Accelerated introductory language courses. Recommended for students with prior training in French or other Romance languages. Emphasis on developing basic speaking, writing, listening, and reading skills, as well as awareness of French and Francophone cultures. Credit is not given for both F131-F132 and F117-F118-F119.

FREN-F 132 Intensive Beginning French II (5 cr.) Accelerated introductory language courses. Recommended for students with prior training in French or other Romance languages. Emphasis on developing basic speaking, writing, listening, and reading skills, as well as awareness of French and Francophone cultures. Credit is not given for both F131-F132 and F117-F118-F119.

FREN-F 203 Second-Year Composition, Conversation, and Reading I (4 cr.) P: F119 or F132, or 8-10 credit hours of college-level French or placement by testing. A continuation of practice in the listening, reading, speaking, and writing of French.

FREN-F 204 Second-Year Composition, Conversation, and Reading II (4 cr.) P: F203 or 11-14 credit hours of college-level French or placement by testing. Continuation of F203.

FREN-F 296 Study of French Abroad (1-6 cr.) P: acceptance in an overseas study program in France. Credit for foreign study in French language and/or literature done at second-year level when no specific equivalent is available among departmental offerings. Does not count towards the major.

FREN-F 299 Special Credit in French (3-6 cr.) Nonnative speakers of French may receive a maximum of 6 hours of special credit at the 200 level upon completion of F328 with a grade of C or higher. French or Francophone students may receive a maximum of 6 credit hours at the 200 level upon completion of F328 with a grade of C or higher and one other upper-division French course.

FREN-F 300 Lectures et analyses littéraires (3 cr.) P: F204 or equivalent. Preparation for more advanced work in French literature. Readings and discussion of one play, one novel, short stories, and poems, as well as the principles of literary criticism and "explication de texte."

FREN-F 307 Masterpieces of French Literature (3 cr.) P: F300 or equivalent. Includes material from both classical and modern periods.

FREN-F 326 French in the Business World (3 cr.) P: F204 or equivalent. Introduction to the language and customs of the French-speaking business world. Designed to help prepare students to take the examination for the Certificat pratique de français commercial et économique offered by the Paris Chamber of Commerce.

FREN-F 328 Advanced French Grammar and Composition (3 cr.) P: F204 or equivalent. Study and practice of French thinking and writing patterns.

FREN-F 330 Introduction to Translating French and English (3 cr.) P: F328 or consent of department. A comparative study of the style and grammar of both languages, with focus on the difficulties involved in translating. Introduction to the various tools of the art of translation.

FREN-F 331 French Pronunciation and Diction (3 cr.) P: F204 or equivalent. Thorough study of French phonetics and intonation patterns. Corrective drill. Includes intensive class and laboratory work. Oral interpretation of texts.

FREN-F 360 Introduction socio-culturelle à la France (3 cr.) P: F328 or equivalent. A study of France and its people through an examination of France's political and cultural development.

FREN-F 371 Topics in French (3 cr.) Topics in French literature and culture will be explored from a variety of perspectives. The course will be given in English. It may be taken twice for credit if topic differs. Does not count towards the major.

FREN-F 380 French Conversation (3 cr.) P: F204 or equivalent. Designed to develop conversational skills through reports, debates, and group discussions with an emphasis on vocabulary building, mastery of syntax, and general oral expression. Both F380 and F480 may be taken for credit.

FREN-F 396 Study of French Abroad (1-6 cr.) P: acceptance in an overseas study program in France. Credit for foreign study in French language or literature when no specific equivalent is available among departmental offerings. May be repeated for a maximum of 6 credit hours. Does not count towards the major.

FREN-F 402 Introduction to French Linguistics (3 cr.) P: F328 or consent of instructor. Introduction to the structure of the French language: phonology, morphology, and syntax.

FREN-F 410 French Literature of the Middle Ages (3 cr.) P: F300 or consent of department. Introduction to Old French language and literature.

FREN-F 421 Fourth-Year French (3 cr.) P: F328 or consent of department. Advanced work in language with a focus on syntax.

FREN-F 423 Craft of Translation (3 cr.) P: F328 or consent of instructor. Advanced course in translation. The problems and techniques of translating French/English and English/French using a variety of texts and concentrating on the use of various stylistic devices.

FREN-F 428 Seventeenth-Century French Literature (3 cr.) P: F300 or consent of department. Classical writers of prose, poetry, and plays such as Descartes, Pascal, Corneille, Moliere, La Fontaine, Racine, Mme de Lafayette.

FREN-F 430 Modern Short Narratives (3 cr.) P: F300 or consent of department. Structural and interdisciplinary approaches to short French narratives of the modern

period, eighteenth-century fiction (short stories, tales, etc.), and nonfiction (essays, commentaries, etc.).

FREN-F 443 Nineteenth-Century Novel I (3 cr.) P: F300 or consent of department. Stendhal, Balzac, and others.

FREN-F 444 Nineteenth-Century Novel II (3 cr.) P: F300 or consent of department. Flaubert, Zola, and others.

FREN-F 450 Colloquium in French Studies (2-3 cr.) P: F300 or consent of instructor. Emphasis is on topic, author, or genre.

FREN-F 451 Le français des affaires (3 cr.) P: F326 or consent of instructor. Investigates in depth some of the topics touched on in F326. Designed to help prepare students to take the examination for the Diplôme supérieur de français des affaires offered by the Paris Chamber of Commerce.

FREN-F 452 La civilisation et littérature québécoises (3 cr.) P: F300 or consent of instructor. The study of the history of French Canadian literature and civilization from its origins down to the present, leading to the "Quiet Revolution" as seen through the contemporary poetry, novels, and drama of Quebec.

FREN-F 453 Littérature contemporaine I (3 cr.) P: F300 or consent of department. Twentieth-century writers such as Gide, Proust, etc.

FREN-F 454 Littérature contemporaine II (3 cr.) P: F300 or consent of department. Twentieth-century writers such as Camus, Sartre, etc.

FREN-F 460 French Fiction in Film (3 cr.) P: F300 or consent of department. Involves reading works of French fiction and studying them as works of literature, followed by the viewing of a film version of each work and the preparation of a comparative analysis of the two versions.

FREN-F 461 La France Contemporaine (3 cr.) P: F328 or equivalent. France since 1945: political, social, economic, and cultural aspects.

FREN-F 480 French Conversation (3 cr.) P: F328 or consent of instructor. Designed to develop conversational skills through intensive controlled conversation with an emphasis on the use of linguistic devices and the mastery of oral expression. Both F380 and F480 may be taken for credit.

FREN-F 493 Internship in French (3 cr.) P: Senior standing or consent of internship director. A field experience in the applied use of French in a professional workplace environment. Previous course work and experience are integrated in a practical application locally or in a French-speaking country. Directed readings, journal, reports, final project.

FREN-F 495 Individual Readings in French (1-3 cr.) P: consent of instructor. For majors only.

FREN-F 496 Study of French Abroad (3-8 cr.) P: consent of chairperson. Course involves planning for research project during year preceding study abroad. Time spent in research abroad must amount to at least one week for each credit hour granted. Research paper must be presented by end of semester following foreign study. May be taken once only. Does not count as a 400-level course in residence for major or minor.

FREN-F 497 Capstone in French (1 cr.) A senior level summative experience for French majors that integrates students' undergraduate study in the discipline. Students showcase academic progress through a capstone portfolio, a reflective journal, discussions with a faculty capstone director, and by a final presentation to students and faculty.

German (GER)

Graduate Courses

GER-G 507 Foreign Language Institute (1-6 cr.)

Intensive interdepartmental course involving language laboratory and other audiovisual equipment and techniques, lecture, assignments in contemporary civilization (in the foreign language), and discussions of classroom use of applied linguistics. May be repeated for a maximum of 6 credit hours.

GER-G 563 German Culture Studies I (3 cr.) The formation of cultural traditions in the German-speaking countries prior to the twentieth century.

GER-G 564 German Culture Studies II (3 cr.) Culture of the German-speaking countries in the twentieth century.

GER-V 605 Selected Topics in German Studies (2-4; 12 max. cr.) Selected Topics in German Studies.

GER-G 493 Internship in German (1-6 cr.)

GER-G 498 Individual Studies in German (1-6 cr.) 1-6 credit hours toward the major in German may be earned through individual study or international work internship abroad or locally. There is a 3 credit limit for one individual study or work project.

GER-G 095 German for Reading Proficiency I (3 cr.)

These courses stress mastery of passive vocabulary and recognition of grammatical forms needed for reading skills. Designed for students in science, technology, the professional schools, and for those desiring sufficient proficiency in reading and translating German to enable them to work with German materials in their fields. These courses do not fulfill the foreign language requirement of the School of Liberal Arts.

GER-G 096 German for Reading Proficiency II (3 cr.)

These courses stress mastery of passive vocabulary and recognition of grammatical forms needed for reading skills. Designed for students in science, technology, the professional schools, and for those desiring sufficient proficiency in reading and translating German to enable them to work with German materials in their fields. These courses do not fulfill the foreign language requirement of the School of Liberal Arts.

GER-G 117 Beginning German I (3 cr.) Introductory courses for students who have not had prior training in German or who desire to study German at a pace slower than G131-G132. Three semesters are required to fulfill the 10-credit hour foreign language requirement. Credit is given only for the sequence G117-G118-G119 or the sequence G131-G132.

GER-G 118 Beginning German II (3 cr.) Introductory courses for students who have not had prior training in German or who desire to study German at a pace slower than G131-G132. Three semesters are required to fulfill the 10-credit hour foreign language requirement. Credit

is given only for the sequence G117-G118-G119 or the sequence G131-G132.

GER–G 119 Beginning German III (4 cr.) Introductory courses for students who have not had prior training in German or who desire to study German at a pace slower than G131-G132. Three semesters are required to fulfill the 10-credit hour foreign language requirement. Credit is given only for the sequence G117-G118-G119 or the sequence G131-G132.

GER–G 131 Intensive Beginning German I (5 cr.) Intensive introduction to present-day German and selected aspects of German life. Intensive drills for mastery of phonology, basic structural patterns, and functional vocabulary. Credit is given only for the sequence G131-G132 or the sequence G117-G118-G119.

GER–G 132 Intensive Beginning German II (5 cr.) Intensive introduction to present-day German and selected aspects of German life. Intensive drills for mastery of phonology, basic structural patterns, and functional vocabulary. Credit is given only for the sequence G131-G132 or the sequence G117-G118-G119.

GER–G 134 Introductory German for Business I (3 cr.) Introductory courses for students and professionals in business and engineering who need basic communicative skills for the workplace. In addition to the four basic language skills, intercultural communication and basic technical, business, and scientific vocabulary are introduced.

GER–G 135 Introductory German for Business II (3 cr.) Introductory courses for students and professionals in business and engineering who need basic communicative skills for the workplace. In addition to the four basic language skills, intercultural communication and basic technical, business, and scientific vocabulary are introduced.

GER–G 225 Intermediate German I (4 cr.) P: G119, G132, or equivalent or placement by testing. Intensive review of grammar. Further development of oral and written use of the language. Selections from contemporary German readings and media.

GER–G 230 Intermediate German II (4 cr.) P: G225 or equivalent or placement by testing. Review of grammar. Readings of modern German with stress on discussion in German. Writing of descriptive and expository prose.

GER–G 265 German Culture in English Translation (3 cr.) A survey of the cultural history of German-speaking countries, as well as of contemporary civilization, with an emphasis on individual aspects of culture traced through several epochs.

GER–G 299 German for Advanced Credit (3 or 6 cr.) Nonnative speakers of German may receive a maximum of 6 hours of advanced credit with the grade of "S" upon completion of G300 or higher with a grade of C or higher. Native speakers of German may receive a maximum of 6 advanced credits upon completion of two German courses at the 300-400 level with the grade of C or higher. A student who skips a sequential course (e.g., G225 or G230) may receive 3 advanced credits upon successful completion of a higher-level course.

GER–G 300 Deutsch: Mittelstufe I (3 cr.) P: G230 or equivalent or placement by testing. Comprehensive review of grammatical points introduced in G117 through G230. Reading proficiency, systematic vocabulary building, composition, and discussion through the assignments of literary and nonliterary texts. Conducted in German.

GER–G 330 Deutsch: Mittelstufe II (3 cr.) P: G300 or equivalent. Advanced oral and written communication. Study of selected advanced grammatical topics. Reading of primarily nonliterary texts. Conducted in German.

GER–G 331 Business German I (3 cr.) P: third-year language proficiency or consent of instructor. Emphasis on acquisition and use of business vocabulary, idiom, and style. Translating, reading, and writing skills are developed using constructions common to business German, as well as current materials (reports, journals) in the field.

GER–G 333 German Translation Practice (3 cr.) P: third-year proficiency or consent of instructor. Introduction to the theory and practice of translation. Discussion of techniques and stylistic approaches. Emphasis on German/English translation using a variety of texts, including technical texts, business communication, and texts on current topics.

GER–G 340 Deutsch: Schreiben und Sprechen (3 cr.) P: G230 or equivalent. Further development of composition, conversation, and diction; review of grammar.

GER–G 355 Theater Spielen (3 cr.) P: third-year proficiency or consent of instructor. This combined reading, discussion, pronunciation, and performance course provides an applied introduction to contemporary German theater and drama, along with intensive practice of oral language skills.

GER–G 365 Deutsche Kultur Heute (3 cr.) P: third-year proficiency or consent of instructor. A critical investigation of contemporary culture in the German-speaking countries, including institutions and major personalities, customs, traditions, changing mentalities, and lifestyles as they compare with contemporary U.S. culture. Taught in German.

GER–G 370 German Cinema (3 cr.) No knowledge of German required. Survey of German cinema from the films of expressionism and the Weimar Republic through the Nazi period to the present. Emphasis on film as a form of narrative art and on the social and historical conditions of German film production. Offered in English concurrently with G371. No credit given towards German major.

GER–G 371 Der deutsche Film (3 cr.) P: third-year proficiency or equivalent. Survey of German cinema from the films of expressionism and the Weimar Republic through the Nazi period to the present. Emphasis on film as a form of narrative art and on the social and historical conditions of German film production.

GER–G 381 German Literature to 1750 in English Translation (3 cr.) No knowledge of German required. Major works and writers of German literature in the medieval, Reformation, Renaissance, and Baroque periods. Offered in English.

GER–G 382 Classicism and Romanticism in English Translation (3 cr.) No knowledge of German required.

Major works and writers of German literature, 1750–1830, to include the periods of the Enlightenment, Storm and Stress, Classicism, and Romanticism; representative writers such as Schiller, Goethe, Kleist, and the Grimm brothers. Offered in English.

GER–G 383 Nineteenth-Century German Literature in English Translation (3 cr.) No knowledge of German required. Works and writers of German literature, 1830–1900. Analysis of such concepts as realism, naturalism, and neoromanticism, their theories and styles; exemplary writers such as Buechner, Heine, Nietzsche, Hauptmann, and others. Offered in English.

GER–G 384 Twentieth-Century German Literature in English Translation (3 cr.) No knowledge of German required. Major works and writers of German literature from the turn of the twentieth century to the present, with emphasis on Rilke, Thomas Mann, Kafka, and Brecht. Offered in English.

GER–G 391 German Colloquium in English Translation (3 cr.) No knowledge of German required. May be taken as an elective by other students. Emphasis on one topic, author, or genre in German literature, or other aspect of German culture. No credit given toward German major.

GER–G 401 Deutsche Kultur in Amerika (3 cr.) P: third-year proficiency or consent of instructor. Advanced undergraduate course. Its purposes are to provide an overview of the cultural heritage of German-Americans and to assist students in researching German heritage with a view toward developing research skills with original materials. The course is in a seminar format with students actively participating in discussions and presentations. Taught in German.

GER–G 407 Knights, God, and the Devil (3 cr.) The purpose of this course is to provide insight into the development of early German cultural life by reading and analyzing texts of the periods covered. Lecture materials cover historical and cultural background. Period texts are placed in contexts of other cultural phenomena, including art and music. As much reference as possible is made to the European context of the emerging German literacy language. Taught in German.

GER–G 408 Love, Nature, and the Age of Romanticism (3 cr.) P: third-year proficiency or consent of instructor. Introduction to the cultural capital of courtly Germany, Weimar, and its relationship to German Romanticism, including readings and discussions of works by Goethe, Schiller, Kleist, Tieck, and the Grimm brothers. Literary examples are accompanied by pictorial, filmic, and musical illustrations. Taught in German.

GER–G 409 19. Jahrhundert: Kultur und Literatur (3 cr.) P: third-year proficiency or consent of instructor. Introduction to the age of modernization and unification of the German states during the nineteenth century, including discussions of works by authors and personalities of major cultural influence, such as Heine, Büchner, Marx, Wagner, Nietzsche, and Schnitzler. Literary examples are expanded with pictorial, filmic, and musical illustrations. Taught in German.

GER–G 410 20. Jahrhundert: Kultur und Literatur (3 cr.) P: third-year proficiency or consent of

instructor. Survey of cultural and intellectual life of the German-speaking countries of the twentieth century through the reading of exemplary literary works. Discussion of literary movements from the turn of the century until the present. Texts are analyzed within the context of other cultural phenomena, including film and music. Conducted in German.

GER–G 423 The Craft of Translation (3 cr.) P: G333 or consent of instructor. Advanced course in German-English translation providing intensive translation practice in many text categories: commercial and economic translations, scientific, technical, political, and legal texts. Applied work combined with study of theory and methodology of translation, comparative structural and stylistical analysis, and evaluation of sample translations. Use of computer-assisted translation management.

GER–G 431 Advanced Business German (3 cr.) P: fourth-year proficiency or consent of instructor. Focus is on the contemporary business idiom and current economic issues facing Germany. Active practice of specialized business language, both for oral and written communication.

GER–G 445 Oberstufe: Grammatik (3 cr.) P: fourth-year proficiency or consent of instructor. Survey and practice of complex grammatical structures; systematic expansion of vocabulary. Discussion and writing based on current materials, such as newspapers, films, and radio programs.

GER–G 465 Oberstufe: Kommunikation (3 cr.) P: fourth-year proficiency or consent of instructor. Systematic development of writing and speaking skills, proceeding from exercises to specific forms, such as Brief, Aufsatz, Referat, Vortrag. Focus on usage and style.

GER–G 490 Das deutsche Kolloquium (3 cr.) P: fourth-year German language proficiency or consent of instructor. Concentration on a specific topic, genre, or author in German literature, film, or other aspect of culture.

GER–G 491 Elementary German for Graduate Students I (0 cr.) These courses are taught concurrently with G095-G096 and prepare students for the German reading proficiency exam.

GER–G 492 Elementary German for Graduate Students II (0 cr.) These courses are taught concurrently with G095-G096 and prepare students for the German reading proficiency exam.

GER–G 493 Internship in German (1-6 cr.) P: consent of program director.

GER–G 498 Individual Studies in German (1-6 cr.) P: consent of program director.

ITAL–M 117 Basic Italian I (3 cr.) Introductory language course in contemporary Italian. Focus on grammar, reading, conversation, elementary writing, and culture.

ITAL–M 118 Basic Italian II (3 cr.) Introductory language course in contemporary Italian. Focus on grammar, reading, conversation, elementary writing, and culture.

ITAL–M 119 Basic Italian III (4 cr.) Introductory language course in contemporary Italian. Focus on grammar, reading, conversation, elementary writing, and culture.

ITAL–M 200 Intermediate Italian (3 cr.) Intermediate study of contemporary Italian conversation, grammar, reading, and writing. Introduction to brief literary texts.

EALC–E 231 Japan: The Living Tradition (3 cr.) An introduction to the patterns of Japanese culture: society, history, visual arts, literary masterpieces, performing arts, and living religious traditions.

EALC–E 351 Studies in East Asian Culture (3-6 cr.) Selected issues and problems of importance to the understanding of East Asian culture, taught within one of the humanistic disciplines. May be repeated once for credit.

EALC–E 472 Modern Japanese Fiction (3 cr.) The novels, short stories, and theories of fiction of prominent Japanese writers of the modern period.

EALC–G 131 Beginning Japanese I (5 cr.) Introductory language courses designed for students who have not had any prior training in Japanese. Drills for basic skills in listening, speaking, reading, and writing of Japanese.

EALC–J 117 Basic Japanese I (3 cr.) Introductory courses for students who have not had prior training in Japanese or who desire to study Japanese at a pace slower than J131-J132. Three semesters are required to fulfill the 10 credit hour foreign language requirement. Credit is given only for the sequence J117-J118-J119 or the sequence J131-J132. Students are introduced to present-day Japanese with drills for mastery of phonology, basic structural patterns, and functional vocabulary.

EALC–J 118 Basic Japanese II (3 cr.) Introductory courses for students who have not had prior training in Japanese or who desire to study Japanese at a pace slower than J131-J132. Three semesters are required to fulfill the 10 credit hour foreign language requirement. Credit is given only for the sequence J117-J118-J119 or the sequence J131-J132. Students are introduced to present-day Japanese with drills for mastery of phonology, basic structural patterns, and functional vocabulary.

EALC–J 119 Basic Japanese III (4 cr.) Introductory courses for students who have not had prior training in Japanese or who desire to study Japanese at a pace slower than J131-J132. Three semesters are required to fulfill the 10 credit hour foreign language requirement. Credit is given only for the sequence J117-J118-J119 or the sequence J131-J132. Students are introduced to present-day Japanese with drills for mastery of phonology, basic structural patterns, and functional vocabulary.

EALC–J 132 Beginning Japanese II (5 cr.) Introductory language courses designed for students who have not had any prior training in Japanese. Drills for basic skills in listening, speaking, reading, and writing of Japanese.

EALC–J 201 Second-Year Japanese I (3 cr.) P: J131-J132 or equivalent. A continuation of practice in the listening, speaking, reading, and writing of Japanese.

EALC–J 202 Second-Year Japanese II (3 cr.) P: J131-J132 or equivalent. A continuation of practice in the listening, speaking, reading, and writing of Japanese.

EALC–J 301 Third-Year Japanese I (3 cr.) P: J201-J202 or equivalent. Review of grammatical points acquired in the first and second years of Japanese. More

advanced level of speaking, reading, writing, and listening proficiency.

EALC–J 302 Third-Year Japanese II (3 cr.) P: J201-J202 or equivalent. Review of grammatical points acquired in the first and second years of Japanese. More advanced level of speaking, reading, writing, and listening proficiency.

EALC–J 310 Japanese Conversation (3 cr.) P: J202 or equivalent. Designed to develop conversational skills through controlled linguistic patterns, reports, and group discussion. More advanced level of oral communication.

EALC–J 330 Business Japanese (3 cr.) P: J202 or equivalent. Emphasis on acquisition and use of business vocabulary, idiom, and style. Oral practice is emphasized.

EALC–J 393 Japanese Literature in Translation I (3 cr.) Survey of the classical genres of Japanese literature. I: Ancient period to end of Momoyama. II: Tokugawa and modern periods.

EALC–J 394 Japanese Literature in Translation II (3 cr.) Survey of the classical genres of Japanese literature. I: Ancient period to end of Momoyama. II: Tokugawa and modern periods.

EALC–J 401 Fourth-Year Japanese (3 cr.) P: J301-J302 or equivalent. Advanced level of communications skills in speaking and writing. Study of advanced grammar and reading of newspaper articles.

EALC–J 402 Fourth-Year Japanese (3 cr.) P: J301-J302 or equivalent. Advanced level of communications skills in speaking and writing. Study of advanced grammar and reading of newspaper articles.

EALC–J 498 Individual Studies in Japanese (1-3 cr.) P: consent of the program director. May be repeated up to a maximum of 6 credit hours.

Spanish (SPAN)

SPAN–S 230 Cervantes' Don Quixote in Translation (3 cr.) Detailed textual analysis of Cervantes' masterpiece, with readings and class discussion on its relationship to the Renaissance and the development of the world novel.

SPAN–S 231 Spanish-American Fiction in Translation (3 cr.) Representative prose fiction of Spanish America. Background lectures on the evolution of the short story and novel. Readings and discussions will concentrate on the fiction of the twentieth century.

SPAN–S 240 Modern Spanish Literature in Translation (3 cr.) Readings from authors such as Unamuno, Cela, García Lorca, Jiménez, Pérez de Ayala, and Ortega y Gasset.

SPAN–S 241 Golden Age Literature in Translation (3 cr.) Masterpieces of Spanish literature of the sixteenth and seventeenth centuries. Representative authors will include: Lope de Vega, Cervantes, Garcilaso, Quevedo, Fray Luis de León, San Juan de la Cruz, and Góngora.

Graduate Courses

NOTE: With the exception of S493, S494, and S498, which carry undergraduate credit only, all other 400-level courses may be used for graduate credit with the approval of the Graduate Studies Committee.

SPAN-S 507 Foreign Language Institute (3 cr.) P: Graduate standing in Spanish or consent of instructor. Intensive interdepartmental course involving language laboratory and audiovisual equipment and techniques, lecture, assignments in contemporary civilization (in the foreign language), and discussion of classroom use of applied linguistics. Taught only in the summer. Intended primarily for teachers. May be repeated for a maximum of 6 credit hours.

SPAN-S 511 Spanish Syntactic Analysis (3 cr.) P: S326 or consent of instructor
Introduction to the analysis of syntactic data. Focus on developing theoretical apparatus required to account for a range of syntactic phenomena in Spanish.

SPAN-S 513 Introduction to Hispanic Sociolinguistics (3 cr.) P: S320 and S326, or consent of instructor. Examination of the relationship between language and society in the Spanish-speaking world. Survey of a wide range of topics relevant to Spanish: language as communication, the sociology of language, and linguistic variation. The course is conducted entirely in Spanish.

SPAN-S 515 The Acquisition of Spanish as a Second Language (3 cr.) P: P: S326 and S428, or consent of instructor. Introduction to the acquisition of Spanish as a second language. Survey of selected studies exploring topics that range from the development of second language (Spanish) grammars, to second language production and comprehension, input processing, and the acquisition of pragmatic and sociolinguistic competence.

SPAN-S 517 Methods of Teaching College Spanish (3 cr.) P: S428 or consent of instructor. Course on communicative language teaching. Exploration of the body of research on second language development and the base principles and parameters to guide classroom instruction. Full range of topics from grammar and input to spoken and written language.

SPAN-S 518 Studies in Latino and Spanish American Culture (3 cr.) P: S412 or consent of instructor. Advanced study of cultural phenomena produced in Latin America and among U.S. Hispanics. Focus on belief systems, artistic production, laws, customs, and other socially determined behaviors. Exploration of topics such as colonization, popular culture, communication, art, religious syncretism, and native indigenous cultures.

SPAN-S 519 Practicum in the Teaching of Spanish (3 cr.) P: S517 or consent of instructor. Practical application of the teaching methodology explored in S517. Students will undertake teaching projects supervised by a graduate faculty member in Spanish and meet with their mentors to assess their teaching objectives, techniques, materials and outcomes.

SPAN-S 521 Spanish Grammar and Linguistics for Teachers I (3 cr.) P: Graduate standing in Spanish or consent of graduate director. Themes and issues in Spanish grammar and Hispanic linguistics selected for their relevance to teaching Spanish to nonnative speakers. Pedagogical implications and teaching strategies will be discussed. Content is distinct from that of S524.

SPAN-S 523 Spanish Literature, Art, and Culture for Teachers I (3 cr.) P: Graduate standing in Spanish or

consent of graduate director. Authors, artists, themes, and issues in Spanish literature, visual art, and cultural life selected to enrich the teaching of Spanish to nonnative speakers. Pedagogical implications and teaching strategies will be discussed. Content is distinct from that of S525.

SPAN-S 524 Spanish Grammar and Linguistics for Teachers II (3 cr.) P: Graduate standing in Spanish or consent of graduate director. Themes and issues in Spanish grammar and Hispanic linguistics selected for their relevance to teaching Spanish to nonnative speakers. Pedagogical implications and teaching strategies will be discussed. Content is distinct from that of S521.

SPAN-S 525 Spanish Literature, Art, and Culture for Teachers II (3 cr.) P: Graduate standing in Spanish or consent of graduate director. Authors, artists, themes, and issues in Spanish literature, visual art, and cultural life selected to enrich the teaching of Spanish to nonnative speakers. Pedagogical implications and teaching strategies will be discussed. Content is distinct from that of S523.

SPAN-S 528 Translation Practice and Evaluation (3 cr.) P: Graduate standing or consent of instructor. Graduate course in the problems and techniques of Spanish/English and English/Spanish translation. Includes the practical aspects of translation from various texts (literary, technical, scientific, commercial, social) and evaluation of professional translations. Translation theory will be studied.

SPAN-S 680 Topics in Contemporary Spanish American Literature (3 cr.) P: Graduate standing in Spanish or consent of instructor. Topics include poetry, drama, short story, novel, and essay.

SPAN-S 686 M.A.T. Thesis (2-4 cr.) P: Authorization of graduate director. Students identify a research theme and develop it under the guidance of a director (IUPUI professor) and a co-director (University of Salamanca professor). The topic will be related to the teaching of Spanish language or to the teaching of an aspect of Hispanic literature or culture. Repeatable for up to 6 hours.

SPAN-S 117 Beginning Spanish I (3 cr.) Introductory language sequence of courses designed for students with no prior training in Spanish. Emphasis on developing basic speaking, writing, listening, and reading skills as well as awareness of Hispanic culture. Credit not given for both S117-S118-S119 and S131-S132.

SPAN-S 118 Beginning Spanish II (3 cr.) Introductory language sequence of courses designed for students with no prior training in Spanish. Emphasis on developing basic speaking, writing, listening, and reading skills as well as awareness of Hispanic culture. Credit not given for both S117-S118-S119 and S131-S132.

SPAN-S 119 Beginning Spanish III (4 cr.) Introductory language sequence of courses designed for students with no prior training in Spanish. Emphasis on developing basic speaking, writing, listening, and reading skills as well as awareness of Hispanic culture. Credit not given for both S117-S118-S119 and S131-S132.

SPAN-S 131 Intensive Beginning Spanish I (5 cr.) Intensive introductory language sequence of courses. Recommended for prospective majors and for students with prior training in Spanish or other Romance languages. Emphasis on developing basic speaking, writing, listening, and reading skills as well as awareness of Hispanic cultures. Credit not given for both S117-S118-S119 and S131-S132.

SPAN-S 132 Intensive Beginning Spanish II (5 cr.) Intensive introductory language sequence of courses. Recommended for prospective majors and for students with prior training in Spanish or other Romance languages. Emphasis on developing basic speaking, writing, listening, and reading skills as well as awareness of Hispanic cultures. Credit not given for both S117-S118-S119 and S131-S132.

SPAN-S 142 Beginning Spanish for Law Enforcement I (3 or 4 cr.) Beginning language instruction in Spanish with an emphasis on the communicative needs of law enforcement personnel. Service-learning component available.

SPAN-S 143 Beginning Spanish for Law Enforcement II (3 or 4 cr.) Beginning language instruction in Spanish with an emphasis on the communicative needs of law enforcement personnel. Service-learning component available.

SPAN-S 160 Beginning Spanish for Health Care Personnel I (3 cr.) Beginning language instruction in Spanish with an emphasis on the communicative needs of health care personnel. Service-learning component available.

SPAN-S 161 Beginning Spanish for Health Care Personnel II (3 cr.) Beginning language instruction in Spanish with an emphasis on the communicative needs of health care personnel. Service-learning component available.

SPAN-S 203 Second-Year Spanish I (4 cr.) P: S119 or S312, or 8-10 credit hours of college-level Spanish or placement by testing. A continuation of training in the four skills: listening, reading, speaking, and writing.

SPAN-S 204 Second-Year Spanish II (4 cr.) P: S203 or 10-14 credit hours of college-level Spanish or placement by testing. Continuation of S203.

SPAN-S 298 Second-Year Spanish (3 or 6 cr.) Non-native speakers may receive a maximum of 16 credits by completing a 300-level course with a C or higher (S298 plus 10 hours at the 100 level). Native speakers of Spanish are eligible for a maximum of 6 hours of "S" credit (S298) upon completion of S313 with a C or higher.

SPAN-S 311 Spanish Grammar (3 cr.) P: S204 or equivalent. This course is designed to integrate the four basic language skills into a review of the major points of Spanish grammar. Course work will combine grammar exercises with brief controlled compositions based on reading assignments and class discussion in Spanish.

SPAN-S 313 Writing Spanish (3 cr.) P: S204 or equivalent. Students are strongly encouraged to have already successfully completed English W131 before enrolling in S313. Grammar review, composition, and themes in Spanish with a focus on the development of

academic writing skills. This course is specifically required for native speakers who wish to earn "special credit" (S298) in Spanish.

SPAN-S 315 Spanish in the Business World (3 cr.) P: S204 or equivalent. Introduction to the technical language of the business world with emphasis on problems of style, composition, and translation in the context of Hispanic mores.

SPAN-S 317 Spanish Conversation and Diction (3 cr.) P: S204 or equivalent. Not open to heritage or native speakers of Spanish. Intensive controlled conversation correlated with readings, reports, debates, and group discussions, with emphasis on vocabulary usage, word order, tense relationships, and linguistic devices. Class time is the same as for a 4 credit hour course. May be repeated once for credit.

SPAN-S 319 Spanish for Health Care Personnel (3 cr.) P: S204 or equivalent. A course designed specifically for those interested in learning Spanish in the context of material related to health care systems. Emphasis placed on vocabulary necessary for communicative competence in the medical fields.

SPAN-S 323 Introduction to Translating Spanish and English (3 cr.) P: S313 or consent of instructor. A comparative study of the style and grammar of both languages with a focus on the difficulties involved in translating. Introduction to the techniques and process of translation through intensive practice.

SPAN-S 326 Introduction to Spanish Linguistics (3 cr.) P: S313 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.

SPAN-S 360 Introduction to Hispanic Literature (3 cr.) P: S313 or consent of instructor. Using fiction, drama, and poetry from both Spain and Latin America, this course introduces strategies to increase reading comprehension and presents terms and concepts useful in developing the critical skills of literary analysis.

SPAN-S 363 Introduction to Hispanic Culture (3 cr.) P: S313 or consent of instructor. Introduction to the cultural history of Spanish-speaking countries with emphasis on its literary, artistic, social, economic, and political aspects.

SPAN-S 407 Survey of Spanish Literature I (3 cr.) P: S313 and S360, or consent of instructor. A historical survey that covers major authors, genres, periods, and movements from the Spanish Middle Ages through the Baroque period of the seventeenth century. Readings include prose works, poetry, and drama.

SPAN-S 408 Survey of Spanish Literature II (3 cr.) P: S313 and S360, or consent of instructor. A historical survey of Spanish literature that covers the main current of Spain's literary history in the eighteenth, nineteenth, and twentieth centuries. Readings in prose, poetry, and drama by Larra, Pérez Galdós, Unamuno, García Lorca, and other representative writers.

SPAN-S 409 Hispanic Sociolinguistics (3 cr.) P: S326 or equivalent

Topics include sociolinguistic and phonological and syntactic variation, field methods, discourse analysis, language and power, language ideology, language attitudes, languages in contact, language and gender, language and the law, bilingualism, linguistic politeness, and speech act theory.

SPAN-S 410 The Acquisition of Spanish (3 cr.) P: S326 or equivalent Examines current topics in the acquisition of Spanish. Provides an introduction to research on the first and/or second language acquisition of Spanish and to the pedagogical applications of these findings. Students develop a background in these fields and have opportunities to link theory and practice.

SPAN-S 411 Spanish Culture and Civilization (3 cr.) P: S313 and S363, or consent of instructor. A course to integrate historical, social, political, and cultural information about Spain.

SPAN-S 412 Latin American Culture and Civilization (3 cr.) P: S313 and S363, or consent of instructor. A course to integrate historical, social, political, and cultural information about Spanish America.

SPAN-S 419 Spanish for Law Enforcement (3 cr.) P: S313 or consent of instructor. Specialized vocabulary necessary for law enforcement professionals in the course of their daily work. Sight and written translation of legal documents, court records, and the language of the courtroom and courtroom procedures. Intensive classroom practice and language laboratory exercises focus on use of specialized vocabulary to help prepare students for communicative competence in this terminology. Information on becoming certified court interpreters and review of federal standards for interpreters.

SPAN-S 421 Advanced Grammar and Composition (3 cr.) P: S311 and S313, or consent of instructor. Selected grammar review and intensive practice in effective use of the written language.

SPAN-S 423 The Craft of Translation (3 cr.) P: S313 and S323, or consent of instructor. Basic introductory course in translation. The problems and techniques of Spanish/English and English/Spanish translation using a variety of texts and concentrating on such critical areas as stylistics, tone, rhythms, imagery, nuance, allusion, etc.

SPAN-S 425 Spanish Phonetics (3 cr.) P: S326 or equivalent Intensive patterned pronunciation drills and exercises in sound discrimination and transcription, based on detailed articulatory description of standard Spanish of Spain and Latin America. Attendance in language laboratory required.

SPAN-S 427 The Structure of Spanish (3 cr.) P: S313 and S326 or consent of instructor Introduction to Spanish Syntax. Study of the basic principles to express constituency and syntactic dependencies, as well as the mechanism to account for cross-linguistic and cross-dialectal syntactic variation.

SPAN-S 428 Applied Spanish Linguistics (3 cr.) P: S313 and S320, or consent of instructor. General aspects of Spanish phonology, morphology, syntax, and semantics as they bear on teaching.

SPAN-S 429 Medical Interpreting (3 cr.) P: 300-level Spanish and S319, or consent of instructor. Advanced course for native Spanish speakers or advanced-level students who are considering a career in medical interpreting. Focus on reading, interpreting and translation, as well as intensive practice in interpretation from and into English and Spanish in the health care field.

SPAN-S 430 Legal Spanish (3 cr.) P: 300-level Spanish or consent of instructor. Advanced course for native speakers of Spanish or advanced students in Spanish who are considering careers in the legal professions. Course begins with general knowledge of legal Spanish and focuses on reading, communicative activities, interpreting, and translation.

SPAN-S 431 Survey of Spanish Poetry I (3 cr.) P: S313 and S360, or consent of instructor. Spanish poetry from its beginnings to contemporary times. Works of medieval, Renaissance, romantic, and contemporary roots.

SPAN-S 432 Survey of Spanish Poetry II (3 cr.) P: S313 and S360, or consent of instructor. Spanish poetry from its beginnings to contemporary times. Works of medieval, Renaissance, romantic, and contemporary roots.

SPAN-S 445 Major Dramatists of the Golden Age I (3 cr.) P: S313 and S360, or consent of instructor. Lectures outlining the development of the theater during the Golden Age. Readings selected from the works of Lope de Vega, Tirso de Molina, Juan Ruiz de Alarcón, Calderón.

SPAN-S 450 Cervantes' Don Quixote I (3 cr.) P: S313 and S360, or consent of instructor. Intensive reading of Don Quixote, with account of the author's life and thought and discussions of the development of the novel to Cervantes' time.

SPAN-S 455 Modern Spanish Drama I (3 cr.) P: S313 and S360, or consent of instructor. Selected readings from the works of representative authors of the eighteenth, nineteenth, and twentieth centuries, with lectures on the development of the Spanish theater.

SPAN-S 457 Modern Spanish Novel I (3 cr.) P: S313 and S360, or consent of instructor. Reading of representative nineteenth- and twentieth-century novels and study of development of the novel.

SPAN-S 461 Contemporary Spanish Literature I (3 cr.) P: S313 and S360, or consent of instructor. Selected twentieth-century novels, plays, and essays. Historical background and literary movements.

SPAN-S 470 Women and Hispanic Literature (3 cr.) P: S313 and S360, or consent of instructor. The Hispanic woman within her cultural context through literary texts. Topics such as women authors, characters, themes, and feminist criticism.

SPAN-S 471 Spanish-American Literature I (3 cr.) P: S313 and S360, or consent of instructor. Introduction to Spanish-American literature.

SPAN-S 472 Spanish-American Literature II (3 cr.) P: S313 and S360, or consent of instructor. Introduction to Spanish-American literature.

SPAN-S 477 Twentieth-Century Spanish-American Prose Fiction (3 cr.) P: S313 and S360, or consent of instructor. Close readings of representative novelists and short story writers, including established authors (Borges, Asturias, Arreola, Carpentier) and promising young writers.

SPAN-S 487 Capstone Internship in Spanish (3 cr.) P: Senior standing in Spanish, with authorization. Senior-level option for Spanish majors who must complete a capstone course for the B.A. in Spanish. Students apply the skills gained in undergraduate course work in Spanish to an internship in a professional setting where the use of Spanish is required. Students produce a portfolio, a reflective journal, a written project on the internship, and a final oral presentation.

SPAN-S 491 Elementary Spanish for Graduate Students (3 graduate; 4 undergraduate cr.) Introduction to the structure of the language necessary for reading in graded texts of a general nature. Open with consent of instructor to undergraduates who have already completed the language requirement for the B.A. in another language.

SPAN-S 493 Internship Program in Spanish (3 cr.) P: junior standing with authorization. Students work in businesses, organizations, or institutions applying their skills in Spanish in order to gain awareness of the uses of Spanish in the workplace. They record and analyze their experiences through logs and meetings with the internship director and write a research paper. Open to IUPUI students only.

SPAN-S 494 Individual Readings in Hispanic Studies (1-3 cr.) P: S313 with authorization. Topic to be selected by the student with the consent of the Director. Topic may not duplicate the content of an already existing course. May not be taken for graduate credit. Open to IUPUI majors in Spanish only or students in the Certificate in Translation Studies and Interpreting program.

SPAN-S 495 Hispanic Colloquium (3 cr.) P: S313 or consent of instructor. Topic to be selected by the faculty member offering the course. May be taken twice for credit as long as the topic is different.

SPAN-S 496 Foreign Study in Spanish (3-6 cr.) P: authorization of Director. Planning of a research project during the year preceding the summer abroad. Time spent in research abroad must amount to at least one week for each credit hour granted. Research paper must be presented by the end of the semester following foreign study.

SPAN-S 498 Capstone Seminar in Spanish (3 cr.) P: Senior standing in Spanish with authorization. Senior-level course for Spanish majors that integrates students' undergraduate study. Students showcase academic progress through a portfolio, a reflective journal, discussions with the faculty capstone director, and a final presentation to students and faculty.

Undergraduate Programs

The School of Liberal Arts offers a four-year Bachelor of Arts degree, a Bachelor of Science in American Sign Language degree, a two-year Associate of Arts degree, and a variety of structured minors and certificate programs

for students pursuing Liberal Arts or other degrees. At the heart of the school's programs are the following:

Statement of Goals

Graduates of the School of Liberal Arts should exemplify the ideals of a liberal arts education and the University's "Principles of Undergraduate Learning." (For a full definition of these Principles see <http://www.iport.iupui.edu/selfstudy/tl/puls/>)

They should be broadly educated across the disciplines and well trained in a particular major. They should have: (1) proficiency in reading, writing, and speaking skills; (2) competence in quantitative, language, and analytic skills; (3) a broad-based experience in the humanities, social sciences, and natural sciences; and (4) a major area of study. Although faculty and counselors are available to help students acquire these proficiencies and attitudes, learning must be self-motivated. To be taught, one must first be interested in learning. A liberal arts education, therefore, is the responsibility of the individual student.

By graduation, a Liberal Arts education should have provided the opportunity for a student to attain the IUPUI "Principles of Undergraduate Learning," which are:

- **Core Communication and Quantitative Skills:** The ability of students to express and interpret information, perform quantitative analysis, and use information resources and technology—the foundational skills necessary for all IUPUI students to succeed.
- **Critical Thinking:** The ability of students to engage in a process of disciplined thinking that informs beliefs and actions. Students who demonstrate critical thinking apply the process of disciplined thinking by remaining open-minded, reconsidering previous beliefs and actions, and adjusting their thinking, beliefs, and actions based on new information.
- **Integration and Application of Knowledge:** The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.
- **Intellectual Depth, Breadth, and Adaptiveness:** The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.
- **Understanding Society and Culture:** The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.
- **Values and Ethics:** The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics.

Bachelors Requirements

All students admitted to the School of Liberal Arts after June 1, 2010, must fulfill the requirements described below. Students admitted before that date may elect these requirements by informing their advisor and the Miriam Z. Langsam Office of Student Affairs or may obtain their degree under the requirements in effect at the date they were admitted to the School of Liberal Arts.

All students must meet three types of requirements: general-education requirements, distribution requirements, and major requirements. Questions about general-education and distribution requirements can be answered by the School of Liberal Arts Miriam Z. Langsam Office of Student Affairs, Cavanaugh Hall 401, (317) 274-3976. Questions having to do with major requirements should be directed to a faculty advisor or the chairperson of the major department.

General Education Requirements

- A minimum of 122 credit hours is required for either a B.A. or a B.S. degree in the School of Liberal Arts.
- A minimum cumulative grade point average of 2.0 (C) is required for graduation.
- A minimum of 30 credit hours must be at the 300-400 level.
- A minimum of 26 credit hours must be completed after formal admission to the School of Liberal Arts. This requirement may be waived by petitioning the Academic Affairs Committee. Petitions are available in Cavanaugh Hall 401.
- Students must complete a minimum of 12 credit hours of their major course work in residence in the appropriate department in the School of Liberal Arts. Some departments have more restrictive residency requirements. Students should check with their major advisor.
- Courses taken using the Pass/Fail option can be applied only as electives or toward the 300- to 400-level requirements (Area III of the distribution requirements for the bachelor's degree). A maximum of eight courses, with no more than two per year, may be taken as pass/fail.
- With permission from the departmental advisor and the Office of Student Affairs, a maximum of 12 credit hours may be taken by correspondence through the School of Continuing Studies.
- All candidates for degrees in May and August must file an application for the degree by December 1 of that year. All candidates for December degrees must file an application for the degree by September 1 of that year. Candidates for degrees in December, May, or August may participate in the May commencement.
- Credit hours from the following courses will not count toward the 122 hours needed for graduation: English G010, G011, G012, and G013; Mathematics M130, M131, M132, M136, and any mathematics course lower than M118; Business C221, C222, and C225.
- Once a course has been applied toward one requirement, it cannot be used to satisfy a second requirement, except where explicitly stated otherwise. In addition, except in cases of variable title courses, internships, and other special courses, no course will be counted more than once toward graduation.
- A maximum of 15 credit hours in unapproved electives can be counted toward the degree.

Distribution Requirements

The requirements for School of Liberal Arts baccalaureate degree programs include the common general-education core approved by the faculties of both the School of Liberal Arts and the School of Science, and

are a curriculum based on the IUPUI Principles of Undergraduate Learning.

Candidates for the B.A. and B.S. degrees must complete the following requirements:

Core Course Requirements

A. First-Year Experience (1-3 cr.)

This course introduces students to IUPUI's culture and values; familiarizes them with campus resources, especially academic uses of technology; provides them with skills in dealing with life at IUPUI; and introduces them to an overview of the humanities and the social and natural sciences. Transfer students with 18 or more credit hours are not required to take this course. First year students entering or intending to enter the School of Liberal Arts should enroll in:

School of Liberal Arts: S100 (2 cr.)

Students transferring from another IUPUI school may use University College: UC110 (1-2 cr.)

B. Junior/Senior Integrator (3 cr.)

This course shows how the humanities and social and natural sciences are interrelated and interdependent. Before taking this course, students must complete the following: one course in their major, English W131 and W132, History H114, one science course, one mathematics course (M118 or above), and one course from two of the following areas: humanities, social science, or comparative world cultures. Ideally, students should complete one course from each of the three lists before taking the integrator course. This course may be used in Area III.

Lists of approved courses will be available in the Schedule of Classes in the Miriam Z. Langsam Office of Student Affairs (Cavanaugh Hall 401) and on the School of Liberal Arts Student Affairs Web site: <http://liberalarts.iupui.edu/curriculum/>

C. Capstone Experience (1-3 cr.)

The capstone course is generally taken in a student's major as a cumulative integrating experience that addresses the principles of undergraduate learning as well as values and ethics as they relate to a student's major. The capstone may be an independent research project or study, a practicum, or a seminar or field experience building on students' previous work. Special interdisciplinary capstones may also satisfy this requirement. Students should check with their advisors about which courses satisfy this requirement.

Area I. Communications Core (19 cr.)

The courses in the communications core provide work in English and foreign language to help students organize and present their thoughts in an effective manner. Students should enroll in these courses as early in their college careers as possible.

English Composition (6 cr.) Competency in English composition is required. This requirement may be satisfied in the following ways:

1. by completing W131 (or W140) and W132 (or W150) with a grade of C (2.0) or higher; W231 will

also be accepted as the second English course; (students may also self-place into the W130-W131 "stretch" program to meet the W131 portion of the writing requirement).

2. by becoming eligible for the W131 exemption portfolio through the English Placement Exam and receiving special credit for W131 after submitting a portfolio, and completing W132 (or W150) with a grade of C (2.0) or higher; or
3. for transfer students, by completing course work equivalent to W131 (or W140) and W132 (or W150) with a grade of C (2.0) or higher at another campus or institution.
4. for transfer students with 80 or more transfer credits, by completing a petition for exemption from W132 available in the Miriam Z. Langsam Office of Student Affairs, CA 401.

The School of Liberal Arts strongly recommends that students complete English W131 (or W140) during their first semester or as soon afterward as placement test scores and course availability allow. Students should also take W132 as quickly as possible after becoming liberal arts majors.

Note: Special English as a Second Language (ESL) sections of W001 and W131 have been designated for students whose first language is not English. Speech Communication R110 (3 cr.) Students with previously acquired competency in public speaking may be eligible for special credit and exemption from this requirement; contact the chairperson of the Department of Communication Studies, Cavanaugh Hall 309, (317) 274-0566.

Foreign Languages Requirement First-year competency is required and second-year competency is strongly recommended. Students may earn additional language credit by taking a placement test and completing an advanced course. This requirement may be satisfied in one of the following ways:

- by passing first-year (10 credit hours) courses in a single language with passing grades;
- by completing a second- or third-year course1;
- by taking a placement test and placing into the 200 level or higher; this waives the 100-level requirement but does not carry with it credit toward graduation.

This requirement may be met with first-year proficiency in American Sign Language.

Placement Test Students with previous experience in French, German, or Spanish should take the Foreign Language Placement Test at the Testing Center to assess their level of language proficiency.

Students who complete the course into which they were placed with a grade of C or higher are eligible for special credit at a reduced fee for the appropriate lower-division course(s) that precede the course taken. Foreign language special credits can only be awarded for languages taught in the World Languages and Cultures department at IUPUI. Special credits count toward graduation and toward the foreign language requirements.

117 Courses Courses numbered 117 are reserved for students who have studied no more than one year of the language. Students who have had two or more years of

formal study in the language should take either the 131 course in that language for a letter grade or they may take the 117 course for a Satisfactory/Fair (S/F) grade. Students must earn a minimum grade of C to receive an S grade.

Nonnative Speakers Students for whom English is not a first language may be exempted from the foreign language requirement, without credit, by completion of English W131 and W132 with the required grade of C or higher.

Students whose native language is not English may demonstrate proficiency in their native language and earn 3 to 6 hours of 298/299 special credit by successfully completing a specific 300-level course. They may not, however, receive credit for taking first- and second-year courses in their native language. Students are also considered "native speakers of another language" if they have completed secondary (high) school in that language. For questions, check with the Department of World Languages and Cultures (WLAC).

Area II. Basic Courses

Analytic Skills (6 cr.) These courses provide the student with insight into the process of logical reasoning. Each student must complete 3 credit hours in mathematics (Math M118 or above) plus 3 credit hours in one of the following: mathematics 2, a statistics course (Economics E270, Geography G488, Psychology B305, Sociology R359, Statistics 301), a computer programming course (N201, N211), a course in logic (Philosophy P162 or P265), Sociology R251, Political Science Y205, or Computer Science N207. A logic or statistics course in a student's major can be applied toward the second requirement.

Computer science and computer technology courses that develop the student's problem-solving ability and promote the understanding and use of logical structures of thought are appropriate for the analytical skills requirement. Computer courses must focus on programming or data manipulation.

Natural Science (9-11 cr.) This area allows for a choice of courses treating the natural phenomena of the world according to models of scientific thought. The credit hours are to be selected from at least two of the following areas, and at least one of the courses must be a laboratory course:

- Anthropology A103
- Astronomy A100, A105
- Biology K101, K103, N100, N107, N200, N212, N213 (lab), N214, N215 (lab), N217, N251, N322
- Chemistry C100, C101, C102, C105, C106
- Geography G107, G108 (lab), G185, G303, G307
- Geology G107, G117 (lab), G109, G119 (lab), G110, G120 (lab), G206 (lab), G115, G132, G180
- Physics P100, P152, P200, P218, P219, P251, P201, P202
- Psychology B105

Up to 5 credit hours in geography (G107, G108, G303, or G307) may be counted toward this requirement, but they cannot be counted toward the major as well. G108 may be counted as the laboratory component for this requirement.

History (6 cr.) These courses explore patterns and processes of history essential for making decisions in the present and give the background necessary for students to assume their responsibility as citizens. This requirement is fulfilled by taking H114 or H109, and H113 or H108.

Arts and Humanities (6 cr.) This area presents insights into aesthetics, ideas, and systems of values.

The 6 credit hours must come from TWO OF THE AREAS below. Courses in one's major cannot be used to fulfill this requirement; however, one course taken as part of a minor may be used. Creative writing, drawing, performance, or studio courses will not satisfy the arts and humanities requirement.

- American Studies A103
- Africana Studies: A150*
- Classics: C205*
- English Literature: L105, L115
- Fine Arts: Communication Studies (theater) T130; English (film) C292; Herron H100, H101, H102; Music M174
- Folklore: F101*
- History: H105, H106, H108*, H113*, H217
- Philanthropic Studies: P105
- Philosophy: P110, P120
- Religious Studies: R111, R120, R133*, R173, R180, R212*
- Women's Studies: W105*
- World Languages and Cultures: F200, German G265, Japanese E231

Social Sciences (6 cr.) This area uses procedures and information developed in the social sciences to examine the complexities of societies and human interaction.

The 6 credit hours must come from two of the following areas. Courses in one's major cannot be used to fulfill this requirement; however, courses taken as part of a structured minor may be used to fulfill this requirement.

- Africana Studies: A150*
- Anthropology: A104
- Communication Studies: C180
- Economics: E101, E201, E202
- Folklore: F101*
- Geography: G110*, G130
- History: H117
- Language Awareness: G104
- Political Science: Y101, Y103, Y213, Y219
- Psychology: B104, B310
- Public and Environmental Affairs: V170
- Sociology: R100, R121
- Women's Studies: W105*

*Comparative World Cultures (3 cr.)*** This area presents culture in a comparative and conceptual manner and includes material from several cultures. Students must take one course from one of the areas below:

- Anthropology: A104
- Classics: C205
- Geography: G110
- History: H108
- Political Science: Y217
- Religious Studies: R133, R212
- World Languages and Cultures: F200

Transfer Credits Students with transfer work from other universities may have some of their work counted toward the distribution requirements even if their courses, when transferred in, were not designated as matching the courses listed previously. The Office of the Associate Dean for Student Affairs and the departments, when appropriate, will determine whether transfer courses satisfy the distribution requirements.

Area III. Advanced Courses (15 cr. at 300-400 level)

Students are required to have 15 credit hours in 300-400 level courses outside their major. At least three courses must come from different departments within the School of Liberal Arts and/or School of Science unless the student is pursuing a minor, certificate, or second major or degree. The Junior/Senior Integrator course is generally used to satisfy one of the Area III requirements.

Two courses may come from outside liberal arts and science. If a student is pursuing a second major or degree, the student may use four courses at the 300-400 level from his or her secondary program to count for the Area III requirement. A student may use three 300–400-level courses from an approved minor to count toward the Area III requirement. For exceptions to these rules, students must petition the Academic Affairs Committee.

Major Requirements

The requirements for each major in the School of Liberal Arts are described, along with course descriptions, in the Liberal Arts section of this bulletin entitled "Departments and Programs." A minimum of 30 credit hours must be taken in the major subject area. Any course in which the student receives a grade below C (2.0) may not be used to fulfill the major area requirement (thus a C– does not qualify). However, courses in which the student receives below C, but above an F, will count toward the 122 credit hour total provided that the student does not repeat the course.

Electives

Candidates for a degree in the School of Liberal Arts must complete their general-education requirements and the requirements of their major department. Usually students will still need to complete additional hours in order to reach the graduation requirement of 122 credit hours. These remaining credit hours are known as electives; up to 15 credit hours of course work (electives) may be accepted from any degree-granting university. The remaining electives must come from courses within the School of Liberal Arts, the Herron School of Art and Design, the School of Journalism, the School of Science, or from a list of courses approved by the faculty of the School of Liberal Arts.

Second Bachelor's Degree

Normally, holders of bachelor's degrees seeking further education are encouraged to enter graduate programs; in certain cases, however, students may prefer to work toward a second bachelor's degree. If admitted by the dean to candidacy for a second degree, students must earn at least 26 additional credit hours in residence and meet the requirements of the School of Liberal Arts and of the department in which they are candidates.

Minors and Certificate Programs

School of Liberal Arts students may complete one or more minors and/or certificate programs. Minors will not appear on the student's transcript until graduation. Students in other schools of IUPUI may complete minors in the School of Liberal Arts.

Only courses in which students receive a C (2.0) or higher can be applied to the minors and certificates. Specific requirements are described in the section of this bulletin entitled "Departments and Programs."

Courses required for minors and certificates may also be used in fulfilling other requirements, including distribution requirements.

School of Liberal Arts minors are presently offered in the following areas (as additional minors, such as Motorsports Studies and Latino Studies, are being developed and approved they will be added to the electronic version of the Bulletin):

- Africana Studies
- American Studies
- Anthropology
- Arabic and Islamic Studies
- Business and Professional Writing
- Classical Studies
- Communication Arts
- Creative Writing
- Cultural Diversity
- Economics
- English
- Film Studies
- French
- Geography
- German Culture
- Germanic Language Skills
- German
- Global Economics
- History
- International Studies
- Japanese Studies
- Latin
- Legal Studies
- Media Studies
- Medical Humanities and Health Studies
- Medical Sociology
- Organizational Communication
- Philanthropic Studies
- Philosophy
- Political Science
- Religious Studies
- Rhetorical Studies
- Sociology
- Spanish
- General Theatre
- Urban Studies
- Women's Studies
- Writing

The following undergraduate certificate programs are also available (as additional certificates, in Motorsports Studies and Latinow., are developed and approved they will be added to the electronic version of the Bulletin):

- American Sign Language/English Interpreting
- Geographic Information Science
- Human Communication in a Mediated World
- International Studies
- Museum Studies
- Paralegal Studies
- Performance and Theatre Studies
- Technical Communication
- Translation Studies

Students must receive departmental or program approval for the courses to be used for minors as well as approval for courses not taken at IUPUI that they wish to count in a minor. Special credit may be applied to minor requirements with departmental approval.

Other Options

The School of Liberal Arts allows students to complete double majors and double degrees. For further information, see the section in the front of this bulletin.

1 Students interested in receiving credit for lower-division language courses, see the section "Special Credit for Foreign Language Study."

2 Additional mathematics courses for this requirement must be above M118 and may not include 130, 131, or 132.

* This course appears on more than one list or in more than one section. However, this course may be used to satisfy only one requirement unless specifically stated.

**These courses may be used for comparative World Cultures and one other requirement if it appears on the Arts and Humanities, the Social Science, or history lists.

Bachelor of Arts

- Anthropology
- American Sign Language/English Interpreting
- Classical Studies
- Communication Studies
- Economics
- English
- Environmental Geography
- French
- Geography
- German
- History
- International Studies
- Japanese
- Medical Humanities and Health Sciences
- Philosophy
- Political Science
- Religious Studies
- Sociology
- Spanish
- Women's Studies

American Sign Language/English Interpreting

The Bachelor of Science degree in ASL/English Interpreting is for students who have achieved fluency in American Sign Language and English and wish to focus

on theoretical and applied issues in interpreting. The program is a continuation of the Associate of Arts degree in American Sign Language Studies offered by Vincennes University at its regional campus in Indianapolis at the Indiana School for the Deaf. The program is also open to students who demonstrate equivalent competence in ASL, Deaf culture, and linguistics. Interested students who have not completed the Vincennes University degree should contact the program director at IUPUI.

The major consists of 24 credit hours at IUPUI (see below) and 9 credits from Vincennes University or another university in American Sign Language Grammar, American Deaf Culture, Linguistic Structure of American Sign Language. Required courses at IUPUI are ASL I301, I303, I361, I363, I365, I405, L340, and L342. *Enrollment in interpreting classes is limited to students who have been admitted to the program or have received permission from the director.*

Anthropology

The B.A. program in anthropology is designed to foster student learning in three areas: (1) a broad conceptual understanding of the human experience across space and time, (2) the ability to conduct and evaluate anthropological research, and (3) the ability to apply anthropological concepts and methods beyond the university.

The degree requires completion of 34 credit hours in anthropology, with a minimum grade of C in each course. A student's particular program is selected in consultation with an anthropology faculty advisor from the following: 12 credit hours in core courses: A103/A303, A104/A304, A201, A360

18 credit hours in advanced courses (300 or above) including:

- one research or applied methods course: B401, B426, E404, P402, P405, B301, MSTD A405;
- one archaeology course: A401, E316, E335, P340, P396, P402, P405, P330;
- one bioanthropology course: B301, B370, B371, B401, B426, B466, B480;
- one cultural anthropology course: A361, E300, E310, E320, E326, E336, E356, E380, E384, E391, E402, E403, E404, E411, E421, E455, E457, E470;
- and two additional 300-400 level courses A454, E354, E445, L300, L401, A395, A460, A485, A494, A495, MSTD A403, MSTD A405, CLAS A301, CLAS C412, CLAS C413, CLAS C414, ENG G310;

#4 credit hours in capstone courses: A412 and A413, or MSTD A408.

In fulfilling these requirements, a particular course may be counted in only one category. For example, E356 Cultures of the Pacific may be used to fulfill the requirement for an upper-level course in cultural anthropology or as one of the two required electives, but not both requirements simultaneously.

Communication Studies

B.A. Requirements

Every major must complete a minimum of 33 credit hours. The following is a list of additional requirements to successfully complete the major:

- Each student must successfully complete the following three courses: G100 Introduction to Communication Studies, G201 Introduction to Communication Theory, and G310 Communication Research.
- Each student must take 3 credit hours of Research/Capstone Experience.
- At least 15 credit hours in the major must be in courses at the 300 level or above.
- The student must take at least 3 credit hours each in three of the four designated prefixes of C, M, R, and T: Communication, including Organizational Communication ("C" courses), Media Studies ("M" courses), Rhetoric and Public Address ("R" courses), and Theatre ("T" courses).
- No more than 12 credit hours may transfer.
- The student must earn a C or higher in all major course work.
- At least 21 credit hours of the major coursework must be in courses offered solely or cooperatively by the communication studies department.

No student may count more than a total of 9 credits of G300 Independent Study and G491 Internship toward the major.

The faculty highly recommends that G100, G201, and G310 be taken early in the student's academic career.

Core Courses (These classes are required for all majors; they are the first classes in the department that a student must take.)

- G100 Introduction to Communication Studies
- G201 A First Look at Communication Theory
- G310 Communication Research

Research/Capstone Experience By the completion of their major, students must complete a capstone project. Each of these courses is designed to provide students with a capstone experience. Students must take 3 credit hours from the courses listed below or as approved by the department:

- C322 Advanced Interpersonal Communication, 3 credit hours
- C328 Advanced Topics in Small Group Communication, 3 credit hours
- C392 Health Communication, 3 credit hours
- C395 Gender and Communication, 3 credit hours
- C482 Intercultural Communication, 3 credit hours
- G499 Research Seminar, 3 credit hours
- M462 Television Aesthetics and Criticism, 3 credit hours (P: M150 or permission of instructor)
- R330 Communication Criticism, 3 credit hours

- R390 Political Communication, 3 credit hours

Other Capstone courses might include:

- G300 Independent Study
- G391 Seminar (Permission must be granted by advisor.)

Electives The remaining 21 hours may be selected from any of the courses offered in communication studies, as long as departmental degree requirements are met. Students are strongly encouraged to develop their plan of study in consultation with their academic advisor early to ensure a coherent program which meets their goals.

Communication Studies Undergraduate Honors Degree Requirements

A list of communication studies courses approved for H-Options is available in the Honors Program office or in the department's office. Other courses may be arranged by departmental approval. Students graduating with departmental honors will receive a certificate and a letter of acknowledgment.

Economics

The economics major has the option of pursuing a general track or a quantitative track. The general track provides a firm grounding in economic theory and exposure to problems and techniques the student is likely to encounter in a business, nonprofit, or government agency environment. The quantitative track supplements the general track with extensive training in mathematical and statistical techniques required for graduate course work. This track is also recommended for those students who prefer a more quantitative approach to problem solving. Completion of this track fully prepares the student for entrance into the department's Master of Arts in Economics program at IUPUI as well as graduate programs at other universities.

All majors must complete 18 credit hours in economics to include E201, E202, E270, E321, E322, and E406. Except for E406, the senior seminar, these courses should be completed by the end of the junior year. Note that E201 is a prerequisite for E202 and E321 and that E202 is a prerequisite for E322. E321 and E322 are prerequisites for E406.

General Track

The general track requires an additional six courses, consisting of the following:

- two courses (6 credit hours) in mathematics, including finite mathematics and calculus (typically M118 and M119). Additional work in mathematics, computer science, and accounting is recommended.
- three 300- or 400-level electives from economics.

The total number of credit hours is 33.

Quantitative Track

The quantitative track requires an additional six courses consisting of the following:

- MATH 16500 and MATH 16600 (8 credit hours);
- E470;
- one 300- or 400-level elective (excluding E470).

The total number of credit hours is 32.

To satisfy the department's residency requirement, at least 12 credit hours of economics must be taken at IUPUI. A grade of C (2.0) or higher must be received in each course required for the major (a C- does not count).

Residency Requirement: 12 credits in Economics (E406 required to be taken at IUPUI)

Women's Studies

It is possible to major in women's studies through the Individualized Major Program (listed under the School of Liberal Arts). Interested students should consult with both the director of the Individualized Major Program and the director of the Women's Studies Program.

English

Major in English

The major requires completion of one of the following six concentrations: Creative Writing, Film Studies, Linguistics, Literature, Writing and Literacy, or English Studies. Each concentration requires 33 credit hours in English with a minimum grade of C in each course. All English majors must complete at least 15 hours in English at the 300-400 level. Any course, unless specified as repeatable for credit, may be used only once to fill requirements within a concentration.

CONCENTRATION IN CREATIVE WRITING

Gateway Course (6 cr.) Choose two:

- W206 Introduction to Creative Writing
- W207 Introduction to Fiction Writing
- W208 Introduction to Poetry Writing

(12 cr.)

Four courses in at least two genres, including at least one at the 400 level. One course may be repeated for credit. Choose from the following:

- W301 Writing Fiction
- W302 Screenwriting
- W303 Writing Poetry
- W305 Writing Creative Nonfiction
- W401 Advanced Fiction Writing
- W403 Advanced Poetry Writing
- W407 Advanced Creative Nonfiction Writing
- W411 Directed Writing (only with permission)

(12 cr.)

(9 cr.): Three courses at the 200-level or above; one at the 300-level or above

(3 cr.)

Choose from:

- W280 Literary Editing and Publishing
- W310 Language and the Study of Writing
- W365 Theory and Practice of Editing
- W426 Writing Nonfiction: Popular and Professional Publication
- W408 Creative Writing for Teachers
- Z206 Introduction to Language Use

- Z301 History of the English Language
- Z302 Understanding Language Structure: Syntax
- Z310 Language in Context: Sociolinguistics

Please see your advisor to have your program of study approved.

(3 cr.)

E450, W411 Directed Writing, or Designated Senior Seminar

(3 cr.)

C292 Introduction to Film Studies
(18 cr.)

(3 cr.)

Film C391 Film Theory and Aesthetics

(6 cr.)

Choose two of the following:

- Film C390 Topics in Film (may be repeated once with different topic)
- Film C393 World Film History I
- Film C394 World Film History II

(6 cr.)

Choose from the following:

- Film C392 Genres: Variable Titles (may be repeated once with different topic)
- Film C491 Authorship: Variable Titles (may be repeated once with different topic)
- (3 cr)

Choose from the following:

- W206 Film Criticism
- W302 Screenwriting
- Film C493 Film Adaptations of Literature

(9 cr.)

One 3-credit course each, at the 200 level or above, in linguistics (including W310 Language and Study of Writing), literature, and writing or creative writing (excluding W260 Film Criticism, W302 Screenwriting, W396 Writing Fellows Training Seminar, and E398 Internship in English).

(3 cr.)

E450

Gateway Courses (6 cr.)

- Z205 Introduction to the English Language
- Z206 Introduction to Language Use

Core (12 cr.)

Choose from these courses:

- Z301 History of the English Language
- Z302 Understanding Language Structure: Syntax
- Z310 Language in Context: Sociolinguistics
- Z432 Second Language Acquisition
- W310 Language and the Study of Writing
- ASL L340 Discourse Analysis: English
- Anth L401 Language, Power & Gender
- Anth L300 Language and Culture

(12 cr.)

In consultation with your advisor, choose four English courses at the 200-level or above, with at least two at the 300- or 400-level. At least three courses must be outside of the language and linguistics concentration and at least one course must be a literature course.

Please see your advisor to have your program of study approved.

(3 cr.)

E450 or Z405 Topics in the Study of Language

Gateway Course (3 cr.) L202 Literary Interpretation
(18 cr.)

(6 cr.)

L301 English Literature I

and either:

L302 English Literature II, or:

L348 Nineteenth-Century British Fiction

(6 cr.)

Choose two:

- L351 American Literature I
- L352 American Literature II
- L354 American Literature III

(L357 Twentieth Century American Poetry or L358 Twentieth-Century American Fiction may be substituted for L354)

(3 cr.)

Choose one:

- ENG L220 Introduction to Shakespeare
- ENG L315 Major Plays of Shakespeare

(3 cr.)

Choose one:

- L207 Women and Literature
- L370 Black American Writing
- L378 Studies in Women and Literature
- L379 American Ethnic and Minority Literature
- L382 Fiction of the Non-Western World
- L406 Topics in African American Literature
- L411 Literature and Society

(9 cr.)

(3 cr.)

Choose one:

- Z206 Introduction to Language Use
- Z301 History of the English Language
- Z302 Understanding Language Structure: Syntax
- Z310 Language in Context: Sociolinguistics

(3 cr.)

Choose one:

- W280 Literary Editing and Publishing
- W365 Theory and Practice of Editing

(3 cr.)

In consultation with your advisor, choose one English course at the 200-level or above from classes outside of Literature.

Please see your advisor to have your program of study approved.

(3 cr.)

Choose one:

- E450 or L440 Senior Seminar
- L433 Conversations with Shakespeare

Gateway Course (3 cr.)

- W210 Literacy and Public Life

(6 cr.)

Choose two: (At least one must be a W course)

- W310 Language and the Study of Writing
- W366 Written Englishes: Living Cultural Realities
- W390 Topics in Writing
- W412 Technology and Literacy
- Z204 Rhetorical Issues in Grammar

- Z301 History of the English Language
- Language, Power, & Gender

(12 cr.; no more than 6 TCM credits)

Choose at least one course from each group:

(at least 3 cr.)

- W313 The Art of Fact: Writing Nonfiction Prose
- W320 Advanced Writing in the Arts and Sciences
- W331 Business & Administrative Writing
- W390 Writing for Social Change
- TCM 320 Written Communication in Science and Industry
- TCM 340 Correspondence in Business & Industry
- TCM 350 Visual Elements of Technical Documents
- TCM 450 Research Approaches

(at least 3 cr)

- W280 Literary Editing and Publishing
- W315 Writing for the Web
- W365 Theory and Practice of Editing
- W390 Finding Your E-Voice
- W396 Writing Fellows Training Seminar
- W400 Issues in Teaching Writing
- W426 Writing Nonfiction: Popular and Professional Publication
- W496 Issues in Writing Center Work
- TCM 425 Managing Document Quality

(9 cr.):

Film Studies or Literature (3 cr.)

Linguistics (3 cr., or elective if linguistics taken in core)

Elective other than Writing and Literacy courses (3 cr.)

Please see your advisor to have your program of study approved

(3 credits)

E450 or W490 (Senior Seminar)

(6 cr.)

Choose ONE course from TWO of the following areas:

(a) L202 Literary Interpretation

(b) Z205 Introduction to English Language, or Z206 Introduction to Language Use

(c) W206 Introduction to Creative Writing, or W207 Introduction to Fiction Writing, or *W208 Introduction to Poetry Writing*

(d) W210 Literacy and Public Life

(e) FILM C292 Introduction to Film

(24 cr.)

In consultation with an English advisor, choose 24 credits of English department classes at the 200-level or above, including:

*at least three credit hours in at least four of the five different areas of English: creative writing, film studies, language & linguistics, literature, writing & literacy

*at least 15 credit hours at the 300-level or above

(3 cr.)

E450

(18 cr.)

Geography

The Bachelor of Arts degree in geography provides a general introduction to the philosophy, content, and methods of the discipline. The Department of Geography is also developing an applied emphasis in environmental analysis, including courses in field methods, remote sensing, cartography, and geographic information systems. Students can thus select a broad academic program or emphasize acquisition of job-related skills.

Students must complete the School of Liberal Arts graduation requirements and a minimum of 31 credit hours in geography, as detailed below. The core courses are intended to provide a foundation for more specialized upper-division courses, and thus should be taken at the beginning of the major program. Geography G309 is normally offered every fall semester and G311 every spring. The capstone experience, normally taken during the senior year, is intended to help students integrate and reflect on their undergraduate training.

Four core courses:

- G107 Physical Systems of the Environment (3 cr.)
- G110 Introduction to Human Geography (3 cr.)
- G309 Frontiers in Geographic Thought (3 cr.)
- G311 Introduction to Research Methods in Geography (3 cr.)

Two geographic techniques courses:

- G300 The World of Maps (3 cr.)
- G337 Cartography and Graphics (3 cr.)
- G338 Introduction to Geographic Information Systems (3 cr.)
- G436 Advanced Remote Sensing (3 cr.)
- G438 Advanced Geographic Information Systems (3 cr.)
- G439 Seminar in Geographic Information Science (3 cr.)
- G488 Applied Spatial Statistics (3 cr.)

A total of three courses in environmental and human geography, to include at least one course from each area:

Environmental geography:

- G303 Weather and Climate (3 cr.)
- G305 Environmental Change: Nature and Impact
- G307 Biogeography (3 cr.)
- G310 Human Impact on Environment (3 cr.)
- G315 Environmental Conservation (3 cr.)
- G390 Topics: Environmental Focus (3 cr.)
- G404 Soils Geography (3 cr.)
- G446 Cultural Biogeography (3 cr.)
- G475 Climate Change (3 cr.)

Human geography:

- G302 Introduction to Transportation Analysis (3 cr.)
- G314 Urban Geography (3 cr.)
- G331 Economic Geography (3 cr.)
- G355 Political Geography (3 cr.)
- G360 Geography of Wine (3 cr.)
- G390 Topics: Human Geography Focus (3 cr.)
- G418 Historical Geography (3 cr.)

One of the following regional geography courses:

- G321 Geography of Europe (3 cr.)
- G323 Geography of Latin America (3 cr.)
- G324 Geography of the Caribbean (3 cr.)
- G323 Geography of Latin America (3 cr.)
- G326 Geography of North America (3 cr.)
- G327 Geography of Indiana (3 cr.)
- G328 Rural Landscapes of North America (3 cr.)
- G330 North American House Types (3 cr.)
- G334 Field Geography of North America (1-3 cr.)
- G363 Landscapes and Cultures of the Caribbean (3 cr.)
- G390 Topics: Variable Regional Focus (3 cr.)
- G421 Environments of Tropical Lands (3 cr.)
- G424 Geography of Africa (3 cr.)

Capstone Courses:

- G491 Capstone Experience in Geography (1 cr.) or
- G439 Seminar in Geographic Information Science (3 cr.)

History

Programs leading to the major in history should be carefully planned; department advisors are available, and each faculty member in the department can assist in answering student queries. Before submitting their requests for a senior audit (after 86 accumulated credit hours) to the recorder in the Office of the Dean of Student Affairs (CA 401), students must consult with one of the faculty advisors in the Department of History.

Requirements

Thirty-three credit hours of courses must be completed with a minimum grade of C in each course. Nine of the 33 credit hours of required courses must be taken in residence on the Indianapolis campus during two consecutive semesters (but not two consecutive summer sessions). Two semesters of History H108, H109, H113, H114, must be completed to satisfy School of Liberal Arts distribution requirements, and are consequently omitted from the following department requirements:

6 credit hours: H105 and H106, United States History I and II

24 credit hours: concentration and subconcentration courses (all courses here must be 200 level or higher).

Select any one of the following:

1. United States History Concentration
 - 12 credit hours U.S. History (A-prefix courses)
 - 6 credit hours European History (B-C-D-prefix courses)
 - 6 credit hours African/Asian/Latin American History (E-F-G-prefix courses) (Note: H-prefix courses are special topics, and their application to categories must be approved by advisors.)
2. European History Concentration
 - 12 credit hours European History
 - 6 credit hours U.S. History
 - 6 credit hours African/Asian/Latin American History
3. African/Asian/Latin American History Concentration
 - 12 credit hours African/Asian/Latin American History
 - 6 credit hours U.S. History
 - 6 credit hours European History
4. Thematic concentration
 - Thematic concentrations require 12 credit hours of courses in fields such as urban, family, or science/technology/medical history and two 6 credit hour support areas as specified in the theme description. Consult history advisors and the department office for lists of thematic concentrations currently available to majors.
 - 3 credit hours: J495 Proseminar for History Majors
 - Seminar topics vary from semester to semester. Majors should plan to take the seminar during their senior year and, if possible, sign up for a section that has the same focus as their concentration area.

Secondary History Teachers

The student who seeks to teach history at the secondary level may (1) major in history and obtain the necessary certification in addition, or (2) major in social studies education through the School of Education. In either instance, the student must arrange with the School of Education for a complete program. In the first instance, history majors should consult Department of History counselors about the major and School of Education counselors concerning certification.

H108 Perspectives on the World to 1800 and H109 Perspectives on the World since 1800 are recommended for students seeking state certification in social studies.

International Studies

The international studies major is a 33 credit interdisciplinary major that draws courses from all School of Liberal Arts departments, as well as from the School of Public and Environmental Affairs, the Kelley School of Business, the Herron School of Art and Design, and others.

The requirements are as follows:

- Students must take courses from at least four different departments or schools.
- Required introductory course: I100 Introduction to International Studies (3 cr.).
- "Windows on the World" requirement from one of the following four courses:

- ANTH A104/A304 Introduction to Cultural Anthropology (3 cr.)
- GEOG G110 Introduction to Human Geography (3 cr.)
- HIST H109 Perspectives on the World Since 1800 (3 cr.)
- POLS Y219 Introduction to International Relations (3 cr.)

- Foreign language requirement: completion of the 200-level course cycle in a modern foreign language with at least one class taken at IUPUI. Three–four credits here count toward the international studies major.
- Area concentration requirement in one of the following geographical regions (9 cr.): Africa; Asia; Latin America and the Caribbean; Europe; the Middle East. The area concentration must include courses from at least two different departments or schools and at least two courses at the 300 level or higher.
- Thematic concentration requirement from one of the following thematic concentrations (9 cr.): Comparative Systems; Development; Global Civil Society; Global and Cross-Cultural Interactions; Global Environment; International Business and Economics; International Relations. The thematic concentration must include courses from at least two different departments or schools and at least two courses at the 300 level or higher.
- International experience requirement: 3 credits of academic work earned abroad or relating to an international experience or research project conducted outside of the United States.
- I400 senior seminar capstone course requirement (3 cr.)
- There is no double counting within the major. Courses that can potentially count in two or more areas can only fulfill one requirement within the major. Students cannot take more than 6 hours of I415 independent study credit.

Philosophy

A minimum of 30 credit hours in philosophy, including:

1. A basic survey of philosophy (either P110, Intro. to Philosophy; or S110, Intro. to Philosophy - Honors).
2. A basic course in ethics (either P120, Ethics; or S120, Ethics - Honors).
3. A basic course in logic (either P162, Logic; or P265, Introduction to Symbolic Logic).
4. A minimum of 15 credit hours at the 300 level or above.
5. A minimum grade of "C" (2.0) in each philosophy course.

Requirements

To assure a properly balanced program of study, courses are to be selected in consultation with a departmental advisor.

Double Majors

Students planning to major in a discipline other than philosophy are encouraged to consider philosophy as a

second major. Students planning such a double major should consult the Department of Philosophy about philosophy courses most suitable to their academic interests and career goals.

Medical Humanities and Health Studies

The School of Liberal Arts at IUPUI offers students the special option to design programs of study that are outside the scope of existing major programs. Students have utilized this option to design interdisciplinary majors in medical humanities and health studies-oriented fields of study such as international health and culture studies. For more information, please contact the MHHS Program or the Individualized Major Program, (317) 274-3976, impsla@iupui.edu, liberalarts.iupui.edu/studentaffairs/individualmajor.html.

Political Science

In addition to the basic School of Liberal Arts requirements (listed elsewhere in this bulletin), the political science major must do the following:

- 1. Complete 33 credit hours in political science with at least a grade of C in each course. Those 33 credit hours are part of the 122 credit hours needed for the Bachelor of Arts degree.
- 2. Complete the following specific requirements:
 - 9 credit hours: Y103, Y205, and Y215
 - 3 credit hours chosen from Y217 or Y219
 - 18 credit hours, of which 15 must be from the 300 level and above (no more than six of these hours from Y480, Y481, and Y498)
 - 3 credit hours: Y490

Transfer students only: Transfer students from either another Indiana University campus or from another institution must take a minimum of 9 credit hours of 300- to 400-level (junior-senior) political science courses at IUPUI. These courses must be of regular classroom format (not readings or research); they may include a seminar, if needed.

Religious Studies

Requirements

Beyond the general distribution and credit hour requirements for the Bachelor of Arts degree, students who choose to major in religious studies will be asked to complete 30 credit hours of course work designated by the faculty as follows: 15 credit hours will be selected from the category of Religious Traditions and 12 credit hours from Comparative and Thematic Studies; 3 credit hours in the departmental senior seminar (R433); and at least 18 credit hours to be taken at the 300 level or above. For details concerning the designated courses and the junior-level courses, students should contact the departmental advisor.

Any religious studies course in which a student receives a grade below C (2.0) may not be used to fulfill major or minor requirements. (A C– does not qualify.)

Double Majors

Students wishing to acquire double majors in religious studies and a second subject area will need to fulfill all of the above requirements, as well as those of the second

subject area; will need an academic advisor for each major; and will need to file their plans for a double major with the recorder of the School of Liberal Arts.

Sociology

Requirements

The major requires 30 credit hours of sociology course work (12 of which must be completed at IUPUI), with a grade of C (2.0) or higher. This includes the following required courses:

- R100 Introduction to Sociology (3 cr.)
- R351 Social Science Research Methods (3 cr.)
- R359 Introduction to Sociological Statistics (3 cr.)

Theory course selected from one of the following:

- R355 Social Theory (3 cr.)
- R356 Foundations of Social Theory (3 cr.)
- R357 Contemporary Sociological Theory (3 cr.)

Capstone course selected from one of the following:

- R494 Internship Program in Sociology (3 cr.)
- R497 Individual Readings in Sociology (3 cr.)
- R498 Capstone Seminar (3 cr.)

15 additional credit hours of other sociology courses

Classical Studies

Students may design a major in classical studies through the School of Liberal Arts Individualized Major Program. Such a major, if properly designed, should allow good students to gain admission to graduate programs in classical studies or classical archaeology and to pursue careers in the field. Students interested in planning an individualized major in classical studies should consult the director of the Classical Studies Program and the director of the Individualized Major Program as early as possible in their academic careers.

French

In addition to fulfilling the general education requirements for a B.A. degree in the School of Liberal Arts, the major in French requires the following:

30 credit hours above the 100 level (12 of which must be completed at IUPUI), including 15 hours of required courses: F203 (4 cr.), F204 (4 cr.), F328 (3 cr.), F300 (3 cr.), and F497 (1 cr.). Among the 15 hours of elective credits, at least 6 credits must be at the 400 level, and they must include:

1. One 300- or 400-level grammar or translation course (3 cr.):
 - a. F330 Introduction to Translating French and English (3 cr.)
 - b. F402 Introduction to French Linguistics (3 cr.)
 - c. F421 Fourth-Year French (3 cr.)
 - d. F423 Craft of Translation (3 cr.)
2. One 300- or 400-level oral skills course (3 cr.):
 - a. F331 French Pronunciation and Diction (3 cr.)
 - b. F380 French Conversation (3 cr.)
 - c. F480 French Conversation (3 cr.)
3. One 300- or 400-level course in French or Francophone culture (3 cr.):
 - a. F307 Masterpieces of French Literature (3 cr.)
 - b. F326 French in the Business World (3 cr.)
 - c. F360 Introduction socio-culturelle à la France (3 cr.)

- d. F430 Modern Short Narratives (3 cr.)
 - e. F450 Colloquium in French Studies (3 cr.)
 - f. F451 Le Français des affaires (3 cr.)
 - g. F452 La civilisation et littérature québécoises (3 cr.)
 - h. F460 French Fiction in Film (3 cr.)
 - i. F461 La France contemporaine (3 cr.)
4. Two elective courses, including no more than 3 credit hours of F495, Individual Readings in French (1-3 cr.), for a total of 6 cr.
5. Up to six hours of F396 and/or F496, Study of French Abroad may count as electives for the French major.

Teacher Certification in French Teaching Major Requirements

The teaching major in French requires the completion of a minimum of 36 credit hours beyond the 100 level, including 30 credit hours in 300 and 400 level courses. F300, F307, F328, F331, F360, and F402 are required. A year of a second foreign language is advisable. See also the requirements of the School of Education. Students working toward certification are urged to work with the School of Education's advisor as well as their department advisor.

German

In addition to the area distribution requirements for the School of Liberal Arts, the major in German requires the following:

29 credit hours above the 100 level, including at least one 400-level language course (G423, G431, G445, G465), one contemporary culture course (G365), at least one 400-level historical culture and literature course (G407, G408, G409, G410) and a capstone portfolio (G498). Other courses may also be selected on the basis of placement level by test or course work and/or focus of interest. They include ALL 200-, 300-, and 400-level courses, except courses taught in English.

Major Course Requirements

1. A minimum of one 400-level language course:
G423 The Craft of Translation (3 cr.)
G431 Advanced Business German (3 cr.)
G445 Oberstufe: Grammatik (3 cr.)
G465 Oberstufe: Kommunikation (3 cr.)
2. One contemporary culture course:
G365 Deutsche Kultur Heute (3 cr.)
3. A minimum of one 400-level historical culture and literature course:
G407 Knights, God, and the Devil (3 cr.)
G408 Love, Nature, and the Age of Romanticism (3 cr.)
G409 19. Jahrhundert: Kultur und Literatur (3 cr.)
G410 20. Jahrhundert: Kultur und Literatur (3 cr.)
4. Capstone: Portfolio
G498 Individual Studies in German (1 cr.)

To help assess and showcase academic progress in German while at IUPUI, graduating majors will assemble and present a capstone portfolio that includes a minimum of one written project completed for each of the major courses above the 100 level taken in residence at IUPUI.

International Study or Work Internship Option G493 Internship in German (1-6 cr.)

G498 Individual Studies in German (1-6 cr.) 1-6 credit hours toward the major in German may be earned through individual study or international work internship abroad or locally. There is a 3 credit limit for one individual study or work project.

Program for International Engineering

Students majoring in biomedical, mechanical, electrical, or computer engineering can also earn an applied German major. German language requirements and some School of Liberal Arts requirements are modified for this major. The dual degree program takes five years to complete and includes a one-semester internship in Germany during the fourth year of study. Students may formally enter into the program. For further information, contact the director of the Program in German and refer to the Purdue School of Engineering and Technology section of this bulletin.

Teacher Certification for Secondary School with a Major in German

The teaching major for a middle school/high school teaching license requires the completion of at least 36 credit hours, 30 credit hours at the 300 and 400 levels. For a detailed description of all requirements, see the director of the Program in German and refer to the School of Education Undergraduate Program Bulletin.

Japanese

Individualized Major in Japanese

This program provides an opportunity for students who wish to major in Japanese studies. They will construct individually a program to fit their academic interests. The program is overseen by a faculty director and monitored by the committee for the individualized major.

Spanish

In addition to fulfilling the general distribution requirements for a Bachelor of Arts degree established by the School of Liberal Arts, the Spanish major must complete 30 credit hours in courses at the 300 and 400 levels (12 of which must be completed *on the IUPUI campus*) with a grade of C (2.0) or higher. Required courses at the 300 level are S313, S323, S326, S360, and S363. Required courses at the 400 level are one course in literature (S407, S408, S431, S432, S445, S450, S455, S457, S461, S471, S472, S477, or S495), one course in culture and civilization (S411 or S412), one course in linguistics (S409, S410, S425, S427, or S428), one elective, and the senior capstone S487 or S498).

Senior Capstone

Only majors with senior standing may register for S487 Capstone Internship or S498 Capstone Seminar in Spanish with authorization. Working with a project director, students will prepare a learning portfolio that integrates their undergraduate study through writing and reading projects, discussions with their capstone director, a research or internship project, and a final oral presentation.

Teacher Certification

Teacher certification is obtained through the School of Education. Students who wish to pursue certification at the secondary level must complete all professional courses required by the School of Education and should work with a School of Education advisor in consultation with a Spanish advisor.

Teaching Major Requirements

The teaching major in Spanish requires the completion of a minimum of 38 credit hours beyond the 100 level, including 30 credit hours in 300- and 400-level courses. The following courses are *specifically* required: S313, S323, S326, S360, S363, S428, one course in literature (S407, S408, S431, S432, S445, S450, S455, S457, S461, S471, S472, S477, S495), one course in culture and civilization (S411 or S412), one course in linguistics (S409, S410, S425, S427, S428) and S487 or S498. Note for native speakers of Spanish: since S317 is not open to native speakers, another course at the 300 or 400 level must be substituted. Please consult the director of the Program in Spanish.

Minors

- Africana Studies
- American Studies
- Anthropology
- Arabic and Islamic Studies
- Business
- Business and Professional Writing
- Classical Studies
- Communication Studies
- Creative Writing
- Cultural Diversity
- Economics
- English
- French
- General Theatre
- Geography
- German Culture
- Germanic Language Skills
- German
- Global Economics
- History
- International Studies
- Japanese Studies
- Latin
- Legal Studies
- Media Studies
- Medical Humanities and Health Studies
- Medical Sociology
- Organizational Communication
- Philanthropic Studies
- Philosophy
- Political Science
- Religious Studies
- Rhetorical Studies
- Sociology
- Spanish
- Urban Studies
- Women's Studies

Africana Studies

The minor in Africana Studies has four distinct, yet interrelated, objectives. First, Africana Studies offers instruction in a wide range of empirical research and scholarship related to the life and culture of peoples who comprise the African diaspora. Second, it provides an additional academic base of students who wish to

pursue graduate or professional training in the arts and humanities, behavioral and social sciences, law, medicine, education, and public administration. Third, Africana Studies presents important information that will be useful to both students and the larger public about the necessity and tools for acquiring political and economic power for successful community development. Finally, it provides students with a crucial global perspective that will prepare them to live successfully in a multiracial, multiethnic, and multicultural world.

Requirements The minor in AAfricana Studies requires 15 credit hours, distributed as follows:

Required Courses (9 cr.)

Elective Courses (6 cr.)

Students may select up to 6 credit hours from the following courses offered by the Africana Studies Program or SLA departments listed.

Department Electives

Anthropology E300 African American Culture

Arabic A131-A132 Beginning Arabic I and II

English L370 Black American Writing

English L406 Topics in African American Literature

Folklore F394 Afro-American Folklore

Geography G424 Geography of Africa

History E432 History of Africa II

Music M393 History of Jazz

Music M394 Black Music in America

Sociology R461 Race and Ethnic Relations

Spanish S117-S118 Basic Spanish

Women's Studies W300 Black Women Writers

American Studies

The minor in American studies offers students the opportunity to understand the American experience in a broader context than is usually possible through the study of a single discipline. More specifically, it provides students with courses that focus on matters that have been traditionally at issue in the study of American civilization and culture. Required are two general courses (A301 and A302) that treat the broad questions of American identity and American community. These will provide underpinnings for the remaining 9 credit hours of course work. A special feature of this program is the senior tutorial, which gives students the opportunity to engage in in-depth research under the guidance of an American studies faculty member.

Students enrolled in the American studies minor program will be required to complete 15 credit hours of upper-level course work, including the senior tutorial, which attempts to synthesize the other courses and the student's particular interests in the field of American studies. As a prerequisite, students must complete History H105 and H106 or provide evidence of knowledge of a general outline of the history of the United States; however, these courses do not count toward minor credit. A student's minor program will be developed in consultation with American studies faculty members and the student's American studies advisor. The student will be required to complete the following program:

- A301 The Question of American Identity (3 cr.)
- A302 The Question of American Community (3 cr.)

- Two additional courses at the 300 or 400 level offered under the American studies rubric or cross-listed in American Studies (6 cr.)
- A499 Senior Tutorial (3 cr.)

Anthropology

A minor in anthropology provides basic training in three areas: an overview of anthropological inquiry, understanding of ethnic and cultural behavior, and understanding of a selected conceptual area in anthropology. Requirements for a minor include a minimum grade of C in 15 credit hours of anthropology courses, selected in consultation with an anthropology faculty advisor from the following:

- 6 credit hours in introductory anthropology: A103 (or A303) Human Origins and Prehistory A104 (or A304) Cultural Anthropology
- Three other courses in anthropology at the 300-400 level, in consultation with an advisor.

Cultural Diversity

This minor is oriented toward two groups of students. First, it provides a comparative framework for liberal arts and science majors for whom the study of culture, race, ethnicity, or gender overlaps their own disciplines. Second, it serves students in such fields as education, nursing, social work, business, medicine, public affairs, and law who wish to build a multi-cultural perspective into their professional practice.

Courses for the minor explore the genesis and transformation of racial and ethnic categories; the relationship of culture and biology; processes of acculturation and pluralism; the evolution of scholarly thought on human diversity; and ultimately, how it is that any of us comprehends others.

Requirements for the minor are a minimum grade of C in 15 credit hours of course work as follows:

- 6 credits hours of introductory anthropology: A103 and A104.
- 6 credits hours of general courses on diversity, through two of the following courses: B370, E402, and E457.
- 3 credit hours of electives chosen in consultation with the minor advisor from a list of approved courses. This list is on file in the departmental office and includes courses from both anthropology and many other disciplines that concern diversity in general, or specific gender, ethnic, cultural, or other such groups.

Communication Studies

Note: Students selecting any of the minors below must consult with a department academic advisor. Minors require 15 credit hours, at least 6 of which must be taken at IUPUI.

1) Communication Arts

A generalist minor for anyone wishing an acquaintance with liberal arts from a communication perspective.

Required: G100, plus 12 elected credit hours. The 12 credit hours should be elected in consultation with, or approved by, a departmental academic advisor; the

credit hours must be from at least two areas within the department curriculum (areas prefixed C, M, R, T); and, at least 6 credit hours must be from the 300 level or above.

2) Media Studies

Designed to accommodate students interested in media production and/or media aesthetics. In both options students will gain an understanding and appreciation of media as conveyors of meaning, cultural artifacts, and art forms.

Students wishing to minor in media studies will choose 15 credit hours from one of the two options outlined below. Both options require M150, plus 12 credit hours from one of the two groups, of which 6 credit hours must be at the 300 level or above:

Media Production

- M210 Media Message Design
- M220 Electronic Graphic Production
- M221 Electronic Media Production
- M290 Video Production Workshop
- M461 Production Problems in Communication Media
- M463 Advanced Graphic Technique
- M464 Advanced Audio Technique
- M465 Advanced Video Technique
- M466 Television Direction

Media Aesthetics

- M215 Media Literacy
- G391 Seminar (in media)
- M370 History of Television
- M373 Film and Video Documentary
- M462 Television Aesthetics and Criticism

Up to 6 credit hours from other courses approved by the departmental curriculum committee.

3) Organizational Communication

Provides students with the opportunity to develop knowledge and communication competencies applicable in a wide variety of profit and nonprofit organizations. Required (15 credit hours): C380 and 12 credit hours elected from C180, M150, C228, R320, R321, C325, C328, C392, C394, and G499. Of these 12 hours, at least 3 must be at the 300 level or above.

4) Rhetorical Studies

Students who minor in rhetorical studies will develop an understanding of symbols and symbolic form and how they influence human behavior. Students will consider the classical foundations of the study of rhetoric and have the opportunity to critically and carefully evaluate persuasive messages from a variety of perspectives. Emphasis is on becoming a more critical consumer and effective, ethical producer of communication in its oral and written forms.

Required: R310 Rhetoric, Society and Culture. 12 credit hours of R classes, not including R110. Students may

also select G391 Seminar or G300 Independent Study (in rhetoric) with department approval.

5) Theatre

Provides knowledge and skills for teaching and lays the basis for further study in acting, theatre directing, youth theatre, and playwriting.

Required for General Theatre Minor (15 credit hours): 12 credit hours elected from T130, T133, T337, T338, and T339. Remaining 3 elective credit hours in theatre courses must be at the 300 level or above.

Required for Youth Theatre Minor (15 credit hours): T130, T133, T336, T437, and T440.

Economics

A minor in economics is a logical supplement to programs in business, engineering, technology, health services, science, and the social sciences. A knowledge of economic theory, economic institutions, and how economic policy is formed is necessary for students preparing for careers in law, science, government, or any area that uses the scarce resources of our society.

Requirements

The requirements for a minor in economics are as follows:

- 15 credit hours in economics courses to include E201 and E202 and three 300- or 400-level courses. (E270 may be substituted for one of the 300- to 400-level courses.)
- Residency requirements: 9 credit hours of the minor must be completed at IUPUI.
- Grade requirement: The grade in each course submitted for the minor must be C (2.0) or higher.

Business

Business Minor:

Including a minor is an excellent way to enhance your undergraduate academic experience as well as your resume. Students pursuing an economics major have the econ pre-requisites that are needed for a business minor. If you are interested in pursuing the business minor please contact Indiana University Kelley School of Business Undergraduate Program, 801 West Michigan Street, Indianapolis, IN 46202-5151, phone (317)274-2147 or (317)274-2467. Detailed information about the minor can be found at <http://Kelley.iupui.edu/undergrad/academics/minor.cfm>

Business and Professional Writing

A business and professional writing minor equips students to function effectively as writers in occupations ranging from business and industry to applied sciences, education, environmental affairs, government, health fields, and law.

This minor represents cooperation among the School of Liberal Arts, the School of Engineering and Technology, the Kelley School of Business, and the School of Journalism.

English courses must make up at least 10 credit hours of the minor; students are encouraged to take 3-6 credit hours outside English. At least 9 credit hours of the minor must be at the 300-400 level. Students must have a 2.5 or higher average in the 15 credit hours of the minor and a minimum grade of C in each course for the minor.

Students pursuing this minor should work with a faculty advisor in planning their courses and developing their writing portfolios.

Prerequisite: W131 with a grade of C or higher, and a second writing course, such as English W132, W231, Technical Communication TCM 220, or Business X204

Five elective courses: English W313, W315, W320, W331 or TCM 340, W365, W396, W411, W412, E398, Z204; TCM 320, 350, 425, 450; Journalism J319, J320, J390, J415

One-credit portfolio course: English W411 (until a new course number is approved) Each student doing the minor will work with a faculty advisor to develop a writing portfolio. Students should sign up for this course the semester they complete the minor, or the following semester; students may work with the faculty advisor informally before taking the portfolio course.

Geography

The minor requires 15 credit hours in geography. All minors must take G107 and either G110 Introduction to Human Geography or G130 World Geography. The remaining 9 credit hours may be selected from any geography course at the 300 level or above.

History

Requirements

Fifteen credit hours of courses in history above the 200 level (6 credit hours completed at IUPUI), with a minimum grade of C in each course. The course work must be distributed as follows:

- #9 credit hours in either U.S. History (A-prefix courses), European History (B-C-D-prefix courses), or African/Asian/Latin American History (E-F-G-prefix courses). H-prefix courses are special topics, and their application to the above categories must be determined individually.
- #3 credit hours in the second of the areas not selected above.
- #3 credit hours in the third of the areas not selected above.

International Studies

The minor in international studies is a 15 credit hour interdisciplinary minor housed within the School of Liberal Arts.

The requirements are as follows:

- Core course: I100 Introduction to International Studies (3 cr.)
- "Windows on the World" requirement from one of the following four courses:
 - ANTH A104/A304 Introduction to Cultural Anthropology (3 cr.)
 - GEOG G110 Introduction to Human Geography (3 cr.)
 - HIST H109 Perspectives on the World Since 1800 (3 cr.)
 - POLS Y219 Introduction to International Relations (3 cr.)
- Foreign language competency: completion of the second year of a modern foreign language (or the equivalent).

- Electives (9 cr.): any courses selected from the approved international studies area and thematic concentrations course list as long as they come from at least two different departments. Students might wish to complete these 9 credits from one of the specific area or thematic concentrations to facilitate transferring to the major later. Completing the courses from one area or thematic concentration is not, however, required for the minor.

Legal Studies Minor

Advisor: Assistant Professor David Weiden, Department of Political Science, Academic Advising, Cavanaugh Hall 503D, (317) 278-7558

Law and the institutions associated with it are of great and growing importance in modern society. Law and legal institutions define relationships among individuals, shape and are shaped by public policies, and express cultural values and traditions as well as conflicts over those values and traditions.

The minor in legal studies provides students with an opportunity to study law and its relationship to society from a variety of perspectives. Whether students are interested in law as a potential career or are interested in law only as an important aspect of modern society, the courses they take to satisfy the minor may help them satisfy that interest. The minor also provides official recognition of students' pursuit of this multidisciplinary field of study.

The minor consists of 15 credit hours and has to be satisfied by taking courses from more than one department or program. Students must complete 12 credit hours of upper-level course work chosen from the list of approved courses below and 3 credit hours in a required introductory-level course. Each course must be completed with a semester grade of C or higher in order to apply it toward the minor.

Required Course

POLS Y211 Introduction to Law (3 cr.)

Additional Courses (12 credit hours from the following):

- AMST A303 Topic: Law and American Culture (3 cr.)
- HIST A325 American Constitutional History I (3 cr.)
- HIST A326 American Constitutional History II (3 cr.)
- HIST A421 Topic: American Legal History (3 cr.)
- JOUR J300 - Communications Law (3 cr.)
- PHIL P383 Philosophy of Law (3 cr.)
- POLS Y304 Constitutional Law (3 cr.)
- POLS Y305 Constitutional Rights and Liberties (3 cr.)
- POLS Y320 Judicial Politics (3 cr.)
- PSY B375 Psychology and the Law (3 cr.)
- SPEA V376 Law and Public Policy (3 cr.)
- SPEA V408 - Community and the Constitution (3 cr.)
- WOST W300 Topic: Women and the Law (3 cr.)

Students who have questions about the legal studies minor, or who wish to declare and pursue the minor, should contact the advisor for legal studies, Assistant Professor David Weiden, Cavanaugh Hall 503E, (317) 278-7558.

Medical Humanities and Health Studies

The interdisciplinary minor in medical humanities and health studies seeks to promote an increased awareness of the humanistic, social, and cultural dimensions of health care and health care systems. It provides an exciting opportunity for students to work in close conjunction with faculty who have strong teaching and research interests in the area of health care. A survey of the relevant issues to be addressed during the course of study in the minor includes human values and ethics in decision making; the idea of preventive and holistic health and health care; patient care as an art form and scientific endeavor; the relation among ecology, economy, and health care; the relation between cultural and social systems and health and health care; the connection between health care systems and good health; the role of the provider-client relationship, especially in the areas of communications skills and the humanistic dimensions of patient care; the meanings of suffering, illness, and dying; the role of technology in improving care but creating a legacy of dehumanization of patients; and the role of the consumer in the health care system.

The minor entails successful completion of a minimum of 15 credit hours, distributed as follows:

Required Core Course

MH301 Perspectives on Health, Disease, and Healing (3 cr.)

The course utilizes the perspectives of the humanities and social science disciplines to provide students with a broader understanding of the many facets of health and disease, suffering and dying, as well as the art and science of healing.

Required Exit Course

MH495 Independent Project Seminar in the Medical Humanities and Health Studies (3 cr.)

Each student pursuing a minor degree in the Medical Humanities and Health Studies Program who has completed at least 9 credit hours toward the degree will take a seminar or be given the opportunity to develop a research or applied project related to the interests of the Medical Humanities and Health Studies Committee. This seminar or project will allow the student to apply the knowledge gained from the course work taken in the Medical Humanities and Health Studies Program, serving to tie together the humanistic and social scientific bases of health care in a directed endeavor of interest to the student. The student should contact the chairperson to arrange the details of this independent project.

Electives (3 courses/9 credits)

At least 3 credits from each of both

- Humanistic perspectives
- Social Science perspectives

An additional 3 credits chosen from the above categories or from

- Other electives

Humanistic Perspectives on Health Care

Communication Studies

- C392 Health Communication (3 cr.)
- C410 Health Provider–Consumer Communication (3 cr.)

Philosophy

- P393 Biomedical Ethics (3 cr.)

English

- L431 Literature and Medicine (3 cr.)

History

- H364 History of Medicine and Public Health (3 cr.)
- H374 History of Science and Technology II (3 cr.)
- H425 Topics in History: Humanitarian Assistance (3 cr.)

Philosophy

- P393 Biomedical Ethics (3 cr.)

Religious Studies

1. R384 Religion, Ethics and Health (3 cr.)

Sociology

- R327 Sociology of Death and Dying (3 cr.)

Social Scientific Perspectives on Health Care**Anthropology**

- A337 African American Health Care (3 cr.)
- A460 Diseases in Human Evolution (3 cr.)
- B370 Human Growth and Development (3 cr.)
- B480 Human Variation (3 cr.)
- E421 The Anthropology of Aging (3 cr.)
- E445 Medical Anthropology (3 cr.)

Economics

- E307 Current Economic Issues: Health Economic Issues (3 cr.)
- E387 Health Economics (3 cr.)

Sociology

- R285 AIDS and Society (3 cr.)
- R321 Women and Health (3 cr.)
- R381 Social Factors in Health and Illness (3 cr.)
- R382 Social Organization of Health Care (3 cr.)
- R410 Alcohol, Drugs, and Society (3 cr.)
- R415 Sociology of Disability (3 cr.)
- R485 Sociology of Mental Illness (3 cr.)

Other Electives

The remaining 3 credit hours of electives may come from the courses above or the following courses:

Medical Humanities and Health Studies

- MH492 Topics in Medical Humanities and Health Studies (3 cr.)
- MH498 Readings in Medical Humanities and Health Studies (1-3 cr.)

Nursing

- S474 Applied Health Care Ethics (3 cr.)

SPEA

- H316 Introduction to Environmental Health (3 cr.)
- H320 Introduction to Health Administration (3 cr.)
- H322 Principles of Epidemiology (3 cr.)
- H354 Health Economics (3 cr.)
- H420 Health Policy (3 cr.)

Note: Other courses may be accepted upon approval of the Medical Humanities and Health Studies Committee. See the Medical Humanities and Health Studies Committee chairperson for information.

Philanthropic Studies

The undergraduate minor in philanthropic studies provides students with a general knowledge of the history, culture, and values of philanthropy. The minor provides an interdisciplinary framework for School of Liberal Arts majors for whom the study of history, culture, civil society, or values overlaps their own disciplines. It also attracts students from other majors who wish to incorporate an interdisciplinary component into their professional training. Students should declare their intention to pursue the minor in a letter addressed to the chair of the philanthropic studies faculty.

Requirements for the minor include 15 credit hours. A grade of C or higher must be earned in each course counted toward the minor. Because the subject of philanthropy is inherently interdisciplinary, no more than two courses may be taken in any one department.

Students may petition the chair of the philanthropic studies faculty to replace an existing course option.

Core Courses

Students are required to include at least two of the following four courses:

- ECON E414 Economics of Nonprofit Organizations
- HIST H415 History of Philanthropy in the West or
- HIST A421 History of American Philanthropy
- POLS Y378 Problems in Public Policy: Civil Society and Public Policy in the United States
- PHST P330 Topics in Philanthropic Studies

Elective Courses

- ENG L431 Topics in Literary Study: Philanthropy and Literature
- PHST P430 Topics in Philanthropic Studies
- REL R366 Religion and Civil Society
- SOC R295 Topics in Sociology: Sociology of Altruism, Voluntarism, and Pro-Social Behavior

Philosophy**Requirements**

A minimum of 15 credit hours in philosophy, including:

1. One course from each of at least two of these three groups of basic courses:

Group A: P110, Intro. to Philosophy; S110, Intro. to Philosophy - Honors.

Group B: P120, Ethics; S120, Ethics - Honors.

Group C: P162, Logic; P265, Introduction to Symbolic Logic.

2. A minimum of 6 credit hours at the 300 level or above.

3. A minimum grade of "C" (2.0) in each course.

Political Science

The political science minor consists of 15 credit hours with a concentration in one of five areas: American government, public policy, political theory, comparative politics, or international relations.

Only courses with a grade of C or higher are acceptable. Six of the 15 credit hours must be completed in residence. Students must file with the Department of Political Science

their declaration of intent to complete a minor. Records are not kept anywhere else.

American Government

Y103, 6 credit hours from 300-level courses in American government or Y200, and 6 credit hours of political science electives in other areas

Public Policy

Y213, 6 credit hours from 300-level courses in public policy or Y200, and 6 credit hours of political science electives in other areas

Political Theory

Y215, 6 credit hours from 300-level courses in political theory or Y200, and 6 credit hours of political science electives in other areas

Comparative Politics

Y217, 6 credit hours from 300-level courses in comparative politics or Y200, and 6 credit hours of political science electives in other areas

International Relations

Y219, 6 credit hours from 300-level courses in international relations or Y200, and 6 credit hours of political science electives in other areas

Interdisciplinary Minors and Certificates

The department offers three minor and/or certificate programs: legal studies (minor), paralegal studies (certificate), and pre-law (variable program of study). Information about these can be found on their respective pages in this bulletin.

Religious Studies

A minor in religious studies, recorded on a student's transcript, will ordinarily require that the student fulfill 15 credit hours in courses in the department, divided as follows: 15 credit hours from the departmental curriculum approved by the departmental advisor; at least 3 of these credit hours must be taken at the 100/200 level and 6 at the 300/400 level. To declare a minor, students should contact the departmental advisor.

Sociology

A general minor in sociology will allow students in a variety of fields to expand their liberal arts education within an area that complements their general major or program of professional training.

Requirements

The minor requires 15 credit hours of course work (6 of which must be completed at IUPUI), with a grade of C (2.0) or higher:

- R100 Introduction to Sociology (3 cr.)
- 12 additional credit hours of sociology courses will be required, with 6 of those credit hours at the 200-400 level.

Medical Sociology

Considering the unique resources and needs of IUPUI, the Department of Sociology offers a minor in medical sociology. This program is designed to lead to a general understanding of the social context of health, health care,

and the delivery of medical services and should be of special interest to all students majoring in health-related specialties.

Requirements

The minor requires 15 credit hours of course work (6 of which must be completed at IUPUI), with a grade of C (2.0) or higher:

- R100 Introduction to Sociology (3 cr.)

One course selected from the following:

- R381 Social Factors in Health and Illness (3 cr.) or R382 Social Organization of Health Care (3 cr.)
- 9 additional credit hours of sociology courses selected from the following:
 - R285 AIDS and Society, R320 Sexuality and Society, R321 Women and Health, R327 Sociology of Death and Dying, R415 Sociology of Disability, R485 Sociology of Mental Illness

Urban Studies

The minor in urban studies offers students an opportunity to develop a well-rounded and basic understanding of the components of urban life and of the forces that are shaping its future. Further, it provides students with a basic knowledge and understanding of the major factors that not only have contributed to the present but will also affect the future of the physical, internal, and social structure of our cities and metropolitan areas.

To achieve this goal, the minor in urban studies must be interdisciplinary in nature. In such a program, the student approaches the complexity of urban life from the perspective of economics, geography, history, political science, sociology, anthropology, and general urban and regional planning analysis.

To complete the minor, the student must successfully complete 15 credit hours in School of Liberal Arts urban studies courses. The student may count any combination of approved urban studies courses toward the minor as long as no more than two courses are in the same department. The following courses are acceptable as urban studies courses.

- Anthropology E380 Urban Anthropology (3 cr.)
- Economics E323 Urban Economics (3 cr.)
- Geography G314 Urban Geography (3 cr.)
- History A347 American Urban History (3 cr.)
- Political Science Y308 Urban Politics (3 cr.)
- Sociology R329 Urban Sociology (3 cr.)
- Sociology R330 Community (3 cr.)

Women's Studies

Students develop a program of study in consultation with the director of the Women's Studies Program.

Requirements

Generally, the minor in women's studies requires 16 credit hours as follows:

- W105 Introduction to Women's Studies (3 cr.)
- 12 credits in Women's Studies or crosslisted classes (divided between the humanities, natural sciences, social sciences, and/or other)
- W499 Colloquium in Women's Studies (1 cr.)

English

The English department offers minors in these areas:

- Literature
- Writing
- Creative Writing
- Business and Professional Writing
- Linguistics
- Film Studies

Students intending to pursue a minor should declare such an intention in a letter or e-mail to the associate chair for students and arrange for an initial conference with a departmental advisor to plan the program of study. As with the major, students need to earn at least a C in each course for certification of the minor by the English department.

Literature

The minor in literature introduces students to the skills of interpretation and critical thinking and provides some familiarity with British and American literature.

Prerequisite: L115 with a grade of C or higher

Requirements: total of 15 credit hours (five courses), which include:

- One course from the following: L202, L203, L204, or L205
- One survey of British literature (L301 or L302) and one survey of American literature (L351, L352, or L354)
- Two elective courses in literature, at least one of which must be at the 300 or 400 level

Writing

The minor in writing is designed to help students develop their abilities to write for a range of purposes: personal, civic, professional, and academic. Students pursuing this minor should work with a faculty advisor in planning their courses and developing their writing portfolios.

The minor requires 16 credit hours. At least 9 hours must be at the 300-400 level, and at least 10 hours must be in the English department. Students must have a 2.5 or higher grade point average in the 16 hours of the minor and a minimum grade of C in each course for the minor.

Prerequisites: English W131 and a second writing course that counts in the student's degree program, such as English W132, W231, or W320; TCM 220; or Business X204 (both with a grade of C or higher)

Electives: Choose 15 credit hours from the following:

- English W210, W260, W310, W313, W315, W320 (if not used as second writing course), W331, W365, W366, W390, W396, W400, W411, W412, W426, E398, G204
- One creative writing course, chosen from English W206, W207, W208, W301, W302, W303, W305, W401, W403, and W411 (when done with a creative writing focus). (A Creative Writing Minor is also available in the English department.)
- Technical Communications TCM 320, 350
- Communication Studies R310, R350

Required: One-credit portfolio course, English W411. Each student doing the minor will work with a faculty advisor to develop a writing portfolio. Students should sign up for this course in the semester they complete the minor, or the following semester; students may work with

the faculty advisor informally before taking the portfolio course.

Creative Writing

The minor in creative writing will be of particular interest to students who are contemplating careers in writing or the teaching of writing. It is designed to serve, in addition, the needs of those who believe that one good way to study literature is to learn to produce it. Students choose 15 credit hours from the courses listed under "Creative Writing" in this bulletin and/or the Schedule of Classes.

Linguistics

The minor in linguistics is intended for students who wish to expand their knowledge of language structure and use. Courses provide a background in linguistic theory and practice.

Required: Z205

Electives: 12 credit hours from the following courses:

- English Z206, Z301, Z302, Z310, Z432, Z434, Z441, W310
- Anthropology L300, L401
- American Sign Language L340, L342

In consultation with an advisor, advanced students may request permission to take a graduate course in linguistics in partial fulfillment of the requirements for the minor.

Film Studies

The minor in film studies provides the skills for understanding film in its aesthetic, popular, and ideological dimensions. Students with a minor in film studies will have a knowledge of film history, theory of film, genres and authorship, interpretive approaches to films, and film as a cultural artifact.

The minor in film studies requires 15 credit hours.

Required: Film C292 Introduction to Film (3 cr.)

Electives: Twelve credit hours from the following courses: Film C390, C391, C392, C393, C394, C491, C493; English W260; Communication Studies M373; German G370, G371

Classical Studies, Ancient Greek, and Latin

A minor in classical studies, ancient Greek, or Latin can be an attractive complement to many majors, particularly history, English, and other foreign languages.

The minor in classical studies consists of at least 15 credit hours in classical archaeology, classical civilization, ancient Greek, Latin, or related courses approved by the program coordinator. Students may wish to design concentrations in areas of particular interest (e.g., classical art and archaeology or Greek or Roman civilization). At least 6 credit hours must be taken at the 300 level or higher; no more than 3 credit hours of ancient Greek or Latin at the 100 level may be counted. Up to 6 credit hours may be taken in related fields, including History C386, History C388, and Philosophy P307.

Minors in ancient Greek or Latin should include at least 12 credit hours in the language at the 200 level or higher, and 3 credit hours in a related culture or history course. Students interested in graduate study in classical studies are encouraged to learn to read French and German prior to beginning graduate work.

French

14 credit hours: F203, F204, F328, and F300 or F360.

Teaching Minor Requirements

The teaching minor in French requires the completion of a minimum of 24 credit hours beyond the 100 level, including 18 credit hours in 300- and 400-level courses. F300, F307, F328, F331, F360, and F402 are required. See also requirements of the School of Education.

German

The Minor in German

The minor in German is for students whose interest is in the German language as a tool of communication. Its emphasis is on competence in the skills of reading, writing, and understanding spoken German, as well as on conversational proficiency in German.

The minor can be beneficial to students in the natural and social sciences, business, engineering and technology, other languages, and interdisciplinary subjects.

Requirements for the minor consist of 14 credit hours to include G225 and G230, plus a minimum of 6 credit hours from courses at the 300- or 400-level.

Japanese

The minor in Japanese studies may be of particular interest to students in business, social sciences, and other languages and interdisciplinary subjects. It includes both language and literature and other Japanese area studies courses.

The minor in Japanese studies consists of 15 credit hours in Japanese studies or related courses approved by the program director, excluding courses at the 100 level. At least 6 credit hours taken toward the minor must be at the 300 level or above. The following courses fulfill the requirements. Prerequisite: completion of first-year college Japanese or equivalent.

- E231 Japan: The Living Tradition (3 cr.)
- E351 Studies in East Asian Culture (3-6 cr.)
- E472 Modern Japanese Fiction (3 cr.)
- G467-G468 History of Japan I-II (3-3 cr.)
- J201-J202 Second-Year Japanese I-II (3-3 cr.)
- J301-J302 Third-Year Japanese I-II (3-3 cr.)
- J393-J394 Japanese Literature in Translation I-II (3-3 cr.)
- J310 Japanese Conversation (3 cr.)
- J330 Business Japanese (3 cr.)
- J401-J402 Fourth-Year Japanese I-II (3-3 cr.)
- J498 Individual Studies in Japanese (1-3 cr.)

Spanish

The minor in Spanish requires 15 credit hours of course work (6 credit hours must be completed *on the IUPUI campus*), with a grade of C (2.0) or higher. Required courses are S311, S313, S317, and 6 additional credit hours from the 300 and 400 levels. Note for native speakers of Spanish: since S317 is not open to native speakers, another course at the 300 or 400 level must be substituted.

Arabic and Islamic Studies

Minor in Arabic & Islamic Studies

The minor in Arabic and Islamic Studies has a double track, one for Arabic language acquisition, and one for cultural studies. The language track focuses on linguistic acquisition. The cultural track takes a global and comparative approach to the study of Islamic history and Muslim societies, emphasizing the diversity of Muslim peoples and cultures in the past and present. Students complete basic requirements in Arabic language and Islamic studies, and choose from a list of electives to complete the 15 credits required for the minor.

(1) Arabic Language Concentration - 15 credits

NELC A200 Intermediate Arabic I
 NELC A250 Intermediate Arabic II
 NELC A300 Advanced Arabic I
 NELC A350 Advanced Arabic II

one three-credit course in Islamic studies from the list of religious studies courses below in category B.

(2) Islamic Civilization Concentration -- 15 credits

A. Arabic language, 6 credits required, chosen from
 NELC A200 Intermediate Arabic I
 NELC A250 Intermediate Arabic II
 NELC A300 Advanced Arabic I
 NELC A350 Advanced Arabic II

B. Islamic studies, 3 credits required, chosen from:

REL R257 Introduction to Islam
 REL R304 Islamic Beginnings
 REL R305 Islam and Modernity
 REL R309 Contemporary Middle East (offered as part of Jordan Study Abroad)
 REL R370 Islam in America

C. Electives, 6 credits required, chosen from:

WLAC F400, Islam, Gender, and Conflicts
 HIST H425 Topics: Middle East History
 WOST W300 Women and Islam
 POLS Y339 Middle Eastern Politics
 POLS Y380 Politics of Islam
 ANTH E300 VT: Cultures of the Middle East
 REL R257 Introduction to Islam
 REL R304 Islamic Beginnings
 REL R305 Islam and Modernity
 REL R370 Islam in America
 NELC N302/REL R309, Contemporary Middle East (offered as part of Jordan Study Abroad)

Please note: Students cannot double count any courses toward the fifteen required credits.

Creative Writing

Minor in Creative Writing

The minor in creative writing will be of particular interest to students who are contemplating careers in writing or the teaching of writing. It is designed to serve, in addition, the needs of those who believe that one good way to study literature is to learn to produce it. Students choose 15 credit hours from the courses listed under "Creative Writing" in this bulletin and/or the Schedule of Classes.

German Culture

Germanic Language Skills

Global Economics

Latin

Minor in Classical Studies, Ancient Greek and Latin

The Minor in Classical Studies consists of at least 15 credit hours in classical archaeology, classical civilization, ancient Greek, Latin, or related courses approved by the Program Coordinator. Students may wish to design concentration areas of particular interest (e. g., classical art and archaeology, or Greek or Roman civilization). At least 6 credit hours must be taken at the 300 level or higher; no more than 3 credit hours of ancient Greek or Latin at the 100 level may be counted. Up to 6 credit hours may be taken in related fields, including History C386, C388, and Philosophy P307.

Minors in ancient Greek or Latin should include at least 12 credit hours in the language at the 200 level or higher, and 3 credit hours in a related culture or history course. Students interested in graduate study in classical studies are encouraged to learn to read French and German prior to beginning graduate work.

Media Studies

Designed to accommodate students interested in media production or media aesthetics and criticism. Students will gain an understanding and appreciation of media as conveyors of meaning, cultural artifacts, and art forms.

M150, plus 12 credit hours (6 of which credit hours must be at the 300 level or above).

Media Production electives must come from the following courses (unless approved by an advisor): M210, M215, M220, M221, M290, M461, M463, M464, or M465.

Media Aesthetics electives must come from the following courses: G391, M215, M370, M373, M462, or students may select up to 6 credit hours from other courses approved by the departmental Media Studies Committee.

Organizational Communication

Provides students with the opportunity to develop knowledge and communication competencies applicable in a wide variety of for profit and nonprofit organizations.

C380 and 12 hours selected from C180, M150, C223, C228, R320, R321, C325, C328, C392, C394, and G499. Of these 12 hours at least 3 of them must be at the 300 level or higher.

Rhetorical Studies

Provides students with an understanding of symbols and symbolic form and how they influence human behavior. Students will consider the classical foundations of the study of rhetoric and have the opportunity to critically and carefully evaluate persuasive messages from a variety of perspectives. Emphasis is on becoming a more critical consumer and ethical producer of communication in its oral and written forms.

R310 and 12 hours selected from R227, R309, R320, R321, R330, and R350. Students may also take select G391 Seminar or G300 Independent Study (in rhetoric) with department approval.

General Theatre

Provides knowledge and skills for further study in acting, theatre directing, and playwrighting.

15 credit hour requirement. 12 credit hours selected from T130, T133, T337, T338, or T339. Remaining 3 credit hours in theatre courses at the 300 level or above.

Associate of Arts

The Associate of Arts (A.A.) is a 62 credit hour program that is essentially the first two years of the Bachelor of Arts program. Students are expected to meet the degree requirements in effect on the date of their admission to the School of Liberal Arts. However, should the requirements change after that date, students have the option of choosing the new requirements with the approval of the Office of Student Affairs.

Students intending to use the A.A. degree as the first two years of a B.A. degree should work with the A.A. Advisor, whose office is located in the Miriam Z. Langsam Office of Student Affairs (Cavanaugh Hall 401), to select courses that will also apply to the B.A. degree.

Requirements

Candidates for the Associate of Arts must satisfy three types of requirements: general education requirements, distribution requirements, and concentration requirements.

I. General Education Requirements (62 cr.)

- 62 credit hours of regular university courses,
- a minimum grade point average of 2.0 (C),
- completion of at least 30 credit hours in residence at any Indiana University campus with at least 15 credit hours of the concentration at IUPUI,
- courses taken under the Pass/Fail option may not be applied toward the A.A. degree,
- by special permission from the Office of Student Affairs, a maximum of 6 credit hours may be taken by correspondence through the Independent Study Division.

II. Distribution Requirements (44 cr.)

All students must complete the following:

First-Year Experience (1-3 cr.)

See B.A. distribution requirements for acceptable courses. (Transfer students with 18 credit hours are not required to take this course.)

English Composition (6 cr.)

Competency in English composition is required. Each course for this requirement must be completed with a minimum grade of C (2.0). This requirement may be satisfied in the following ways:

- by completing W131 (or Honors W140) and W132 (or Honors W150 or W231);
- by testing out of W131 through the IUPUI English Placement Exam and completing W132 or W231;
- for transfer students, by completing course work equivalent to W131 and W132 (or W231) at another campus or institution.

Speech Communication R110 (3 cr.)

Students with previously acquired competency in public speaking may be eligible for special credit and exemption from this requirement; contact the Department of Communication Studies in Cavanaugh Hall 309 or call (317) 274-0566.

Foreign Language (10 cr.)

This requirement may be satisfied by completing first-year courses with passing grades or by completing a second- or third-year course. See B.A. distribution requirements for more detailed information.

Analytic Skills (3 cr.)

See B.A. distribution requirements for acceptable courses.

Natural Sciences (9 cr.)

See B.A. distribution requirements for acceptable courses. (One course should be a laboratory course and no more than 5 credit hours should be in geography if students plan to complete the B.A. degree.)

Arts and Humanities (6 cr.)

See B.A. distribution requirements for acceptable courses.

Social Sciences (6 cr.)

See B.A. distribution requirements for acceptable courses.

III. Concentration Requirements (18 cr.)

The purpose of the concentration is to provide students with a focus in a single discipline/area, which may or may not include course work that fulfills requirements for a particular major for the Bachelor of Arts degree. See the A.A. advisor in the Miriam Z. Langsam Office of Student Affairs if you need assistance selecting a concentration and if you plan to pursue a B.A. degree.

The student may concentrate in either Option I, the arts and humanities, or Option II, the social and behavioral sciences, explained below. Courses counted toward the distribution requirements cannot be counted toward the 18 credits in the concentration area.

Option I: Arts and Humanities: Complete both A and B below.

A grade of C or higher is required in each course.

A. Students choose one discipline in the arts and humanities and take 12 credit hours in that discipline (see the disciplines listed under "Arts and Humanities" in the "B.A. Distribution Requirements"—students cannot concentrate in fine arts for the A.A. degree).

B. Students complete 6 credit hours of course work in other disciplines listed under "Arts and Humanities." These courses may be in a single discipline or in more than one discipline. However, any particular course cannot count toward both distribution requirements and the concentration requirements.

Option II: Social Sciences and Behavioral: Complete both A and B below.

A grade of C or higher is required in each course.

A. Students choose one discipline in the social sciences and take 12 credit hours in that discipline. (See the disciplines listed under "Social Sciences" in the "B.A. Distribution Requirements"—students cannot concentrate in psychology or linguistics for the A.A. degree).

B. Students complete 6 credit hours of course work in other disciplines listed under "Social Sciences." These courses may be in a single discipline or in more than one discipline. However, no specific course can be

used to satisfy both distribution requirements and the concentration requirements.

Certificates

- American Humanics
- American Sign Language/English Interpreting
- Geographic Information Science
- Museum Studies
- Paralegal Studies
- Technical Communication
- Theatre and Performance
- Translation Studies

American Sign Language/English Interpreting

The certificate is intended for students who already have a baccalaureate degree and would like to go beyond their original undergraduate major by completing the course work for the major in ASL/English interpreting.

The certificate program includes 24 credit hours of course work. To earn the certificate, students are required to complete the following courses with a grade of C or higher:

Required Courses

- ASL I301 Introduction to Interpreting (3 cr.)
- ASL I303 ASL for Interpreters (3 cr.)
- ASL I361 Basic Interpreting Skills (3 cr.)
- ASL I363 Interpreting Community Texts: Consecutive (3 cr.)
- ASL I365 Interpreting Community Texts: Simultaneous (3 cr.)
- ASL I405 Practicum (3 cr.)
- ASL L340 Discourse Analysis: English (3 cr.)
- ASL L342 Discourse Analysis: ASL (3 cr.)

Theatre and Performance

The Undergraduate Program in Theatre and Performance consists of 18 credit hours of coursework, including a required Communication Studies Core of three core courses. All these courses must be passed with a grade of C or above in order to count for the Certificate.

Electives must be approved by the Performance and Theatre Studies Director prior to registration.

Required core courses (9 credits):

- COMM T130 Introduction to Theatre (3 cr.)
- COMM T437 Creative Dramatics (3 cr.)
- COMM G300/G400 Independent Creative Project (3 cr.)

Select three of the following elective courses. (9 cr.):*

Students will select the remaining 9 hours of electives in consultation with the department faculty advisor to narrowly tailor the program to individual student interest based upon the Independent Creative Project Proposal.

Theatre Emphasis

- COMM T104 Voice and Diction (3 cr.)
- COMM T 133 Acting I (3 cr.)
- COMM T205 Oral Interpretation (3 cr.)

- COMM G300 Practicum in Debate and Forensics (3 cr.)
- COMM T305 Advanced Oral Interpretation (3 cr.)
- COMM T333 Acting II (3 cr.)
- COMM T337 Theatre History I (3 cr.)
- COMM T338 Theatre History II (3 cr.)
- COMM T339 Directing (3 cr.)
- COMM T431 Playwriting (3 cr.)

Drama/English Emphasis

- ENG L203 Introduction to Drama (3 cr.)
- ENG L205 Introduction to Poetry (3 cr.)
- ENG L207 Women and Literature (3 cr.)
- ENG L220 Introduction to Shakespeare (3 cr.)
- ENG L245 Introduction to Caribbean Literature (3 cr.)
- ENGW302 Screenwriting (3 cr.)
- ENG L315 Major Plays of Shakespeare (3 cr.)
- ENG L365 Modern Drama: Continental (3 cr.)
- ENG L366 Modern Drama: English, Irish, and America (3 cr.)
- ENG L370 Recent Black American Writing (3 cr.)
- ENG L379 Ethnic and Minority Literature of the United States (3 cr.)
- ENG L390 Children's Literature (3 cr.)
- ENG L433 Conversations With Shakespeare (3 cr.)
- CLAS C310 Classical Drama (3 cr.)

Anthropology/Women/Cultural Diversity Emphasis

- WOST W105 Introduction to Women's Studies (3 cr.)
- WOST W300 Topics in Women's Studies (3 cr.)
- HIST A355 African-American History (3 cr.)
- ANT E404 Field Methods in Ethnography (3 cr.)
- ENG L406 Topics in African-American Lit (3 cr.)
- MSTD A460 Museum Theatre (3 cr.)

*This is a sample list of elective courses.

To enroll in the Undergraduate Certificate in Theatre and Performance program, IUPUI students should do two things 1) complete an Application form in the School of Liberal Arts Student Affairs office (Cavanaugh Hall 401) and 2) fill out and mail this application form to the Communication Studies office (Cavanaugh Hall 309). Students who have less than 55 credit hours should consult with the Coordinator of the Undergraduate Certificate in Theatre and Performance Program.

Students who are currently enrolled at IUPUI may be considered for this certificate if they meet the following criteria:

- Have earned 55 credit hours towards their degree at IUPUI
- Have at least a cumulative 2.0 GPA

Students who have not enrolled at IUPUI may be considered for this certificate if they meet the following criteria:

- Apply for Undergraduate Admission to IUPUI and specify the Theatre and Performance Certificate as their objective.
- Have 55 credit hours of transferable work.
- Have at least a cumulative 2.0 GPA

Certificate in Mediated Communication

See department for requirements.

Technical Communication

The Certificate in Technical Communication is offered by the School of Engineering and Technology in cooperation with the Department of English, the Department of Communication Studies, and the Society for Technical Communication. Students who earn the Certificate in Technical Communication will have demonstrated that they have the core competencies necessary for entry-level positions as technical communicators. They will have demonstrated their ability to gather and translate technical information for a variety of audiences. They will have designed, developed, and edited effective documents using rhetorical principles and current technology.

Any student formally admitted to IUPUI may be a candidate for the certificate. To receive the certificate, students must have a technical specialty (major, minor, or 9 credit hours of course work), successfully complete 18 credit hours of required and selected courses, and present a portfolio of work that is judged professionally competent by representatives of the local chapter of the Society for Technical Communication. Courses taken at other universities may be recognized as the equivalent of the required or selected courses. The technical communication coordinator in the School of Engineering and Technology must approve candidates' selections of courses.

Geographic Information Science

Admissions Requirements

Undergraduate students who are currently enrolled at IUPUI may apply for the undergraduate certificate if they meet the following criteria:

- have earned 55 credit hours towards their degree at IUPUI
- have earned a cumulative GPA of 2.5
- have successfully passed MATH 118

Students who have not enrolled at IUPUI may be considered for this certificate if they meet the following criteria:

- apply for Undergraduate Admission to IUPUI and specify the Undergraduate Geographic Information Science Certificate as their objective (Admissions Office: (317) 274-4591 or apply@iupui.edu).
- have 55 credit hours of transferable work
- have earned a cumulative GPA of 2.5

Students who have already completed undergraduate degrees can apply for the undergraduate certificate or apply to the IU Graduate School for admission to the graduate certificate program (see below).

Course Requirements

Total requirements: 21 credit hours. The minimum grade that will be accepted in any single course is C.

Required courses (15 credits):

- G335 Introduction to Remote Sensing (3 cr.)
- G338 Introduction to Geographic Information Systems (3 cr.)
- G337 Computer Cartography and Graphics (3 cr.)
- G336 Advanced Remote Sensing (3 cr.)
- G438 Advanced Geographic Information Systems (3 cr.)

Electives in GIS or complementary field (6 credits):

In addition to the required courses listed above, students must take six credit hours of electives at the 300 level or above that will enhance their background in GIS-related issues or apply their expertise to a specific area. Such areas include, but are not limited to:

- Computer Aided Design
- Surveying
- Computer Science and Technology
- Graphics and Visualization
- Applications of GIS

Museum Studies

The Museum Studies Program offers an 18 credit hour undergraduate certificate in museum studies designed to complement a bachelor's degree and to prepare students for a career in museums or for graduate study. Many of the courses take advantage of the excellent museum community in Indianapolis with behind-the-scenes tours of museums and guest lectures by experts in the field. The Museum Studies Program is interdisciplinary and draws students from the arts, humanities, and social sciences, as well as from the hard sciences.

The undergraduate core courses provide a firm introduction to the theory, methodology, and practice of museum work. An internship in a museum provides the opportunity to apply skills, gain experience, and develop professional relationships. A range of electives is recommended to allow exploration of areas of interest or to develop deeper knowledge in a more specialized aspect of museum work.

The Undergraduate Museum Studies Certificate consists of a core of four courses (12 cr.) and a choice of two additional courses (6 cr.) from a list of museum studies courses. All of these courses must be passed with a grade of C or higher in order to count for the certificate. Electives not on the list of approved electives must be approved by the museum studies director prior to registration. Before enrolling in the Undergraduate Museum Studies Certificate Program, IUPUI students must have completed 55 credit hours of university study with a minimum GPA of 2.0 and must have declared a major field of study. IUPUI students meeting these requirements and wishing to enroll in the undergraduate certificate should complete a change of record form in the Liberal Arts Office of Student

Affairs and should complete an intake form (which may be downloaded on the museum studies Web site). Once enrolled in the undergraduate certificate program, students should meet with their museum studies advisor to develop a curriculum plan.

The following 18 credit hours of course work are designed to provide a firm introduction to the theory, methodology, and practice of museum work.

- Museum theory (6 cr.): MSTD A403, HIST H217
- Museum methods (9 cr.): MSTD A405 and two electives, at least one of which must be a museum studies course; the other may be an approved elective from another department.
- Practical museum work: (3 cr.): 3 credits required in a museum internship (MSTD A408 or a discipline-based internship such as ANTH 412 done in a museum and with a museum studies faculty advisor.

Undergraduate Certificate Requirements

Core courses (12 cr.)

- MSTD A403 Introduction to Museum Studies (3 cr.)
- MSTD A405 Museum Methods (3 cr.)
- HIST H217 Nature of History (3 cr.)
- MSTD A408 Museum Internship (3 cr.)

Electives (6 cr.)

Choice of two additional courses. One or more must be from the museum studies curriculum. One elective may be from an approved list of courses offered in other departments (see the museum studies Web site for a current listing).

Paralegal Studies

- **Director** David Weiden, Assistant Professor, Department of Political Science
- **Academic Advising** Cavanaugh Hall 301C, (317) 274-7387

Paralegals play an increasingly important part in the legal profession, undertaking critical research and support work for attorneys. The Certificate in Paralegal Studies offered by the Department of Political Science is increasingly recognized as important preparation for anyone considering a career in law, and provides students with grounding in all the critical elements of the legal profession, from litigation to property law, contract law, bankruptcy law, and family law. Adding an important real-world element to the certificate, almost all the classes are taught by practicing attorneys or paralegals.

Students can combine the certificate with any other degree programs or major, or take it by itself. The credit certificate program parallels the noncredit program available through the Division of Continuing Studies, and represents a partnership between the two schools.

The 27 credit hour certificate includes 9 credit hours of required course work and 18 credit hours chosen by the student from a set of elective courses listed below. Students must receive a grade of C or higher in each course they intend to apply toward the certificate.

Because of the demands of the required courses for the certificate, there are prerequisites that students

must satisfy prior to undertaking the course work for the certificate: they should have college-level writing proficiency, computing proficiency, and should have completed POLS Y211 Introduction to Law, with a grade of C or higher.

Required Courses (9 credit hours):

- POLS Y221 Legal Research and Writing for Paralegal Studies (3 cr.)
- POLS Y222 Litigation for Paralegal Studies I (3 cr.)
- POLS Y232 Professional Responsibility for Paralegals (3 cr.)

Elective Courses

(18 credit hours from the following):

- POLS Y223 Litigation for Paralegal Studies II (3 cr.)
- POLS Y224 Property Law for Paralegal Studies (3 cr.)
- POLS Y225 Contract Law for Paralegal Studies (3 cr.)
- POLS Y226 Tort Law for Paralegal Studies (3 cr.)
- POLS Y227 Criminal Law for Paralegal Studies (3 cr.)
- POLS Y228 Family Law for Paralegal Studies (3 cr.)
- POLS Y229 Estate Law for Paralegal Studies (3 cr.)
- POLS Y230 Bankruptcy Law for Paralegal Studies (3 cr.)
- POLS Y231 Advanced Legal Writing for Paralegal Studies (3 cr.)
- POLS Y233 Business Associations for Paralegals (3 cr.)
- POLS Y485 Field Experience in Paralegal Studies (1-5 cr.)

Students who have questions about the Certificate in Paralegal Studies, or who wish to declare and pursue the certificate, should contact the director of paralegal studies, Professor David Weiden, Cavanaugh Hall 504J, (317) 274-7387.

American Humanics

The American Humanics (AH) Certificate prepares undergraduate students to become skilled professionals and leaders in human service (nonprofit) organizations. Students develop a network of professional contacts, obtain on-the-job experience through an extensive internship and site visits, and acquire leadership skills through the AH student association. In addition, they have opportunities to explore careers, participate in community service projects, and engage in social activities. This certificate program is open to students pursuing a bachelor's degree in any major. For more information, contact the School of Public and Environmental Affairs at (317) 274-4656.

Translation Studies

Director and Advising Professor Enrica J. Ardemagni
CA501E, 274-8957, eardeema@iupui.edu

Assistant Professor Benjamin Van Wyke

Program Description

The Department of World Languages and Cultures offers an undergraduate Certificate in Translation Studies with an emphasis in French, German, or Spanish. The certificate requires completion of 27 credit hours focusing on grammar, professional writing skills, culture, translation

history and theory, nonliterary translation from English to French/German /Spanish and French/German/Spanish to English, terminology management, and knowledge of computer applications to translation. A minimum of 15 credit hours toward the certificate must be completed at IUPUI, and no courses may be taken with the Pass/Fail option.

The Certificate program is intended for advanced undergraduates or students holding or completing a bachelor's degree who would like to enhance their language expertise. As an undergraduate certificate program, the course work prepares students for further study in translation at the graduate level or for practical work, as well as develops basic competence for further work as professional translators. However, successful completion of the program does not indicate that a student is a "certified" translator. It is highly recommended that students who wish to be accredited as a certified translator complete advanced-level course work in translation and seek certification through the American Translators Association. The Certificate will be awarded after a student has completed the minimum of a B.A. or B.S. degree; however, students who are not enrolled in the Certificate program may take the course work. It is recommended to make an appointment with the director of the Certificate program as soon as possible to see if prior course work can be counted towards credit as well as receive information about courses taught on a rotational basis.

Admission Requirements

Certificate candidates must possess fluency in their language pair. To be admitted to the Certificate program, students must have sophomore standing and meet the following three criteria:

1. Academic Readiness: Students must have a minimum GPA of 3.0 overall and 3.3 in their major.
2. Writing Proficiency: Students must have completed W131 and W132 or their equivalents with a grade of B or higher prior to admission, as well as a 300-level composition class in French, German, or Spanish with a grade of B or higher.
3. Translation Readiness: Prior to admission into the Certificate program, students are required to demonstrate a minimum level of bilingual ability to be successful in the course work required for the certificate. Students will be admitted to the certificate after receiving a B or higher in their first translation course.

Completion Requirements

Students must complete certificate-related courses with an overall GPA of 3.0 or higher before qualifying for the internship or directed study. A grade of C in more than one course will make candidates ineligible for completion of the certificate.

Translation Competence

Upon completion of the course work for the certificate, students must demonstrate translation competence through one of two options: (1) completion of an internship in the target language, which includes a minimum of 20 pages of translated text. The student's academic language advisor will be responsible for recommending placement and mentoring in the internship program; or

(2) completion of an independent translation project in the target language, which includes a minimum of 20 pages of translated text. The student's academic language advisor will be responsible for mentoring the student through this translation project. Mentors use a set of rubrics for scoring the final translation or internship project.

Course Requirements

Because sequencing of courses is important, students should consult with the director prior to admission into the program.

1. Core Courses (9 cr.) a. Advanced Professional Writing (English) (3 cr.)

- W331 Business and Administrative Writing
- W365 Theories and Practices of Editing

b. Advanced Grammar (3 cr.)

- F402 Introduction to Linguistics or F421 Fourth-Year French
- G445 Advanced Grammar
- S421 Advanced Spanish Grammar or S426 Introduction to Linguistics

c. Culture Course (3 cr.)

- F461 La France contemporaine
- G365 Deutsche Kultur Heute
- S411 Culture and Civilization of Spain or S412 Culture and Civilization of Latin America

2. Courses in Translation (15 cr.)

a. History and Theory of Translation (3 cr.)

- FLAC F350 Introduction to Translation Studies and Interpreting

b. Translation Practice (6 cr.)

- F330 Introduction to Translating French and English
- F423 The Craft of Translation
- G333 German Translation Practice
- G423 The Craft of Translation
- S323 Introduction to Translating Spanish and English
- S423 The Craft of Translation

c. Computers in Translation (3 cr.)

- FLAC F450 Computers in Translation

d. Terminology Studies (3 cr.)

- F326 French in the Business World
- G331 Business German I or G431 Advanced Business German
- S315 Spanish in the Business World or S319 Spanish for Health Care Personnel or S419 Spanish for Law Enforcement or S429 Medical Interpreting or
- S430 Legal Spanish

3. Internship or Directed Study (3 cr.)

a. Internship

- F493 Internship Program in French
- G493 Internship Program in German
- S493 Internship Program in Spanish

b. Directed Study

- F495 Individual Readings in French
- G498 Individual Studies in German
- S494 Individual Readings in Hispanic Studies

For complete information and application, go to

<http://liberalarts.iupui.edu/wlac/AcadTranslationStudies.htm>.

Motorsports Studies

The Certificate in Motorsports Studies will serve student interests and community needs. The recently developed BS in Motorsports Engineering and the Motorsports Technology Certificate demonstrate high interest among IUPUI students in the motorsports industry. Indianapolis, "Racing Capital of the World," is the home of several major motorsports events, including the Indianapolis 500, the Brickyard 400, the NHRA Nationals and the MotoGP. The Indianapolis Motor Speedway has also hosted the US Grand Prix. The nearby cities of Evansville and Madison, Indiana, host important events on the American Boat Racing Association schedule, the Madison Regatta and "Thunder on the Ohio", respectively. A very large number of facilities throughout central Indiana and the mid-west in general host racing events on a regular basis. The motorsports industry has a significant influence on the social and economic fabric of central Indiana, the mid-west, the United States and, indeed, the world.

Students usually will enter the program fall semester, but may apply for spring semester under special circumstances. Admission to the program requires junior standing.

Motorsports Studies will make the decision on admission to the program.

Students currently enrolled at IUPUI may be considered for admission to the program if they meet the following criteria:

1. Have earned 55 credit hours towards their degree at IUPUI
2. Have at least a cumulative 2.5 GPA

Students who have not enrolled at IUPUI may be considered for admission to the program if they meet the following criteria:

1. Apply for Undergraduate Admission to IUPUI and specify the Motorsports Studies Certificate as their objective.
2. Have 55 credit hours of transferable work.
3. Have at least a cumulative 2.5 GPA

These four areas of emphasis will be available within the program:

- Motorsports Studies
- Communication and Public Relations
- Business, Finance, and Management
- Tourism and Event Management

The Certificate will be awarded after the student has completed 21 hours of coursework, which includes 9 hours of core courses in Motorsports Studies, 9 hours of focused electives, and a 3 credit capstone course. Each of these courses must be passed with a grade of C or

above in order to count for the Certificate. Electives must be approved by the Motorsports Studies Director prior to registration.

Required Courses

- LIBA MSPT Z100 Motorsports Studies (3cr)
ENGR MSTE 272 Introduction to Motorsports (3cr) One of the following (3cr):
- LIBA COMM C380 Organizational Communication
 - LIBA ENG W231 Professional Writing Skills
 - LIBA COMM G310 Introduction to Communication Research
 - LIBA SOC R351 Social Science Research Methods *and* LIBA MSPT Z444 Motorsports Studies Capstone **or**
 - LIBA MSPT Z445 Motorsports Studies Internship

Note 2: Students may not "double count" required courses and courses in the different areas described below. For example, R351, Social Science Research Methods, will not be counted as both a required motorsports course and a course in the Motorsports Studies Emphasis.

Note 3: The instructors of MSPT 100 and MSTE 272 will collaborate to insure that these courses are complementary.

Electives

In order to complete one of the four areas of emphasis listed above, students will select 9 hours of electives in consultation with the Director of the Motorsports Studies.

The Motorsports Studies Capstone will be designed by the student in consultation with the Director of Motorsports Studies. The capstone will help students synthesize and demonstrate what they have learned while readying them for opportunities in the motorsports industry. The capstone may consist of either an internship with a motorsports related organization or significant research project.

The student's chosen emphasis will appear on the transcript.

The following is a sample list of elective courses for each track [1]

Motorsports Studies Emphasis (3 courses/9 credits from the list below):

- LIBA HIST A421 History of Sports, Recreation, and Leisure (3cr)
- LIBA GEOG G310 Introduction to Communication Research **or** SOC R351 Social Science Research Methods (3cr)
- LIBA COMM C380 Organizational Communication (3cr)
- LIBA ENG W231 Professional Writing Skills (3cr)
- LIBA ECON E307 Economics of Sport (3cr)
- LIBA AADS A303 Topics in African American and African Diaspora Studies (such as, Sport, Culture, and African Americans) (1-3cr)
- LIBA AMER A303 Topics in American Studies (1-3cr)
- LIBA WOST W300 Topics in Women's Studies (1-3cr)

Note: Although variable credits are available in some of the above listed courses, 9 total credits are required.

Communication and Public Relations Emphasis (3 courses from the list below):

- LIBA ENG W231 Professional Writing Skills (3cr)
- LIBA COMM C380 Organizational Communication (3cr)
- PETM TCEM 231 Tourism and Hospitality Marketing (3cr)
- JOUR J219 Introduction to Public Relations (3cr)
- JOUR J340 PR Tactics and Techniques (3cr)
- JOUR J360 Understanding Sports Media (3cr)

Note: JOUR J360 is a temporary number.

[1] Several of the courses listed have pre-requisites or require consent of the instructor. For example, W231, Professional Writing Skills, has a pre-requisite of W131, Elementary Composition 1 (and a grade of C or better), and E307, Economics of Sport, has a pre-requisite of E201 (Introduction to Microeconomics), sophomore standing, or consent of the instructor. 200 level Business courses have no pre-requisites; the 300 level Business courses have several pre-requisites. Students are encouraged to examine the IUPUI Campus Bulletin, to consult with their advisor, and to consult with the Director of Motorsports Studies prior to embarking on a course of studies that leads to a Motorsports Studies Certificate.

Business, Finance, and Management Emphasis (3 courses from the list below):

- ENGR MOE 310 Business of Motorsports I (3cr)
- ENGR MOE 311 Business of Motorsports II (3cr)
- LIBA ENG W231 Professional Writing Skills (3cr)
- JOUR J360 Sports Marketing and Advertising (3cr)
- BUS M200 Marketing and Society: A Look at Roles and Responsibilities **or** BUS M300 Introduction to Marketing (3cr)
- BUS W200 Introduction to Business and Management (3cr)
- BUS F200 Foundations of Financial Management **or** BUS F300 Introduction to Financial Management (3cr)
- BUS P200 Foundations of Operations Management **or** BUS P300 Introduction to Operations Management (3cr)
- BUS M200 Marketing and Society **or** BUS M300 Introduction to Marketing (3cr)

Note: JOUR J360 is a temporary number.

Tourism and Event Management Emphasis (3 courses from the list below)

- LIBA ENG W231 Professional Writing Skills (3cr)
- PETM TCEM 219 Management of Sport Events (3cr)

- PETM TCEM 231 Tourism and Hospitality Marketing (3cr)
- PETM TCEM 329 Sport Marketing (3cr)
- PETM TCEM 362 Tourism Economics (3cr)

Student Learning Outcomes

Graduate Programs

The communication studies, economics, English, geography, history, museum studies, philosophy, philanthropy, sociology, and Spanish programs presently offer master's degrees. In addition, virtually all School of Liberal Arts departments offer graduate courses, including certain 300- and 400-level courses that may be taken for graduate credit in programs in the Indiana University Graduate School or the Indiana University School of Education. Students will not receive graduate credit without the written approval of a graduate advisor and the instructor of the course. Obviously, acceptable performance in the courses is also a condition for receiving graduate credit. In addition, other departments offer graduate course work. See sections on IU graduate programs. In addition, several departments and programs offer graduate certificate programs and minors.

Graduate Minors

- Anthropology and Health
- Philosophy
- Sociology
- Women's Studies

Anthropology & Health

The graduate minor in anthropology and health is an integrated field of 12 credit hours of study designed to supplement the graduate training of students with an interest in careers in the health field. The program has three goals: to provide students with a holistic perspective on the anthropology of health, which integrates human biology, ecology, and culture in a systems model of health; to develop students' anthropological inquiry skills in understanding health in human groups; and to develop students' abilities to apply anthropological concepts and skills to health interventions in the areas of their career focus. The graduate minor in anthropology and health will provide students with training that will add greater depth and breadth to their qualifications in their major field. They will be able to use the cross-cultural and bio-cultural perspectives of anthropology to supplement their primary graduate training to better prepare them for a career in the health fields. This focused training will enable students to use anthropological concepts and skills to identify bio-cultural factors in the occurrence of disease, to understand ethnic behavior related to illness, and to identify where health programs across social and ethnic lines can be made more effective.

Course Requirements

Twelve credit hours approved for the minor in anthropology and health with a grade point average of at least 3.25, including E445; A594; one course selected

from B521, B523, B525, E404, E606, and L605; and one elective.

Research Methods in the Anthropology of Health Electives

Electives will be selected from approved anthropology courses offered at IUPUI and IU Bloomington in consultation with the minor advisor.

Philosophy

To earn a doctoral minor in philosophy, a student pursuing a doctoral major in another field must complete 12 credit hours of graduate courses in philosophy, with a grade point average of at least 3.0 (B), including 6 credit hours in courses selected from the Philosophy Core. For further information, visit <http://www.iupui.edu/~philosop/graduate.htm>.

Sociology

Ph.D Minor

Students who are candidates for the Ph.D. degree in other departments may obtain a minor in Sociology at IUPUI. The intent of the minor is to develop multidisciplinary skills, exposing students to theories and methods outside their major department. The Ph.D. minor in sociology has an unstructured curriculum that can provide students a foundation in basic areas in sociology and the opportunity to study advanced sociological theory, qualitative and quantitative research methods, and statistics.

Requirements

- Four sociology courses at the 500-level or above, totaling 12 credits.
- An average grade of B (3.0 on a 4.0 scale) or above in these courses.
- No more than one individual readings course.
- At least half of these courses must be taken at the IUPUI campus.

Women's Studies

A minor in women's studies is available to students pursuing a doctorate. Please consult with the director of the Women's Studies Program.

Graduate Courses

Cross-listed undergraduate and graduate courses are listed under OneStart. They have included:

- ANTH E402 Gender in Cross-Cultural Perspective
- ANTH E403 Women of Color in the U.S.
- BIOL N200 Biology of Women
- COMM R350 American Feminist Rhetoric
- ENG L207 Women in Literature
- ENG L378 Studies in Women and Literature
- ENG L401 Language, Power, and Gender
- MUS Z320 Women Musicians
- NURS G553 Women, Health, Culture, and Society
- PHIL P282 Women in Philosophy
- PHIL P394 Feminist Philosophy
- POLS Y324 Women and Politics
- PSY B376 Psychology of Women
- REL R301 Women and Religion
- SOC R321 Women and Health
- SOC R325 Gender and Society
- SOC R425 Gender and Work
- SPAN S470 Hispanic Women Writers

Graduate Degrees

- Applied Communication
- Economics
- English
- Geographic Information Science
- History
- Museum Studies
- Philanthropic Studies
- Philosophy
- Sociology
- Spanish

Applied Communication

The Department of Communication Studies offers an M.A. in Applied Communication with concentrations in corporate communication, health communication, media criticism or public communication. This unique applied program provides students with theoretical understanding of communication processes as well as with the competencies and skills necessary to address specific communication issues and problems by applying discipline-specific knowledge. The program readies the advanced student for professional career paths and future academic pursuits.

Program Goals

The overarching goal of this unique program in applied communication is to provide students with the competencies and skills necessary to address specific communication issues and problems that are socially relevant and to suggest or implement change. The primary intellectual goal of the program is to increase our students' understanding of the theoretical implications of discipline-specific knowledge and to enhance their ability to understand and predict human interaction relative to realistic, applied outcomes associated with contemporary social problems. A practical goal of the program is to train a cohort of the population who will satisfy society's increased need for professionals who grasp the complexities of communication problems and who are able to develop and execute strategies and programs to address such issues.

Requirements for Admission

Applicants should have:

- a bachelor's degree from an accredited college or university, with a minimum GPA of 3.0 (on a 4.0 scale)
- official transcripts from all Universities and Colleges attended
- three letters of recommendation
- a personal statement

In addition, evidence of strong analytical and writing skills, a background in research methods, and experience in the analysis of communication phenomena are highly recommended. The Graduate Record Examination (GRE) General Test with satisfactory scores in the three areas is required for applicants who wish to be considered for University fellowships.

Course Work

The student must maintain a B+ average (3.3) or higher in order to graduate. In addition, the student must pass the comprehensive examination and complete either a thesis or an applied learning project in order to complete the degree requirements.

Degree Requirements

Completion of 36 credit hours, including:

- 12 credit hours of core requirements
- C500 Advanced Communication Theory,
- C501 Applied Communication Research,
- One of C502, C530 or C531
- C503 Applied Learning Project, OR C597 Thesis);
- 18 credits of applied communication elective courses;
- 6 credits of approved interdisciplinary course work at the graduate level from outside of the Communication Studies Department;
- successful completion of comprehensive examinations.

Economics

The Master of Arts program has a twofold objective: (1) to provide students with analytical capabilities and research skills for careers in business, government, and the nonprofit sector; and (2) to prepare those who wish to pursue the Ph.D. at IUPUI, Indiana University Bloomington, or another university.

Admission Requirements

Applicants should have completed a bachelor's degree from an accredited institution. Ordinarily, applicants should have a minimum grade point average of 3.0 on a 4.0 scale in their undergraduate course work and in their previous economics courses. Before undertaking graduate study in economics, a student should have knowledge of intermediate-level undergraduate economic theory (E321 and E322), statistics (E270), multivariate differential and integral calculus (the IUPUI equivalent M 16500 offered by the mathematics department, and finite mathematics (M118). Students with deficiencies in economics and/or mathematics may be admitted on a conditional basis.

The verbal, quantitative, and analytical writing portions of the Graduate Record Examination (GRE) are required and applicants are urged to complete the examination by December of the year before admission.

Three letters of recommendation are required. For students with English as a second language, a minimum TOEFL score of at least 550 is required, higher scores are recommended.

Course Requirements

Students must complete a minimum of 30 credit hours of graduate course work. Twelve (12) credit hours are devoted to the following required core courses: E520 Mathematics of Optimization, E521 Theory of Prices and Markets, E522 Theory of Income and Employment, and E570 Fundamentals of Statistics and Econometrics. These core courses serve as prerequisites for 500-level field courses. The student must also complete six (6) credits of outside field classes in the mathematics and statistics department, at the graduate level. Consult the department's graduate study guide for a list of acceptable outside courses.

Grades

The student must receive at least a C (2.0) in each course and must average at least a B (3.0 on a 4.0 scale) for all courses taken.

Ph.D. Program

The Ph.D. program is designed to (i) advance knowledge concerning Health Economics and Philanthropy/Nonprofit Economics; (ii) develop the skills essential for our graduates to conduct independent research in these two areas. The two fields for our Ph.D. program are Health Economics and Philanthropy/Nonprofits Economics.

Admission Requirements

Course sequence in univariate and multivariate calculus (equivalent to MATH M16500, M16600, and M26100 at IUPUI).

Linear algebra (equivalent to Math M35100 at IUPUI).

Either a calculus-based undergraduate level course in probability or statistics or any undergraduate statistics course plus a course in introductory econometrics (equivalent to E270 and E470 at IUPUI).

Recommended Coursework includes Intermediate Microeconomic Theory (equivalent to E321 at IUPUI) and the course sequence in Mathematical Analysis (equivalent to Math M44100 and Math M44200 at IUPUI). Additional courses in Economics will also be useful.

Graduate Record Examination (GRE) General Test (Quantitative, Verbal and Analytical Writing). Successful candidates typically have quantitative scores at the 700 level and above and scores below 650 are typically not sufficient for admission. Analytical Writing and Verbal scores can be somewhat lower.

For non-native English speakers who did not attend college in the U.S.: Either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS). Successful candidates must achieve a minimum TOEFL score of 570 (or 230 on the computer version of the test or 88 on the internet version, iBT). Typically successful candidate have scores of 600 or better (250 or better - computer version; 100 iBT). The minimum acceptable IELTS score is 6.5; in practice, we look for an IELTS of 7 or more. It is required that applicants take the academic reading and writing modules, the general training reading and writing modules.

Requirements include a bachelor's degree from an accredited college or university, a minimum 3.0 grade point average on a scale of 4, and a minimum 3.0 average in the major field. In unusual circumstances, if the minimum GPA requirement is not met, a conditional admittance could be considered.

Applications will be viewed in their entirety wherein a candidate's outstanding qualifications in one area can be balanced against more marginal qualifications in

another dimension. However, admission is competitive and financial support even more competitive. Most of the students admitted and supported will exceed the minimal requirements.

English

The graduate English program has been designed to prepare students for careers in the analysis and production of texts. The program covers issues and skills in reading and writing, in the richest sense of these words—in order to prepare students to address these issues and to teach these skills. Graduates of the program should be prepared for such careers as teaching writing and literature; teaching English as a second language; and writing for business, government, and other professions. In contrast to traditional M.A. programs, which place heavy emphasis on literary history, the IUPUI program focuses on the application of English studies to contemporary situations and problems.

Admission Requirements

- Applicants should have a bachelor's degree from an accredited college or university, with a minimum grade point average of 3.0 (on a 4.0 scale) in the student's undergraduate major, documented by an official transcript. Applicants are expected to have been English majors, but admission also is considered for those who otherwise demonstrate the competency necessary for successful graduate work in English.
- The Graduate Record Examination (GRE) General Test, normally with a minimum score of 600 in either the verbal or the quantitative section and 4.0 in analytical writing. Applicants are encouraged to take the examination by December of the year before admission.
- Three letters of recommendation.
- Two years of foreign language as an undergraduate with appropriate level of achievement.

Grades M.A. students must maintain a minimum grade point average of 3.0 (B).

Course Requirements The M.A. in English has two options: thesis and non-thesis.

Thesis Option (36 cr.)

Core courses (8 cr.)

Choose two: G500 Introduction to the English Language; W509 Introduction to Writing and Literacy Studies; L506 Introduction to Methods of Criticism and Researching.

Electives (24 cr.)

Choose at least six courses in consultation with a faculty advisor for a total of 24 credit hours. These 24 hours may include a third core course and up to 8 credit hours of Internship.

Thesis Credits (4 cr.)

L699 Thesis Credits (4 cr.)

Non-Thesis Option (4 cr.)

Core Courses (8 cr.)

Choose two: G500 Introduction to the English Language; W509 Introduction to Writing and Literacy Studies; L506 Introduction to Methods of Criticism and Research.

Electives (32 cr.)

Choose at least eight courses in consultation with a faculty advisor for a total of 32 credit hours. These 32 hours may include a third core course and up to 8 credit hours of Internship.

Foreign Language Requirements There is no foreign language requirement, but M.A. students going on for the Ph.D. are encouraged to validate their reading proficiency in a foreign language according to University Graduate School standards.

Geographic Information Science

Admission Requirements

Admission to the Master of Science in Geographic Information Science requires:

- A baccalaureate degree in geography or closely related discipline from an accredited four-year institution, with a GPA of at least 3.0, documented by an official transcript.
- Scores from the Graduate Records Examination (GRE) of at least 600 in one area and no less than 500 in any area.
- Proficiency in the English language. International students must submit proof of language proficiency (normally a score of 550 or above on the TOEFL exam).
- A written statement of interest outlining the reasons for pursuing the degree.
- Three detailed letters of recommendation.

Course Requirements

All students must complete a minimum of 30 credit hours as follows:

Any 3 of the following courses (9 credits):

- G535 Introduction to Remote Sensing (3 cr.)
- G537 Computer Cartography and Graphics (3 cr.)
- G538 Introduction to Geographic Information Systems (3 cr.)
- G588 Spatial Statistics (3 cr.)

Two required courses (7 credits):

- G639 Seminar in Geographic Information Science (3 cr.)
- G560 Internship in Geographic Analysis (4 cr.)

An independent research project or a thesis (3-6 credits):

- G645 Research Papers in Geography (3 cr.) or
- G850 Masters Thesis (6 cr.)

Electives in GIS or complementary field (8-11 credits)

For additional information about Geographic Information Science programs at IUPUI, please refer to the IUPUI Geography Web site (www.iupui.edu/~geogdept) or contact:

Rudy Banerjee, Ph.D.

Graduate Director and Chair

Department of Geography

Indiana University – Purdue University Indianapolis

Phone: (317) 274-3281

E-mail: rbanerje@iupui.edu

History

Admission

To be admitted to the Master of Arts degree program, students must have:

- a bachelor's degree from an accredited college or university, with a minimum overall undergraduate grade point average of 3.0 (B) and a minimum grade point average of 3.0 (B) in the student's undergraduate major (an undergraduate major in history is not required, but applicants without such a background may be required to take additional course work in history at the undergraduate level as a condition for acceptance into the program);
- an appropriate level of achievement on the Graduate Record Examination (GRE) General Test; and three letters of recommendation.

Grades

No grade below B– (2.7) in history courses will be counted toward this degree.

Course Requirements

Students pursuing any one of the three concentration areas must take H500 or H501. Those selecting United States history must take at least one graduate colloquium and one graduate seminar in United States history and at least one course in non–United States history. Students selecting European history must take a graduate colloquium and seminar in that area and at least one course outside their concentration. With the consent of their faculty advisor, students may take as many as 6 credits outside the Department of History. Six credits will be granted upon successful completion of the required master's thesis. A total of 30 credit hours is required for students concentrating in United States or European history.

Students choosing public history as their area of concentration must take H500 or H501, H542, a colloquium and seminar generally in United States history, and do an internship. Four credits will be granted upon satisfactory completion of the internship project. Public history students must also take at least one course outside United States history. With the consent of their faculty advisor, they may take as many as 6 credits outside the Department of History. A minimum of 36 credit hours is required for students concentrating in public history.

Foreign Language Requirement

There is no foreign language requirement for the degree per se. However, those students who will incorporate foreign language documents and scholarship in their graduate work (especially those concentrating in European history) will be expected to translate non-English sources. They must thus demonstrate an appropriate level of competence in the relevant language before they begin work on their thesis. The director of graduate studies and the student's advisor may require the student to take additional coursework.

All students concentrating in European history should expect to demonstrate competence in a foreign language, ideally upon application to the program. (Competence is defined as two years of undergraduate course work with a grade of B or better in the final semester, or demonstration

of an equivalent reading proficiency in an approved foreign language exam.) Students considering the possibility of going on for a Ph.D. should recognize that competence in at least one and sometimes two foreign languages is often a requirement in history doctoral programs.

Combined Master of Library Science and Master of Arts in History

Study for these two degrees can be combined for a total of 53 credit hours rather than the 66 credit hours required for the two degrees taken separately. Students take 23 credit hours in history, which must include History H547 (Archives), one graduate seminar, and one graduate colloquium. No thesis is required for students earning an M.A. in history who are also earning a master's degree in library science under this dual degree program. However, they must satisfy the foreign language proficiency admission requirement. No area of concentration is required, but students wishing to focus on public history for the M.A. in history must also include H542 among the required 23 credit hours of history course work. Such students may, if they wish, do a public history internship and count a maximum of 2 credit hours of H543 toward the degree. (Students may enroll in H543 only after having taken or while taking H542).

The remaining 30 credit hours are library science courses as detailed in the Bulletin of the School of Library and Information Science. Admission to each of the two master's programs is approved separately on the same basis as for other applicants not in the combined program.

Combined Master of Arts in History and Philanthropic Studies

The dual M.A. in history and philanthropic studies creates a unique opportunity to pursue critical inquiry into the historical, cultural, philosophical, and economic implications of voluntary action for the public good. Historians routinely study the role of nonprofit organizations, self-help groups, and philanthropic institutions. This dual-degree program offers an interdisciplinary focus on the past, present, and future. This degree will be attractive to students wishing to pursue (1) careers that demand the skills and talents developed by cross-training in history and philanthropy, or (2) doctoral programs that encourage new and creative approaches to the historical study of philanthropy, broadly defined.

Admission requirements for the dual-degree program are identical to those for each program separately. A separate application must be made to each of the programs. Prospective students are expected to take responsibility for learning about and meeting the different admission requirements and deadlines of each department. Students must make plans early with advisors in both programs to identify common courses and a thesis topic.

Study for these two degrees can be combined for a total of 51 credit hours (U.S. or European history concentrations) or 54 credit hours (public history) rather than the 66 or 72 credit hours that would be required if the two degrees were taken separately. For all concentrations, the required 700-level seminar for the M.A. in history may be selected as an elective to meet the philanthropic studies requirement for one of two theoretical electives. The required philanthropic studies course H509 History of Philanthropy in the West or H511 History of Philanthropy

in the United States may be taken to meet a history elective. Required course PHIL P542 Ethics and Values of Philanthropy or PHST P512 Human and Financial Resources for Philanthropy may be taken to meet 3 of the 6 credits of outside electives that may be taken in the history program. For public history students, HIST H543 Practicum meets the requirement for PHST P590 Internship for the philanthropic studies program. A common thesis meets the requirements of both departments. See the departmental director of graduate studies for more information about this dual degree.

Museum Studies

The Master of Arts in Museum Studies curriculum (36 credit hours) consists of a required introductory course, a set of integrated core courses which provide a broad-based interdisciplinary training in museum practice, and a choice of elective courses that allow the student to develop a particular specialty. The course work is complemented by an internship that provides an opportunity for an intensive applied learning experience in a museum. The interdisciplinary curriculum and flexible structure allow students to achieve either a generalist breadth suitable for those working in smaller museums or to focus on a particular area of museum practice appropriate for a specialist on the staff of a larger museum.

Team-based and applied projects form a core learning experience in all classes and present opportunities to work with community partners as well as peers in the program. Team projects such as exhibit development and visitor studies prepare students for the collaborative approach that is central to the museum field.

All courses must be passed with a grade of B– or above in order to count for the certificate. Electives not on the approved list must be approved by the director of museum studies before registration. Internships must be approved by a faculty advisor prior to registration. The requirements for the M.A. were revised in May 2007. Students beginning the program prior to August 2007 may complete their degree following either the old requirements or the new ones and should meet with their academic advisors to discuss their options and file a curriculum plan with the museum studies office.

M.A. Requirements (36 cr.)

- MSTD A503 Introduction to Museum Studies (3 cr.)
- Core courses (12 cr.) MSTD A510, A512, A516, and MSTD A548 or HIST H548
- MSTD A508 Museum Internship (6 cr.)
- MSTD A530 Museum Capstone (3 cr.)
- Electives (12 cr.)

Approved electives from other departments (see Web site for current schedule)

- ANTH P340/MSTD A560 Modern Material Culture (grad. section course # TBA) (3 cr.)
- ANTH E320 Indians of North America (grad. section course # TBA) (3 cr.)
- ANTH A401 Cultural Resources Management (grad. section course # TBA) (3 cr.)
- ECON E514 The Nonprofit Economy and Public Policy (3 cr.)

- EDUC H520 Education and Social Issues (3 cr.)
- EDUC H530 Philosophy of Education (3 cr.)
- EDUC P514 Lifespan Development (3 cr.)
- EDUC P640 Thinking and Learning in Social Contexts (3 cr.)
- HER R511 Visual Culture (3 cr.)
- HER Y501 Design I (3 cr.) [MSTD course numbers TBA]
- HER Y502 Design II (3 cr.) [MSTD course numbers TBA]
- HIST H542 Introduction to Public History (4 cr.)
- HIST H547 Special Topics in Public History: Archival Practices (3 cr.)
- HIST H547 Special Topics in Public History: Historic Site Interp. (3 cr.)
- HIST H547 Special Topics in Public History: Historic Preservation (3 cr.)
- PHST P512 Human and Financial Resources for Philanthropy (3 cr.)
- PHST P521 The Nonprofit and Voluntary Sector (3 cr.)
- PHST P542 Ethics and Values of Philanthropy (3 cr.)
- SLIS L505 Organization and Rep. of Knowledge and Information (3 cr.)
- SLIS L528 Collection Development and Management
- SLIS L566 Digital Libraries (3 cr.)
- SPEA V522 Human Resource Mgmt. in Nonprofit Organizations (3 cr.)
- SPEA V525 Management in the Nonprofit Sector (3 cr.)
- SPEA V526 Financial Management for Nonprofit Organizations (3 cr.)
- SPEA V557 Proposal Development and Grant Administration (3 cr.)

See the *Museum Studies* Web site for a current list of approved electives and new courses.

Philanthropic Studies

The Master of Arts in Philanthropic Studies focuses on the history, culture, and values of philanthropy. Its objectives are: to enable students to gain the knowledge and skills either to pursue further graduate study in relevant fields or to pursue careers in the independent sector or in related fields; to enable students to investigate the broader theoretical issues of philanthropy and of their chosen areas of specialization from a variety of disciplinary and interdisciplinary perspectives; and to utilize the interdisciplinary base to maintain a thorough critical inquiry into the historical and cultural implications of philanthropy.

Admission

Requirements include a bachelor's degree from an accredited college or university, a minimum grade point average of 3.0 on a scale of 4.0, and a minimum grade point average of 3.0 in the student's major field. In addition, students seeking admission to the program should demonstrate an appropriate level of achievement on the Graduate Record Examination (or comparable proficiency test), and must arrange for three letters of recommendation to be addressed to the M.A. Program Admissions Committee.

Applicants who do not meet all of the requirements listed above may be admitted to the program on a provisional basis, in which case their status will be reviewed after a fixed period of time to determine whether they may continue in the program.

Financial Aid

Fellowships, scholarships, and graduate assistantships are available. Please contact Student Services at the Center on Philanthropy.

Curriculum

The M.A. in Philanthropic Studies requires a total of 36 credit hours. This includes 18 credit hours of core courses, 9 credit hours of elective courses, and 6 credit hours of thesis or additional courses. A minimum of 18 credit hours in core and elective courses combined must be in the School of Liberal Arts at IUPUI, and not more than 9 credit hours may be taken in courses numbered below 500. These 9 credit hours may come only from courses approved for Graduate School credit. In addition, the student earns 6 credit hours either for a thesis on a topic approved by the M.A. Program Advisory Committee or for graduate-level courses in a field in which future study is planned. The approval process for the thesis or its alternative normally takes place after a student has successfully completed 15 credit hours of course work.

In order to earn the M.A. in philanthropic studies, students must maintain a minimum GPA of 3.0 on a scale of 4.0. Grades in courses counting for credit toward this degree may be no lower than C (2.0 on a scale of 4.0).

The 18 credit hours of core courses normally include Philanthropic Studies P521 The Nonprofit and Voluntary Sector; Philanthropic Studies P523 Civil Society and Philanthropy; History H509 History of Philanthropy in the West or History H516 History of Philanthropy in the U.S.; Philosophy P542 Ethics and Values of Philanthropy; Philanthropic Studies P512 Human and Financial Resources for Philanthropy; and Philanthropic Studies P590 Internship in Philanthropic Studies. In addition, students will take one of the following: Philanthropic Studies P530 Cross-Cultural Dimensions; SPEA V524 Civil Society in Comparative Perspective; or Religion R590 Religion and Philanthropy. Also, students must take either Economics E514 The Nonprofit Economy and Public Policy or Philanthropic Studies P535 Law of Nonprofit Organizations, as well as P600 M.A. Thesis in Philanthropic Studies if completing a thesis (6 cr.).

Dual Degrees

The philanthropic studies program has developed dual-degree opportunities with several schools and departments. When approved, a dual degree provides a student with a program of study that leads to the M.A. in philanthropic studies and a master's degree in another discipline. Students must apply separately and simultaneously for a dual degree.

- Economics (M.A. in Economics)
- History (M.A. in History)
- Nursing (M.S. in Nursing Administration)
- School of Library and Information Sciences (M.L.S.)
- School of Public and Environmental Affairs (M.P.A.) in Nonprofit Management)
- Library Science (M.S. in Library Science)

For more information, contact Student Services in the Center on Philanthropy at (317) 278-8911.

Executive M.A. in Philanthropic Studies Program

Many students interested in the M.A. program are unable to attend on a traditional residential basis because of the distance from Indianapolis and their ongoing job responsibilities. To provide access to the M.A. in Philanthropic Studies at Indiana University for this growing constituency, the executive master's program was established in 1996. A participant in the executive master's program can finish the requirements for the degree usually in three years by completing an orientation before the first day of classes; six or seven intense one-week sessions of residential study at IUPUI; distance education and directed off-site course work; and elective study at a qualified institution near the student's home.

Normally, each summer course requires one week of intense on-campus study and is preceded by a preresidential period of approximately six weeks that includes preparatory reading and assignments. Each session is followed by a postresidential period that includes evaluative experiences to be completed at home. During both the preresidential and postresidential periods, faculty work with students by telephone, e-mail, fax, and mail.

Applicants for the executive program are not required to take the GRE. Otherwise the admission criteria are the same as for those applying for the residential program with the addition of three to five years of work experience in the nonprofit sector. Deadline dates for admission are January 1 for non-U.S. citizens and February 1 for U.S. citizens.

For more information, contact the Center on Philanthropy, (317) 278-8911, or visit the Web site at <http://www.philanthropy.iupui.edu>.

Doctor of Philosophy in Philanthropic Studies

Philanthropic studies is a field of inquiry built upon an interdisciplinary theoretical examination of philanthropy, while also providing an understanding of the individual side of philanthropic behavior and the structures that support voluntary activity. The interdisciplinary approach to philanthropic studies allows for the treatment of the distinct characteristics of philanthropy and the nonprofit sector. The methodologies of the social sciences, the humanities, and professional disciplines are applied to understanding the processes of giving and volunteering from the donor's perspective and of volunteer involvement and fundraising from the organizational perspective. Research in this field will build the knowledge base and inform the practice of fundraising; grant-making; volunteer involvement; and leadership in nonprofit, public, and private philanthropic organizations and other public service programs, which lead to a "civil society."

The primary goal of the Doctor of Philosophy in Philanthropic Studies at Indiana University is the preparation of researchers and scholars who will provide leadership in the profession of philanthropy, higher education, and nonprofit organizations.

Upon completion of the Ph.D. in philanthropic studies, graduates will be able to

- Demonstrate multiple perspectives of knowing to synthesize the multidisciplinary contributions to knowledge generation in philanthropic studies.

- Evaluate the ways in which knowledge and practice in philanthropy are influenced by historical developments, philosophical thoughts, political and social-economic systems, and cultural diversity.
- Analyze, develop, and evaluate concepts and theories that contribute to the philanthropic studies field/discipline.
- Conduct and communicate original research that advances the body of scientific knowledge in philanthropic studies.
- Demonstrate expertise in research methodologies and techniques and their appropriate application in one's selected specialty within philanthropy.
- Analyze the impact of an expanded knowledge base in philanthropy and external forces on the development of philanthropy policy and practice in a just society.
- Commit to leadership roles in philanthropic studies education, research, and practice and the incorporation of research and practice ethics.

Credits

A minimum of 90 credit hours is required; a maximum of 30 credit hours may be transferred from other graduate work in philanthropic studies and related areas. All courses credited toward the Ph.D. degree must have a minimum grade of B and receive written approval of the Ph.D. Program Committee or its representative.

Admission Requirements

- Formal application to Ph.D. program
- Official undergraduate and graduate transcripts
- Grade of B or higher on all courses applied to requirements
- GRE test scores
- Three letters of reference
- Current curriculum vitae
- Three-page essay summarizing professional goals and proposed research area
- An interview (telephone, electronic, or in person) with members of Philanthropic Studies Doctoral Committee

Admissions Deadline

Applications are required by January 15 to be eligible for nomination for a prestigious Indiana University Fellowship.

Research Opportunities

Primary areas of faculty research expertise include:

- Philanthropic history and traditions; role of philanthropy in civil society; community-based studies of philanthropy
- Management and measurement of philanthropic resources; governance issues of philanthropic institutions and nonprofit organizations
- Foundations similarities and differences; corporate philanthropy
- Forces influencing giving and volunteering in families over time
- Costs and benefits of fund raising campaigns

Course Requirements

- Four Philanthropic Studies core seminars (12 credits)

- PHST 660 Ethical, Moral, and Religious Aspects of Philanthropy
 - PHST 662 Historical and Cultural Perspectives of Philanthropy
 - PHST 664 Role of Philanthropy and Nonprofit Organizations in Society
 - PHST 790 Research Seminar in Philanthropic Studies
- Four External Minor courses (12 credits)
 - Research Methods (9 credits)
 - Open electives (6 credits)
 - Dissertation (21 credits)

External Minor

All Ph.D. students complete a 12 credit hour External Minor related to their area of specialization in a department or school other than the Center on Philanthropy. This requirement enables students to link their research to the full range of academic disciplines available on both the Indianapolis and Bloomington campuses.

Advisory Committee

All students in the Ph.D. program, with the approval of the program director, will select an advisory committee of three faculty members, one of whom will represent the student's area of specialization outside the Center on Philanthropy.

Qualifying Examination

A written qualifying examination is required for admission to doctoral candidacy. The focus and scheduling are determined by the student's advisory committee.

Dissertation Requirements

After nomination to candidacy, the student, with the approval of the program director, will select a research committee of no fewer than three faculty members, including an outside member. The committee must approve the proposed dissertation topic. The dissertation involves an original piece of research and oral defense.

Full Time or Part Time

The program is available for both full- and part-time students.

Length of Study

Three to five-and-a-half years, depending on full- or part-time study.

Financial Assistance

A variety of financial resources are available for Ph.D. students, including university fellowships, philanthropy scholarships, research assistantships, teaching assistantships, and loans. Information about financial resources for Ph.D. students may be obtained from the Student Services office.

Philosophy

Master of Arts in Philosophy

The philosophy M.A. program includes courses in core areas of philosophy plus a concentration in American philosophy, bioethics, or international research ethics. For information concerning the curriculum and how to apply, visit www.iupui.edu/~philosop/ma.htm. Questions may be addressed to the graduate director: Jason Eberl, jeberl@iupui.edu, (317) 278-9239.

Admission Requirements

Applicants are expected to have a bachelor's degree from an accredited university or its equivalent, with a grade point average of at least 3.0 overall (on a 4.0 scale) and at least 3.0 in the student's major. There is no specific major requirement, but applicants must show a record of course work (or equivalent experience) demonstrating that they are sufficiently prepared to do graduate work in philosophy. For applicants interested in the bioethics or international research ethics tracks, professional training or experience involving health care ethics may be accepted in lieu of course work. Applicants must also show an appropriate level of achievement on the Graduate Record Examination (GRE) General Test.

Course Requirements

Students are required to earn a minimum of 30 credit hours, of which at least 20 18 credits must be in philosophy. For the American philosophy and bioethics concentrations, students must earn 6 credits in core areas of philosophy, 18 credits in concentration-specific courses, and 6 credits for a thesis or research project. The department also offers a non-thesis option, which involves 6 credits of graduate courses in philosophy (for the American philosophy concentration these must be concentration-specific) in place of the 6-credit thesis or research project. The curriculum requirements for the international research ethics concentration can be found at <http://www.bioethics.iu.edu/body.cfm?id=121>. The program is designed to accommodate the needs of part-time as well as full-time students.

Combined Degrees

There are combined-degree programs in law and philosophy (J.D./M.A.) and medicine and philosophy (M.D./M.A.). In both cases, the M.A. in philosophy would be with a concentration in either bioethics or international research ethics. For information on these programs visit www.iupui.edu/~philosop/ma_combined_degrees.htm.

Sociology

The Master of Arts program is specifically designed to prepare its students for conducting applied and policy-oriented research, and to equip those already in the workforce with the critical skills necessary for assessing and applying sociological knowledge in their everyday responsibilities. The program of study culminates in either an internship or thesis experience. The program is designed to accommodate the needs of both full- and part-time students. Currently, the program features three formal areas of concentration: family/gender studies, medical sociology, and work/organizations.

Admission Requirements

Applicants must have a baccalaureate degree from an accredited U.S. institution, or a certifiable foreign equivalent, with a grade point average of 3.0 (on a scale of 4.0). Applicants should have completed five undergraduate sociology courses (or approved equivalents, with no more than two of the latter), with a grade point average of at least 3.0. In addition, two samples of writing (a 750-word essay required by the IU Graduate School and a sole-authored report or term paper required by the sociology department), official transcripts, and three letters of reference must accompany the application. The GRE general test is

strongly recommended and required for some funding considerations. Foreign applicants are required to score at least 550 on the Test of English as a Foreign Language (TOEFL). Students not meeting these requirements may be admitted on probation, or they may be required to enroll in courses as a graduate nondegree student to complete the prerequisites. Please see Web site for admissions and funding deadlines.

Degree Requirements

36 credit hours, distributed as follows:

- 12 credit core
- R551 Quantitative Research Methods (3 cr.)
- R556 Advanced Sociological Theory I(3 cr.) or R557 Advanced Sociological Theory II (3 cr.)
- R559 Sociological Statistics (3 cr.)
- R659 Qualitative Methods in Sociology (3 cr.)
- 12 credits in an area of concentration (family/gender studies, medical sociology, or work/organizations)
- 6-9 credits of electives
- 3-6 credit internship or thesis

Grades

In order to earn the M.A. in sociology, students must maintain a minimum GPA of 3.0 on a 4.0 scale. Grades in courses counting for credit toward this degree may be no lower than C (2.0 on a 4.0 scale).

Course Load

The normal course load for full-time students is 3 courses (9 credit hours) each semester. For part-time students it is 1-2 courses (3-6 cr.) each semester. Course loads may vary for students with assistantships and fellowships.

Transfer Credits

The Graduate School limits transfers from other institutions to 8 credits with a grade of B or higher. Graduate work with a grade of B or higher obtained from other IU locations may be applied toward an M.A. in sociology. Requests for transfer credit from other graduate institutions will be evaluated for acceptance by the graduate committee after a student has been admitted into and completed 6 credits in the IUPUI sociology M.A. program. The department requires the last 18 credits be completed in its program.

Time Limit

Students must complete all requirements for the M.A. degree within five years.

Financial Aid

Stipends of various amounts for teaching and research assistantships are available. Please contact the Department of Sociology for more information.

Spanish

Master of Arts in Teaching Spanish Description

This graduate program is a collaboration between IUPUI and the University of Salamanca in Spain. It leads to the Master of Arts for Teachers awarded by Indiana University. Students also receive certificates from the University of Salamanca attesting to their completion of the summer programs in residence there. The University of Salamanca has a well-developed curriculum for foreign students who aspire to teach Spanish, and its Cursos para Profesores enjoy a high level of academic prestige around the world.

Objectives

This international course of study has been designed specifically for teachers of Spanish. It provides graduate-level course work in the Spanish language, Hispanic cultures, teaching methodology, applied linguistics, and Hispanic art and literature. It provides for the professional development of Spanish teachers through the improvement of their language and teaching skills, and it will promote their career advancement. Graduates of the program will in turn contribute to better teaching of Spanish in area schools, improving the language skills and the cultural awareness of students in the state of Indiana.

Design

The degree program consists of 36 credits and requires two five-week programs taken abroad in consecutive summers. The remainder of the course work must be completed in residence at IUPUI. The Master of Arts for Teachers may be completed in three to four academic semesters and two summer sessions. Students may select from two options for the course of study: Option 1 includes a master's thesis, and Option 2 requires additional coursework. For a list of required course work, see the program Web site: <http://liberalarts.iupui.edu/wlac/AcadMAT.htm>.

Admission Requirements

1) **A bachelor's degree from an accredited college or university, with a minimum grade point average of 3.0 (on a 4.0 scale)** in the student's undergraduate major, documented by an official transcript. Applicants are expected to have an undergraduate degree in Spanish, but admission is also considered for those who otherwise demonstrate the competency necessary for successful graduate work in Spanish. Students must have knowledge of Spanish phonetics, linguistics, and literary genres and periods. *Students with deficiencies may be admitted on a conditional basis until they complete the relevant undergraduate courses in these areas.*

2) **Proficiency in the Spanish language;** There are two options:

a. Exam: Students may take the Basic Diploma in Spanish (DELE) issued by the Spanish Ministry of Education, Culture, and Sport. The official exam determining this proficiency is offered once a year at IUPUI.

OR b. A tape including applicant's oral sample of 10-15 minutes of *spontaneous* speech in Spanish **AND** an essay in Spanish on some aspect of Spanish culture, literature, linguistics, or pedagogy. The essay may be in the form of a paper written for a course.

3) **Three letters of recommendation.** At least two of these should be from professors.

4) **For international students, the university requires a minimum TOEFL score of 550 on the paper version, or 213 on the computer-based test. Send scores to Institution Code 1325, Department Code 2608.** Students who do not achieve this score may be admitted to the university conditionally and may be required to take English as a Second Language courses through the Department of English. While taking these courses they will be allowed to register for a maximum of six credit hours in the Master of Arts for Teachers of Spanish. If admitted, international students will also be required to take IUPUI's ESL Placement exam before registering for the first semester. For further admissions instructions

and requirements for international students, prospective applicants should refer to the Office of International Affairs website: <http://iapply.iupui.edu/apply/grad/>.

PLEASE NOTE: While the GRE is not necessary for admission to the Master of Arts for Teachers Program in Spanish, it is required for application to certain financial aid programs. (See "Financial Assistance" below.)

5) Online application. Please access the online portion of the application from the following link: <https://app.applyyourself.com/?id=iu-ina>

This segment requires basic information such as your name, address, program of study, residency status, etc. Please pay careful attention to the **personal statement**, in which you explain your reasons for pursuing the M.A.T. of Spanish. The statement should be written in English. The application fee may be submitted by credit card at the end of the online application. Please check with the Graduate Office for the current amount of the application fee.

Please note: Under Educational Objectives you must choose "Master's" as your type of admission, "Spanish (IU Graduate School)" as your academic program, and "Spanish M.A.T." as your major. Please also note that if you have already submitted an online application for Graduate Non-Degree Status or for another graduate program, you must still complete a new online application for this program using a new personal identification number (PIN) and password and submit an additional application fee.

Financial Assistance

Various sources of financial assistance are available to graduate students at IUPUI. Applicants should contact:

IUPUI Office of Scholarships and Financial Aid
103 Cavanaugh Hall
425 University Boulevard
Indianapolis, IN 46202-5140
Phone: (317) 274-4162
www.iupui.edu/finaid

Certificates

- Geographic Information Science
- Museum Studies
- Philisophy
- Professional Editing
- Teaching English as a Second Language
- Teaching English Speakers of Other Languages

Professional Editing

The 15 credit hour graduate Certificate in Professional Editing, an interdisciplinary program administered for the School of Liberal Arts by the Institute for American Thought, can be taken in conjunction with the M.A. in English. The program offers several editing concentrations, but the scholarly editing concentration in Critical Editing or the concentration in Technical Editing provide the normal courses of study for English Students.

Twelve credit hours of English courses comprise the Critical Editing core: L501 Professional Scholarship in Literature (4 cr.), L680 Topics: Textual Theory and Textual Criticism (4 cr.), and L701 Descriptive Bibliography and Textual Problems (4 cr.).

The final 3-4 credit hours required to complete the certificate are elective, and may take the form of a W609 Directed Writing Project or an L590 Internship supervised by the faculty editors of the Institute's resident scholarly editions.

For the core of the Technical Editing concentration, students take W531 Designing and Editing Visual Technical Communication (4 cr.), W532 Managing Document Quality (4 cr.), and W609 Directed Writing Project. For the final course, it is recommended that students take W525 Research Approaches for Technical and Professional Communication (4 cr.), but other relevant electives are available.

All of these courses will double-count for both the editing certificate and the English M.A. (Electives outside English are also available, but these will not normally double-count.) GRE scores are not required for admission to the certificate program, but foreign students are required to take TOEFL and receive a score of 550 or above. Students already admitted to the English graduate program can follow a more streamlined admission process. However, such students must declare their participation in the certificate program and also submit a new statement of interest.

Teaching Writing

The graduate Certificate in Teaching Writing

The Graduate Certificate in Teaching Writing is a 20-hour program of study for certified middle school or high school teachers, part-time university writing faculty and lecturers in other disciplines, and M.A. students interested in earning a certificate in writing to enhance their professional teaching careers. Major topics include theories and methods of teaching writing; understanding linguistic diversity; uses of technology in writing; social aspects of writing development; non-fiction writing; writing assessment; and teacher research. The Certificate requires completion of five graduate courses consisting of one core course and four elective courses. Graduate credits earned can be applied toward the M.A. in English upon acceptance into the M.A. For further information, please contact Professor Kim Brian Lovejoy (274-2120).

Geographic Information Science

Admission Requirements

Admission to the Graduate Certificate in Geographic Information Science requires a baccalaureate degree from an accredited institution with a recommended minimum GPA of 3.0. Appropriate work experience also will be taken into account. Students are required to submit a statement of interest, three letters of recommendation, and an application for admission to the School of Graduate Studies. Students already admitted into Indiana University or Purdue University graduate programs are automatically eligible to apply to the certificate program. Such students must declare their participation in the certificate program and submit a statement of interest. Admission decisions will be made by the faculty oversight committee.

Course Requirements

Total requirements: 15 credit hours. The minimum grade that will be accepted in any single course is B.

Required courses (9 credits):

1. G535 Introduction to Remote Sensing (3 cr.)
2. G538 Introduction to Geographic Information Systems (3 cr.)
3. G639 Seminar in Geographic Information Science (3 cr.)

Electives (6 credits). Any 2 of the following courses:

- G536 Advanced Remote Sensing (3 cr.)
- G537 Computer Cartography and Graphics (3 cr.)
- G539 Advanced Geographic Information Systems (3 cr.)
- G588 Spatial Statistics (3 cr.)

Museum Studies

The Graduate Certificate in Museum Studies provides students with interdisciplinary training in museum practice and a knowledge of contemporary issues in the museum field. It trains students in specialized aspects of museum practice such as education, exhibit planning and design, collections care, and museum administration by combining museum studies course work with curriculum in other IU schools. Students are given an introduction to the history and philosophy of museums and an opportunity to focus on particular aspects of museum practice.

The graduate certificate may be taken as a freestanding credential or paired with graduate work in another related discipline (e.g., history, philanthropic studies, education, library science, nonprofit management). Because it offers an opportunity to specialize the graduate certificate is also a suitable credential for current museum professionals who wish to enhance their professional training or develop new specialties. For specific requirements and options for cross-listed courses, see the museum studies Web site or meet with an academic advisor.

The Museum Studies Graduate Certificate consists of 18 credit hours of course work, including a required museum studies core course (3 cr.), an internship (3 cr.), and a choice of four additional courses (12 cr.) from a list of museum studies courses and electives. All courses must be passed with a grade of B– or above in order to count for the certificate. Electives not on the approved list must be approved by the director of museum studies before registration. Internships must be approved by a faculty advisor prior to registration.

Museum Studies, an interdisciplinary program in the School of Liberal Arts, offers an 18-hour graduate certificate that can be completed in conjunction with the M.A. in History. The Museum Studies Program offers several courses, including museum education, exhibit planning and design, visitor studies, and collections management, that are designed to prepare graduate students for professional work in museums. In order to complete the certificate while simultaneously completing the M.A. in History, students must be admitted to the graduate programs in history (public history track) and museum studies and complete the following courses: H500 History of Historic Thought or H501 Historical Methodology (4 cr.), H543 Internship: Practicum in Public History focused on Museums (4 cr.), Colloquium in U.S. History (4 cr.), Seminar in U.S. History (4 cr.), one non-U.S. course (3 cr. min.), Thesis (2 cr.), H542 Public History (4 cr.), MSTD A503 (3 cr.), one additional MSTD core course (3 cr.), H547 Historic Administration/Museum

Administration (3 cr.), and one additional H547 Special Topics in Public History (3 cr.). Students must apply to both programs in order to enroll in this joint M.A. in History/Certificate in Museum Studies program. GRE scores are required for admission to the graduate programs in history and museum studies.

Graduate Certificate Requirements (18 cr.)

- MSTD A503 Introduction to Museum Studies (3 cr.)
- MSTD A508 Museum Internship (3 cr.)
- Three core courses (9 cr.) chosen from MSTD A505, A510, A512, A516, and MSTD A548 or HIST H548
- Elective (3 cr.)

Philosophy

Graduate certificates are available in either bioethics or American philosophy. Each certificate requires 15 credit hours, of which at least 9 credits must be in philosophy. Admission requirements for the graduate certificates are the same as for the M.A. program. For further information, visit http://www.iupui.edu/~philosop/graduate_certificates.htm.

Teaching English Speakers of Other Languages

The graduate Certificate in Teaching English Speakers of Other Languages (TESOL) is offered to students who have a baccalaureate degree from an accredited institution and who would like to be trained in teaching English to non-native speakers of English. Students will become familiar with the major theoretical foundations of teaching English as a foreign and second language and acquire experience through practice teaching in authentic ESL classrooms. The student who completes the TESOL certificate will be able to teach ESL and EFL to adult and post-secondary learners in the U.S.A. and overseas. Optional emphasis in English for Specific Purposes (ESP) students may choose to add the optional English for Specific Purposes (ESP) emphasis. ESP Focuses on the teaching of English as a second language for academic, occupational, and professional purposes.

Admission Requirements

1. Students should have a bachelor's degree from an accredited institution, with a minimum undergraduate GPA of 3.0 (on a 4.0 scale) or equivalent, documented by an official transcript. Students with an undergraduate GPA between 2.5 and 3.0 may be conditionally admitted, but must receive a grade of B or better in ENG-G 500, which should be taken as their first class, in order to continue in the program.
2. Students who are non-native speakers of English must have a TOEFL (Test of English as a Foreign Language) score of at least 600 (paper), 250 (computer), or 100 (Internet).
3. Students should provide a personal statement describing their interest and goals in the program.

Course Requirements

The TESOL certificate requires 21 credit hours, including 17 hours of "core" courses and 4 hours of electives. The core courses are:

- ENG-G 500 Introduction to the English Language

- LING-L 532 Second-Language Acquisition
- LING-L 534 Linguistic Resources for TESOL
- ENG-G 541 Materials Preparation for ESL Instruction
- LING-L 535 TESOL Practicum

Students wishing to earn the TESOL certificate with ESP emphasis must take LING-T 600 as their elective course and complete their TESOL Practicum LING-L 535 in an ESP setting.

Departments

- Anthropology
- Communication Studies
- Economics
- English
- Geography
- History
- Philosophy
- Political Science
- Religious Studies
- Sociology
- World Languages and Cultures

Centers

The Center for Bioethics

The Indiana University Center for Bioethics was established on the campus of Indiana University-Purdue University Indianapolis (IUPUI) in July 2001. The Center was initially created with funding from the Indiana Genomics Initiative (INGEN), which was established by a grant from the Lilly Endowment Inc. to the IU School of Medicine. In-kind support is provided by the School of Liberal Arts and the School of Law. The Center's mission is to provide leadership to advance the academic and public understanding of bioethics; to inform the development of social and public policy in health, research, and related fields; and to provide support for the provision of ethics services at Indiana University hospitals. The Center will fulfill its mission through research, education, and service as a university-wide entity.

The Center for Economic Education

The Center's goal is to have all Indiana schools meet or exceed the Voluntary National Content Standards in Economics so that all students will leave school with a basic understanding of economics and with the problem solving skills needed to become prosperous workers, consumers, and citizens in the next century. To meet these goals, the IUPUI Center for Economic Education and the Indiana Council for Economic Education strive to increase the economic understanding and decision making skills of students by providing educators with a basic understanding of economics, teaching strategies, and curriculum materials which are objective and consistent with state and national educational guidelines

Institute for American Thought

The Institute for American Thought is a unique research facility bringing to IUPUI and to central Indiana an internationally acclaimed concentration of resources and scholarship that focuses on fundamental strongholds of American thought and culture. The institute unites

the teaching faculty, editing specialists, and research holdings of the Peirce Edition Project, the Santayana Edition, and the Frederick Douglass Papers with the more broadly-based historical, literary and popular culture resources of the Center for Ray Bradbury Studies. All of these research units combine to support the Institute's related academic programs in American studies, professional editing, and American philosophy.

The institute is structured around a public research center that supports the work of its academic programs and scholarly editions while providing a singular resource for students and scholars from Indiana and worldwide. In contrast to centers that restrict their focus to the study of American political and economic thought, the Institute focuses more broadly on American contributions to philosophy and to the advancement of thought at the highest intellectual level of Western culture. The Bradbury Center, along with the free-standing but closely affiliated Max Kade Center for German-American Studies, extend the Institute's mainstream resources in American cultural history. Current scholarship in the institute concentrates on the production of reliable new texts for seminal American thinkers, on the professional editing process that preserves their writings for future generations, and on the understanding and dissemination of American thought and culture through the promotion of related research, public lectures, and other scholarly activities.

The institute administers both an undergraduate minor and an overseas exchange program in American Studies, and an interdisciplinary graduate program in professional editing; it also is associated with the American Philosophy concentration of the Department of Philosophy's master's program. In addition, the institute provides an editorial home for The New Ray Bradbury Review. No other research institute in the country combines academic programs, textual scholarship, and a research agenda in such a comprehensive program with sizeable archival and library collections documenting the major contributions of seminal figures in American cultural and intellectual history.

The significance and quality of the institute's holdings has consistently attracted international interest and brings many scholars of American thought and culture to central Indiana. International partnerships with scholar groups in Canada and Germany are already in place, as are two undergraduate student exchange programs with Universities in Great Britain. A resident fellows program will attract researchers who are publishing and teaching in wide-ranging areas of American studies, textual studies, American philosophy, and the history of science. The institute is working to turn its interrelated programs into a national model for interdisciplinary research, teaching, and publication in support of America's intellectual heritage.

• Max Kade German-American Center

In cooperation with the department and several community organizations, the IU School of Liberal Arts operates a center for German-related activities in the Duetsche Haus-Athenaeum. The Max Kade Center also offers two awards annually for students to study German overseas, two graduate fellowships, and a scholarship for the dual-degree program in engineering and German.

• Scholarly Editions

[The IU School of Liberal Arts](#) is home to four scholarly edition projects: the [Peirce Edition Project](#), a contributor to the school's research culture since 1976; and three more recent arrivals, the [Frederick Douglass Papers](#), [the Santayana Edition](#), and [The Bradbury Edition](#) (*The Collected Stories of Ray Bradbury*). This remarkable concentration of major editions establishes IUPUI as a world center for scholarly editing and provides unique opportunities for our students and faculty.

- Frederick Douglass Papers**
Frederick Douglass (1818-95), one of the nineteenth century's most influential human rights activists, escaped slavery in 1838 and became a leading orator, journalist, and historian of the abolition movement, the Civil War, and Reconstruction. The mission of Frederick Douglass Papers Project is to produce scholarly editions of his many works. Yale University Press has published the project's five-volume series of Douglass's speeches, interviews, and debates; two of Douglass's three autobiographies; and one of a contemplated four-volume series of Douglass's correspondence. Editors are working on the final autobiographical text and the second volume of the Correspondence series, and plan a fourth series consisting of Douglass's published editorials and other short writings. Originating at Yale University, the project moved to West Virginia University before relocating permanently at IUPUI. It is supported by the National Historical Publications and Records Commission and the National Endowment for the Humanities.
- Peirce Edition Project**
Charles S. Peirce (1839-1914) was a scientist and philosopher. He is the founder of pragmatism and is considered one of America's greatest thinkers. The primary mission of the Peirce Edition Project is to produce a 30-volume critical edition of Peirce's writings, many never before published. The Peirce Project, supported by the National Endowment for the Humanities and by private funding, is assisted by an internationally renowned team of advisors and contributors. The resources of the project, which include an extensive photocopy and microform collection of Peirce's manuscripts and the Max H. Fisch Library (a large private collection on classical and American philosophy and on nineteenth- and early twentieth-century American culture), have been consolidated in the Institute for American Thought with the resources of the Santayana and Douglass Editions and serves a wide community of students and researchers.
- Bradbury Edition**
Ray Bradbury (1920 -) is one of America's most well known authors of fantasy, science-fiction, and horror. The recipient of a special Pulitzer Prize for his contribution to these genres as well as a National Book Award, Bradbury has written over six hundred short stories, many of them widely anthologized, as well as a half dozen novels such as *Dandelion Wine* and *Something Wicked This Way Comes*. Bradbury's stories have been collected

in a variety of anthologies but never according to their sequence of composition (a Bradbury story can typically be published decades after it was first written). Published by Kent State University Press, *The Collected Stories of Ray Bradbury* is a critical and chronological edition which will present Bradbury's stories to the reading public for the first time in the order in which they were written, with a historical introduction examining Bradbury's creative relationship to genre writing. The Bradbury Center, which edits this edition, also edits a yearly journal, *The New Ray Bradbury Review*, which is devoted to studying the impact of Bradbury's writings on American culture. The Center is supported by private donations.

- Santayana Edition**
George Santayana (1863-1952) was a Spanish-born American philosopher, best-selling novelist, poet, and critic. After abandoning a successful academic career at Harvard University, he lived a relaxed and ascetic life devoted to contemplation, writing, and quietly generous friendship. His broadly humanistic outlook is grounded in European culture with deep appreciation of Asian philosophy and irreducibly influenced by American experience. Santayana's philosophy is a serious and cheerful alternative to irrationalism of all kinds. It is materialism without reductionism and idealism without fanaticism. The Santayana Edition will produce a 21-volume critical edition of his works published by MIT Press. Edition resources include photocopy collections of correspondence and manuscripts; a library of Santayana first editions, secondary literature, and dissertations; and an archive of reviews and critical articles. The Santayana Edition is supported by the National Endowment for the Humanities and private donors.

The National Council on Public History

For nearly 30 years, NCPH has worked to advance the field of public history. Today the organization promotes professionalism among history practitioners and encourages their engagement with the public. We are a membership association of consultants, museum professionals, government historians, professors and students, archivists, teachers, cultural resource managers, curators, film and media producers, historical interpreters, policy advisors, and many others. Members confer at the annual meeting each spring and share their expertise in our journal, *The Public Historian*, the newsletter, *Public History News*, and on the e-mail listserv, H-Public.

Today there are more than 100 graduate programs in public history and a surge in undergraduate courses and programs across the United States, as well as growing interest abroad. NCPH works in close cooperation with the IUPUI Department of History, which has one of the nation's preeminent Masters of Arts in Public History programs. Currently, NCPH is leading a national effort to reform tenure and promotion policies so that they will more effectively address the public history work of faculty, such as civic engagement projects.

The Center on Philanthropy

Philanthropy is a potent force for good, and it must be strengthened and focused so that it can be put to work in the most effective ways possible. Established in 1987, The Center on Philanthropy at Indiana University is a leading academic center dedicated to increasing the understanding of philanthropy and improving its practice worldwide through research, teaching, training, and public affairs programs in philanthropy, fundraising, and management of nonprofit organizations. The Center pioneered the field of Philanthropic Studies and its unique approach to the study of philanthropy through the liberal arts and other academic and professional disciplines. The Center offers PhD, MA and BA degrees in Philanthropic Studies. It also offers programs that enrich student's experiences, such as The Fund Raising School, the Women's Philanthropy Institute and the Lake Institute on Faith & Giving. A part of the Indiana University School of Liberal Arts at IUPUI, the Center operates programs on the IUPUI and IU Bloomington campuses and collaborates closely with the Indiana University School of Public and Environmental Affairs.

The Polis Center

[The Polis Center](#) works with communities in Indiana and beyond to develop and apply knowledge, to build collaborations, and to find innovative solutions to common problems. We excel in community-based research and advanced information technologies, especially geographic information systems (GIS). Working in partnership with other organizations, we address issues of mutual concern, and with our network of relationships, we bring together disparate groups and interests to find common ground.

[The Polis Center](#) is an academic research center with a practical and applied orientation. The Greek word "polis" means city, and accordingly we concentrate on issues related to metropolitan Indianapolis and other mid-sized American cities. We are multidisciplinary, community-oriented, entrepreneurial, and creative in our approach to problem-solving. We have forged working relationships with community-based organizations; religious bodies; educational, arts, and media organizations; businesses; governments; social service providers; cultural agencies; charitable endowments, and numerous others. We are funded solely by grants and project income. Since 1989, we have managed over 500 projects with more than \$40 million in external funding.

The Institute for Research on Social Issues

The IU School of Liberal Arts [Institute for Research on Social Issues \(IRSI\)](#) provides an infrastructure to advance research on social issues through interdisciplinary, collaborative inquiries.

IRSI was established to provide the intellectual stimulation and support intrinsic to groupings of like-minded social science scholars. IRSI Researchers investigate such topics as health, human ecology, economics, race and ethnic studies, family and gender studies, marketing and communications, and religion, to name a few. IRSI's mission is supported by the GIS Research Center, the Global Health Communications Center, the Survey Research Center, the Center for Health Geographics, the Health Research Group, the Violence Against Women and Human Rights Study Group, and international partnerships

which include the IUPUI-Moi Workgroup and China Studies Workgroup.

IRSI Collaborating Centers include the [Center for the Study of Religion and American Culture](#), the [Family Violence Institute](#), the [Center for Health Research](#), and [The Polis Center](#).

The Survey Research Center

The [Survey Research Center \(SRC\)](#) is an interdisciplinary survey research center at IUPUI that provides data-gathering and data-analysis services to a wide variety of clientele. SRC is part of the [IU School of Liberal Arts Institute for Research on Social Issues \(IRSI\)](#) and serves diverse clients such as the School of Medicine, local and national organizations and nonprofits, municipal and state agencies, and the Indiana University system.

The SRC specializes in telephone, mail, and on-line surveys as well as consultation on research design and implementation. The SRC provides high quality data using the best and latest research techniques. Our newly renovated facilities include a fully operational computer-assisted telephone interviewing (CATI) system with 20 stations; many of the interviewers are IUPUI students. The SRC allows students the opportunity to participate in ongoing survey research involving a variety of topics, including media impact and evaluation, and issues regarding public policy and societal concerns. The SRC's web page can be found at src.iupui.edu.

The Center for the Study of Religion and American Culture

The Center for the Study of Religion and American Culture is a research and public outreach institute devoted to the promotion of the understanding of the relation between religion and other features of American culture. Established in 1989, the Center is based in the IU School of Liberal Arts at Indiana University-Purdue University Indianapolis. Now with almost 50 research fellows, the Center for the Study of Religion and American Culture is considered the premier research institute in the nation working in American religious studies.

Center activities include national conferences and symposia, books, essays, bibliographies and research projects, fellowships for young scholars, data-based communication about developments in the field of American religion, a newsletter devoted to the promotion of Center activities, and the semiannual scholarly periodical *Religion and American Culture: A Journal of Interpretation*, which is among the highest-ranked academic journals in the nation.

The Sussman-Steinmetz Research Library

The Sussman - Steinmetz Research Library was established through a contribution of the books, journals, and papers of Marvin B. Sussman, an internationally known family sociologist, through the initiative of Professor Suzanne K. Steinmetz of the IUPUI Sociology Department. Located in Cavanaugh Hall 316, the library contains an extensive collection of family science and sociology books and journals with emphasis on population/demography, aging, family violence, sexuality, medical/health, law, history, race/ethnicity, and deviance.

The library is available to students, staff, and faculty for research use. Materials do not circulate.

The Indiana Center for Intercultural Communication

The Indiana Center for Intercultural Communication (ICIC) is a university-based research and service organization created in 1998 to enhance links between the city of Indianapolis, the state of Indiana, and cultures/nations throughout the world. ICIC strives for excellence in language and intercultural training in academic, professional, and other occupational contexts. The Center is part of the Indiana University School of Liberal Arts in the Department of English at Indiana University-Purdue University Indianapolis (IUPUI).

The Writing Center

The English Department Writing Program coordinates all first and second semester writing courses at IUPUI, the guided self-placement program, and the University Writing Center. Our mission is to enable all IUPUI students to become better writers for academic, professional, personal, and civic purposes.

The Indiana Teachers of Writing (ITW) Writing Project offers professional development programs for teachers of writing at all levels, kindergarten through university, through summer institutes on campus and year-round programs in schools. ITWWP is part of the National Writing Project, a network with headquarters in Berkeley, California.

Africana Studies

Director Associate Professor Monroe Little, *History Professors* Ch. Didier Gondola, *History*; Bessie House-Soremekun, *Political Science*; Missy Kubitschek, *English*; John McKivigan, *History*; Obioma Nnaemeka, *World Languages and Cultures/Women's Studies*

Associate Professors Edward E. Curtis, *Religious Studies*; Kelly Hayes, *Religious Studies*; Gina Sanchez Gibau, *Anthropology*; Ronda Henry, *English*; Monroe Little, *History*; Najja Modibo, *Sociology*; Una Osili, *Economics*

Assistant Professors Ramla Bandele, *Political Science*; Modupe Labode, *Museum Studies*; Jennifer Thornton-Springer, *English*

Associate Faculty Gwendolyn Crenshaw, Jason Housley, *Oladele Omosegbon*, Mary Wheeler

Africana Studies encompasses the scholarly exploration of African and African American life and culture from an interdisciplinary perspective. Courses in Africana Studies are offered within the program and in many departments of the School of Liberal Arts.

Major in Africana Studies The major in Africana Studies has four objectives. First, it grounds students in the essential theory and basic information about people of African descent. Second, it provides students with transnational perspectives on the life, history and culture of people of African descent and the global societies of which they are a part. Third, it offers IUPUI undergraduates a wide range of community research, internship and service learning opportunities with local private and public organizations. Finally, recognizing the educational and experiential value of international exposure, it offers students the opportunity for those

who wish to do so to study abroad. The degree is designed to empower students to recognize their own cultural traditions both nationally and internationally, use information and concepts from multiple disciplines, examine and organize ways of knowing and apply them to specific issues and problems, and promote critical thinking as well as intellectual depth and understanding.

Requirements

The major in Africana Studies requires 33 credit hours, distributed as follows:

Courses

Required Courses (12 cr.)

AFRO A140 Introduction to African and African American Studies (3 cr.) **AFRO A200 Research Methods in African and African American Studies (3 cr.)** **AFRO A306 Globalization, Struggle and Empowerment in African and African American Studies (3 cr.)** **AFRO A414 Seminar in African and African American Studies (3 cr.)**

Additionally, students must select a 9 credit required area concentration in either Africa, Latin America & the Caribbean or North America. The area concentration must include courses from at least 2 different SLA departments and at least 3 courses at the 300 level or higher. The chosen area concentration will appear on the student's transcript.

Program Electives

AFRO A106 Perspectives on the African Diaspora (1-3 cr.)

AFRO A 152 Introduction to African Studies (3 cr.)

AFRO A202 The West & the African Diaspora (3 cr.)

AFRO A255 The Black Church in America (3cr.)

AFRO A303 Topics in African American Studies (3 cr.)

AFRO A440 History of the Education of Black Americans (3 cr.)

AFRO A353 African Development and the African Diaspora (3 cr.)

AFRO A495 Independent Readings in Afro-American Studies (3 cr.)

AFRO A499 Community Experience Internship (3 cr.)

Department Electives

HIST H227 African Civilizations (3 cr.)

ENG L245 Introduction to Caribbean Literature (3 cr.)

ANTH E310 Cultures of Africa (3 cr.)

REL R314 Religion and Racism (3 cr.)

REL R328 Religions of the African Diaspora (3 cr.)

POLS Y337 Latin American Politics (3 cr.)

POLS Y338 African Politics (3 cr.)

HIST F341 Latin America: Conquest and Empire (3 cr.)

- HIST F342 Latin America: Evolution and Revolution since Independence (3 cr.)
- GEOG G323 Geography of Latin America (3 cr.)
- GEOG G324 Geography of the Caribbean (3 cr.)
- HER H300 Black Visual Artists (3 cr.)
- HER H351 African Art I (3 cr.)
- HER H352 African Art II (3 cr.)
- FOLK F354 African American Folklore/Folk-Life/Folk Music (3 cr.)
- HIST A355 African American History I (3 cr.)
- HIST A356 African American History II (3 cr.)
- REL R363 African American Religions (3 cr.)
- ENG L370 Black American Writing (3 cr.)
- REL R370 Islam in America (3 cr.)
- REL L382 Fiction of the Non-Western World: 20th Century African Literature (3 cr.)
- ANTH E384 The African Diaspora (3 cr.)
- MUS M393 History of Jazz (3 cr.)
- MUS M394 Black Music in America (3 cr.)
- ENG L406 Topics in African American Writing (3 cr.)
- ENG L411 Literature and Society: South African Literature and Society (3 cr.)
- HIST H421 Topics: Peoples and Cultures of Africa (3 cr.)
- HIST H421 Topics: Modern Africa (3 cr.)
- SOC R461 Race and Ethnic Relations (3 cr.)

Minor in Africana Studies

The minor requires 15 credit hours in Africana Studies. All minors must take A140 Introduction to African and African Diaspora Studies. Additionally, they must take either A200 Research methods in African and African Diaspora Studies or A306 Globalization, Struggle and Empowerment in the African Diaspora. The remaining 9 credit hours may be selected from a list of Africana Studies program or Africana Studies related elective courses offered by various Liberal Arts departments. If students wish to do so, they can concentrate their 9 credits of coursework in one of three areas: Africa; Latin America & the Caribbean; or North America.

Undergraduate Certificate in African Studies

Undergraduate students who are enrolled at IUPUI may apply for an undergraduate certificate in African Studies if they meet the following criteria:

- have completed at least 55 credit hours toward their degree at IUPUI
- have earned a cumulative GPA of 2.5

Students who have not enrolled at IUPUI and specify the Undergraduate Certificate in African Studies may be

considered for this certificate if they meet the following criteria:

apply for Undergraduate Admission to IUPUI and specify the Undergraduate Certificate in African Studies as their objective (Admissions Office: [317] 274-4591 or apply@iupui.edu).

- have 55 credit hours of transferable work
- have earned a cumulative GPA of 2.5

Students who have already completed undergraduate degrees can apply for the undergraduate certificate.

Course Requirements

Total requirement: 18 credit hours. The minimum grade that will be accepted in any single course is C.

Required courses (6 credits):

AFRO A152 Introduction to African Studies (3 cr.) and AFRO A200 Research in African and African American Studies (3 cr.) or AFRO A495 Individual Readings in Afro-American Studies (1-3 cr.) Electives in Africana Studies or complementary school/department (12 credits):

- HIST H227 African Civilizations (3 cr.)
- POLS Y338 African Politics (3 cr.)
- ANTH E310 Cultures of Africa (3 cr.)
- HIST H421 Topics: Peoples and Cultures of Africa (3 cr.)
- HIST H421 Topics: Modern Africa (3 cr.)
- ENG L411 South African Literature and Society (3 cr.)
- ENG L382 Fiction of the Non-Western World: 20th Century African Literature (3 cr.)
- HER HER H351 African Art I (3 cr.)
- HER H352 African Art II (3 cr.)
- REL R328 Afro-Diasporic Religions (3 cr.)
- SWK S300 Global Human Rights and Cultural Competency Skills (3 cr.)

American Sign Language/English Interpreting

- **Director** Janet Acevedo
- **Academic Advising** Cavanaugh Hall, Room 422, 317-274-4025, jacevedo@iupui.edu.

Contact by videophone: Call Video Relay Services, 1-866-327-8877. Ask for number (317) 278-7806.

Increasing numbers of Deaf people seek the communicative access that interpreters provide, and this access is mandated by legislators, yet there is a shortage of qualified interpreters nationally and locally. IUPUI's American Sign Language (ASL)/English Interpreting Program is one of very few baccalaureate degree programs available in the country. It prepares students to become capable and flexible participants in the rewarding profession of interpreting.

The ASL/English Interpreting Program introduces students to the theory and practice of interpreting. It provides a strong foundation in language, culture, interpreting, and linguistics. Students develop their abilities in ASL and English, analyze features of ASL and English, discuss ethical issues, and perform guided practice with

both simultaneous and consecutive interpreting. The combination of this background with a broad liberal arts education prepares students to enter the profession of interpreting, which serves diverse populations and encompasses a wide range of subjects and settings.

American Studies

- **Director** Martin A Coleman, Philosophy
- **Professors** David Bodenhamer, History; Jonathan Eller, English; Carol Brooks Gardner, Sociology; Philip Goff, Religious Studies; Sara A. Hook, School of Informatics; Nathan Houser, Philosophy; Missy Dehn Kubitschek, English; John R. McKivigan, History; Jane Schultz, English; Peter J. Thuesen, Religious Studies; William Touponce, English; Marianne S. Wokeck, History
- **Associate Professors** Annie G. Coleman, History; Owen Dwyer, Geography; Karen R. Johnson, English; Thomas Marvin, English; Nancy Marie Robertson, History; Susan C. Shepherd, English; Rachel Wheeler, Religious Studies
- **Assistant Professors** Martin A Coleman, Philosophy; Jason Kelly, History;
- **Lecturers** Robert L. Beck, Geography and John Gosney, UITS
- **Executive Director, Institute for American Thought** David E. Pfeifer

The field of American studies extends across a broad spectrum of disciplines to offer integrating perspectives on American experience, thought, and expression. In this respect, American studies is decidedly interdisciplinary in its approaches, but at the same time it is very much a field unto itself, generating its own lines of inquiry concerning the American cultural mosaic.

The American Studies Program includes overseas exchanges with the University of Derby, U.K., and Newcastle University, U.K., which are both open to IUPUI students.

Women's Studies

- **Director** Associate Professor Nancy Marie Robertson
- **Professors** Gabrielle Bersier, German; Ulla Connor, English; Carol Brooks Gardner, Sociology; Linda Haas, Sociology; Bessie House-Soremekun, Political Science and Africana Studies; Sociology; Karen Kovacic, English; Missy Dehn Kubitschek, English; Obioma Nnaemeka, French; Jane E. Schultz, English; Suzanne Steinmetz, Sociology; Phyllis Stern, Nursing; Robert Sutton, Classical Studies; Susan Sutton, Anthropology; Rosalie Vermette, French; Robert White, Sociology; Patricia Wittberg, Sociology; Marianne Wokeck, History
- **Associate Professors** Lorraine Blackman, Social Work; Terri A. Bourus, English; Peg Brand, Philosophy; Herbert Brant, Spanish; Jeanette Dickerson-Putman, Anthropology; Catherine A. Dobris, Communication Studies; Margaret Robertson Ferguson, Political Science; Susan Brin Hyatt, Anthropology; Ronda C. Henry, English and Africana Studies; Karen R. Johnson, English; Elizabeth A.

Jones, Physical Education; Jean Robertson, Herron; Nancy Marie Robertson, History; Kristina K. Sheeler, Communication Studies; Susan Shepherd, English; Rosa Tezanos-Pinto, Spanish; Kim White-Mills, Communication Studies

- **Assistant Professors** Kelly Hayes, Religious Studies; Daniella Kostroun, History; Kathy Lay, Social Work; Jennifer Thorington Springer, English; Debra White-Stanley, English
- **Senior Lecturers** Anita J. Ashendel, History; Teresa Molinder Hogue, English.
- **Associate Librarian** Kristi Palmer

The Women's Studies Program at IUPUI provides undergraduate students the opportunity to pursue a sequence of courses in a growing academic discipline—the study of women and their changing role in society. The program is interdisciplinary because women's experiences encompass the full range of human activity, and separate disciplines offer unique starting points in interpreting these experiences.

The importance of women's studies lies both in its interdisciplinary approach and in the timely opportunity it offers for the study of issues long neglected by scholarship.

Completion of the Women's Studies Program may provide an additional basis for pursuing future training in law, psychology, history, literature, or public or business administration in areas related to women. For students who do not continue professional or graduate training in an academic discipline, specializing in women's studies may provide a useful background in careers that focus on concerns of women, such as paralegal and probation work, secondary and elementary school counseling, journalism, and community agency service.

Individualized Major Program

- **Director** Professor Robert F. Sutton, World Languages and Cultures, Classical Studies

Committee for the Individualized Major

- **Professors** Richard Bein, Geography; Thomas Davis, Religious Studies; John Parrish-Sprowl, Communication Studies; William Schneider, History/Medical Humanities; Richard E. Ward, Anthropology
- **Associate Professors** Enrica Ardemagni, World Languages and Cultures, Spanish; Dennis Bingham, English/Film Studies; Timothy S. Brothers, Geography; David Craig, Religious Studies; Kristine Karnick, Communication Studies; Karen Kovacic, English; Thomas Marvin, English; Nancy Robertson, History/Women's Studies/American Studies; Susan Shepherd, English/Linguistics; Reiko Yonogi, World Languages and Cultures, Japanese.
- **Assistant Professors** Jing Wang, World Languages and Cultures, Chinese; David Weiden, Political Science
- **Lecturers** Erin Engels, Political Science; Sharokh Towfighi, Economics
- **Faculty** All members of the IUPUI faculty are eligible to teach courses and serve as Faculty Advisors for an Individualized Major.

- **Academic Advising** Cavanaugh Hall 540B, 317-274-7611
- **Web site** http://liberalarts.iupui.edu/index.php/academics/individualized_major_program

While the needs of most students are well served by existing majors offered on campus, some students have academic interests that do not fit well into existing programs or traditional disciplinary boundaries. The Individualized Major Program (IMP) in the School of Liberal Arts meets the needs of such students. It serves disciplined and self-motivated students who may wish to major in traditional disciplines or interdisciplinary areas for which majors are not available at IUPUI, as well as those who wish to fashion unique and original interdisciplinary majors that reflect their individual experience, interests, and needs. These include students whose work and life experiences suggest the need for fresh ways of organizing existing courses into meaningful new majors, as well as innovative students who wish to bring together course work in several disciplines to focus on a thematic area or make unusual yet valid connections between areas that are rarely studied together. The IMP can also serve transfer students who wish to continue work started elsewhere in areas in which IUPUI has faculty expertise but no organized majors.

Unlike other majors, which prescribe a fixed area of study, the individualized major provides a structure that allows such students, in consultation with faculty members, to design their own majors on various topics and fields of study. Each major course of study varies in accordance with the needs and interests of individual students. Students work closely with faculty advisors, and all individualized majors are overseen and approved by a faculty committee that ensures each student-designed major has intellectual integrity and rigor.

Admission and Academic Progress

For information and initial counseling, students should should contact the Program Office in CA 540B, 317-274-7611. All students seeking admission to the IMP must be admitted to the School of Liberal Arts and normally have a minimum cumulative GPA of 2.5 and declare their major as prospective (Pre-Individualized Major) in CA 401. All liberal arts students, except those on academic probation, are eligible to apply for an Individualized Major Program. Before making formal application for admission to the Individualized Major Program, students should normally have completed at least 30 hours of general education requirements including English W132, Communication R110, and Mathematics M118 (or its equivalent).

Students desiring to pursue an individualized major should confer with the director of the program who will provide assistance in identifying and securing the agreement of a faculty member to serve as advisor. Under the supervision of this advisor the student will take I360, a 1-credit hour tutorial course in which he or she prepares a proposal for an individualized major. A student is admitted into the Individualized Major Program when this major proposal is approved by a small committee appointed by the director. These committees are individualized for each student; they include the advisor, members of the faculty Committee for the Individualized Major, and other faculty members with appropriate expertise who may be recommended by the student and advisor. Once the

major proposal is approved, students declare their major as Individualized Major in CA 401. The major plan may subsequently be amended only in consultation with the advisor and with approval of the student's committee.

After gaining admission to the program, students must meet each semester with their advisors to register for courses and consider academic progress. A key component of the senior year is the variable credit capstone course I460, an independent study project in which students synthesize their work in the major. The project is approved and graded by the IMP Committee or a panel of experts appointed by the committee. The advisor and the IMP director certify students for graduation with the individualized major.

Requirements

The individualized major requires a minimum of 34 credit hours:

1. Two courses are required of all students (4-7 cr.):
 - I360 Individualized Major Plan (1 credit hour), a tutorial in which a student develops his or her plan for a major, including a list of courses, schedule, and rationale. This proposal must be more than a simple list of courses. Students proposing majors in traditional fields should discuss the history and nature of the discipline, describe its subfields and the methodologies it employs, and show how the proposed major fits within this framework. Those designing unique majors need to establish the intellectual unity of the proposed major and show appreciation of the different disciplinary traditions and methodologies on which it will draw. Upon approval of this plan by an advisor and the faculty Individualized Major Program Committee, the student is accepted into the Individualized Major Program.
 - I460 Individualized Major Senior Project, a variable credit tutorial (3-6 cr.) preferably taken over two semesters as a 6-credit hour course devoted to a capstone project that culminates and integrates the individualized major. Normally this is a major research paper with an oral presentation. Other options, such as a performance, multimedia product, work of literature, film, or work of art, may be approved if appropriate for a particular plan of study. Normally the project is defended through a seminar or colloquium. Ideally the grade for this course is recommended by the advisor and approved by the faculty Committee for the Individualized Major. In practice, the committee grants authority to the director to appoint individual faculty committees to assist advisors in assigning grades.
2. The remaining courses are selected from existing courses.
 - No lower- or upper-division courses applied to general education requirements may be included in the individualized major.
 - At least 15 credit hours in the major must be at the 300 or 400 level (in addition to I360 and I460).
 - No more than 6 credit hours of independent study may be counted in the major.
 - All courses counted in the major must be taken for letter grade; no course receiving a grade below C may be counted toward the major.

International Studies

- **Director** Associate Professor Scott Pegg, Political Science
- **Professors** Frederick Bein, Geography; David Bell, Sociology; Linda Bell, Communication Studies; Gabrielle Bersier, World Languages and Cultures; Dwight Burlingame, Philanthropic Studies; Ulla Connor, English; Jon Eller, English; David Ford, Sociology; Linda Haas, Sociology; Didier Gondola, History; Bessie House-Soremekun, Political Science; Giles Hoyt, World Languages and Cultures; Leslie Lenkowsky, Philanthropic Studies; John McCormick, Political Science; Eric Meslin, Philosophy; Obioma Nnaemeka, World Languages and Cultures; Larbi Oukada, World Languages and Cultures; John Parrish-Sprowl, Communication Studies; Adrian Sargeant, Philanthropic Studies; William Schneider, History; Martin Spechler, Economics; Robert Sutton, Classical Studies; Susan Sutton, Anthropology; Eugene Tempel, Philanthropic Studies; Rosalie Vermette, World Languages and Cultures; Robert White, Sociology; Marianne Woheck, History; Larry Zimmerman, Anthropology
- **Associate Professors** Robert Aponte, Sociology; Enrica Ardemagni, World Languages and Cultures; Wan-Ning Bao, Sociology; Didier Bertrand, World Languages and Cultures; Herbert Brant, World Languages and Cultures; Tim Brothers, Geography; Kevin Cramer, History; Edward Curtis, Religious Studies; Jeanette Dickerson-Putman, Anthropology; Thomas Fedor, Geography; Gina Sánchez Gibau, Anthropology; Elizabeth Goering, Communication Studies; Carrie Foote-Ardah, Sociology; Ain Haas, Sociology; David Hoegberg, English; Sue Hyatt, Anthropology; Una Osili, Economics; Scott Pegg, Political Science; Kevin Robbins, History; Michael Snodgrass, History; Rosa Tezanos-Pinto, World Languages and Cultures; Gail Gráinne Whitchurch, Communication Studies; Reiko Yonogi, World Languages and Cultures; Xin Zhang, History
- **Assistant Professors** Kelly Hayes, Religious Studies; Jason Kelly, History; Daniella Kostroun, History; Tom Mustillo, Political Science; Eric Saak, History; Tim Seiler, Philanthropic Studies; Jennifer Thornton-Springer, English
- **Senior Lecturers** Claudia Grossman, World Languages and Cultures; Erik Lindseth, History
- **Lecturers** Jasper Sumner, Political Science; Peg Williams, Anthropology

The interdependence of our political, cultural, and economic systems is growing by the day. Locally, the state of Indiana participates actively in the global economy. In 2007, Indiana was the 12th largest exporting state with record exports that year of \$26.0 billion dollars. To help students understand the international system, and to prepare them for a career in an increasingly globalized world, the School of Liberal Arts offers an interdisciplinary major and minor in international studies.

Students will learn another language, specialize in a given region of the world, study abroad for the major, focus on cultural, historical, political, and economic aspects of the international system, and develop a broad awareness of the major global forces at work in the twenty-first-century

world. They will be better equipped to understand and pursue a career or graduate study in an interdependent world.

Perhaps the most innovative feature of the major is the way that students can tailor their combination of area and thematic concentrations to meet their individual academic interests and career goals. A student interested in pursuing a career in development as part of the burgeoning nongovernmental sector could combine a thematic concentration on development or global civil society with an area concentration on Africa or Latin America and the Caribbean and study French or Spanish as their foreign language. Another student interested in working for a transnational corporation could combine a thematic concentration on international business and economics with an area concentration on Europe and study German as their foreign language. A student interested in a career in the Foreign Service could combine a thematic concentration on international relations with an area concentration on the Middle East and study Arabic as their foreign language. In short, students can tailor their area and thematic course work in a variety of ways to meet their individual interests and goals.

Medical Humanities and Health Studies

Director Professor William H. Schneider, *History, Medical Genetics, Center for Bioethics*

Professors Kimberly Quaid, *Medical Genetics*; Carol Gardner, *Sociology*; Richard Gunderman, *Philosophy and Radiology*; Eleanor Kinney, *Law*; Eric Meslin, *Philosophy and Medicine*; David Orentlicher, *Law and Medicine*; Sandra Petronio, *Communication Studies*; Lynn Pike, *Sociology*; William Schneider, *History and Medical Genetics*; Jane Schultz, *English*; Richard Ward, *Anthropology and Dentistry*; Eric Wright, *SPEA and*

Associate Professors David Craig, *Religious Studies*; Jeanette Dickerson-Putman, *Anthropology*; Jason Eberl, *Philosophy*; Carrie E. Foote, *Sociology*; Margaret Gaffney, *Medicine*; Gregory Gramelspacher, *Medicine*; William Gronfein, *Sociology*; Peter Marcus, *Ob/Gyn*; Wendy Morrison, *Economics*; Rebecca Sloan, *Nursing*; Kathleen Zoppi, *Family Medicine*

Assistant Professors Susan Hickman, *Nursing*; Lois Lane, *Nursing and Regenstrief Institute*; Tamara G. J. Leech, *Sociology*; Jeremy J. Wilson, *Anthropology*

Senior Lecturer Archana Dube, *Economics and Public Health*

Assistant Scholar Emily Beckman, *Medical Humanities-Health Studies*

The Medical Humanities and Health Studies Program provides a unique opportunity for students in liberal arts, pre-medicine, allied health sciences, pre-dentistry, and nursing, and for all those interested in the state of health care in America, to explore the concepts of health and illness from an interdisciplinary and multidisciplinary perspective.

The interdisciplinary minor in medical humanities and health studies seeks to promote an increased awareness of the humanistic, social, and cultural dimensions of health care and health care systems. It provides an exciting opportunity for students to work in close conjunction with faculty who have strong teaching and research interests in the area of health care. A survey of the relevant issues to be addressed during the course of study in the minor includes human values and ethics in decision making; the idea of preventive and holistic health and health care; patient care as an art form and scientific endeavor; the relation among ecology, economy, and health care; the relation between cultural and social systems and health and health care; the connection between health care systems and good health; the role of the provider-client relationship, especially in the areas of communications skills and the humanistic dimensions of patient care; the meanings of suffering, illness, and dying; the role of technology in improving care but creating a legacy of dehumanization of patients; and the role of the consumer in the health care system.

The minor entails successful completion of a minimum of 15 credit hours, distributed as follows:

MH301 Perspectives on Health, Disease, and Healing (3 cr.) The course utilizes the perspectives of the humanities and social science disciplines to provide students with a broader understanding of the many facets of health and disease, suffering and dying, as well as the art and science of healing.

MH495 Independent Project Seminar in the Medical Humanities and Health Studies (3 cr.) Each student pursuing a minor degree in the Medical Humanities and Health Studies Program who has completed at least 9 credit hours toward the degree will take a seminar or be given the opportunity to develop a research or applied project related to the interests of the Medical Humanities and Health Studies Committee. This seminar or project will allow the student to apply the knowledge gained from the course work taken in the Medical Humanities and Health Studies Program, serving to tie together the humanistic and social scientific bases of health care in a directed endeavor of interest to the student. The student should contact the chairperson to arrange the details of this independent project.

At least 3 credits from each of both

- Humanistic perspectives
- Social Science perspectives

An additional 3 credits chosen from the above categories or from

Other electives

NOTE: No more than two courses from any one discipline can count toward this interdisciplinary minor.

Communication Studies

- C392 Health Communication (3 cr.)
- C410 Health Provider–Consumer Communication (3 cr.)

English

L431 Literature and Medicine (3 cr.)

History

- H364 History of Medicine and Public Health (3 cr.)
- H374 History of Science and Technology II (3 cr.)
- H425 Topics in History: Humanitarian Assistance (3 cr.)

Medical Humanities & Health Studies

- M492 Topics in MHHS: Perspectives on Medicine in Film (3 cr.)
- M492 Topics in MHHS: Culture of Mental Illness - Literary Representations of Mental Illness (3 cr.)

Philosophy

- P393 Biomedical Ethics (3 cr.)

Religious Studies

- R384 Religion, Ethics and Health (3 cr.)
- R327 Sociology of Death and Dying (3 cr.)

Anthropology

- A337 African American Health Care (3 cr.)
- A460 Diseases in Human Evolution (3 cr.)
- B370 Human Growth and Development (3 cr.)
- B480 Human Variation (3 cr.)
- E421 The Anthropology of Aging (3 cr.)
- E445 Medical Anthropology (3 cr.)

Economics

- E307 Current Economic Issues: Health Economic Issues (3 cr.)
- E387 Health Economics (3 cr.)

Geography

- G410 Medical Geography (3 cr.)

Sociology

- R285 AIDS and Society (3 cr.)
- R321 Women and Health (3 cr.)
- R381 Social Factors in Health and Illness (3 cr.)
- R382 Social Organization of Health Care (3 cr.)
- R410 Alcohol, Drugs, and Society (3 cr.)
- R415 Sociology of Disability (3 cr.)
- R485 Sociology of Mental Illness (3 cr.)

The remaining 3 credit hours of electives may come from the courses above or the following courses:

Medical Humanities and Health Studies

- MH492 Topics in Medical Humanities and Health Studies (3 cr.)
- MH498 Readings in Medical Humanities and Health Studies (1-3 cr.)

Nursing

- S474 Applied Health Care Ethics (3 cr.)

SPEA

- H316 Introduction to Environmental Health (3 cr.)
- H320 Introduction to Health Administration (3 cr.)
- H322 Principles of Epidemiology (3 cr.)
- H354 Health Economics (3 cr.)
- H420 Health Policy (3 cr.)

Note: Other courses may be accepted upon approval of the Medical Humanities and Health Studies Committee. See the Medical Humanities and Health Studies Committee Chairperson or Lead Advisor for information.

The School of Liberal Arts at IUPUI offers students the special option to design programs of study that are outside the scope of existing major programs. Students have utilized this option to design interdisciplinary majors in medical humanities and health studies-oriented fields of study such as international health and culture studies. For more information, please contact the MHHS Program or the Individualized Major Program, (317) 274-7611, Cavanaugh Hall 540B.

Museum Studies

- **Director** Associate Professor Elizabeth Kryder-Reid, Museum Studies, Anthropology

- **Professors** Debra Mesch, SPEA; Philip Scarpino, History; Susan Sutton, Anthropology; Larry Zimmerman (Public Scholar of Native American Representation) Museum Studies, Anthropology
- **Associate Professors** Jeanette Dickerson-Putman, Anthropology; Owen Dwyer, Geography; Elizabeth Brand Monroe, History; Paul Mullins, Anthropology; Kevin Robbins, History; Jean Robertson, Art History; Robert Sutton, Classical Studies
- **Assistant Professors** Matt Groshek (Public Scholar of Exhibit Planning and Design), Museum Studies, Visual Communication; Youngbok Hong, Visual Communication; Modupe Labode (Public Scholar of African American History and Museums), Museum Studies, History; Jennifer Lee, Fine Arts; Jennifer Mikulay (Public Scholar of Visual Culture), Museum Studies, Fine Arts; Elizabeth Wood (Public Scholar of Museums, Families, and Learning), Museum Studies, Education
- **Academic Advising** Cavanaugh Hall 419, (317) 274-1406
- **Department E-mail** @.
- **Department Web site** <http://liberalarts.iupui.edu/mstd/>

The Museum Studies Program provides an integration of museum history and theory with hands-on instruction in museum techniques and practices. It encompasses the scholarly exploration of museums, including their history, operations, ethics, and role in society, from interdisciplinary perspectives while also training students in the technical aspects of museum work such as collections care and management, administration, education, exhibit planning and design, curatorial practices, visitor studies, and technology.

As an urban university, IUPUI is part of a community with a rich heritage of museums and cultural arts. Faculty appointed as Public Scholars of Civic Engagement craft relationships and sustainable partnerships with area museums and cultural institutions and involve undergraduate and graduate students in meaningful ways in those collaborations. The program also offers extensive opportunities for student learning through the resources of the museum community, with experiences such as internships, collaboration on exhibit development and design, exhibition, and collections focused courses, access to collections, collaboration with faculty on museum research projects, and participation in museum-sponsored seminars, lectures, and professional meetings. The integral role of Indianapolis museums in the museum studies curriculum fosters a critical, reflective, and scholarly discourse on museums that is applied to current practices and issues in the field.

The program offers a master's degree and both an undergraduate and a graduate certificate. Students considering application to the certificate or degree program are welcome in the classes. Up to nine credits earned as a graduate nondegree student may be applied toward the graduate certificate or degree upon admission to the program. Please see the Web site for admissions deadlines and current course offerings.

Philanthropic Studies

Chair of Faculty Dwight F. Burlingame

Director Dwight F. Burlingame

Dwight F. Burlingame

Patrick M. Rooney

Wolfgang Bielefeld, *SPEA*; Robert G. Bringle, *Psychology*; Dwight F. Burlingame, *Libraries*; Phillip Cochran, *Business*; Ulla Connor, *English*; Thomas Davis, *Religious Studies*; Robert Dible, *SPEA (IUK)*; Guiliana Gemeli, *History (Bologna)*; Kirsten A. Grønberg, *SPEA (IUB)*; Donald Hossler, *Education (IUB)*; Bessie House-Soremekun, *Political Science*; Lawrence A. Jegen III, *Law*; Leslie Lenkowsky, *SPEA (IUB)*; Debra J. Mesch, *SPEA*; Eric M. Meslin, *Medicine and Philosophy*; Richard B. Miller, *Religious Studies (IUB)*; James L. Perry, *SPEA, (IUB)*; William M. Plater, *English*; David Reingold, *SPEA (IUB)*; Patrick Rooney, *Economics*; Adrian Sargeant, *SPEA*; Philip V. Scarpino, *History*; William H. Schneider, *History*; Jane Schultz, *English*; John H. Stanfield, II, *African American and African Diaspora Studies (IUB)*; Richard Steinberg, *Economics*; Susan Sutton, *Anthropology and Women's Studies*; Eugene R. Tempel, *Education*; Brian Vargus, *Political Science*; James M. Walker, *Economics (IUB)*; Robert White, *Sociology*; Patricia Wittberg, *Sociology*

Julie Hatcher, *Service and Learning*; Fran Huehls, *Libraries*; Lauren Morris MacLean, *Political Science*; Deanna Malatesha, *SPEA*; Paul B. McInerney, *Sociology*; Timothy Seiler, *Philanthropic Studies*; Gregory R. Witkowski, *History (BSU)*; Ye Zhang, *Economics*

Paul Nagy, Robert L. Payton, Jeanne Peterson, Jan B. Shipps, Sheldon Siegel, David H. Smith, Richard C. Turner, Carl H. Ziegler

Philanthropic Studies at Indiana University is interdisciplinary, inter-professional, and system-wide. The field addresses voluntary contributions of service and funds, voluntary associations, and what has been called "the social history of the moral imagination." Areas of inquiry range from the history of philanthropy and philanthropy in literature (in the School of Liberal Arts at IUPUI) to fundraising management and legal issues (in other schools at IUPUI and IU Bloomington). Undergraduate and graduate degrees, minors, and certificates in various areas of philanthropic studies are currently available in the School of Liberal Arts and in other schools at IUPUI and IU Bloomington. For more information, visit the Center on Philanthropy at www.philanthropy.iupui.edu

Philanthropic Studies provides a theoretical framework and practical knowledge for students who want to turn their passions for civic engagement into professions. The

All students entering the Bachelor of Arts in Philanthropic Studies program must be admitted officially to IUPUI as a degree-seeking student by the Office of Admissions or by

another Indiana University campus as a degree-seeking student. For more information, visit the Office of Undergraduate Admissions at www.enroll.iupui.edu

Academics

The B.A. major in Philanthropic Studies requires satisfactory completion of the following requirements:

Completion of properly distributed credit hour requirements for the Bachelor of Arts degree, as indicated in the Bulletin of the IUPUI School of Liberal Arts that was current when the student declared a major in Philanthropic Studies.

Completion of 33 credit hours, with a minimum grade of C in each course, from among the following distribution of Philanthropic Studies and related courses (or from approved substitutions):

- 21 Credit Hours in Core Courses
- 12 Credit Hours in Advanced Courses (300 or above)

Philanthropic Studies Core Courses (21 credits):

- P201 - Introduction to Philanthropic Studies (3 cr.)
- P210 - Philanthropy and the Social Sciences (3 cr.)

OR

- P211 - Philanthropy and the Humanities (3 cr.)

OR

- P212 - Philanthropy and Civic Engagement (3 cr.)
- P301 - Contemporary Contexts for and Approaches to Philanthropy (3 cr.)
- P401 - Ethics and Values of Philanthropy (3 cr.)
- P450 - Capstone Seminar in Philanthropic Studies (3 cr.)
- SPEA V458 - Fund Development for Nonprofit Organizations (3 cr.)
- P490 - Internship in Philanthropic Studies (3 cr.)

Advanced Courses (12 credits):

- P330 - Topics in Philanthropic Studies (3 cr.)
- P375 - Philanthropy, Calling, and Community (3 cr.)
- P430 - Topics in Philanthropic Studies (3 cr.)
- SPEA V268 - American Humanics Topics
- RELS R379 - Religion and Philanthropy (3 cr.)
- ECON E414 - Economics of the Nonprofit Sector (3).
- RELS R393 - Comparative Religious Ethics (3cr.)
- HIST H415 - The History of Philanthropy in the West (3 cr.)
- SPEA V362 - Nonprofit Management and Leadership (3 cr.)
- ENG L373 - Philanthropy and Literature: Philanthropy and Literature (3 cr.)
- SPEA V462 - Community Development (3 cr.)
- ANTH E411 - Wealth, Exchange, and Power in Anthropological Perspectives (3 cr.)
- PHIL P326 - Ethical Theory (3cr.)

The Master of Arts in Philanthropic Studies focuses on the history, culture, and values of philanthropy. Its objectives

are: to enable students to gain the knowledge and skills either to pursue further graduate study in relevant fields or to pursue careers in the independent sector or in related fields; to enable students to investigate the broader theoretical issues of philanthropy and of their chosen areas of specialization from a variety of disciplinary and interdisciplinary perspectives; and to utilize the interdisciplinary base to maintain a thorough critical inquiry into the historical and cultural implications of philanthropy.

Requirements include a bachelor's degree from an accredited college or university, a minimum grade point average of 3.0 on a scale of 4.0, and a minimum grade point average of 3.0 in the student's major field. In addition, students seeking admission to the program should demonstrate an appropriate level of achievement on the Graduate Record Examination (or comparable proficiency test), and must arrange for three letters of recommendation to be addressed to the M.A. Program Admissions Committee.

Applicants who do not meet all of the requirements listed above may be admitted to the program on a *provisional basis, in which case their status will be reviewed after a fixed period of time to determine whether they may continue in the program.*

Fellowships, scholarships, and graduate assistantships are available. Please contact Student Services at the Center on Philanthropy.

The M.A. in Philanthropic Studies requires a total of 36 credit hours. This includes 18 credit hours of core courses, 9 credit hours of elective courses, and 6 credit hours of thesis or additional courses. A minimum of 18 credit hours in core and elective courses combined must be in the School of Liberal Arts at IUPUI, and not more than 9 credit hours may be taken in courses numbered below 500. These 9 credit hours may come only from courses approved for Graduate School credit. In addition, the student earns 6 credit hours either for a thesis on a topic approved by the M.A. Program Advisory Committee or for graduate-level courses in a field in which future study is planned. The approval process for the thesis or its alternative normally takes place after a student has successfully completed 15 credit hours of course work.

In order to earn the M.A. in philanthropic studies, students must maintain a minimum GPA of 3.0 on a scale of 4.0. Grades in courses counting for credit toward this degree may be no lower than C (2.0 on a scale of 4.0).

The 18 credit hours of core courses normally include Philanthropic Studies P521 The Nonprofit and Voluntary Sector; Philanthropic Studies P523 Civil Society and Philanthropy; History H509 History of Philanthropy in the West or History H516 History of Philanthropy in the U.S.; Philosophy P542 Ethics and Values of Philanthropy; Philanthropic Studies P512 Human and Financial Resources for Philanthropy; and Philanthropic Studies P590 Internship in Philanthropic Studies. In addition,

students will take one of the following: Philanthropic Studies P530 Cross-Cultural Dimensions; SPEA V524 Civil Society in Comparative Perspective; or Religion R590 Religion and Philanthropy. Also, students must take either Economics E514 The Nonprofit Economy and Public Policy or Philanthropic Studies P535 Law of Nonprofit Organizations, as well as P600 M.A. Thesis in Philanthropic Studies if completing a thesis (6 cr.).

The philanthropic studies program has developed dual-degree opportunities with several schools and departments. When approved, a dual degree provides a student with a program of study that leads to the M.A. in philanthropic studies and a master's degree in another discipline. Students must apply separately and simultaneously for a dual degree.

- Economics (M.A. in Economics)
- History (M.A. in History)
- Nursing (M.S. in Nursing Administration)
- School of Library and Information Sciences (M.L.S.)
- School of Public and Environmental Affairs (M.P.A.) in Nonprofit Management

For more information, contact Student Services in the Center on Philanthropy at (317) 278-8911.

Many students interested in the M.A. program are unable to attend on a traditional residential basis because of the distance from Indianapolis and their ongoing job responsibilities. To provide access to the M.A. in Philanthropic Studies at Indiana University for this growing constituency, the executive master's program was established in 1996. A participant in the executive master's program can finish the requirements for the degree usually in three years by completing an orientation before the first day of classes; six or seven intense one-week sessions of residential study at IUPUI; distance education and directed off-site course work; and elective study at a qualified institution near the student's home.

Normally, each summer course requires one week of intense on-campus study and is preceded by a pre-residential period of approximately six weeks that includes preparatory reading and assignments. Each session is followed by a post-residential period that includes evaluative experiences to be completed at home. During both the pre-residential and post-residential periods, faculty works with students by telephone, e-mail, fax, and mail.

Applicants for the executive program are not required to take the GRE. Otherwise the admission criteria are the same as for those applying for the residential program with the addition of three to five years of work experience in the nonprofit sector. Deadline dates for admission are January 1 for non-U.S. citizens and February 1 for U.S. citizens.

For more information, contact the Center on Philanthropy at (317) 278-8911, or visit the Web site at www.philanthropy.iupui.edu.

Philanthropic studies is a field of inquiry built upon an interdisciplinary theoretical examination of philanthropy, while also providing an understanding of the individual side of philanthropic behavior and the structures that support voluntary activity. The interdisciplinary approach to philanthropic studies allows for the treatment of the distinct characteristics of philanthropy and the nonprofit sector. The methodologies of the social sciences, the humanities, and professional disciplines are applied to understanding the processes of giving and volunteering from the donor's perspective and of volunteer involvement and fundraising from the organizational perspective. Research in this field will build the knowledge base and inform the practice of fundraising; grant-making; volunteer involvement; and leadership in nonprofit, public, and private philanthropic organizations and other public service programs, which lead to a "civil society."

The primary goal of the Doctor of Philosophy in Philanthropic Studies at Indiana University is the preparation of researchers and scholars who will provide leadership in the profession of philanthropy, higher education, and nonprofit organizations.

Upon completion of the Ph.D. in philanthropic studies, graduates will be able to

1. Demonstrate multiple perspectives of knowing to synthesize the multidisciplinary contributions to knowledge generation in philanthropic studies.
2. Evaluate the ways in which knowledge and practice in philanthropy are influenced by historical developments, philosophical thoughts, political and social-economic systems, and cultural diversity.
3. Analyze, develop, and evaluate concepts and theories that contribute to the philanthropic studies field/discipline.
4. Conduct and communicate original research that advances the body of scientific knowledge in philanthropic studies.
5. Demonstrate expertise in research methodologies and techniques and their appropriate application in one's selected specialty within philanthropy.
6. Analyze the impact of an expanded knowledge base in philanthropy and external forces on the development of philanthropy policy and practice in a just society.
7. Commit to leadership roles in philanthropic studies education, research, and practice and the incorporation of research and practice ethics.

Credits

A minimum of 90 credit hours is required; a maximum of 30 credit hours may be transferred from other graduate work in philanthropic studies and related areas. All courses credited toward the Ph.D. degree must have a minimum grade of B and receive written approval of the Ph.D. Program Committee or its representative.

Admission Requirements

1. Formal application to Ph.D. program
2. Official undergraduate and graduate transcripts
3. Grade of B or higher on all courses applied to requirements
4. GRE test scores
5. Three letters of reference
6. Current curriculum vitae
7. Three-page essay summarizing professional goals and proposed research area
8. An interview (telephone, electronic, or in person) with members of Philanthropic Studies Doctoral Committee

Admissions Deadline

Applications are required by January 15 to be eligible for nomination for a prestigious Indiana University Fellowship.

Research Opportunities

Primary areas of faculty research expertise include:

- Philanthropic history and traditions; role of philanthropy in civil society; community-based studies of philanthropy
- Management and measurement of philanthropic resources; governance issues of philanthropic institutions and nonprofit organizations
- Foundations similarities and differences; corporate philanthropy
- Forces influencing giving and volunteering in families over time
- Costs and benefits of fund raising campaigns

Course Requirements

Four Philanthropic Studies core seminars (12 credits)

- PHST 660 Ethical, Moral, and Religious Aspects of Philanthropy
- PHST 662 Historical and Cultural Perspectives of Philanthropy
- PHST 664 Role of Philanthropy and Nonprofit Organizations in Society
- PHST 790 Research Seminar in Philanthropic Studies

Four External Minor courses (12 credits)

Research Methods (9 credits)

Open electives (6 credits)

Dissertation (21 credits)

External Minor

All Ph.D. students complete a 12 credit hour External Minor related to their area of specialization in a department or school other than the Center on Philanthropy. This requirement enables students to link their research to the full range of academic disciplines available on both the Indianapolis and Bloomington campuses.

Advisory Committee

All students in the Ph.D. program, with the approval of the program director, will select an advisory committee of three faculty members, one of whom will represent the student's area of specialization outside the Center on Philanthropy.

Qualifying Examination

A written qualifying examination is required for admission to doctoral candidacy. The focus and scheduling are determined by the student's advisory committee.

Dissertation Requirements

After nomination to candidacy, the student, with the approval of the program director, will select a research committee of no fewer than four faculty members, including an outside member. The committee must approve the proposed dissertation topic. The dissertation involves an original piece of research and oral defense.

The program is available for both full- and part-time students.

Three to five-and-a-half years, depending on full- or part-time study.

A variety of financial resources are available for Ph.D. students, including university fellowships, philanthropy scholarships, research assistantships, teaching assistantships, and loans. Information about financial resources for Ph.D. students may be obtained from the Student Services office.

P105 Giving and Volunteering in America (3 cr.)

This introductory course for non-majors encourages students who have had meaningful service experiences to reflect on their past and current experiences with giving and volunteering. Students will be introduced to the historical, philosophical, and literary traditions of American philanthropy and will be encouraged to apply them to their own lives, service experiences, educational and professional goals, and visions of a better world. One

component of the course involves a service-learning experience and reflective essay.

P201 Traditions and Practice in Philanthropic Studies (3 cr.)

This course explores the issues and values surrounding philanthropy and nonprofit organizations as they have developed in history, as they shape contemporary formal study of philanthropy, and as an important part of students' personal, intellectual, and professional lives. One component of the course involves a service-learning experience and reflective essay.

P211 Philanthropy and the Humanities (3 cr.)

This course draws from the humanities disciplines to address the question of responsible action in philanthropy. To whom or to what should a philanthropist be responsible? Readings and discussions will involve an analysis of values, goals, purposes, moral claims, and aspirations that sometimes compete, conflict, or coexist uneasily.

P 212 Philanthropy and Civic Engagement (3 cr.)

What contributions do philanthropy and voluntary service make to American society? And how does American society affect philanthropy and voluntary service? Using insights from history, economics, political science, and public policy analysis, this course examines the nature and scope of philanthropic giving and volunteering in the United States, the ideas and forces that have shaped its character and growth, and the issues it presents for a free and democratic society.

P301 History of Philanthropy in the West (3 cr.)

This course examines the history of the social act of philanthropy from the ancient world to modern times (circa 1900). Students will scrutinize both the history and historiography of "philanthropy," what charity happened in past time, and what methods and sources modern historians use to write about such occurrences. The course will involve analyzing allegedly benevolent human practices within the context of their social, political, and cultural histories.

P330 Community Service Seminar (3 cr.)

This course introduces students to the philanthropic tradition in American culture. Students explore values, traditions, and social frameworks surrounding philanthropy in American history, discuss current issues related to volunteerism and the nonprofit sector, and reflect upon their personal service experiences and commitment to working with others to advance the common good.

P430 Philanthropy and the Arts (3 cr.)

This course covers the historical, social, political, and aesthetic relationships between philanthropy and the visual and performing arts since the time of Greek antiquity to the present day. Students will learn about the traditions and history of arts funding over the past 2,500 years and how the past influences giving to the arts in today's world.

P 450 Senior Seminar in Philanthropic Studies (3 cr.)

This courses is designed to help graduating seniors synthesize and demonstrate learning in their major. It provides opportunities for students to integrate what they have learned in Philanthropic Studies and prepare for their

future careers, as they interact with other students who are completing majors in Philanthropic Studies.

P490 Internship in Philanthropic Studies (3 cr.)

This course gives students the opportunity to apply theory to practice within a nonprofit organization. Students work with a sponsoring organization and the faculty advisor to develop a meaningful experience in their areas of interest, such as fundraising, marketing, communications, program development, board development, and volunteer coordination, among others.

P501 The Philanthropic Tradition (3 cr.)

This interdisciplinary course examines the core values of philanthropy and the principal patterns of philanthropic behavior and organization with particular emphasis on the Western tradition and its American adaptation.

P512 Human and Financial Resources for Philanthropy (3 cr.)

This course is designed to familiarize beginning graduate students with the three major areas subsumed under resources of the independent sector: volunteers, grant making, and financial resources obtained through a fundraising program. The course is divided into four parts to include the theoretical framework for the sector; government, corporate, and foundation resources; charitable donations by individuals; and volunteer management.

P521 The Nonprofit and Voluntary Sector (3 cr.)

Students examine issues of why people organize, give, and donate time; theories of the sector; policy formulation in the sector, etc., with the objective of becoming "philanthropically literate."

P523 Civil Society and Philanthropy (3 cr.)

The course explores the relationship of civil society to the state, how the nonprofit sector affects the state, and how the state regulates the sector. A continuing theme is how and whether the state and philanthropic institutions make civil investments in strengthening civil society.

P530 Topics in Philanthropic Studies (3 cr.)

In-depth study of selected topics and issues in philanthropic studies. Specific topics vary by semester. Course may be repeated once for credit with a different course topic.

P535 Law of Nonprofit Organizations (3 cr.)

This seminar examines aspects of the legal regulation of nonprofit organizations. Topics include the formation, operation, and governance of nonprofit organizations, duties and liability of officers and directors, charitable solicitation, tax-exempt status for public benefit and mutual benefit organizations, charitable contributions, political activities, foundations, membership organizations, and religious organizations.

P555 Readings in Philanthropic Studies (1#4 cr.)

P: permission of director. A tutorial course involving in-depth study and analysis of a specific topic in philanthropic studies, by arrangement with instructor.

P590 Internship in Philanthropic Studies (3 cr.)

A course for the advanced student of philanthropy.

Students work 10 hours per week for a voluntary association, applying knowledge gained in earlier courses to practical situations. Requirements include a journal and a substantial term paper.

P600 M.A. Thesis in Philanthropic Studies (3#6 cr.)

P602 Qualitative Methods for Third Sector Research (3 cr.)

This course examines the organization, design, and execution of multi-method, qualitative research with a special emphasis on third sector contexts. Specific tools for research, such as observation, interview, case study design, and document analysis will be examined through course readings, discussion, and the conduct of student projects.

P660 Ethical, Moral, and Religious Aspects of Philanthropy (3 cr.)

This doctoral seminar focuses on the major ethical and moral texts that explain and justify philanthropy. Emphasis is placed on the philosophy of philanthropy in comparative perspective, world traditions of social and religious conditions, and moral issues raised in philanthropy practice.

P662 Historical and Cultural Perspectives of Philanthropy (3 cr.)

This doctoral seminar focuses on the history of Philanthropy from earliest to contemporary times. Cross-cultural perspectives are considered as socially and historically conditioned. Ethnic and gender philanthropy are examined across geographic, cultural, and chronological periods.

P664 Philanthropy and Nonprofit Organizations in Society (3 cr.)

Social, psychological, political, and economic theories are used to explain philanthropy and the practice of philanthropy through organizations in society. Major theoretical concepts such as contract failure, social origins theory, voluntary failure, and serial reciprocity presented along with others.

P690 Research in Philanthropic Studies (1-3 cr.)

One semester of M.A. course work. Students will research specialized topics related to philanthropic studies agreed upon with the instructor from and in their chosen disciplinary perspective. In some instances, team research may be carried out. The course may be repeated once with approval by the chair of philanthropic studies.

P790 Research Seminar in Philanthropic Studies (3 cr.)

This doctoral seminar examines epistemological issues and tools, synthesizes the ways of knowing, and assesses forces that affect the conduct and use of knowledge in philanthropic studies. Multiple disciplinary perspectives and contemporary theoretical foundations of philanthropic studies are used to design and critique potential dissertation projects.

P890 Dissertation (cr. arr.)

Research and writing dissertation.

Undergraduate and graduate degrees, minors, and certificates in various areas of philanthropic studies and nonprofit management are available at IUPUI and IU Bloomington. These include nonprofit management, museum studies, the bachelor's degree program and the philanthropic studies minor. New courses and degree programs are developing rapidly. For up-to-date information, please contact Student Services for the Philanthropic Studies Program, (317) 278-8911, or visit www.philanthropy.iupui.edu.

Film Studies

For information on film studies, see the description of the film studies minor included in the "English" section of this bulletin. For course descriptions, consult the "English" and "German" sections in this bulletin. For English majors, film studies courses are considered part of the major.

Film Studies

- C292 An Introduction to Film (3 cr.)
- C390 The Film and Society: Topics (3 cr.)
- C391 The Film: Theory and Aesthetics (3 cr.)
- C392 Genre Study in Film (3 cr.)
- C393-C394 History of European and American Films (3-3 cr.)
- C491 Authorship in Cinema (3 cr.)
- C493 Film Adaptations of Literature (3 cr.)

English

- W260 Film Criticism (3 cr.)

German

- G370 German Cinema (3 cr.)
- G371 Der deutsche Film (3 cr.)

Communication Studies

- M373 Film and Video Documentary

Urban Studies

- **Advisor** Professor William Blomquist, *Political Science*
- **Professors** Robert Barrows, History; David Bodenhamer, *History*; Ain Haas, Sociology; Paul Mullins, Anthropology; Susan Sutton, *Anthropology*
- **Associate Professors** Ramla Bandele, *Political Science*; Owen Dwyer, *Geography*; Susan Hyatt, *Anthropology*; Monroe Little, *History*;

Programs

- Africana Studies
- American Sign Language/English Interpreting
- American Studies
- Film Studies
- Individualized Major Program
- International Studies
- Medical Humanities and Health Studies
- Museum Studies
- Philanthropic Studies
- Urban Studies
- Women's Studies

Anthropology

Chair Associate Professor Paul Mullins

Professors Kenneth Barger (*Emeritus*) Barbara Jackson (*Emerita*), Susan Sutton, Richard Ward, Larry Zimmerman

Associate Professors Jeanette Dickerson-Putman, Susan Hyatt, Elizabeth Kryder-Reid, Gina Sanchez Gibau

Assistant Professors Jeremy Wilson

Adjunct Professors Timothy E. Baumann, Glenn A. Black Laboratory of Archaeology, IU Bloomington; Professor David Burr, *Anatomy*; Professor Della Cook, *Anthropology, IU Bloomington*; Associate Professor Eleanor Donnelly (*Emerita*), *Nursing*; Professor Paul Jamison (*Emeritus*), *Anthropology, IU Bloomington*; Hilary Kahn, Associate Director, Center for the Study of Global Change, IU Bloomington; Robert Kasberg, Director of Admissions, IU School of Dentistry; Harrison Maithya, *Anthropology, Moi University, Kenya*; Ian McIntosh, IUPUI Office of International Programs; Professor Robert Meier (*Emeritus*), *Anthropology, IU Bloomington*; George William Monaghan, Glenn A. Black Laboratory of Archaeology, IU Bloomington; Elizabeth Moore, *Health Outcome Analyst*; Associate Professor Susan Shepherd, *English*; Baldemar Velasquez, *Farm Labor Organizing Committee*

Lecturers Ryan Adams, Kathryn C. Glidden, Marjorie Williams

Academic Advising Cavanaugh Hall 413, (317) 274-8207

Anthropology is the study of human culture, biology, and social interaction across time and place. It includes the archaeological investigation of past and present human material culture; ethnographic study of contemporary cultures around the world and in the United States; research into human evolution and the origins of human physical diversity; and analysis concerning the origins, structure, and social use of language.

The anthropology curriculum at IUPUI emphasizes the practical application of anthropological concepts, theory, and methods. It contributes to student growth in three ways: Anthropology is the study of human culture, biology, and social interaction across time and place. It includes the archaeological investigation of past and present human material cult by broadening their understanding of the human experience across cultures and time; by providing a comparative perspective from which to develop an appreciation of human diversity and an understanding of different values and ethical beliefs in a complex, international world; and by providing practical learning experiences in a variety of settings, including community agencies, museums, governmental institutions, health agencies, and neighborhood associations. The anthropology program also has laboratories to assist the faculty and students with guided research in archaeology, ethnography, biological anthropology, and forensics. Frequent summer field courses, both local and international, give students additional opportunities for experiential learning.

Thus, a degree in anthropology from IUPUI prepares a student for lifelong success by improving their ability to think critically, and to integrate and apply knowledge, and by fostering a broad understanding of culture and society.

Our graduates have found work in a variety of social service agencies, educational institutions, museums, and governmental organizations. In addition, approximately half of our graduates go on to seek advanced degrees in anthropology or related fields.

In addition to the Bachelor of Arts degree, we offer minors in anthropology and cultural diversity. These programs provide a base to complement careers in fields such as nursing, social work, education, psychology, or urban planning. We also offer a graduate minor in the anthropology of health and support both a graduate and an undergraduate certificate in the Museum Studies Program. Finally, the Anthropology Club serves as a forum for students to exchange ideas, organize field trips, and serve their community.

Major in Anthropology

The B.A. program in anthropology is designed to foster student learning in three areas: (1) a broad conceptual understanding of the human experience across space and time, (2) the ability to conduct and evaluate anthropological research, and (3) the ability to apply anthropological concepts and methods beyond the university.

The degree requires completion of 34 credit hours in anthropology, with a minimum grade of C in each course. A student's particular program is selected in consultation with an anthropology faculty advisor from the following:

- 12 credit hours in core courses: A103/A303, A104/A304, A201, A360
- 18 credit hours in advanced courses (300 or above) including:
 - one research or applied methods course: B401, B426, E404, P402, P405, B301, MSTD A405;
 - one archaeology course: A401, E316, E335, P340, P396, P402, P405, P330;
 - one bioanthropology course: B301, B370, B371, B401, B426, B466, B480;
 - one cultural anthropology course: A361, E300, E310, E320, E326, E336, E356, E380, E384, E391, E402, E403, E404, E411, E421, E455, E457, E470;
 - and two additional 300-400 level courses A454, E354, E445, L300, L401, A395, A460, A485, A494, A495, MSTD A403, MSTD A405, CLAS A301, CLAS C412, CLAS C413, CLAS C414, ENG G310;
- 4 credit hours in capstone courses: A413 and A412 or MSTD A408.

In fulfilling these requirements, a particular course may be counted in *only* one category. For example, E356 Cultures of the Pacific may be used to fulfill the requirement for an upper-level course in cultural anthropology or as one of the two required electives, but not both requirements simultaneously.

Minor in Anthropology

A minor in anthropology provides basic training in three areas: an overview of anthropological inquiry, understanding of ethnic and cultural behavior, and understanding of a selected conceptual area in anthropology. Requirements for a minor include a minimum grade of C in 15 credit hours of anthropology

courses, selected in consultation with an anthropology faculty advisor from the following:

- 6 credit hours in introductory anthropology: A103 (or A303) Human Origins and Prehistory
- A104 (or A304) Cultural Anthropology
- Three other courses in anthropology at the 300-400 level, in consultation with an advisor.

Minor in Cultural Diversity

This minor is oriented toward two groups of students. First, it provides a comparative framework for liberal arts and science majors for whom the study of culture, race, ethnicity, or gender overlaps their own disciplines. Second, it serves students in such fields as education, nursing, social work, business, medicine, public affairs, and law who wish to build a multi-cultural perspective into their professional practice.

Courses for the minor explore the genesis and transformation of racial and ethnic categories; the relationship of culture and biology; processes of acculturation and pluralism; the evolution of scholarly thought on human diversity; and ultimately, how it is that any of us comprehends others.

Requirements for the minor are a minimum grade of C in 15 credit hours of course work as follows:

- 6 credits hours of introductory anthropology: A103 and A104.
- 6 credits hours of general courses on diversity, through two of the following courses: B370, E402, and E457.
- 3 credit hours of electives chosen in consultation with the minor advisor from a list of approved courses. This list is on file in the departmental office and includes courses from both anthropology and many other disciplines that concern diversity in general, or specific gender, ethnic, cultural, or other such groups.

Introductory Courses

A103 Human Origins and Prehistory (3 cr.) A survey of human biological and cultural evolution from early pre-Pleistocene hominids through the development of urbanized state societies, with the goal of better understanding our human heritage. (Not open to students who have taken A303.)

A104 Introduction to Cultural Anthropology (3 cr.) A survey of cultural and social processes that influence human behavior, using comparative examples from different ethnic groups around the world, with the goal of better understanding the broad range of human behavioral potentials and those influences that shape the different expressions of these potentials. (Not open to students who have taken A304.)

A201 Survey of Applied Anthropology (3 cr.) P: A104 or A304, and A103 or A303, or permission of instructor. A survey of such issues in applied anthropology as cultural resource management, community development, cross-cultural communication, Third World development, museum studies, archaeological ethics, and the impact of human diversity on health care, education, and social programs.

A303 Evolution and Prehistory (3 cr.) P: junior standing. An advanced survey of human biological and cultural evolution from pre-Pleistocene hominids through the development of urbanized state societies. (Not open to students who have taken A103.)

A304 Social and Cultural Behavior (3 cr.) P: junior standing. An advanced survey of cultural and social processes that influence human behavior, with comparative examples from different ethnic groups around the world. (Not open to students who have taken A104.)

Advanced Courses

A337 African American Health Care (3 cr.) An anthropological perspective on the study of African American health beliefs and practices. This course examines the major theories for African American health as well as the relevant issues for understanding these health care practices in delivering health services. Local and national health care issues will be examined.

A360 The Development of Anthropological Thought (3 cr.) An overview of the major theoretical developments within anthropology, as the discipline has attempted to produce a universal and unified view of human life based on knowledge of evolution and prehistoric and contemporary cultures.

A361 Applied Cultural Change (3 cr.) A survey of major concepts of cultural and social change, and an evaluation of different models of applied change. The course emphasizes both a sound understanding of change and its practical application in developmental change.

A395 Field Experiences in Anthropology (1-3 cr.) P: permission of instructor. A supervised field experience in a selected area of anthropology. May not be repeated for more than 6 credit hours.

A401 Cultural Resource Management (3 cr.) The concept of cultural resource management as a theoretical and functional tool to effect the conservation and protection of archaeological resources. Law, project review, site registration, and preservation strategies will be addressed.

A412 Senior Project (3 cr.) An independent study course, taken toward the end of undergraduate studies in which students apply their anthropological expertise to projects that range from original research to applied work in the community. Students work on individual projects of their own design in consultation with faculty supervisors. Registration is by instructor authorization.

A413 Senior Seminar (1 cr.) This course examines the present state of anthropology, strategies for career development, and issues involved in using and applying anthropology. Designed to be taken toward the end of undergraduate studies, usually in conjunction with the A412 Senior Project, this course is generally restricted to anthropology majors. Registration is by instructor authorization.

A454 Human Ecology (3 cr.) A survey of the biological and cultural means by which humans adapt to their environment. This course emphasizes the unique nature of human adaptation, focusing on specific human groups and on the general processes of adaptation.

A460 Topics in Anthropology: (variable title) (1-3 cr.) A conceptual examination of selected topics in the field of anthropology. May not be repeated for more than 6 credit hours.

A485 Topics in Applied Anthropology: (variable title) (1-3 cr.) An examination of a selected topic where the concepts, principles, and methods in anthropology are utilized to address a particular community or social issue. May not be repeated for more than 6 credit hours.

B301 Laboratory in Bioanthropology (3 cr.) Laboratory investigations of human skeletal biology, including age and sex determinations, bone pathologies, and forensic identification, human paleontological and primate observations. Variability in living populations, including anthropometry, blood grouping, and dermatoglyphics. Emphasis on a biocultural perspective in applying methods and techniques of bioanthropology.

B370 Human Variation (3 cr.) Variation within and between human populations in morphology, gene frequencies, and behavior. Biological concepts of race, race classification, along with other taxonomic considerations, and evolutionary processes acting on humans in the past, present, and future.

B371 The Anthropology of Human Nature (3 cr.) An examination of the foundations of human behavior as viewed from the biocultural and evolutionary perspective of anthropology. This course strives to provide the student with a rational middle ground in the nature/nurture debate by demonstrating that human behavior is innately plastic.

B426 Human Osteology (3 cr.) This course provides an intensive introduction to the human skeleton emphasizing the identification of fragmentary skeletal remains. This knowledge forms the under-pinning for advanced study in forensic anthropology, paleo-anthropology, bio-anthropology and human osteology. Pathological conditions as well as bone growth and development will be studied. This course will consist of three hours of class per week, with both lecture and laboratory time given. You should anticipate at least 20 hours per week of independent laboratory time. There will be a series of practical quizzes, completion of exercises from a lab manual, compilation of an individual osteology notebook that contains class notes and drawings, and a final burial report.

B466 The Primates (3 cr.) The study of our closest living relatives, the prosimians, monkeys, and apes, from the perspective of evolutionary and environmental influences on morphology and complex social behavior.

B480 Human Growth and Development (3 cr.) The study of human growth and development from a biocultural perspective including the physical mechanisms, and social, cultural, and environmental factors that lead to normal growth and development throughout the human life cycle. Causal factors, patterns of expression, and methods of assessment are stressed. Also available for graduate credit.

E300 Culture Areas and Ethnic Groups: (variable title) (1-3 cr.) An ethnographic survey of a selected culture area or ethnic group. May not be repeated for more than 6 credit hours.

E310 Cultures of Africa (3 cr.) An ethnographic survey of culture areas and societies of sub-Saharan Africa.

E316 Prehistory of North America (3 cr.) This course will introduce students to the cultural variety and complexity of prehistoric native North Americans. The course focuses on the various environmental adaptations, lifeways, social systems, and material culture that have been revealed through archaeological research.

E320 Indians of North America (3 cr.) An ethnographic survey of native North American culture areas and ethnic groups.

E326 Modern Greek Society (3 cr.) This course examines modern Greek life from an anthropological perspective. Recent Greek history, and the changing circumstances of both village and urban dwellers are explored. The complexity of cross-cultural understanding emerges as the various images that outsiders hold of modern Greece are compared to the realities of contemporary life there.

E335 Ancient Civilizations of Mesoamerica (3 cr.) Historical ethnography of the major pre-Columbian civilizations, especially the Aztec, the Maya, and the Zapotec and Mixtec. Emphasis on the social life, cultural achievements, religion, world view, and political systems to illustrate the diversity and richness of Amerindian life before the Spanish conquest.

E336 African American Culture (3 cr.) This course provides an anthropological and comprehensive approach to the study of African American culture. It will focus on the ethnohistory, culture, politics, gender, language, health care, and values of African Americans. A secondary aim of this course is to examine the contemporary issues which affect the African American family.

E354 Popular Culture (3 cr.) This course studies how traditional anthropological insight can analyze social and political complexities of contemporary popular cultural phenomena. Focuses on how anthropological subjects such as class, racism, and regionalism lurk within popular cultural phenomena including post-1950 music subcultures, civil religion, and consumer culture.

P340 Modern Material Culture (3 cr.) This course examines how contemporary social experience is impacted by material culture ranging from toys to theme parks. Focuses on how consumers perceive themselves and others in modern consumer culture through the medium of commodities and examines systems of inequality that are reproduced and subverted through consumption.

E356 Cultures of the Pacific (3 cr.) This course examines the varied peoples and adaptations of the three main culture areas in the Pacific region (Micronesia, Polynesia, Melanesia) and explores such topics as male/female relations, sorcery, exchange, colonialism, and economic development.

E380 Urban Anthropology (3 cr.) Anthropological perspectives on contemporary American cities. Topics to be covered include (among others): changes in the nature of cities from manufacturing sites to spaces for consumption and tourism; gentrification; racial and ethnic diversity in cities; urban social movements and new models for social services.

E384 The African Diaspora (3 cr.) This course examines the cultural formation of the African Diaspora in the Americas. The course focuses specifically on the development of the African diasporic populations in the Caribbean, Central America and South America in comparative perspective. Students will develop a critical understanding of the African Diaspora as a geographical displacement, as an assemblage of cultural groups, and as a process of political identification.

E391 Women in Developing Countries (3 cr.) This course explores the nature of women's roles in developing countries. Particular emphasis is placed on examining how development and cultural change have affected the lives of women.

E402 Gender in Cross-Cultural Perspective (3 cr.) This course considers the meaning and social implications of gender in human society. Cultural definitions of "male" and "female" gender categories as well as associated behavioral and structural differentiation of gender roles will be analyzed using current anthropological concepts and theories.

E403 Women of Color in the US (3 cr.) This course examines the concepts of race, and gender as inextricably tied analytical categories, and how they have structured the lives of African American, Latina, Native American and Asian American women, both US born and immigrant. Themes of oppression, identities and activism figure prominently throughout the course.

E404 Field Methods in Ethnography (3 cr.) Introduction to the methods and techniques anthropologists use to study other peoples. Preparation of a research proposal, interviewing, and the use of life histories and case studies.

E411 Wealth, Exchange, and Power in Anthropological Perspective (3 cr.) This course examines cultural patterns of production, exchange, and consumption, with an emphasis on non-Western societies and how these factors influence economic development in the Third World.

E421 The Anthropology of Aging (3 cr.) This course explores age and the aging process cross-culturally by looking at the specific cultural context in which individuals age and by analyzing similarities and differences across cultures.

E445 Medical Anthropology (3 cr.) A cross-cultural examination of human biocultural adaptation in health and disease, including biocultural epidemiology; ethnomedical systems in the prevention, diagnosis, and treatment of disease; and sociocultural change and health. Also available for graduate credit.

E455 Anthropology of Religion (3 cr.) Critical evaluation of current approaches to the analysis of religious myth, ritual, and symbolism. Problems in understanding religious beliefs of other cultures. Modern development of anthropology of religion.

E457 Ethnic Identity (3 cr.) A cross-cultural analysis of the nature of ethnic groups and identity, including the effects of colonialism and nationalism on ethnic groups, stereotyping groups, ethnic symbols and styles, and persistence and change in ethnicity.

E470 Psychological Anthropology (3 cr.) A cross-cultural examination of human behavior in its ethnic context,

including selected topics such as socialization, sex roles, altered states of consciousness, and personality and sociocultural change.

L300 Language and Culture (3 cr.) This course explores the relationships between language and culture, focusing on research methodology and surveying various theoretical frameworks. Topics to be discussed include linguistic relativity (the Sapir-Whorf Hypothesis), ethnographies of communication, interview techniques, and methods of data collection and analysis.

L401 Language, Power, and Gender (3 cr.) This course investigates sociocultural aspects of language use, focusing on the interaction of power and gender with language. Topics include differences in men's and women's language use, discourse patterns and power relationships, and identity and language use. To what extent does the language we speak sustain the dominance of certain groups in our society?

P396 The Rise of Civilization (3 cr.) Covers the development of complex societies in several regions of the world. The material is approached from an anthropological perspective, with emphasis on archaeological methods of data collection and analysis. Early civilizations in Iraq, India, Egypt, Rome, China, Peru, and Central America will be discussed.

P330 Historical Archaeology (3 cr.) We will examine the ways in which historical archaeologists investigate Colonial and American cultures and lifeways in various regions of North America throughout time. Special attention will be given to understanding the long and complex history of Native American/European interactions. North American social systems, interaction with and exploitation of the environment, technologies, and material culture. The theory and methods used by historical archaeologists will also be emphasized.

P402 Archaeological Method and Theory (3 cr.) This class is concerned with how archaeologists know what they know about the past. Methods of data collection are reviewed and theoretical interpretations are discussed. The focus of the course is on evaluation of archaeological research and explanation, with special emphasis on critical thinking.

P405 Fieldwork in Archaeology (3-6 cr.) Archaeological work directed toward field techniques: excavation and preservation of materials, surveying, photography, cataloging. One credit hour per full week of fieldwork.

Independent Study Courses

A494 Practicum in Applied Anthropology (1-4 cr.) P: permission of instructor. An arranged experience in applied anthropology, appropriate to individual career goals. The student will work with an approved community group or organization in a specific project that facilitates the integration of previous course work and experience in a practical application. May not be repeated for more than 6 credit hours.

A495 Independent Studies in Anthropology (2-4 cr.) P: permission of instructor. A supervised, in-depth examination through individual research on a particular topic selected and conducted by the student in consultation with an anthropology faculty member.

A594 Independent Learning in Applied Anthropology (3 cr.) P: permission of instructor. Independent research/training using the anthropological perspective/methods in addressing social issues. The project must be a discrete activity with a concrete product, conducted in conjunction with the student's anthropology advisor and the member of the organization where she or he will be located. May not be repeated for more than 6 credit hours.

A600 Seminar in Anthropology (2-4 cr.)

Graduate Minor in Anthropology and Health

The graduate minor in anthropology and health is an integrated field of 12 credit hours of study designed to supplement the graduate training of students with an interest in careers in the health field. The program has three goals: to provide students with a holistic perspective on the anthropology of health, which integrates human biology, ecology, and culture in a systems model of health; to develop students' anthropological inquiry skills in understanding health in human groups; and to develop students' abilities to apply anthropological concepts and skills to health interventions in the areas of their career focus. The graduate minor in anthropology and health will provide students with training that will add greater depth and breadth to their qualifications in their major field. They will be able to use the cross-cultural and bio-cultural perspectives of anthropology to supplement their primary graduate training to better prepare them for a career in the health fields. This focused training will enable students to use anthropological concepts and skills to identify bio-cultural factors in the occurrence of disease, to understand ethnic behavior related to illness, and to identify where health programs across social and ethnic lines can be made more effective.

Course Requirements

Twelve credit hours approved for the minor in anthropology and health with a grade point average of at least 3.25, including E445; A594; one course selected from B521, B523, B525, E404, E606, and L605; and one elective.

Courses

E445 Medical Anthropology (3 cr.) A cross-cultural examination of human biocultural adaptation in health and disease, including biocultural epidemiology, ethnomedical systems in the presentation, diagnosis, and treatment of disease, and sociocultural change and health.

A594 Independent Learning in Applied Anthropology (3 cr.) P: permission of instructor. Independent research/training using anthropological perspectives/methods in addressing social issues. The project must be a discrete activity with a concrete product, conducted in conjunction with the student's anthropology advisor and a member of the organization where she or he will be located. May not be repeated for more than 6 credit hours.

Research Methods in the Anthropology of Health

- B521 Bioanthropology Research Methods (3 cr.)
- B523 Anthropometry (3 cr.)
- B525 Genetic Methods in Anthropology (3 cr.)

- E404 Field Methods in Ethnography (3 cr.)
- E606 Research Methods in Cultural Anthropology (3 cr.)
- L605 Field Methods in Anthropological Linguistics (3 cr.)

Electives

Electives will be selected from approved anthropology courses offered at IUPUI and IU Bloomington in consultation with the minor advisor.

Beginning in Fall 2010, the IUPUI Anthropology Department is offering a Master's of Arts degree in Applied Anthropology. The degree takes advantage of our departmental strengths in Public Archaeology, Urban Anthropology and Social Policy, International Development, Globalization, Medical Anthropology and Museum Studies. All students will be well-trained in a broad range of anthropological theories and methods but students with specific interests may follow a targeted curriculum focusing on a particular aspect of the discipline. This integration of three of the four sub-fields in Anthropology (Archaeology, Biological Anthropology and Cultural Anthropology) makes this program distinctive among graduate programs in Applied Anthropology. Another notable feature of the program is its emphasis in civic engagement in student research and faculty instruction. This program accords well with current trends in the discipline, which have called for what many term an "Engaged" or "Public" Anthropology; that is, an anthropology which responds actively to both domestic and international policy initiatives and debates.

In line with the criteria established by the Indiana University Graduate School, students wishing to be admitted to the MA program in Anthropology must – at a minimum – have to have a Bachelor's degree from an accredited institution, with a GPA of at least 3.0 (on a scale of 4.0). We use as a guideline for admissions GRE scores averaging at least 500 in each area; students who demonstrate other strengths and good preparation for the program may be accepted at the discretion of the Anthropology Department Graduate Committee and with the approval of the graduate school. Appropriate work experience and undergraduate coursework will also be taken into account in making decisions about admission.

For applicants whose native language is not English, or who have not received a degree from a certified American university, a minimum TOEFL score of 79 on the current IBT examination (equivalent to scores of 550 and 213 on prior versions of the examination) would be required. An IELTS score of 6.0 or above may substitute for the TOEFL.

Applicants are required to submit a statement of interest, three letters of recommendation, an undergraduate transcript and GRE scores. Admission decisions would

be made by a three-member Anthropology Department Graduate Committee, and approved by the Graduate Office at IUPUI on behalf of the Graduate School.

The MA in Applied Anthropology requires 36 hours, including a core curriculum consisting of 6 credits of Required Core Courses (Fundamentals of Applied Anthropology; Anthropological Thought); 3 credits of a Methods Course in the students' sub-disciplinary area; 21 credits of Elective Courses and 6 internship or thesis credits. Course electives may be chosen both from within and outside of Anthropology including appropriate cognate courses from programs that are already well-developed at IUPUI including Museum Studies; Urban Policy (SPEA); Urban Education; Geographic Information Systems (GIS); Community Nursing and Public History.

Requirements for the MA in Applied Anthropology

- 6 credits of Required Core Courses
- 3 credits of a Methods Course within the student's chosen subdiscipline
- 21 credits of Elective Courses
- 6 internship or thesis credits

Anthropology, in most departments, comprises 4 sub-disciplines: Cultural Anthropology, Biological/Physical Anthropology, Archaeology and Linguistic Anthropology. The Anthropology Department at IUPUI offers courses in all of the sub-disciplines with the exception of Linguistic Anthropology. As is the case in our undergraduate curriculum, students are able to specialize in one of the three sub-disciplines, if they so choose, by making judicious selections among our course offerings in consultation with their academic advisors. The same process will be implanted in the MA program. While all students will earn the same MA in Applied Anthropology, students may choose to have a specialization in Cultural Anthropology, Biological/Physical Anthropology or Archaeology.

Specific curriculum

(6 cr.)

E501 Fundamentals of Applied Anthropology

This is a graduate level introduction to the history and underlying principles of Applied Anthropology. We will examine how understanding a specifically anthropological perspective can provide new insights into the workings of contemporary social policies and programs.

A565 Anthropological Thought

This course traces the development of Anthropological theory from the early 20th century up to the present.

Students will examine what is distinctive about an Anthropological perspective and will analyze how anthropological ideas have shifted over the last century in accordance with the emergence of new social and political imperatives.

THESIS/INTERNSHIP

For completion of the MA, students are required to complete either an internship, which involves writing a report for the organization or agency, or completing a more traditional MA thesis (see below). A third option, consisting of writing an article eligible for publication in a peer-reviewed journal, can also be completed in partial fulfillment of the requirements for the MA degree.

- **Option (6 cr.)**

For this option, a student will be placed with a non-governmental organization, a city or county agency, a museum or other Cultural Resource Management organization, or a community-based organization and will arrange with the sponsoring organization to complete an applied project that will be mutually agreed upon by the Graduate Committee of the Anthropology Department and by the organization. Our expectation will be that the student will produce a substantive piece of work that demonstrates research skills as well as providing a service to the organization or agency. Such reports might consist of undertakings such as program evaluation, needs assessments or exploring the feasibility of extending services. **Note:** The internship may be taken for variable credits depending on the amount of contact hours with the equivalence of 50 hours per credit hour unless constructed as a graduate assistantship in accordance with Anthropology department policy in which case the contact hours may be greater.

The internship will be evaluated and graded on the basis of the nature and quality of their work with that institution. The student will provide an internship report in which he or she includes reflections on the internship experience, along with a substantive piece of work that contributes to the mission of the organization. The final grade will be assigned by the faculty advisor with input from the on-site internship supervisor. The Anthropology Department faculty advisor would be responsible for approving the placement of the student and for defining the specific requirements of the internship. The Anthropology Department has a long history of having undergraduate students complete such placements with local organizations, and has a well-developed network of organization and agencies that would be suitable placements for Anthropology MA students.

- **Option (6 cr.)**

For this option, a student would develop and write a thesis supervised by a three-member committee of full-time faculty. In most cases, the thesis would explore a research question related to some aspect of the urban setting

of greater Indianapolis and Central Indiana, and would demonstrate the ability of a student to work independently on that topic, and to apply both theoretical insight and methodological skills to a substantive issue. A student would be required to successfully defend the thesis before his/her committee. Where deemed appropriate, arrangements can be made and in keeping with the student's career plans and interests, internships may be arranged in other places (for example, Washington DC) or in other countries.

The thesis is not specifically intended to prepare students to go on to complete a PhD, but is rather designed to allow the student to bring together themes from their course of study in the MA into a significant research exercise. We will encourage students to undertake theses based on their own collection of original data but in some cases, a review article of publishable quality may be appropriate. In either case, students will produce a proposal that must be approved by the student's advisor and committee. This structure is already in place for our undergraduate senior projects.

- (6 cr.)

Rather than producing a traditional MA thesis, in accordance with the student's advisor, students will be allowed to write a research paper that is assessed to be publishable in a refereed journal. Alternatively, for students primarily interested in a focus on Museums or in Cultural Resource Management, the advisor might suggest that the student develop and produce a public exhibit in Indianapolis or Central Indiana; lastly, students may be permitted to produce a report that contributes significantly to a policy issue in Indianapolis or Central Indiana. Student articles may be submitted for publication to a variety of peer-reviewed journals that focus on Applied Anthropology, including *Human Organization*; *Practicing Anthropology*; *National Association for Practicing Anthropologists (NAPA) Bulletin*; *Anthropology in Action*. In addition, a range of other key journals in the discipline also feature articles based on applied research. Lastly, students may also wish to submit their work to an interdisciplinary policy journal such as *Social Forces*, *Critical Social Policy* and others. Scientific merit will also be assessed by the Graduate Committee. In cases where reports are submitted to organizations and agencies, personnel from those organizations will be asked to evaluate the merit of student work.

The graduate number for the Internship course will be announced on our departmental Web page.

Other elective courses will be graduate versions of our undergraduate topics courses so please consult course descriptions above.

Folklore

F101 Introduction to Folklore (3 cr.) A view of the main forms and varieties of folklore and folk expression in tales, ballads, gestures, beliefs, games, proverbs, riddles, and traditional arts and crafts. The role of folklore in the life of human beings.

F111 World Folk Music and Culture (3 cr.) The course explores the role of music in human life. It introduces students to ethnomusicology and the cross-cultural study of music, performance, and culture.

F131 Introduction to American Folklore (3 cr.) Folklore and traditional expressive behavior within the context of American culture. Art and traditional philosophies of folk groups in America, including ethnic groups, occupational groups, regional groups, religious groups, etc. The function of folklore within the lives of American people.

F312 European Folklore/Folklife/Music (3 cr.) A comparative survey of the genres of the folklore of Europe, emphasizing especially the study of worldview and folk religion. The interrelationships of the folk cultures of Europe that allow us to speak of "European folklore" will also be examined.

F354 African American Folklore/Folklife/Folk Music (3 cr.) African American culture in the United States viewed in terms of history and social change. Folklore, folk music, and oral history as means of illuminating black culture and history. May be repeated once when topics vary.

F356 Chicano Folklore/Folklife/Folk Music (3 cr.) The folk traditions of Mexican Americans as a reflection of the historical experience and cultural identity of this people within the United States. Mexican heritage, Anglo and black influences, and the blending of these elements into a unique cultural entity. May be repeated once when topics vary.

F360 Indiana Folklore/Folklife/Folk Music (3 cr.) Survey of folklore, folklife, or folk music of Indiana with particular attention to the persistence into the present of preindustrial culture. Students are encouraged to do fieldwork in the state. May be repeated once when topics vary.

F363 Women's Folklore, Folklife, and Music (3 cr.) This course identifies key issues in women's folklore and examines the ways in which women have been represented in myths, legends, and folktales, past and present. The various ways in which visions of womanhood inform, reflect, and challenge gender roles will also be analyzed.

Museum Studies

MSTD A403 Introduction to Museum Studies (3 cr.) This survey of museology introduces students to the history of museums and to debates on the philosophical nature of museums and their roles in society. The course covers the types and definitions of museums, traces the history of museums, discusses contemporary museum practice, and examines current issues in the museum profession.

MSTD A405 Museum Methods (3 cr.) This survey of museum practice introduces students to methods, skills, and resources in three areas of museum work: artifacts, interpretation, and organizational administration, as well as to the ethical ramifications of these methods.

MSTD A408 Museum Internship (1-6 cr.) P: A403 and A405, or consent of instructor required. An arranged learning experience in museum work appropriate to individual career goals, focusing on an aspect of museum practice and working with a museum mentor. May be repeated.

For additional courses and details on the Museum Studies undergraduate certificate and graduate program see "Museum Studies"

Communication Studies

- **Chair** Associate Professor Kim White-Mills
- **Professors** Linda Bell, Richard K. Curtis (Emeritus), Robert C. Dick (Emeritus), James R. East (Emeritus), John Parrish-Sprowl, Sandra Petronio, Dorothy L. Webb (Emerita), J. Edgar Webb (Emeritus)
- **Associate Professors** David G. Burns (Emeritus), Catherine A. Dobris, Elizabeth M. Goering, Kristine B. Karnick, Nancy Rhodes, Kristina Horn Sheeler, B. Bruce Wagener (Emeritus), Gail G. Whitchurch, Kim White-Mills
- **Adjunct Professors** Assistant Professor Janet Allen, Indiana Repertory Theatre; Professor (Emeritus) Ken Davis, English; Assistant Professor Everold Housein, World Health Organization; Michael Maitzen, Communication Technology Lab; Assistant Professor Stuart Schrader, Oral Biology; Assistant Professor Kathleen Zoppi, Community Health Network;
- **Lecturers** Senior Lecturer Jennifer Cochrane, Senior Lecturer Jan DeWester, Harold Donle, Donna Edmond, Sumana Jogi, , Michael Polites, Trevor Potts, Charles Reyes, Ian Sheeler, Senior Lecturer Kate Thedwall, Senior Lecturer Ronald M. Sandwina
- **Professional Staff** Assistant to the Chair, Robin Waldron; Senior Administrative Support Assistant and Assistant to Graduate Program, Shannon Wise
- **Academic Advising** Cavanaugh Hall 309, (317) 274-0566

Communication Studies is an integral part of the liberal arts. The Department of Communication Studies at IUPUI offers a major, five minors, two certificate programs, and a Master of Arts degree in Applied Communication. The curriculum focuses on the application of communication theories, methods, and competencies from a variety of contexts (interpersonal, group, organizational, rhetoric/public address, media studies, and theatre) towards creating civically engaged citizens.

Communication Studies course work assists students in enhancing such competencies as critical inquiry, problem solving, media and message design, oral performance, relational interaction, and cultural communication. The Communication Studies curriculum provides a foundation for students interested in pursuing careers that apply communication principles, such as public relations, sales, marketing, video or film production, corporate media production, training and development, human resources, public affairs, consulting, and special events planning. In

addition, it prepares students for graduate work in various areas, including communication, informatics, humanities, or social sciences, or in professional programs such as law, business, health, and social work.

The department offers a competitive intercollegiate forensics program, supports several student organizations and department scholarships, and provides numerous opportunities for study abroad.

For more information, contact the department office at (317) 274-0566, or by e-mail at commdept@iupui.edu, or visit the Communication Studies Web site: <http://www.iupui.edu/~comstudy>.

Economics

Economics is the social science in which one studies people's behavior in consuming, producing, exchanging, and distributing goods and services. It provides a framework for understanding how decisions of individuals affect the national economy. It helps explain the economy and how politicians' and government regulators' decisions are affected by their own interests.

- **Chair**
 - Professor Paul Carlin
- **Professors**
 - David Bivin, Subir Chakrabarti, Robert Harris, Jane Luzar, Peter Rangazas, Patrick Rooney, Steven Russell, Robert Sandy, Martin Spechler, Richard Steinberg, Mark Wilhelm
- **Associate Professors**
 - Marc Bilodeau, Gwendolyn Morrison, Una Okonkwo Osili, Anne Royalty
- **Assistant Professors**
 - Jaesoo Kim, Jisong Wu, Ye Zhang
- **Senior Lecturer**
 - Archana Dubé
- **Lecturers**
 - Mark Chappell, Shahrokh Towfighi
- **Adjunct Professor**
 - Ann Holmes
- **Academic Advising**
 - Undergraduate advisor
 - Archana Dube, Cavanaugh Hall 509, (317) 278-7244
 - Graduate advisors
 - Masters program
 - Professor Peter Rangazas, Cavanaugh Hall 518, (317) 274-4756
 - Ph.D. program Associate
 - Professor Anne Royalty, Cavanaugh Hall 509D, (317) 278-0449

The Center for Economic Education

The Center's goal is to have all Indiana schools meet or exceed the Voluntary National Content Standards in

Economics so that all students will leave school with a basic understanding of economics and with the problem solving skills needed to become prosperous workers, consumers, and citizens in the next century. To meet these goals, the IUPUI Center for Economic Education and the Indiana Council for Economic Education strive to increase the economic understanding and decision making skills of students by providing educators with a basic understanding of economics, teaching strategies, and curriculum materials which are objective and consistent with state and national educational guidelines.

English

- **Chair** Professor Thomas A. Upton
- **Professors** Ulla M. Connor, Jonathan R. Eller, Karen Kovacik, Missy Dehn Kubitschek, William M. Plater, Jane E. Schultz, William F. Touponce, Thomas A. Upton
- **Associate Professors** Julie Belz, Dennis Bingham, Terri Bourus, Frederick J. DiCamilla, Stephen Fox, Ronda Henry, David Hoegberg, Karen R. Johnson, Kim Brian Lovejoy, Thomas Marvin, Robert Rebein, Susan C. Shepherd
- **Assistant Professors** Mitchell L.H. Douglas, Estela Ene, Jennifer Thorington Springer
- **Senior Lecturers** M. Catherine Beck, Gail Bennett-Edelman, Aye-Nu Duerksen, Julie Freeman, Hannah Haas, Sharon Henriksen, Terry Kirts, Francia Kissel, Brian McDonald, Teresa Molinder Hogue, Jim Powell, David Sabol, Mary J. Sauer, Kate Sim, Suzan Stamper, Scott Weeden, Anne C. Williams, Mel Wininger
- **Lecturers** Janet Acevedo, David Beck, Sally Hornback, Michal Hughes, Lynn Jettpace, Vera Masters, Leslie L. Miller, Megan Musgrave, Mary Jo Pride, Frank Smith, Jeffrey Stenzoski, Stephen Wolcott
- **Adjunct Faculty** Associate Professor Catherine Dobris, Associate Professor Marjorie Rush Hovde, Assistant Professor Susan Kahn, Assistant Professor Katheryn Lauten
- **Emeritus Faculty** Barbara Cambridge, Kenneth W. Davis, Sharon Hamilton, Helen J. Schwartz, Richard C. Turner, Harriet Wilkins
- **Academic Advising** Cavanaugh Hall 423, (317) 274-3824. English department faculty advise majors under the coordination of Jim Powell, associate chair for students, Cavanaugh Hall 429, (317) 278-2985, jepowell@iupui.edu

Through its courses and other activities in writing, creative writing, literature, linguistics, language instruction, and film, the Department of English seeks to foster students' abilities to read closely, think deeply and critically, research effectively, and write with clarity and purpose, preparing students for meaningful lives and a variety of careers.

The Department of English offers introductory and advanced instruction in the methods and traditions of literary analysis, writing, and language study. Its offers concentrations in five areas: creative writing, film studies, language and linguistics, literature, and writing, and literacy.

The department also administers the English for Academic Purposes Program, the Writing Program, and the

University Writing Center as well as the program in American Sign Language/English Interpreting..

For more information, visit the department's Web site: english.iupui.edu.

Contact the department office at (317) 274-3824 or english@iupui.edu with messages, questions, and announcements, or to subscribe to the department's e-mail list for announcements and news.

Geography

- **Chair** Associate Professor Jeffrey Wilson
- **Professors** Frederick Bein
- **Associate Professors** Timothy Brothers, Owen Dwyer, Thomas Fedor, Jeffrey Wilson
- **Assistant Professors** Rudy Banerjee, Daniel Johnson
- **Adjuncts** Associate Librarian James Baldwin; Professor Greg Lindsey; Gilbert Liu, M.D.; Instructor Kevin Mickey; Professor Gilbert Nduru; Professor John Ottensmann; Professor Catherine Souch; Sarah Wiehe, M.D.
- **Lecturers** Andrew Baker; Professor Robert Beck;
- **Academic Advising** Owen Dwyer, Cavanaugh Hall 213, phone: (317) 274-8877; fax: (317) 278-5220; e-mail: geogdept@iupui.edu; Department Web site: www.iupui.edu/~geogdept. Please refer to this Web site for updates of all degree and certificate requirements.

Geography, like history, is a way of looking at the world. Whereas historians study variation through time, geographers study variation through space: how and why the earth's natural and human features vary from place to place. Underlying this spatial approach are such recurring themes as spatial diffusion of people, goods, and ideas; the significance of relative location in human interaction; the power of place in human conscience; and the interaction of physical and human processes to create characteristic landscapes. Geographers work at the intersection of social and natural sciences, using the concepts and methods of both to examine human-environmental relationships in their full complexity. This integrative approach is a hallmark of geography and one of its main attractions. Geographers can be found in a great variety of positions often not specifically identified as geographic: environmental management, urban planning, conservation, recreation and tourism, transportation planning, international affairs, and many others.

Programs in Geographic Information Science

During the last two decades, rapid growth has occurred in the field of geographic information. Stimulated by advances in technology, both in the collection, storage and analysis of data, a new discipline has emerged: geographic information science. Geographic information science involves research both on and with spatial technologies, including geographic information systems, remote sensing, and the global positioning system. At the core of geographic information science is the integration of these technologies and their application to problems of spatial analysis. The fundamental theory and foundational principles of geographic information science are based in geography. However, virtually all fields (engineering, medicine, science, management, business, social sciences, and humanities) are now embracing

the techniques in both theoretical and applied research problems.

The IUPUI Department of Geography offers Under-graduate and Graduate Certificates and a Master of Science degree in Geographic Information Science.

Environmental Science Program

The Bachelor of Science in Environmental Science (BSES) is an interdisciplinary degree within the School of Science that is offered in partnership with the School of Public and Environmental Affairs and the School of Liberal Arts. The Department of Geography is closely engaged with the BSES program through Environmental Remote Sensing and Spatial Analysis concentration. Spatial information technologies provide important tools for measurement, analysis, and modeling of environmental systems and their dynamic interaction with human impacts. The Environmental Remote Sensing and Spatial Analysis concentration within the BSES builds theoretical background and advanced knowledge in spatial analytical techniques using remote sensing (satellite and airborne sensors), geographic information systems (GIS), and global positioning system (GPS) technologies. The concentration emphasizes integration of these technologies and their applications to problems of environmental modeling and analysis. For more information about the BSES degree, please refer to <http://www.geology.iupui.edu/bses/>.

History

- **Chair** Associate Professor Robert G. Barrows
- **Professors** David J. Bodenhamer, Bernard Friedman (Emeritus), Didier Gondola, Ralph Gray (Emeritus), John R. Kaufman-McKivigan, Miriam Z. Langsam (Emerita), Philip V. Scarpino, William H. Schneider, Peter J. Sehlinger (Emeritus), Mary Seldon (Emerita), Jan Shipps (Emerita), Marianne S. Wokeck
- **Associate Professors** Robert G. Barrows, Kevin Cramer, Kenneth E. Cutler (Emeritus), Sabine Jessner (Emerita), Justin Libby (Emeritus), Monroe Little Jr., Elizabeth Brand Monroe, Berthold Riesterer (Emeritus), Kevin C. Robbins, Nancy Marie Robertson, Eric Saak, Michael Snodgrass, Xin Zhang
- **Assistant Professors** Sheila M. Cooper (Emerita), Jason Kelly, Daniella Kostroun, Modupe Labode
- **Senior Lecturers** Erik Lindseth, Anita Morgan
- **Adjunct Professors** John Dichtl, National Council on Public History; P.M.G. Harris; Elizabeth Kryder-Reid, Anthropology (Museum Studies); David Vanderstel
- **Academic Advising** Cavanaugh Hall 504M, (317) 274-3811

The Department of History offers students the opportunity to better understand the human social condition through the systematic study of the human past. A variety of courses is offered, dealing with the history of the United States, Europe, Latin America, and some non-Western areas. The history major not only provides opportunities to serve the avocational interest of the liberal arts student, but also provides a foundation for continued work at

the graduate level. Courses in history serve the student admirably in fulfilling the tradition of a liberal education. They also provide a solid basis for professional training in fields such as law, business, environmental affairs, historic preservation, public administration, and government.

Philosophy

- **Chair Professor** John J. Tilley
- **Professors** Michael Burke (Emeritus), Edmund Byrne (Emeritus), Anne Donchin (Emerita), Richard Gunderman, Nathan Houser (Emeritus), Laurence Lampert (Emeritus), Michael McRobbie, Eric Meslin, Paul Nagy (Emeritus), John Tilley
- **Associate Professors** Peg Brand, André De Tienne, Cornelis de Waal, Jason Eberl, Robert Frye (Emeritus), Timothy Lyons, Ursula Niklas Peterson
- **Assistant Professors** Martin Coleman, Peter Schwartz
- **Senior Lecturers** J. Gregory Keller, Christian Kraatz, Luise Morton
- **Lecturer** Victoria Rogers
- **Adjunct Professors** Carl Hausman, John L. Hill
- **Secretary** Terry Mills
- **Academic Advising** Cavanaugh Hall 331, (317) 274-8082 or (317) 274-5338 or (317) 274-4690

Philosophic inquiry aims, ultimately, at a general understanding of the whole of reality. It draws on the insights of the great historical philosophers, on what has been learned in all other major fields of study, and on the rich perspectives embodied within ordinary ways of thinking. Philosophers address a diverse array of deep, challenging, and profoundly important questions. Examples include the nature of the self and of personal identity; the existence or nonexistence of God; the nature of time, mind, language, and science; the sources and limits of human knowledge; the nature of the good life; the foundations of state authority; the requirements of social justice; and the nature of art, beauty, and aesthetic experience. Philosophical questions are addressed not by reference to empirical information alone, but by means of analysis, synthesis, argument, and the construction and evaluation of philosophical theories.

What attracts students to philosophy is the intrinsic interest of its subject matter. But the study of philosophy has practical benefits as well. Philosophy majors are practiced in the close reading of complex texts, in the careful analysis and evaluation of arguments, in original and creative thinking, and in the clear, precise, and persuasive communication of ideas. The skills thus acquired are not only a source of deep personal satisfaction, but a strong asset in any profession. That the study of philosophy is highly effective in enhancing academic skills is evidenced by the fact that philosophy majors receive exceptionally high scores on the Law School Admissions Test (LSAT), the Graduate Record Exam (GRE), and other standardized admissions tests.

Since philosophy examines the presuppositions and the basic concepts and methods of all other disciplines, a minor in philosophy can be an ideal complement to a major in any other field of study. In addition to the perspective it offers on other fields, a minor in philosophy sharpens intellectual skills, opens a broad intellectual

vista, and affords an opportunity to consider fundamental questions of human concern.

Departmental Honors Program

To provide superior students the option of advanced work in philosophy, the department offers H-Options in all 200- to 500-level courses other than P265. To graduate with honors in philosophy, a student must complete at least 24 credit hours of honors work, including at least 12 credit hours in philosophy and at least 6 credit hours outside philosophy, and must satisfy the requirements for a major in philosophy. The student must maintain a minimum overall grade point average of 3.3, with a 3.5 in philosophy and a 3.5 in honors courses. For further information, contact the department chair.

Political Science

- **Chair Associate Professor** Margaret Ferguson
- **Professors** William A. Blomquist, Bessie House-Soremekun, John McCormick, Brian Vargus
- **Associate Professors** Margaret Ferguson, Scott Pegg
- **Assistant Professors** Ramla Bandele, Aaron Dusso, Johnny Goldfinger, Tom Mustillo, David Weiden
- **Lecturers** Jasper Sumner, Scott Wallace
- Visiting Lecturer Erin Engels
- **Academic Advising** Cavanaugh Hall 504J, (317) 274-7387

Politics is all about power: who has it, how it is used, and what effect it has. The goal of the Department of Political Science is to provide students with a superior program of study of the many different and intriguing ways in which power is given, taken, distributed, limited, manipulated, and used, and to help them better appreciate and understand the many different forms taken by systems of government around the world.

The department offers introductory courses in all the major subfields of the discipline: American politics, public policy, public law, political theory, comparative politics, and international relations. We also offer a wide variety of advanced courses in which students can learn more about topics as varied as Indiana state government; national politics in Washington, D.C.; the political systems of Africa, Asia, and Europe; the mechanics of voting and public opinion; and critical policy issues of our time, such as welfare, crime, war, globalization, the environment, and women in politics. Our students also gain hands-on experience through internships and multicollge political simulations.

Our majors have gone on to careers in fields as diverse as politics, business, teaching, human services, the media, and working for interest groups, and many have gone on to graduate school in politics and law. Courses in political science help majors and nonmajors alike become critical observers of—and informed participants in—politics and government at the local, national, and international levels.

Pre-Law Program

While law schools do not require a specific undergraduate major or a specific set of undergraduate courses as prerequisites for admission, they do urge students to take additional writing and public speaking courses, as well as courses involving research and analysis. The Department

of Political Science in the School of Liberal Arts and SPEA provide pre-law advising and a series of courses related to the law and government that are attractive to students interested in the study of the law. Other schools also offer courses of relevance to students considering the study of the law

Religious Studies

- **Chair** Professor Thomas J. Davis
- **Professors** Edward E. Curtis IV, Thomas J. Davis, Philip K. Goff, E. Theodore Mullen Jr., Peter J. Thuesen
- **Associate Professors** David M. Craig, Rachel M. Wheeler
- **Assistant Professors** Johnny P. Flynn, Kelly E. Hayes
- **Lecturers** Matthew G. Condon
- **Academic Advising** Cavanaugh Hall 335, (317) 274-1465

Religious studies offers students opportunities to explore the patterns and dimensions of the many different religious traditions of the world from the perspectives of the academic study of religion. The courses are designed to help students develop basic understandings of the many ways in which religions shape personal views of the world, create and sustain the communities in which we live, and interact with politics, economics, literature and the arts, and other structures of society. Through this curriculum, students are provided the skills that will allow them to understand religions as a part of the study of human history and traditional and nontraditional values. The department offers both a major and a minor, allowing students to investigate religious phenomena in depth and encouraging connections with other areas of the humanities and social sciences.

Program Planning

In the degree programs, the Department of Religious Studies pays special attention to the student's expressed hopes and plans, and the faculty counsels its majors carefully toward that end. Thus, students can construct undergraduate programs of study that meet both personal goals and the faculty's sense of what constitutes a coherent and focused concentration in religious studies. With these possibilities in mind, students are encouraged to declare their intentions to major in religious studies as early as possible in their college careers.

Those students who choose to major in the department are invited first to explore courses, designated by the faculty, to introduce the wide breadth of concerns that belong to the field. On the basis of these studies, students are then able to pursue more specialized courses of inquiry, depending on their personal interests and concerns. The faculty stands prepared to help in this regard by presenting more selective and rigorous options within the department, by helping to locate ties with cognate areas in other departments and schools, and by working with upper-level students in courses of independent study.

Religious studies majors have gone into careers in a variety of fields that require critical thinking, subtle analysis, and skilled articulation. Some graduates have obtained positions in education, business, medicine, social work, journalism, the arts, politics, and the administration

of nonprofit organizations. Others find employment in a variety of areas, including religious ministries, social service organizations, health and welfare agencies, and not-for-profit communities. Many students continue their education in graduate or professional school.

Sociology

- **Chair** Associate Professor Robert Aponte
- **Professors** David C. Bell, Neale Chumbler, Carol B. Gardner, Linda Haas, Jay Howard, Lynn Pike, Robert J. White, Colin Williams, Patricia Wittberg
- **Associate Professors** Robert Aponte, Wan-Ning Bao, Carrie Foote, William Gronfein, Ain Haas, Najja Modibo, Peter Seybold
- **Assistant Professors** Tamara Leech, Marci Littlefield
- **Clinical Associate Professor** James Wolf
- **Adjunct Professors** Betsy Fife and Eric Wright
- **Adjunct Associate Professors** Gail Whitchurch
- **Adjunct Assistant Professor** Devon Hensel
- **Lecturers** David Strong, Aimee Zoeller
- **Academic Advising** Cavanaugh Hall 303, (317) 274-8981; www.liberalarts.iupui.edu/sociology

The Department of Sociology has a twofold mission: (1) to provide courses in sociology to all segments of the university, thereby acquainting the general student with the unique perspective and uses of sociology; and (2) to prepare sociology majors for advanced study or careers in sociology or related fields.

Sociology courses are designed to take advantage of the unique resources of an urban campus. The curriculum emphasizes the applied aspects of sociology as well as those segments of sociology necessary for advanced study. Courses in sociology serve to broaden the understanding of all students and should be of particular interest to students preparing for careers in professional social science, education, government, law, criminal justice, urban affairs, social service, medical service fields, and business. In an ever-changing environment, the Department of Sociology strives to provide students with diverse educational experiences, including traditional education and fieldwork and/or survey research experience. Both undergraduate majors and graduate students are encouraged to participate in internships and research projects as part of their educational experience.

World Languages and Cultures

(Arabic, Chinese, Classical Studies, French, German, Italian, Japanese Studies, Spanish)

- **Chair** Professor Gabrielle Bersier
- **Academic Advising** Cavanaugh Hall 545, (317) 274-0062, (317) 278-3658, <http://liberalarts.iupui.edu/wlac>

The IUPUI Department of World Languages and Cultures offers a Master of Arts Degree in Teaching Spanish, seven undergraduate programs of language and culture study leading to the Bachelor of Arts degree, and an undergraduate Certificate in Translation Studies. Our department also teaches the content courses for the Bachelor of Science degree and teacher certification with the IU School of Education, as well as a dual

degree option with the Purdue School of Engineering and Technology at IUPUI. Languages taught for credit at IUPUI include the courses offered by the three degree-granting programs in French, German, and Spanish; courses offered by Japanese Studies and Classical Studies, which offer minors and an Individualized Major; and all other courses for languages presently under development into programs, including Arabic, Chinese, and Italian. The language-specific programs are listed alphabetically, followed by the Undergraduate Certificate in Translation Studies and Interpreting and other World Languages and Cultures courses.

Credit in World Languages by Placement and Course Credential

All students admitted to IUPUI with previous knowledge of a world language taught at IUPUI are urged to take the appropriate placement test as the best means to assess their level of proficiency. The electronic test in French, German, or Spanish is free of charge and helps students place into a more advanced class depending upon their results. (Placement assessment for Arabic, Chinese, Italian, Japanese, and Latin is conducted by appropriate faculty.) Students may test out of the first and/or second year of course work and qualify for special credits at a reduced fee after successfully completing the course into which they are placed. Special credits in world languages meet distribution requirements and count toward graduation. Up to a maximum of 16 special credits at the first- and second-year levels may be earned after IUPUI course validation, provided that the student is not a native speaker of the language.

The Multimedia Language Resource Center (MLRC)

The MLRC, located in BS3003, provides a variety of cutting-edge technological resources to enhance language learning: the Macintosh Computer Lab with Internet access, the Sony Listening Lab with video and audio playback, streaming audio, and recording consoles.

Study Abroad

Many study abroad programs are available to IUPUI students. Study or internship experience abroad dramatically improves language students' listening and conversational skills and ability to interact with people of different backgrounds while enhancing their employment opportunities in all fields.

Arabic

The study of Arabic opens the door to the cultures of the Middle East and the vast Islamic world. It is an important language for the fields of political science, religion, art history, business, and the foreign service. The Program in Arabic offers courses in beginning, intermediate and advanced Arabic.

The minor in Arabic and Islamic Studies has a double track, one for Arabic language acquisition, and one for cultural studies. The language track focuses on linguistic acquisition. The cultural track takes a global and comparative approach to the study of Islamic history and Muslim societies, emphasizing the diversity of Muslim peoples and cultures in the past and present. Students complete basic requirements in Arabic language and Islamic studies, and choose from a list of electives to complete the 15 credits required for the minor.

(1) Arabic Language Concentration - 15 credits

NELC A200 Intermediate Arabic I

NELC A250 Intermediate Arabic II

NELC A300 Advanced Arabic I

NELC A350 Advanced Arabic II

one three-credit course in Islamic studies from the list of religious studies courses below in category B.

(2) Islamic Civilization Concentration -- 15 credits

A. Arabic language, 6 credits required, chosen from

NELC A200 Intermediate Arabic I

NELC A250 Intermediate Arabic II

NELC A300 Advanced Arabic I

NELC A350 Advanced Arabic II

B. Islamic studies, 3 credits required, chosen from:

REL R257 Introduction to Islam

REL R304 Islamic Beginnings

REL R305 Islam and Modernity

REL R309 Contemporary Middle East (offered as part of Jordan Study Abroad)

REL R370 Islam in America

C. Electives, 6 credits required, chosen from:

WLAC F400, Islam, Gender, and Conflicts

HIST H425 Topics: Middle East History

WOST W300 Women and Islam

POLS Y339 Middle Eastern Politics

POLS Y380 Politics of Islam

ANTH E300 VT: Cultures of the Middle East

REL R257 Introduction to Islam

REL R304 Islamic Beginnings

REL R305 Islam and Modernity

REL R370 Islam in America

NELC N302/REL R309, Contemporary Middle East (offered as part of Jordan Study Abroad)

Please note: Students cannot double count any courses toward the fifteen required credits.

Chinese

Assistant Professor Jing Wang

Chinese is spoken by more than one billion people. The importance of learning Chinese is increasing every day as China rapidly emerges as a major player in business and world affairs. The Program in Chinese offers courses in beginning, intermediate and advanced Mandarin Chinese, as well as culture, cinema, and literature courses in English.

Chinese Studies Minor

Students choose 15 credits from the following list (with the prerequisite of finishing first-year

Chinese or having reached the same language proficiency level).

- E 331 Traditional Chinese Literature (3 cr.)
- E 333 Studies in Chinese Cinema (3 cr.)
- E 334 Contemporary Chinese Cinema (3 cr.)
- E 335 Studies in Chinese Martial Arts Culture (3 cr.)
- *E 351 Studies in East Asian Culture (3 cr.)
- C 201-202 Second-Year Chinese I-II (3, 3 cr.)
- C 301-302 Third-Year Chinese I-II (3, 3 cr.)
- C 320 Business Chinese (3 cr.)
- C 401-402 Fourth-Year Chinese I-II (3, 3 cr.)
- OVST-C 490 Study Abroad in China (3 cr.)

- G485 Modern China (3cr.)
- *H421 Topics in African, Asian, or Latin American History(3cr.)
- SOC-R495 Sociological Study of China(3 cr.)

Please note: E 351(Studies in East Asian Culture) must focus on Chinese culture and H421 (Topics in African, Asian, or Latin American History) must focus on Chinese history in order for these two courses to be counted towards the fifteen required credits. Other courses may be acceptable with the consultation and approval by the program director.

Certificate in Chinese Studies

Students choose 18 credits from the following list (with the prerequisite of finishing first-year Chinese or having reached the same language proficiency level).

- E 331 Traditional Chinese Literature (3 cr.)
- E 333 Studies in Chinese Cinema (3 cr.)
- E 334 Contemporary Chinese Cinema (3 cr.)
- E 335 Studies in Chinese Martial Arts Culture (3 cr.)
- *E 351 Studies in East Asian Culture (3 cr.)
- C 201-202 Second-Year Chinese I-II (3, 3 cr.)
- C 301-302 Third-Year Chinese I-II (3, 3 cr.)
- C 320 Business Chinese (3 cr.)
- C 401-402 Fourth-Year Chinese I-II (3, 3 cr.)
- OVST-C 490 Study Abroad in China (3 cr.)
- G485 Modern China (3cr.)
- *H421 Topics in African, Asian, or Latin American History (3cr.)
- SOC-R495 Sociological Study of China (3 cr.)

Please note: E 351(Studies in East Asian Culture) must focus on Chinese culture and H421 (Topics in African, Asian, or Latin American History) must focus on Chinese history in order for these two courses to be counted towards the eighteen required credits. Other courses may be acceptable with the consultation and approval by the program director.

Individualized Major in Chinese

Students may also create an individualized major in Chinese. Students who are interested in designing their own Chinese major must first consult with the program director and Professor Sutton.

Study Abroad

Study abroad in China is offered through the Confucius Institute. Students should contact the Confucius Institute for details.

Courses in Chinese language, culture, cinema, and literature.

C117-C118-C119 Basic Chinese I-II-III (3-3-4 cr.)
Introductory language course in Chinese with emphasis on comprehension and oral expression, grammar, reading, script, elementary composition, and culture.

C201-C202 Second-Year Chinese I-II (3-3 cr.) Both spoken and written aspects stressed, completing major grammatical patterns.

C301-C302 Third-Year Chinese I-II (3-3 cr.) P: C201-C202 or equivalent. A further expansion on vocabulary and grammatical patterns focusing on reading and oral communication.

C 320 Business Chinese (3 cr.) P: C201-C202 or equivalent. Acquisition of language skills for business interactions with Chinese-speaking communities.

C 401-C 402 Fourth-Year Chinese I-II (3-3 cr.) P: C301-C302 or equivalent. A further improvement of language proficiency.

E 331 Traditional Chinese Literature (3 cr.) An introduction to Chinese historical and religious writing, narrative prose, and lyrical poetry from roughly 1300 BCE to 1300 CE.

E 333 Studies in Chinese Cinema (3 cr.) Critical and historical perspectives on Chinese cinema from the 1930s to the 1990s, including Taiwan and Hong Kong.

E 334 Contemporary Chinese Cinema (3 cr.) An introduction to a representative selection of Chinese cinema since the 80s.

E 335 Studies in Chinese Martial Arts Culture (3 cr.) A survey of history and style of Chinese martial arts, their theoretical bases, literary tradition of martial arts fiction, and cinematic expression of martial arts skills, chivalry and love.

E 351 Studies in East Asian Culture (3 cr.) Selected topics on East Asian culture.

French

- **Director** Associate Professor Didier Bertrand
- **Professors** Obioma Nnaemeka, Larbi Oukada, Rosalie A. Vermette
- **Associate Professor** Didier Bertrand
- **Assistant Professor** James G. Beaudry (Emeritus)
- **Academic Advising** Cavanaugh Hall 545A, (317) 274-3902

Departmental Honors Program

To provide recognition to outstanding students in French, the department offers an Honors Program as well as H-Option courses. The program is open to all majors in the department who carry a minimum GPA of 3.3 overall and 3.5 in the major. Courses above F204 that are approved by the department may be taken for honors credit or for the H-Option. For further information, contact the department.

Foreign Study

Programs abroad are open to students majoring in all academic disciplines and are not restricted to language majors. For students with one or two years of French, there is a three-week program in Strasbourg, France, in July, offered through the IUPUI Program in French. The Program for International Engineering at IUPUI offers students of engineering a study abroad internship in France as part of the dual degree program leading to a Bachelor of Science in Engineering and a Bachelor of Arts in French. Students may also participate in Indiana University study abroad programs that include yearlong programs at the Université d'Aix-en-Provence and the Université de Nantes that are open to juniors and seniors who have had three years of college French and

one-semester programs at the Université de Rennes and the Université d'Aix. For students with two years of college French, there is a summer program in Paris, France. Students with at least one year, or two semesters, of college-level French may participate in a summer program in Québec, Canada, or Dakar, Senegal. Indiana University credit is granted for work that is satisfactorily completed in these IU programs. Students interested in studying abroad should discuss their options with the director of the Program in French or with the Office of International Affairs as soon as possible.

Classical Studies

Director Professor Robert F. Sutton Jr.

Professor Robert F. Sutton Jr.

Lecturer Martina Dalinghaus

Academic Advising Cavanaugh Hall 545, (317) 274-2497 or (317) 274-0062

Web site

<http://liberalarts.iupui.edu/wlac/AcadClassicalStudies.htm>

Classical studies is an interdisciplinary field, examining the vanished civilizations of ancient Greece and Rome and their languages. Although the study of the Greek and Latin languages no longer holds a central place in a university curriculum, the art, literature, and intellectual traditions of the classical world remain basic to Western civilization. Today's student may encounter the classical world through the many fine translations available, the physical evidence of art and archaeology, and the study of the Greek and Latin languages themselves. Courses are offered in four areas: classical archaeology, classical civilization, and each of the classical languages, ancient Greek and Latin.

Classical Archaeology

These courses focus on the art and archaeology of Greece and Italy, as well as the nearby lands affected by their civilization from earliest times through the end of the Roman world. Advanced work in the field leads to careers in archaeological research, museums, and teaching. These interdisciplinary courses may be of special interest to students in anthropology, history, and the history of art. Courses in classical archaeology require no knowledge of the Greek and Latin languages.

Classical Civilization

These general courses in the literature, history, culture, and intellectual traditions of ancient Greece and Rome require no knowledge of Greek or Latin. Such courses provide valuable background to students in a number of fields and may be especially attractive to those planning to teach English, history, or related areas. In addition to the courses listed below, other relevant courses include History C386 and C388 and Philosophy P307.

The Classical Languages

The study of ancient Greek or Latin, like that of any foreign language, provides the most direct means for understanding and appreciating the thought of another culture. The traditional emphasis on formal grammar and vocabulary in teaching the classical languages has long proven valuable for students wishing to improve their English language skills.

Ancient Greek

Study of ancient Greek allows students direct access to masterpieces of Greek literature, historical sources, and the New Testament, while opening up a limited number of careers in teaching, mostly at the university level. For ancient Greek literature in translation, see the listings under "Classical Civilization."

IUPUI students may take courses in Ancient Greek at Butler University and in New Testament (*Koine*) Greek at the University of Indianapolis through the Consortium of Urban Education (CUE). There is a narrow window for registration each semester.

Latin

Studying Latin allows students direct access to masterpieces of Latin literature and ancient historical sources, as well as ecclesiastical and other materials of the postclassical age. Knowledge of Latin is useful for students of English, modern languages, and history, and can lead to careers in teaching at various levels. A shortage of Latin teachers at the secondary level may make this an attractive second area for students in education. For Latin literature in translation, see the listings under "Classical Civilization."

IUPUI students may take advanced courses in Latin at Butler University through the Consortium of Urban Education (CUE). There is a narrow window for registration each semester.

Study Abroad

Students have the opportunity to study in Greece through an arrangement between Indiana University Overseas Study and College Year at Athens (CYA). Students may receive IU credit for study in Greece at CYA for a semester, an entire academic year, or the summer. Program faculty regularly offer a short summer course in Athens; students may stay on to take an anthropology service learning course on modern Greece taught on the island of Paros. For information, contact the IUPUI Office of Overseas Study or consult its Web site at www.indiana.edu/~overseas. Scholarships and grants are available to help students participate in these programs.

French

Director Associate Professor Ch. Didier Gondola

Professors Obioma Nnaemeka, Larbi Oukada, Rosalie A. Vermette

Associate Professor Didier Bertrand

Assistant Professor James G. Beaudry (Emeritus)

Academic Advising Cavanaugh Hall 545A, (317) 274-0064

Departmental Honors Program

To provide recognition to outstanding students in French, the department offers an Honors Program as well as H-Option courses. The program is open to all majors in the department who carry a minimum GPA of 3.3 overall and 3.5 in the major. Courses above F204 that are approved by the department may be taken for honors credit or for the H-Option. For further information, contact the department.

Foreign Study

Programs abroad are open to students majoring in all academic disciplines and are not restricted to language majors. For students with one or two years of French, there is a three-week program in Strasbourg, France, in July, offered through the IUPUI Program in French. The Program for International Engineering at IUPUI offers students of engineering a study abroad internship in France as part of the dual degree program leading to a Bachelor of Science in Engineering and a Bachelor of Arts in French. Students may also participate in Indiana University study abroad programs that include yearlong programs at the Université d'Aix-en-Provence and the Université de Nantes that are open to juniors and seniors who have had three years of college French and one-semester programs at the Université de Rennes and the Université d'Aix. For students with two years of college French, there is a summer program in Paris, France. Students with at least one year, or two semesters, of college-level French may participate in a summer program in Québec, Canada, or Dakar, Senegal. Indiana University credit is granted for work that is satisfactorily completed in these IU programs. Students interested in studying abroad should discuss their options with the director of the Program in French or with the Office of International Affairs as soon as possible.

German

- **Director** Professor Claudia Grossmann
- **Professors** Gabrielle Bersier
- **Associate Professor Daniel Nützel**
- **Senior Lecturer** Claudia Grossmann
- **Professor Emeritus** John Barlow
- **Adjunct Assistant Professor** Ruth Reichmann
- **Adjunct Associate Professor** Julie A. Belz
- **Academic Advising** Cavanaugh Hall 501D, (317) 274-3943

The IUPUI German program trains students to achieve linguistic proficiency and crosscultural competency in German. Linguistic proficiency is the ability to communicate orally and in writing about subjects of common knowledge in the target language. A step-by-step systematic progression of language courses aids students to achieve fluency in German and allows them later to concentrate on chosen areas of linguistic specialization.

To gain crosscultural competency, students acquire a solid knowledge of contemporary life in the German-speaking countries and learn to compare their institutions, customs, and mentalities with contemporary U.S. culture. Students also gain intercultural competency through critical knowledge of the historical and cultural movements and personalities that have had the most impact on contemporary culture in the German-speaking countries, especially Germany.

In addition, all students in the program have the option of studying in Germany or Austria for a limited or extended period of time, or to gain practical career experience in business or technology by working as an intern overseas or in a local international corporation.

Courses in German not only broaden students' cultural horizons by giving them immediate access to a key region of central Europe, but also prepare students for a variety of careers in international business communication, translation, travel, education, and technology exchange.

By combining the study of another discipline with specialization in German, students can also prepare more thoroughly and adequately for graduate studies.

Honors

Honors in German can be achieved either through an honors degree or through the H-Option in individual courses. For the Honor's Degree, a cumulative GPA of 3.3 and a GPA of 3.5 in German courses must be achieved. 24 credit hours of coursework must be earned with honors, with a minimum of 18 credits in German courses above the 100 level. Honors credits through the H-option are available in upper-division language courses, as well as upper division literature, film, culture, and topics courses taught in German.

Foreign Study

Any form of foreign study is highly recommended, and the department gives credit for such study wherever possible. Outstanding students with a substantial command of German, a minimum GPA of 3.0 and a B average in German courses may apply for the Overseas Study academic year program in Freiburg, Germany, during their junior year. Up to 30 IU credit hours may be earned through the program. Semester programs are also available in Freiburg. A summer program is offered in Graz, Austria, for students who have completed course work through G225. In addition, students who completed first-year German may earn transfer credits through an intensive three-week program in Oldenburg, Germany. Contact the German Program or International Affairs.

Internship in Baden-Württemberg

Students in the Schools of Liberal Arts; Science, Engineering, and Technology; and Business may apply for a two-month summer internship with a German firm in southwestern Germany. Advanced standing, a minimum overall GPA of 3.0, and German language skills are required. Each area of the exchange has a specific language requirement. Three credits may be earned.

Other Activities

German Club The department sponsors a German Club, open to all interested students. Various topics are discussed and events of cultural interest are presented during the academic year.

Max Kade German-American Center The Center is established to facilitate research and teaching in German-American Studies and also offers two awards annually for students to study German overseas, two graduate fellowships, and a scholarship for the Dual-Degree Program in Engineering and German.

Italian

Italian is important to those who need a linguistic entry into Italian art, cinema, opera, and cuisine, or who simply want to prepare to travel to Florence, Venice, Rome or Sicily. The Program in Italian offers courses in beginning and intermediate Italian.

Japanese Studies

- **Director** Associate Professor Reiko Yonogi
- **Academic Advising** Cavanaugh Hall 501C, (317) 274-8291

Japanese studies is an interdisciplinary field that includes the study of the language, culture, and literature of Japan.

Courses are offered in language, literature, and culture. The major objectives of the program are (1) to provide students with adequate ability to understand, speak, read, and write Japanese; and (2) to give students a general introduction to Japanese culture, literature, and society. Courses offered in English provide students who have little or no knowledge of Japanese with an introduction to various facets of Japanese studies.

Study Abroad

IUPUI Hakuoh Program: Semester/academic year at Hakuoh University in Tochigi, Japan. Students will be enrolled full time, take courses in Japanese language and culture designed for international students, and receive IU credit. This program is open to students of all majors who have completed three years of Japanese before they start their study at Hakuoh University and have a cumulative GPA of 3.0 and a 3.0 average in Japanese. Indiana University also offers mature and motivated undergraduates direct IU credit for study for an academic year at the Center for Japanese Studies at Nanzan University in Nagoya, Japan. This program emphasizes intensive study of Japanese in combination with courses in English on various aspects of Japanese culture and society and the applied arts. This program is open to students of all majors who have completed at least fourth-semester Japanese and have attained a 3.0 GPA. In addition, students with first-year proficiency may apply to the semester program at Kanda University of International Studies in Tokyo.

Spanish

- **Director** Associate Professor Marta Antón
- **Professors** Enrica Ardemagni. Emerita Nancy Newton
- **Associate Professors** Marta Antón, Herbert Brant, Rosa Tezanos-Pinto
- **Assistant Professors** Kimmaree Murday, Benjamin Van Wyke
- **Associate Professor Emerita** Lucila Mena
- **Lecturers** Audrey Gertz, Daniela Schuvaks Katz
- **Coordinator of First-Year Program** Daniela Schuvaks Katz
- **Academic Advising** Cavanaugh Hall 545,(317) 274-0062

Mission

The mission of the program in Spanish at IUPUI is to assist students in achieving proficiency in the Spanish language and to lead them to an understanding of and appreciation for the wide range of Hispanic cultural, literary, and linguistic manifestations. To meet this goal, the program in Spanish offers introductory and advanced instruction in language, linguistics, culture and civilization, literature, and applied language studies.

The introductory and intermediate sequences of courses are designed to provide nonmajors with an exploration into Spanish language and Hispanic culture as an essential component of a liberal arts education. The sequences aim to develop an interest in the language and the people who speak it, as well as to prepare students for a variety of careers with international dimensions.

The advanced curriculum prepares students to communicate orally and in writing on the different content areas that comprise the study of Spanish, providing

them with the knowledge and skills necessary to achieve success in their future careers, to meet their academic and personal goals, and to prepare them for graduate work. The study of Spanish at IUPUI incorporates the Standards for Foreign Language Learning and gives students the ability to:

1. communicate with Spanish speakers in the United States and abroad;
2. understand better the cultural manifestations of other peoples;
3. gain greater insight into the nature of language itself as well as their own native language;
4. reinforce knowledge gained from other disciplines and connect it with the study of a second language; and
5. develop a sense of a multilingual international community of which they form an integral part.

The curriculum in Spanish also incorporates most of the Principles of Undergraduate Learning and culminates in a capstone experience. For more information on the IUPUI Principles of Undergraduate Learning, see the Web site: www.universitycollege.iupui.edu/UL/Principles.htm.

Considering the rapidly growing Spanish-speaking population in the United States, a major in Spanish is becoming increasingly desirable in the workplace. The major in Spanish can prepare students for a wide variety of careers in such fields as education, social services, international business and finance, government service, international communications and information services, and the travel and hospitality industry.

For more detailed information about the program in Spanish, visit the Department of World Languages and Cultures on the Web: <http://liberalarts.iupui.edu/wlac/AcadSpanish.htm>.

Study Abroad Programs

Indiana University administers or co-sponsors a variety of programs that permit students to live and study in a Spanish-speaking country as part of their normal degree programs. Students receive IU credit and grades for program participation and can apply most financial aid to program costs. These include an academic-year program in Madrid, Spain, and semester programs in the Spanish cities of Alicante, Madrid, and Seville, and in Santiago, Chile, and a spring semester program for business majors in Monterrey, Mexico. Six-week summer programs are offered in Cuernavaca, Mexico, for intermediate students; in Salamanca, Spain, for students who have completed two or more years of Spanish; and in Guanajuato, Mexico, for advanced students. A three-week summer program is offered in Pachuca, Mexico, for students who have completed at least first-year Spanish. A two-week program in the Dominican Republic is offered in conjunction with S363. Graduate credit is available through the Salamanca program. Students majoring in any discipline are encouraged to study abroad. All programs require applicants to have an overall B average. Some programs require as little as one semester's previous study of Spanish, while others are appropriate for students in advanced Spanish courses.

Students interested in study opportunities in Spanish-speaking countries should visit the Office of International Affairs, ES 2129B, IUPUI, (317) 274-2081 or the Department of World Languages and Cultures office in CA545.

The Spanish Resource Center at IUPUI

The Spanish Resource Center is sponsored by the Embassy of Spain Education Office in order to assist and further Spanish education in the United States, and particularly in central Indiana. It is open for use by professors, teachers, and students of Spanish, as well as the general public. Materials and resources available to check out include books, films, magazines, slides, and cassettes. The Program in Spanish and the Spanish Resource Center also sponsor several activities throughout the academic year, such as a free conversation hour, a film series in Spanish, and an Immersion Day for teachers and students that focuses on the culture of Spanish-speaking countries. The center is located at Cavanaugh Hall 205 on the IUPUI campus, (317) 278-1210.

DELE Exams

IUPUI is an official testing site for the DELEs, Diplomas of Spanish as a Foreign Language, issued by Spain's Ministry of Education. They offer official accreditation of mastery of the Spanish language for citizens of countries in which Spanish is not the official language. The examinations are offered at three levels (intermediate, high intermediate, and advanced), and consist of five sections: reading comprehension, written expression, listening comprehension, grammar and vocabulary, and oral expression. The diplomas are recognized by official institutions of Spanish-speaking countries, by corporations, chambers of commerce, and educational institutions in the United States. Applicants must provide proof of citizenship in a country in which Spanish is not the official language (anyone with a United States passport is eligible). Applicants for the advanced level must be sixteen years of age or older; there is no minimum age for the intermediate or the high intermediate levels. For more information, contact (317) 274-0062 or manton@iupui.edu. General information on the exams and sample test formats and prices may be found at www.cervantes.es or cvc.cervantes.es/aula/dele.

Other Activities

Sigma Delta Pi A chapter of the national Spanish honorary society, Sigma Delta Pi, was established in 1990. Undergraduate and graduate students meeting the qualification requirements may be eligible for induction into the IUPUI chapter, Sigma Epsilon.

Spanish Club The Program in Spanish sponsors a Spanish Club, open to all interested students. Various events of cultural and academic interest are presented during the academic year.

Departments

Departments

- Anthropology
- Communication Studies
- Economics
- English

- Geography
- History
- Philosophy
- Political Science
- Religious Studies
- Sociology
- World Languages and Cultures

Opportunities

The School of Liberal Arts recognizes its students' accomplishments at a special Honors Convocation and Celebration of Scholarship held each year. More detailed information about the following awards and scholarships may be found on the Liberal Arts home page (<http://www.liberalarts.iupui.edu> under "Scholarships"), by contacting the Miriam Z. Langsam Office of Student Affairs (CA401 or [sla\[at\]iupui\[dot\]edu](mailto:sla[at]iupui[dot]edu)), or by contacting the individual department or program. To be eligible for awards and scholarships, recipients must be enrolled at IUPUI.

Additionally, School of Liberal Arts students are encouraged to apply for IUPUI scholarships administered through the IUPUI Office of Student Scholarships. For information on IUPUI scholarships, visit <http://www.iupui.edu/~scentral> or call (317) 274-5516. Applications are due each February for scholarships to be announced in late spring and awarded during the following academic year.

- School-Level Awards and Scholarships
- Departmental and Program Scholarships and Awards

Activities

The English Collective The department sponsors this club, which plans programs of interest to English majors.

genesis A semiannual literary journal, *genesis* publishes the work of student authors and artists.

The Film Studies Club The Film Studies Club is a group of students interested in film screenings who meet during the fall and spring semesters.

The Rufus Reiberg Creative Reading Series Named for a former chair of the English department, the Reiberg Series brings to campus each year an array of well-known and emerging fiction writers and poets for readings.

Student Readings Each semester, the Creative Writing Program sponsors a series of monthly student readings at a local coffee house.

School-Level Awards and Scholarships

Margaret A. Cook Foreign Study Award Each year an award will be made to one or more undergraduate students majoring or minoring in the liberal arts at IUPUI to assist in participating in a language based study-abroad program approved by Indiana University. Priority will be given to junior or senior students majoring or minoring in a modern foreign language. Selection will be based on cumulative grade point average, language ability, and the applicants' plans for continued study of foreign languages. The award has been established in honor of Professor

Margaret A. Cook, who helped establish the first foreign language programs at IUPUI and who devoted her life to improving our understanding of foreign cultures.

Mary F. Crisler Scholarship These \$3,000 scholarships encourage collaboration between Liberal Arts faculty and students on academic research or scholarship. The purpose is to provide opportunities for students to gain research experience while an undergraduate and thereby strengthen the community of scholarship. Eligible students must have at least a 3.5 GPA in their major. Up to five Crisler Scholarships are awarded annually.

The James R. East Scholarship This scholarship will be awarded annually to an alumnus or alumna of the Boys and Girls Clubs of Indianapolis.

Faculty Medal for Academic Distinction This award is presented to a graduating senior who, in the judgment of the Faculty Affairs Committee of the School of Liberal Arts faculty, is clearly outstanding in scholastic achievement, interdisciplinary interests, and extracurricular activities.

Thomas E. Grossman, Jr. Scholarship Funded by the family of Thomas E. Grossman, Jr. to recognize the efforts of adult returning students enrolled in a degree program in the school of Liberal Arts who demonstrates financial need and academic achievement. Full- or part-time students may be considered.

Audrey Harshbarger Study Abroad Scholarship Created to honor the memory of Audrey Harshbarger, Jean Oswald's grandmother, whose belief and faith in young people and commitment to their learning through experience has inspired many, to further Indiana University's mission, and to encourage others to give to Indiana University. This award seeks to support students who study abroad for a semester or academic year because that experience develops a person's understanding of our place in a global society, and the donors believe that this experience is integral to a person's education.

Sidney W. Houston Memorial Scholarship An annual scholarship is awarded in honor of Professor Sidney W. Houston, who served from 1963 to 1975 in the Departments of English in the Indianapolis regional campuses of both Purdue University and Indiana University. The recipient shall be an outstanding student in the language and literature departments of the Indiana University School of Liberal Arts. The recipient must have completed at least 56 credit hours, but no more than 90, with a minimum cumulative grade point average of 3.5 and must be considered a person of moral responsibility and high professional potential.

Christian J. W. Kloesel Educational Travel Fund This scholarship honors the memory of English Professor Emeritus Christian J. W. Kloesel. Created by Mrs. Kelly Kloesel together with colleagues, family and friends, it provides educational travel support to undergraduates and graduate students majoring in the Liberal Arts who have records of academic excellence.

Liberal Arts Dean's Scholarship These scholarships are made possible through private contributions that are matched by the dean. Recipients must be juniors and seniors with outstanding academic achievement, an expressed understanding of the value of a liberal arts

education, an intention to continue their studies, and an ability to represent the School of Liberal Arts in the community.

Liberal Arts Dean's Fellows Study Abroad Scholarship This scholarship promotes and encourages international experiences for IU School of Liberal Arts majors. It is inspired by the generosity of the Liberal Arts Dean's Council Fellows.

Liberal Arts Staff Scholarship Faculty and staff contributions support the educational goals of Liberal Arts staff through this scholarship. Recipients must be full-time staff members of the School of Liberal Arts for at least one full year and must be pursuing courses at IUPUI toward an undergraduate degree, certificate, or a graduate degree.

Loretta Lunsford Scholarship Scholarships of \$3,000 will be awarded to students who have declared majors in the School of Liberal Arts with a minimum GPA of 3.4. Preference will be given to candidates with an interest in educating others and with a willingness to volunteer five hours a week in any kind of educational organization or institution on a project mentored by a liberal arts faculty. Ten or more scholarships may be awarded annually.

Sam Masarachia Scholars Program Award These full-tuition and fees scholarships are presented to full-time Liberal Arts undergraduate students interested in working in the fields of labor, senior citizens, or community organizations. This program is made possible through the generosity of Sam Masarachia, a representative for the Steelworkers Union in Indiana and an effective advocate for the fields studied in this program.

School of Liberal Arts McNair Scholarship This scholarship supports Liberal Arts majors who are participants in the IUPUI McNair Scholars Program - a federally funded undergraduate research program for students from underrepresented groups who intend to pursue graduate and doctoral degrees.

Olaniyan Scholars Program The Olaniyan Scholars Program promotes the development of undergraduate research and professional experience through Africana Studies. Scholars enter into a highly structured course of study focusing on the lives, history, traditions, interests, and communities of people of African descent. Scholars will conduct research, enroll in specially designed academic courses, and participate in community internship learning opportunities, expanding their studies beyond the boundaries of the classroom. The program provides an award equivalent to instate tuition and a stipend. It is renewable for up to four years.

Rebecca E. Pitts Scholarship This scholarship is awarded annually to one or more students majoring in the liberal arts at IUPUI who have completed at least 90 credit hours and who plan to seek a graduate degree in a liberal arts discipline. The scholarship is intended to assist an outstanding student in attaining an extraordinary educational experience that will enhance her or his opportunity for advanced study. Applicants must propose uses for the scholarship and describe how the opportunity would make a difference in their education. The scholarship has been established in honor of Professor Rebecca E. Pitts, whose lifelong study of

literature instilled in many students a desire for learning at the highest levels of excellence.

Gail M. and William M. Plater International Scholarship for Civic Engagement Established by Chancellor Emeritus Gerald Bepko and his wife, Jean, this scholarship supports the connection of academic work and learning with community engagement. Recipients work with faculty on projects that have a community partnership component.

Frances Dodson Rhome Scholarship This scholarship goes to support a student excelling in Women's Studies or English. It was established through gifts honoring Professor Frances Dodson Rhome, who taught English and classical studies for many years.

Barbara White Thoreson Scholarship This scholarship supports Liberal Arts students who are pursuing futures in teaching. It is given in honor of the memory of Barbara White Thoreson, whose devotion to teaching and to the students she taught inspired a love of learning in those who knew her.

Zora Neale Hurston-Mari Evans Scholarship Created in honor of Zora Neale Hurston and Mari Evans, this scholarship encourages the study of subjects that transcend gender, race, age, culture, and economic status. It is designed to support students whose creativity, academic achievements, and goals reflect the issues articulated in the works of these two prominent American literary figures.

IU School of Liberal Arts Dean's List - Liberal Arts undergraduate students with high academic achievement are recognized each semester through the Dean's List. Full-time undergraduate students enrolled in and completing 12 or more credit hours for the semester must earn a semester GPA of at least 3.3. Part-time undergraduate students enrolled in and completing 6-11.5 credit hours must earn a semester GPA of at least 3.4. Students must be officially registered as Liberal Arts majors to be eligible.

Graduation with Distinction - Liberal Arts undergraduate students with outstanding academic achievement are recognized by IUPUI at graduation by the designations of Distinction, High Distinction and Highest Distinction. These recognitions are bestowed on the top 10% of each graduating class. For eligibility requirements, refer to the "Graduation with Distinction" section under "General Information" in the IUPUI Bulletin and to additional guidelines on the IUPUI and Liberal Arts websites.

Departmental and Program Scholarships and Awards

Africana Studies

Africana Studies Academic Achievement Award This award is presented by the Africana Studies Program to the outstanding graduating senior in the program and to students who have demonstrated academic excellence in Africana studies.

Preston Eagleson Award The Preston Eagleson Award is presented to an IUPUI student for outstanding achievement in a paper written on the Afro-American experience. The prize honors Preston Eagleson, the first

black American to receive an advanced degree from Indiana University.

Marie Turner-Wright Scholarship in Africana Studies

In commemoration of the important people in her life, Marie Turner-Wright created this scholarship for students in Africana studies.

American Studies

American Studies Award The American Studies program presents an annual award, on the basis of nominations from the faculty, to an upper-division minor in the academic program who has demonstrated excellent abilities in the interdisciplinary study of American culture.

Anthropology

Anthropology Academic Achievement Award The Department of Anthropology honors an outstanding departmental major whose academic record reflects both scholastic excellence and intellectual breadth.

Friends of Anthropology Scholarship This scholarship is awarded to a promising anthropology major who demonstrates academic excellence, intends to pursue a career in anthropology, has financial need, and contributes to the department through his or her interactions with other students as well as faculty.

Manuela Reynolds Award This award supports advanced Anthropology student research. The award is meant to enable an Anthropology student to attend a symposium in their area of anthropological research, to present their research findings, to attend field school, or to engage in related travel and/or publication.

Classical Studies

The Arete Award is presented as the occasion demands to a senior student with a record of excellence in the field of classical studies.

The P. Ovidius Naso Living Myth Prize is awarded annually for the best creative retelling, in any medium, of a classical Greek or Roman myth by a student in an IUPUI classical mythology course.

Communication Studies

The Academic Achievement Award is presented to the communication studies graduating senior who has demonstrated excellence in the field of communication studies, made outstanding contributions to the department, achieved a superior grade point average, and earned the recommendations of the faculty.

Outstanding Research or Creative Project This award is made in recognition of a superior research paper or creative project upon the recommendation of faculty in the Department of Communication Studies. Up to four awards may be given.

The Service Award This award is given to a student, upon recommendation of the faculty in the Department of Communication Studies, in recognition of outstanding service to the department, school, and/or university.

The Burns/Wagener Scholarship This scholarship honors emeriti faculty Professor David Burns and Professor B. Bruce Wagener as two of the founding faculty of the department. The scholarship is granted to a

student majoring in communication studies for outstanding accomplishments and contributions to the department.

Economics

Economics Award This award is presented to the senior economics major with the highest cumulative grade point average above 3.4.

Robert Kirk Outstanding New Economics Major Award

The Kirk award is presented to an outstanding student in his or her first year as an economics major. The award recognizes Professor Kirk's dedication to students during his 28 years with the department.

The Department of Economics gives a one-year subscription to the *Wall Street Journal* to the outstanding junior economics major.

English

Academic Achievement Awards are presented to students who have demonstrated consistent excellence in their work with language and literature. The Department of English bases its selection on superior scholastic achievement, faculty recommendations, and special contributions to the English program.

The Creative Writing Award is presented to the student who has submitted the best work of literary art-fiction or poetry-in a creative writing class during the academic year.

Film Studies Award This award is presented to a student who has done exceptional work in film criticism and research in upper-level film studies courses during the past year.

Hal Tobin Outstanding First-Year Writing Award This award is presented to the student who has submitted the best essay in English W131 or W140 in the preceding calendar year.

The Upper-Division Literature Outstanding Student Award recognizes an outstanding achievement by a student in advanced literature courses during the past year.

Linguistics Award This award goes to the student considered by the linguistics faculty of the Department of English to be the most outstanding student of linguistics. Candidates must be students who have taken at least three linguistics courses. Students may nominate themselves for the award.

The Nonfiction Writing Award is presented to a declared English major for the best portfolio of nonfiction pieces submitted for anonymous judging by a faculty committee. Papers are judged on effectiveness of expression in a variety of writing genres.

Peter Bassett Barlow Prize This award is for the best paper submitted by a student enrolled in the Department of English master's degree program. The award honors the memory of a man who served the community as a physician; his passionate humanism and great intellect bore witness to the lifelong value of a liberal education.

Marianne Hedges Award for Excellence in Poetry This award is for an outstanding poem. The award is given in

memory of Marianne Hedges, a former IUPUI student and a fine poet.

Sarah Jamison Keller Scholarship A scholarship for tuition is annually open to a senior majoring in English language or literature at IUPUI who is a resident of the state of Indiana and who has achieved a minimum cumulative grade point average of 3.3 for all undergraduate courses and not less than a 3.5 cumulative average for all courses in English language and literature. The winning candidate will have submitted as part of his or her candidacy a scholarly or critical essay in English on any aspect of English language or literature. The scholarship pays the tuition for up to 15 credit hours in the fall semester of the student's senior year and is renewable for the following spring semester for up to 15 credit hours provided the student achieves a minimum cumulative grade point average of 3.7 for all courses in English language and literature taken in the preceding fall semester.

Rebecca E. Pitts Fiction and Poetry Awards Two annual competitions, one in fiction writing and the other in poetry, are held in honor of Professor Rebecca E. Pitts, who served from 1966 to 1976 in the Department of English. Applicants must be currently enrolled at IUPUI or have been enrolled during the last 18 months before each spring's competition.

Mary Louise Rea Short Story Award An annual award is presented in recognition of Professor Mary Louise Rea, who served from 1946 to 1985 in the departments of English in the former Indianapolis regional campus of Purdue University and the Indiana University School of Liberal Arts. The recipient shall be the winner of the annual competition in short story writing. Applicants must be currently enrolled in the following IUPUI creative writing courses or have been enrolled during the preceding 18 months before each spring's competition: W103, W203, W301, W401, and W411.

Marie Turner-Wright Scholarship in English In commemoration of the important people in her life, Marie Turner-Wright created this scholarship for English majors with demonstrated interest in African American literature.

French, World Languages and Cultures

Margaret A. Cook Award The Margaret A. Cook Award is presented to a student who has demonstrated outstanding achievement in the study of French language and literature. This award is named in honor of Professor Margaret A. Cook, who for 26 years provided leadership in promoting foreign language study at Indiana University's operations in Indianapolis.

Beaudry Summer Scholarship for French and Francophone Studies This scholarship is awarded to an IUPUI student participating in a summer French language and culture study program in a French-speaking country. This scholarship is made possible through the generosity of James G. Beaudry, Professor Emeritus of French.

Marius J. Fauré Family Scholarship The Marius J. Fauré Family Scholarship is awarded each year by the faculty in French to an outstanding student with junior status who has a declared major in French language and literature. The Fauré scholarship honors Mr. and Mrs. Marius J. Fauré, and was established by their daughter

Louise Fauré, who was a devoted student of French at IUPUI. Marius Fauré was an immigrant from Sète, France, and was for many years a landscape architect in the Indianapolis area.

Geography

Geography Award This award is presented to graduating seniors for demonstrated excellence in geographic studies and a high grade point average.

Geography Alumni New Major Scholarship Established by alumni of the department, this scholarship recognizes the most promising new geography major.

German, World Languages and Cultures

World Languages and Cultures Academic

Achievement Award in German This award is presented to students who have attained a high grade point average and demonstrated academic excellence in the field of German language and literature.

IUPUI Max Kade German-American Study Abroad Scholarship The Max Kade German American Center at IUPUI awards two scholarships for studying German in approved overseas study programs. German majors, minors, and other IUPUI majors who will earn credits toward their degree are eligible.

History

Seregny Award for the Best History Student This award is presented to the senior judged to exhibit greatest overall competence and accomplishment in history. It honors the memory of Professor Scott Seregny by recognizing the graduating senior who best embodies the qualities that he brought to his field and the department: intellectual accomplishment, originality, and curiosity.

Thelander Memorial Prize The Thelander Memorial Prize is awarded to an IUPUI student for superior achievement in a paper on a historical subject. The prize is presented by the Department of History faculty in memory of a former member of that department, Theodore Thelander Jr.

Indiana Center for Intercultural Communication

Larry and Joan Cimino Thesis Award in Intercultural Communication This award is for the best paper or thesis on intercultural communication submitted by a graduate student in the IU School of Liberal Arts. It is made possible through the generosity of Larry and Joan Cimino.

Individualized Major Program

Individualized Major Award Recognizes students who embody the ideals of the program and complete an Individualized Major with academic distinction.

International Studies Program

International Studies Award This award honors the graduating senior who has demonstrated outstanding academic achievement and strong potential for intellectual growth.

Medical Humanities

Medical Humanities Student Essay Award This award is presented to IUPUI students whose writing is judged to be the best on a topic in medical humanities. The award is sponsored by the Center for Law and Health, the John Shaw Billings History of Medicine Society, and the Medical Ethics Program of the IU School of Medicine.

Museum Studies

Museum Studies Award The Museum Studies Graduate Program and Undergraduate Certificate program recognizes with its award outstanding students in these two programs whose record reflects both academic excellence and a commitment to the museum field.

Philosophy

Philosophy Academic Achievement Award An award is presented to the outstanding philosophy major in the graduating class by the faculty of the department.

Jean Martin Maxwell Prize The Jean Maxwell prize is awarded annually through the Institute for American Thought in conjunction with the Philosophy Department for the best master's thesis containing a genuine contribution to American philosophy. The prize is named in remembrance of Jean Maxwell (1924-2005), who completed her own thesis on William James and phenomenology at Northern Illinois University in 1968. The prize is made possible through the generous contributions of family and friends.

Laurence Lampert Scholarship in Philosophy

Recognizes an extraordinary philosophy major, this scholarship honors the extraordinary career of distinguished scholar and professor of philosophy Dr. Laurence Lampert, upon the occasion of his retirement.

John M. Riteris Award This scholarship is awarded annually to a philosophy student who demonstrates a commitment to the study of philosophy and the potential for high-quality work in the discipline. The recipient is selected by the faculty of the Department of Philosophy.

Political Science

Academic Achievement Awards honor the graduating seniors who have achieved an outstanding grade point average and demonstrated the greatest potential for intellectual growth.

Clara Margaret Powell Award This award is presented to an undergraduate student with exceptional research skills. The scholarship is intended to support the recipient's research project or to support attendance at a conference.

The Political Science Intern Award recognizes the participant in the Applied Politics Internship Program who has demonstrated superior academic accomplishment, diligent service to the intern agency, and promise in career plans.

Robert V. Kirch Scholarship An annual scholarship is awarded to an outstanding political science student in honor of Robert V. Kirch, the first chairperson of the IUPUI Department of Political Science and a lifelong student of state and local politics.

Survey Research Award This award recognizes the student who has made the largest contribution to survey research during the academic year.

Religious Studies

Religious Studies Outstanding Student Award This award is granted to the religious studies student who has displayed consistent excellence in scholarship.

Rowland A. Sherrill Prize in Religious Studies

Established in memory of longtime Chair and Professor of Religious Studies Rowland A. Sherrill, this award recognizes the best papers and essay on topics in religious studies on topics in religious studies.

Sociology

The Sociology Award is presented to the outstanding student in the department for distinguished achievement in sociology.

Service Award The Department of Sociology presents an award to the student whose outstanding service to faculty, students, and department has been invaluable.

Spanish, World Languages and Cultures

Nancy Newton Study Abroad Scholarship Provides support to undergraduate IUPUI Spanish majors and graduate students in the IUPUI Spanish M.A.T. for IUPUI and IU sponsored Spanish language study abroad programs. The award honors Professor Nancy Newton who helped establish the Spanish M.A.T. program at IUPUI.

World Languages and Cultures Academic

Achievement Award in Spanish This award is presented to the outstanding student in the Spanish program.

Women's Studies

Arminda B. and Jean C. Bepko Scholarship in Women's Studies This award provides a scholarship for an outstanding student obtaining a minor in women's studies at IUPUI.

The Senior Award is presented to the senior with a minor in women's studies who has made an outstanding contribution to women's studies.

The Anne Donchin Graduate Essay Award This award is presented to the graduate student who submits the most outstanding essay on a topic in women's studies.

The Dolores Donchin Memorial Service Award honors an IUPUI student who has made a substantial contribution to women's studies related service. This award is made possible through gifts in memory of Dolores Donchin.

The Indianapolis Women's Rotary Club Scholarship Fund Award is awarded to assist adult returning women students at IUPUI.

The Friends of Women's Studies Scholarship Fund is awarded to outstanding students in the Women's Studies Program. Students must have taken a minimum of 6 credit hours in the Women's Studies Program.

The Outstanding Essay Award This award is presented to the student who submits the most outstanding essay on a topic in women's studies.

School of Liberal Arts Student Council Awards

Outstanding Advisor Award The School of Liberal Arts Student Council, in recognition of the role of advisors in enhancing students' growth, has created an award to be given to an outstanding Liberal Arts academic advisor. Any liberal arts student may nominate an advisor; the final decision will be made by the council.

Outstanding Club Advisor The School of Liberal Arts Student Council, in recognition of the importance of extracurricular activities related to the majors and minors, presents an award to the faculty member who has gone out of their way to assist in strengthening a liberal arts student club or organization.

Outstanding Departmental/Program Staff Award The School of Liberal Arts Student Council, in recognition of the critical role of departmental staff in providing information, advice, and sympathy-lifelines for students majoring in liberal arts-has created a special award to recognize their outstanding contributions.

Outstanding Mentor/Motivator Award The Liberal Arts Student Council created this award to recognize an individual (faculty, staff, or a fellow student) who has provided support and encouragement as a mentor or motivator, often outside of the official description of their role on campus.

Internship in English

An internship is an on-the-job learning opportunity designed to supplement students' course work with practical, hands-on experience. IUPUI's Department of English offers internship credit as E398.

Interested students must have junior or senior standing, maintain a grade point average of at least 2.5, and furnish writing samples or have successfully completed advanced writing courses. They must register with the Professional Practices Program (PPP) in Business/SPEA Building 2010, (317) 274-3211, and meet with Department of English internship coordinator, Jim Powell, (317) 278-2985, [@.jepowell@iupui.edu](mailto:jjepowell@iupui.edu).

The Department of English also offers W396, an undergraduate tutoring internship in the University Writing Center. For more information, contact Writing Center Coordinator Tere Molinder-Hogue, Cavanaugh Hall 504K, (317) 274-5650, tmhogue@iupui.edu. @.

Self-Acquired Competency

Credit may sometimes be granted for learning experiences acquired through means other than normal college course work. Credit is available for course-specific learning or for non-course-specific learning in (1) arts and humanities, and (2) social sciences.

Faculty will evaluate the experience and determine whether credit should be awarded and the amount of credit to be granted. Students may be asked to prepare a portfolio, take examinations, or document their learning in other suitable ways so that the faculty can make such judgments. Only 12 credit hours of self-acquired competency can be applied toward a degree. A brochure

providing additional information is available in the Office of Student Affairs.

Academic Standing

Academic Probation

Only IUPUI grades will be considered in determining probation and dismissal. Students are placed on academic probation when their cumulative grade point average falls below 2.0 (C), and they remain on probation until the cumulative grade point average is 2.0 (C) or higher. Students on probation are encouraged to talk with their faculty advisor or with a counselor in the Miriam Z. Langsam Office of Student Affairs (Cavanaugh Hall 401), (317) 274-8495, or IUPUI Counseling and Psychological Services, (317) 274-2548, to determine how they may become more successful in their studies. Students on probation must go to their faculty advisors before registering. Students without a faculty advisor should go to the Office of Student Affairs.

Students who have two semesters with a grade point average below 2.0 (C) may be placed on probation at the discretion of the School of Liberal Arts Associate Dean of Students regardless of their cumulative grade point average, since they are failing to make progress toward a degree.

Dismissal

Students will be dismissed from the School of Liberal Arts when they have a cumulative grade point average lower than 2.0 (C) and grade point averages of lower than 2.0 (C) for two semesters. (For part-time students, 12 credit hours or fewer may be considered equivalent to one semester.) Students eligible for dismissal will be notified in writing that they have been dismissed and that they must remain out of school at least one semester. The letter will also inform such students that they will be withdrawn from classes for which they have registered. Once dismissed, students must petition for readmission. (See "Readmission.")

Students who have been dismissed a second time must remain out of school for at least two semesters and petition for readmission. (See "Readmission.")

A third dismissal is final.

Readmission

Any student who has been dismissed from the School of Liberal Arts (or its equivalent on another IU campus) must petition for readmission. A Petition for Readmission form may be obtained from the Miriam Z. Langsam Office of Student Affairs (Cavanaugh Hall 401). Petitions for readmission must be filed by the following deadlines:

- To enroll for the fall semester: July 15
- To enroll for the spring semester: November 15
- To enroll for summer session: April 15

Academic Policies

Program Planning, Counseling and Career Services

The School of Liberal Arts provides counseling services to assist students in planning their program of study. Students pursuing an Associate of Arts and those who have not yet chosen a major area of study are counseled

through the School of Liberal Arts Miriam Z. Langsam Office of Student Affairs, in Cavanaugh Hall 401, (317) 274-3976. Students who have chosen a major are assigned a departmental faculty advisor and should make an appointment with that advisor before each registration period in order to discuss long-term goals as well as specific course work for the upcoming semester. Consulting with their advisor is a semester-by-semester obligation of students to ensure ongoing progress toward a degree.

Students, however, not their advisors, are responsible for their programs. Where possible students should avail themselves of the online "advisement report" available through the "Onestart" webpage. They should be thoroughly familiar with the general requirements for an SLA degree as well as with those of the department they plan to major in. Students are urged to complete most, if not all, of their general-education requirements during the freshman and sophomore years.

In planning a program, students should refer to both the Schedule of Classes and this bulletin. Special attention should be paid to course descriptions and prerequisites. This bulletin identifies prerequisites with a "P," corequisites with a "C," and recommended courses with an "R." Students should not enroll in courses for which they do not have the prerequisites. Instructors may require a student to drop a class if the student has not fulfilled the prerequisites.

Career Services

The Liberal Arts Office of Student Affairs also offers career services for students and recent graduates through the Career Development Office in Cavanaugh Hall 243. These services include workshops, courses and individual consultations to help you connect your academic interests and accomplishments along with your work experiences, volunteer activities and on-campus involvement with potential career opportunities. Our career services staff can help you explore and plan your academic journey including on-campus leadership and job opportunities, community engagement through volunteering and internships, and preparation for professional job searching and graduate school applications. We help students learn to identify and articulate their unique skills and strengths, particularly through creating effective resumes, cover letters, graduate school essays and when preparing for interviewing and networking.

Pass/Fail (P/F) Option

Any School of Liberal Arts undergraduate in good standing (not on probation) may enroll in a maximum of eight elective courses to be taken with a grade of P (pass) or F (fail). The Pass/Fail option can be used for a maximum of two courses per year, including summer sessions. The course selected for Pass/Fail must be an elective. It may not be used to satisfy any of the major or school distribution requirements, with the exception of the 300- to 400-level course requirement (Area III).

Final Examinations

Final examinations or other activities in lieu of a final are to be scheduled during finals week at the time indicated in the Schedule of Classes.

Students scheduled for three or more finals in a 24-hour period may have their examination schedule adjusted.

They should notify the instructors involved by midsemester and determine if any of them are willing to schedule an alternate examination. Students having problems with an instructor may consult the chair of the department or the Miriam Z. Langsam Office of Student Affairs, in Cavanaugh Hall 401, (317) 274-3976.

Forgiveness Policy

The School of Liberal Arts has adopted a modified version of the IUPUI forgiveness policy (<http://registrar.iupui.edu/forgive.html>) for students who have been out of school for three or more years. For more information about the policy, call (317) 274-3976 or visit Cavanaugh Hall 401.

Petition for Grade Change

Either students or faculty members may petition for a change in course grade.

A student desiring a change of grade should first discuss the situation with the instructor. If the instructor agrees, and no more than one full semester has elapsed since the course was finished, the faculty member must file a Grade Change Authorization Form with the Office of the Dean of Student Affairs. If more than one full semester has elapsed, the faculty member still files the Grade Change Authorization Form, but the form may be sent to the School of Liberal Arts Academic Affairs Committee, depending on the reason given for the change of grade. Campus policy limits petitions for change of grades to five years after the course.

If the instructor and student do not agree on a change of grade, or if the instructor cannot be located, the student should discuss the matter with the chairperson, director, or coordinator of the department or program in which the course was offered. Following that, the student may petition the School of Liberal Arts Academic Affairs Committee directly, using the Change of Grade Petition Form; these forms should be completed online at <http://registrar.iupui.edu/grdfrm.html>. The petition must include (1) a statement of an attempted but unsuccessful interview with the faculty member and chair, and (2) supporting evidence for the petition. The decision of the Academic Affairs Committee is final and there are no additional avenues of appeal.

Faculty

Administrative Officers

- WILLIAM A. BLOMQUIST, Ph.D., Dean
- MARIANNE S. WOKECK, Ph.D., Associate Dean for Academic Affairs
- PHILIP GOFF, Ph.D., Associate Dean for Research and Graduate Programs
- RICHARD E. WARD, Ph.D., Associate Dean for Student Affairs
- R. RICK HANSON, Assistant Dean for Finance and Administration
- GAIL PLATER, M.A., Assistant Dean, Development and External Affairs
- MICHAEL SCOTT, M.S., Director of Liberal Arts Technical Services

Departmental Chairpersons

- ANTHROPOLOGY-Paul R. Mullins, Ph.D.

- COMMUNICATION STUDIES-Kim White-Mills, Ph.D.
- ECONOMICS-Paul S. Carlin, Ph.D.
- ENGLISH-Thomas A. Upton, Ph.D.
- GEOGRAPHY-Jeffrey S. Wilson, Ph.D.
- HISTORY-Robert G. Barrows, Ph.D.
- PHILOSOPHY-John Tilley, Ph.D.
- POLITICAL SCIENCE-Margaret R. Ferguson, Ph.D.
- RELIGIOUS STUDIES-Peter Thuesen, Ph.D.
- SOCIOLOGY-Robert Aponte, Ph.D.
- WORLD LANGUAGES AND CULTURES-Gabrielle Bersier, Ph.D.

Academic Programs

- Africana Studies--Monroe Little, Ph.D.
- American Sign Language-Janet Acevedo, M.A., C.S.C.
- American Studies-Martin Coleman, Ph.D.
- Classical Studies-Robert Sutton, Ph.D.
- English for Academic Purposes-Estella Ene, Ph.D.
- Health Studies and Medical Humanities-William Schneider, Ph.D.
- International Studies-Scott Pegg, Ph.D.
- Legal Studies-William Blomquist, Ph.D.
- Motorsports Studies-Robert W. White, Ph.D.
- Museum Studies-Elizabeth Kryder-Reid, Ph.D.
- Paralegal Studies-David Weiden, J.D.
- Philanthropic Studies-Dwight Burlingame, Ph.D.
- Professional Editing-William Touponce, Ph.D.
- Urban Studies-William Blomquist, Ph.D.
- Women's Studies Program-Nancy Marie Robertson, Ph.D.

Centers and Projects

- Center on Philanthropy-Patrick Rooney, Ed.D.
- Center for the Study of Religion and American Culture-Philip Goff, Ph.D.
- Indiana Center on Intercultural Communications-Ulla Connor, Ph.D.
- Institute for American Thought-David Pfeifer, Ph.D.
- Max Kade Center for German-American Studies-Daniel Nuetzel, Ph.D.
- The Polis Center-David Bodenhamer, Ph.D.
- Survey Research Center-James Wolf, M.A.
- The Center for Ray Bradbury Studies-William Touponce, Ph.D.
- Institute for Research on Social Issues-David A. Ford, Ph.D.

Editorial Projects

- Frederick Douglass Papers-John McKivigan, Ph.D.
- Peirce Edition Project-André DeTienne, Ph.D.
- Santayana Edition-Marianne Wokeck, Ph.D.

Education Councils with Statewide or Nationwide Missions

- Geography Educators Network of Indiana-Kathleen Kozenski

- **Center for Economic Education**-Robert Harris, Ph.D.
- **National Council on Public History**-John Dichtl, Ph.D.
- **Spanish Resource Center**-Marta Antón, Ph.D.

Faculty Awards

This award is presented to faculty in recognition of excellence in teaching, research, and service. Recipients are selected annually by a committee of the Faculty Assembly of the School of Liberal Arts.

Resident Faculty Award

- 2008-09 Larry Zimmerman
- 2007-08 Mary Sauer
- 2006-07 Ulla Connor
- 2005-06 William J. Jackson
- 2004-05 Christian Kloesel
- 2003-04 Rosalie A. Vermette
- 2002-03 David A. Ford
- 2001-02 Susan B. Sutton
- 2000-01 Richard E. Ward
- 1999-00 David W. Moller
- 1998-99 John J. Tilley
- 1997-98 Robert F. Sutton
- 1996-97 Michael B. Burke
- 1995-96 Catherine J. Souch
- 1994-95 William A. Blomquist
- 1993-94 Richard S. Steinberg
- 1992-93 Scott Seregny
- 1991-92 Larbi Oukada
- 1990-91 Rowland A. Sherrill
- 1989-90 Linda Haas
- 1988-89 Michael Balmert
- 1987-88 Edmund Byrne
- 1986-87 David G. Burns
- 1985-86 No award
- 1984-85 Jan Shipps
- 1983-84 Rufus Reiberg
- 1982-83 Warren G. French
- 1981-82 Frederick L. Bein
- 1980-81 Richard C. Turner
- 1979-80 Patrick J. McGeever
- 1978-79 John D. Barlow and Miriam Z. Langsam
- 1977-78 Ralph D. Gray
- 1976-77 Laurence Lampert
- 1975-76 Joseph R. Keller
- 1974-75 Bernard Friedman
- Associate Faculty Award
- 2008-09 Jennifer Mahoney
- 2007-08 Tere Molinder-Hogue
- 2006-07 Mary Cohen
- 2005-06 Terry Daley
- 2004-05 David W. Cardwell
- 2003-04 Leslie L. Miller
- 2002-03 Mary F. Henggeler
- 2001-02 Jolene Ketzenberger
- 2000-01 James E. Powell
- 1999-00 Michael R. Hughes
- 1998-99 Sarah V. Hale
- 1997-98 Margaret Daniel

- 1996-97 Mel Winger
- 1995-96 William E. Taylor
- 1994-95 Jennifer Cochrane and Robert Kasberg
- 1993-94 Joseph C. Farah
- 1992-93 Nancy Eddy
- 1991-92 Ellen Brennan
- 1990-91 No award
- 1989-90 Elizabeth Crozier
- 1988-89 Marilyn Dapper
- 1987-88 Pamela Moss
- 1986-87 Michael S. Talbett
- 1985-86 Robert L. Beck and Clara Heath
- 1984-85 Joyce Hendrixson
- 1983-84 Barbara Zimmer
- 1982-83 Rebecca A. Fitterling
- Outstanding Lecturer
- 2008-09 Kate Duffy Sim
- 2007-08 Anne Williams
- 2006-07 Christian L. Kraatz
- 2005-06 Erik Lindseth
- 2004-05 Claudia E. Grossmann

Resident and Adjunct Faculty

- Acevedo, Janet W., *Lecturer in (American Sign Language) English* (2008);
- Antón, Marta M., *Associate Professor of (Spanish) World Languages and Cultures* (1992); *Certification and Licenciatura, University of Oviedo, Spain, 1985; M.A., University of Massachusetts, 1992; Ph.D., 1993*
- Aponte, Robert, *Chair and Associate Professor of Sociology* (1996); B.A., *George Mason University, 1979; M.A., University of Chicago, 1983; Ph.D., 1991*
- Ardemagni, Enrica, *Associate Professor of (Spanish) World Languages and Cultures and Adjunct Associate Professor of University College* (1987); B.A., *University of Arkansas, 1973; M.A., 1977; Ph.D., University of Wisconsin, 1985*
- Baker, Andrew J., *Lecturer in Geography* (2008),
- Bandle, Ramla, *Assistant Professor of Political Science and Assistant Professor of Africana Studies* (2003), B.S., *Indiana University, 1981; M.A., University of Illinois, 1983; Ph.D., Northwestern University, 2002*
- Banerjee, Aniruddha, *Assistant Professor of Geography* (2006); B.A., *University of Calcutta, 1991; M.S., The University of Iowa, 1994; Ph.D., 2004*
- Bantz, Charles, *Vice President and Executive Vice President of Indiana University and Chancellor of IUPUI, Professor of Communication Studies, Professor of Business Management, and Professor of Organizational Leadership and Supervision* (2003); B.S., *University of Minnesota, 1973; Ph.D., The Ohio State University, 1975*
- Bao, Wan-Ning, *Associate Professor of Sociology* (1999); B.A., *Hebei University, China, 1986; M.A., Iowa State University, 1993; Ph.D., 1997*
- Barrows, Robert G., *Chair and Associate Professor of History* (1977); B.A., *Muskingum College, 1968; M.A., Indiana University, 1972; Ph.D., 1977*

- Beck, David A., *Lecturer in English and Adjunct Lecturer in American Studies (2001)*; B.A., *Indiana University, 1990*; M.A., 2000
- Beck, M. Catherine, *Senior Lecturer in English (2004)*; B.A., *Indiana University, 1992*; M.A., 2004
- Beck, Robert L., *Senior Lecturer in Geography (2002)*; B.A., *Hastings College, 1973*; M.A., *Indiana State University, 1976*; Ph.D., 1982
- Bein, Frederick L., *Professor of Geography (1978)*; B.A., *University of Colorado, 1969*; M.A., *University of Florida, 1971*; Ph.D., 1974
- Bell, David, *Professor of Sociology (2006)*, B.A., *University of Texas, 1968*; Ph.D., *Johns Hopkins University, 1977*
- Bell, Linda, *Professor of Communication Studies and Professor of Family Health (2006)*; B.A., *Oberlin College, 1967*; M.A., *University of Texas, 1968*; Ph.D., *Duke University, 1973*
- Belz, Julie, *Associate Professor of English (2007)*; B.A., *University of Illinois, 1986*; M.A., *University of California, 1990*; Ph.D., 1997
- Bennett Edelman, Gail, *Senior Lecturer in English (2002)*, B.A., *Occidental College, 1975*; M.A., *Fuller Theological Seminary, 1978*
- Bersier, Gabrielle, *Chair and Professor of (German) World Languages and Cultures and Adjunct Professor of Women's Studies (1979)*; *Vorprüfung, Dolmetscherinstitut, Gutenberg-Universität, Mainz, Germany, 1973*; M.A., *University of Wisconsin, 1974*; Ph.D., 1979
- Bertrand, Didier Ghislain André, *Associate Professor of (French) World Languages (1991)*; B.A., *Université de Picardie, France, 1982*; M.A., *University of Iowa, 1985*; Ph.D., 1991
- Besel, Karl L., *Adjunct Professor of Public and Environmental Affairs (IU Kokomo) and Adjunct Professor of Philanthropic Studies (2004)*; B.S.W., *Valparaiso University, 1990*; M.S.S.W., *University of Louisville, 1993*; Ph.D., *University of Louisville, 2000*
- Bielefeld, Wolfgang, *Professor of Public and Environmental Affairs and Adjunct Professor of Philanthropic Studies (1999)*, B.S.E.E., *Michigan State University, 1969*; M.B.A., *University of Minnesota, 1977*; M.A., *University of Minnesota, 1978*; Ph.D., *University of Minnesota, 1990*
- Bilodeau, Marc, *Associate Professor of Economics and Adjunct Associate Professor of Philanthropic Studies (1996)*; B.Sc., *Université du Québec à Montréal, Canada, 1985*; M.A., *University of Western Ontario, 1986*; Ph.D., 1990
- Bingham, Dennis Patrick, *Associate Professor of English (1991)*; B.A., *The Ohio State University, 1978*; M.A., *New York University, 1984*; Ph.D., *The Ohio State University, 1990*
- Bivin, David G., *Professor of Economics (1985)*; B.S., *Ball State University, 1976*; M.S., *Purdue University, 1977*; Ph.D., 1980
- Blomquist, William A., *Dean of the Indiana University School of Liberal Arts and Professor of Political Science (1987)*; B.S., *Ohio University, 1978*; M.A., 1979; Ph.D., *Indiana University, 1987*
- Bodenhamer, David J., *Professor of History, Adjunct Professor of American Studies, Adjunct Professor of Informatics, and Director of the Polis Center (1989)*; B.A., *Carson-Newman College, 1969*; M.A., *University of Alabama, 1970*; Ph.D., *Indiana University, 1977*
- Bourus, Terri, *Associate Professor of English (2007)*; B.A., *Illinois Benedictine College, 1991*; M.A., *Northern Illinois University, 1994*; Ph.D., 2000
- Brand, Peg Zeglin, *Associate Professor in Philosophy and Associate Professor of Women's Studies (1995)*; B.A., *University of Illinois, 1973*; M.A., *University of Wisconsin, 1975*; M.A., *University of Illinois, 1978*; Ph.D., 1985
- Brant, Herbert J., *Associate Professor of (Spanish) World Languages and Cultures and Adjunct Associate Professor of Women's Studies (1992)*; B.A., *Rosary College, 1980*; A.M., *University of Illinois, 1985*; Ph.D., 1990
- Brennan, Ellen Martens, *Lecturer in (Spanish) World Languages and Cultures (1979)*; B.A., *Indiana University, 1975*; M.A., *Indiana University, 1979*
- Bringle, Robert G., *Professor of Psychology, Adjunct Professor of Philanthropic Studies, Adjunct Professor of Philosophy and Director of the Center for Service and Learning (1974)*; B.A., *Hanover College, 1969*; M.S., *University of Massachusetts, 1972*; Ph.D., 1974
- Brothers, Timothy S., *Associate Professor of Geography, Adjunct Associate Professor of Geography (IUB), and Adjunct Associate Professor of Earth Sciences (1984)*; B.A., *University of California, 1978*; M.A., 1981; Ph.D., 1985
- Brown, James W., *Associate Dean of IU School of Journalism, Professor of Journalism, Adjunct Professor of Communication Studies, and Adjunct Professor of Informatics (1971)*; B.S., *Southern Illinois University, 1967*; M.S., *Indiana University, 1971*; M.B.A., 1973; Ph.D., 1977
- Burlingame, Dwight F., *Librarian and Associate Executive Director of Academic Programs for the Center on Philanthropy, and Professor of Philanthropic Studies (1991)*; B.A., *Moorhead State University, 1965*; M.S., *University of Illinois, 1967*; Ph.D., *Florida State University, 1974*
- Carlin, Paul S., *Chair and Professor of Economics (1985)*; A.B., *Tufts University, 1967*; M.A., *Georgetown University, 1972*; Ph.D., *University of Pittsburgh, 1985*
- Chakrabarti, Subir K., *Professor of Economics (1985)*; B.Sc., *North Eastern Hill University, 1976*; M.A., *Jawaharlal Nehru University, 1978*; M.S., *University of Iowa, 1985*; Ph.D., 1985
- Chappell, Mark B., *Lecturer in Economics (2004)*; B.A., *Hanover College, 1972*; M.A., *Indiana University, 1974*
- Chumbler, Neale Ross, *Professor of Sociology (2008)*; B.S., *Murray State University*; M.A., *Western Kentucky University*; Ph.D., *Case Western Reserve University*
- Cochrane, Jennifer, *Senior Lecturer in Communication Studies (1998)*; B.A., *Heidelberg College, 1970*; M.A., *Purdue University, 1972*
- Coleman, Annie Gilbert, *Associate Professor of History, Adjunct Associate Professor of American Studies, and Director of Graduate Studies in*

- History* (1998); B.A., Williams College, 1987; M.A., University of Colorado, 1992; Ph.D., 1996
- Coleman, Martin A., Assistant Professor of Philosophy, Adjunct Assistant Professor of American Studies, Director of American Studies Program, and Associate Editor of *Santayana Edition* (2001); B.A., University of Chicago, 1992; M.A., Texas A & M University, 1996; Ph.D., Southern Illinois University, 2003
 - Condon, Matthew G., Lecturer in Religious Studies (2004), B.A., Georgia State University, 1990; M.A. University of Chicago, 1994, Ph.D., 2003
 - Connor, Ulla Maija, Zimmer Chair and Professor of English, Adjunct Professor of Philanthropic Studies, Adjunct Professor of Women's Studies, and Director of Indiana Center for Intercultural Communication (1984); B.A., University of Helsinki, Finland, 1970; M.A., University of Florida, 1972; M.A., University of Helsinki, 1974; M.A., University of Wisconsin, 1973; Ph.D., 1978
 - Craig, David, Associate Professor of Religious Studies (2000); B.A., Oberlin College, 1987; M.T.S., Harvard Divinity School, 1990; M.A., Princeton University, 1995; Ph.D., 1998
 - Cramer, Kevin, Associate Professor of History, Adjunct Associate Professor of Philanthropic Studies and Faculty Fellow of the Max Kade German-American Center (2000); B.A., The City College of New York, 1989; M.A., Harvard University, 1990; Ph.D. 1998
 - Curtis IV, Edward E., Millenium Scholar of the Liberal Arts, Associate Professor of Religious Studies, Adjunct Associate Professor of Africana Studies, and Adjunct Associate Professor of Philanthropic Studies (2005); B.A., Kenyon College, 1993; M.A., Washington University, 1997; DLitt et Phil, University of South Africa, 2000
 - Dalinghaus, Martina, Lecturer in Classical Studies (2002); B.A., IUPUI, 1993; M.Sc., University of Sheffield, 1999; Ab.D., University of Cincinnati
 - Davis, Thomas J., Lake Chair and Professor of Religious Studies (1989); B.A., West Georgia College, 1979; M.Div., Louisville Presbyterian Theological Seminary, 1982; Ph.D., University of Chicago, 1992
 - De Tienne, André, Associate Professor of Philosophy and Director and General Editor of the Peirce Edition Project (1992); B.A., Facultés Universitaires Saint-Louis, 1982; M.A., Catholic University of Louvain, 1984; Ph.D., 1991
 - De Waal, Cornelis, Associate Professor of Philosophy and Associate Editor of the Peirce Edition Project (1999); B.A., Erasmus University Rotterdam, 1984; M.A., 1988; M.A., 1989; Ph.D., University of Miami, 1997
 - DeWester, Janet D., Senior Lecturer in Communication Studies (1980); B.A., Purdue University, 1975; M.A., 1979
 - DiCamilla, Frederick J., Associate Professor of English and Director of Graduate Programs in English (1990); B.A., University of Delaware, 1969; M.A., 1983; Ph.D., 1991
 - Dichtl, John, Adjunct Assistant Professor of History, Research Associate in History, and Director of the National Council on Public History (2007); B.A., Carleton College, 1987; M.A., Indiana University, 1993; Ph.D., 2000
 - Dickerson-Putman, Jeanette, Associate Professor of Anthropology, Adjunct Associate Professor of Women's Studies, Adjunct Associate Professor of International Studies, Adjunct Associate Professor of Medical Humanities and Health Studies, and Adjunct Associate Professor of Anthropology (IUB) (1989); B.A., Eisenhower College, 1974; M.A., Arizona State University, 1981; Ph.D., Bryn Mawr College, 1986
 - Dobris, Catherine A., Associate Professor of Communication Studies, Adjunct Associate Professor of English, and Adjunct Associate Professor of Women's Studies (1993); B.S., Emerson College, 1981; M.A., Indiana University, 1984; Ph.D., 1989
 - Douglas, Mitchell, Assistant Professor of English (2006); B.A., University of Kentucky, 1996; M.F.A., Indiana University, 2006
 - Dube, Archana, Senior Lecturer in Economics (2001), B.A., Lady Shree Ram College, 1978; M.A., St. John's University, 1980; Ph.D., University of Pittsburgh, 2001
 - Duerksen, Aye Nu, Senior Lecturer in English, Associate Director of the English Academic Purposes Program (1997); B.A., Arts and Science University, 1968; M.A., Macquarie University, 1974; Ph.D., Ball State University, 1994
 - Dwyer, Owen, III; Associate Professor of Geography (2000) and Adjunct Associate Professor of Museum Studies; B.S., Pennsylvania State University, 1992; M.S., 1995; Ph.D., University of Kentucky, 2000
 - Eberl, Jason T., Associate Professor of Philosophy (2003); B.A., University of San Diego, 1996; M.A., Arizona State University, 1998; Ph.D., Saint Louis University, 2003
 - Eller, Jonathan R., Professor of English, Adjunct Professor of American Studies and Textual Editor of the Peirce Edition Project (1993); B.S., United States Air Force Academy, 1973; B.A., University of Maryland, 1979; M.A., Indiana University, 1981; Ph.D., 1985
 - Elmore Jr., Garland C., Dean of the Office of Information Technologies, Associate Professor of Communication Studies, and Associate Professor of Informatics, Deputy Chief Information Officer (1976); B.A., Concord College, 1968; M.A., Marshall University, 1971; Ph.D., Ohio University, 1979
 - Ene, Estela, Assistant Professor of English and Director of English for Academic Purposes (2009); B.A., Lucian Blaga University, 1997, M.A., University of Arizona, 2001, Ph.D., 2006
 - Enright, William G., Director of the Center on Philanthropy and Director of the Lake Family Institute on Faith and Giving (2004); B.A., Wheaton College, 1958, THM, McKendree College, 1964
 - Farnsley, Arthur E., Associate Director of the Center for the Study of Religion and American Culture and Visiting Professor of Religious Studies(2009); A.B., Wabash College, 1983, M.A., Yale University, 1985, PhD., Emory University, 1990

- Fedor, Thomas S., Associate Professor of Geography (1976); B.A., University of Wisconsin, 1965; M.A., 1967; Ph.D., University of Chicago, 1973
- Ferguson, Margaret R., Chair and Associate Professor of Political Science (1996); B.A., University of Southern Mississippi, 1990; M.A., University of North Carolina at Chapel Hill, 1993; Ph.D., 1996
- Flynn, Johnny, Assistant Professor of Religious Studies (2004); B.A., University of California, 1984; M.A., 1987; Ph.D. 1991
- Foote, Carrie, Associate Professor of Sociology (2002), B.A., Metropolitan State College, 1994; Ph.D., University of Colorado, 2002
- Ford, David A., Director of the Indiana University School of Liberal Arts Institute for Research on Social Issues (1976); B.A., Oberlin College, 1968; M.A., University of Hawaii, 1970; Ph.D., University of Pittsburgh, 1976
- Fox, Stephen Lee, Associate Professor of English and Director of Writing (1986); B.A., University of Georgia, 1976; M.A., Duke University, 1977; M.Div., Southern Baptist Theological Seminary, 1984; Ph.D., University of Wisconsin, 1992
- Freeman, Julie E., Senior Lecturer in English (1991); B.A., Indiana Wesleyan University, 1979; M.S., Indiana University (IUPUI), 1994
- Gardner, Carol Brooks, Professor of Sociology and Adjunct Professor of Women's Studies (1986); B.A., University of California, 1969; Ph.D., University of Pennsylvania, 1983
- Gardner, Douglas, Lecturer in History, (IUPUI Columbus) (2004); B.A., The Ohio State University, 1981; M.A., Duke University, 1983; Ph.D., Miami University, 1998
- Gazley, Elizabeth, Assistant Professor of Public and Environmental Affairs and Adjunct Assistant Professor of Philanthropic Studies (2004); Ph.D., University of Georgia, 2004
- Gertz, Audrey R., Lecturer in (Spanish) World Languages and Cultures (2003); B.A., Washington University; M.A., University of Kansas, 1988; Ph.D., 1996
- Gibau, Gina Sanchez, Associate Professor of Anthropology and Associate Professor of University College (2000); A.B., Rollins College, 1991; M.A., University of California, 1993; Ph.D., University of Texas, 1999
- Glidden, Kathryn C., Lecturer in Anthropology (2000); B.A., Indiana University (IUPUI); M.A., Ball State University, 2002
- Goering, Elizabeth Marie, Associate Professor of Communication Studies (1990); B.A., Bethel College, 1979; M.A., Wichita State University, 1984; Ph.D., Purdue University, 1991
- Goff, Philip, Associate Dean for Research and Graduate Programs in the IU School of Liberal Arts, Professor of Religious Studies, Adjunct Professor of American Studies, and Director of the Center for the Study of Religion and American Culture (2000); B.A., Nyack College, 1986; M.A., University of Kansas, 1988; Ph.D., University of North Carolina, 1993
- Goldfinger, Johnny, Assistant Professor of Political Science (2002), B.S.Ch.E., University of South Alabama, 1985; B.A., 1991; M.A., University of New Orleans, 1994; Duke University, 1998; Ph.D., 2003
- Gondola, Ch. Didier, Professor of History (1999); B.A., Université Paris-1, 1987; M.A., Université Paris-7, 1988; Ph.D., 1993
- Gramelspacher, Gregory, Associate Professor of Medicine and Adjunct Associate Professor of Philanthropic Studies (1989); B.A., University of Notre Dame, 1975; M.D., Indiana University, 1982
- Grønbjerg, Kirsten A., Professor of Public and Environmental Affairs (IUB) and Efroymsen Chair in Philanthropic Studies (1997); B.A., Pitzer College, 1968; M.S., University of Chicago, 1970; Ph.D., 1974
- Gronfein, William P., Associate Professor of Sociology (1986); B.A., University of Chicago, 1968; M.A., State University of New York, 1981; Ph.D., 1983
- Grosheck, Matthew, Assistant Professor of Museum Studies, Assistant Professor of Fine Arts (Herron), and Public Scholar of Civic Engagement (2004); B.F.A., University of Wisconsin (Milwaukee), 1982, M.F.A., University of Wisconsin (Stevens Point), 1986
- Grossmann, Claudia E., Senior Lecturer in (German) World Languages and Cultures and Faculty Fellow of the Max Kade Center for German-American Studies (2002); B.A., Staatsexamen, University of Siegen, 1981; Ph.D., 1985
- Gunderman, Richard B., Professor of Medical Education, Professor of Radiology, Professor of Pediatrics, Professor of Philosophy, and Director of Pediatric Radiology (1997); A.B., Wabash College, 1983; Ph.D., University of Chicago, 1989; M.D., 1992; M.P.H., Indiana University, 2002
- Haas, Ain E., Associate Professor of Sociology (1977); B.A., Indiana University, 1972; M.S., University of Wisconsin, 1973; Ph.D., 1977
- Haas, Hannah, Senior Lecturer in English (1998), B.A., Indiana University, 1995; M.F.A., University of Arizona, 1997
- Haas, Linda L., Professor of Sociology, Adjunct Professor of Women's Studies, and Adjunct Professor of University College (1977); B.A., Indiana University, 1972; M.S., University of Wisconsin, 1973; Ph.D., 1977
- Hamilton, Jaime L., Visiting Lecturer of Communication Studies and Director of the IUPUI Speech and Debate Program (2008); B.S., Central Missouri State University, 2001, M.A., 2004
- Harris, Robert B., Professor of Economics and Director of the Center for Economic Education (1981); B.A., The Ohio State University, 1968; M.A., 1970; Ph.D., 1979
- Harstad, Peter, Adjunct Professor of History (1985)
- Hayes, Kelly, Assistant Professor of Religious Studies, Adjunct Assistant Professor of Africana Studies, and Adjunct Assistant Professor of Women's Studies (2004); B.A., University of Wisconsin, 1991; M.A., University of Chicago, 1996; Ph.D., 2004
- Henriksen, Sharon, Lecturer in English (2002), B.S., Ball State University, 1990; M.A., 1999
- Henry, Ronda Carter, Associate Professor of English, Associate Professor of Africana Studies,

- and Public Scholar of African American and Undergraduate Research (2007); B.A., DePauw University, 1990; M.A., Loyola University, 2004; Ph.D., 2005*
- Hoegberg, David E., Associate Professor of English (1991); B.A., Pennsylvania State University, 1979; M.A., University of Michigan, 1981; Ph.D., 1989
 - Hornback, Sally, Lecturer in English (1990); B.S., Ball State University, 1967; M.S., Butler University, 1974
 - Hossler, Donald, Professor of Education (IUB), Adjunct Professor of Philanthropic Studies (IUPUI) (1985); B.A., California Lutheran College, 1971; Ph.D., Claremont Graduate School, 1979
 - House-Souemekun, Bessie, Chief of the Erelu Bada Asiwaju of Egbaland, Professor of Political Science, Professor of Africana Studies, Public Scholar of African American Studies, Civic Engagement, and Entrepreneurship, and Faculty Fellow at IUPUI (2007); B.A., Huntington College, 1978; M.A., University of Denver, 1980; Ph.D., 1988
 - Hovde, Marjorie Rush, Associate Professor of Technical Communications and Associate Professor of English (1996); B.A., Eastern Mennonite College, 1979; M.A., University of Iowa, 1984; Ph.D., Purdue University, 1994
 - Hughes, Michal, Lecturer in English (1985); B.S., Indiana State University, 1979; M.L.S., Indiana State University, 1980
 - Hyatt, Susan B., Associate Professor of Anthropology (2005); B.A., Grinnell College, 1976; M.A., University of Michigan, 1980; Ph.D., University of Massachusetts, 1996
 - Jegen, III, Lawrence A., Professor of Law and Professor of Philanthropic Studies (1962); B.A., Beloit College, 1956; J.D., University of Michigan, 1959; M.B.A., 1960; LL.M., New York University, 1963
 - Jeong, Se-Hoon, Assistant Professor of Communication Studies (2008); B.A., Seoul National University, 2003, A.M., University of Pennsylvania, 2005, Ph.D., 2009
 - Jettpace, Lynn, Lecturer in English (1998); B.A., University of Kentucky, 1990; M.A., University of Wisconsin, 1991
 - Jiang, Fang, Adjunct Lecturer in (Chinese) World Languages and Cultures (2007); B.A., 2004; M.A., Sun Yatsen University, 2006
 - Jogi, Sumana Naomi, Lecturer in Communication Studies (2002); B.A., Osmania University, 1988; Diploma in French Alliance Française, 1997; M.A., Osmania University, 1995; M.S., Purdue University, 2001
 - Johnson, Daniel P., Assistant Professor of Geography (1998); B.A., Indiana University, 1998, M.S., Indiana University (IUB), 2003, Ph.D., Indiana State University, 2007
 - Johnson, Karen Ramsay, Associate Professor of English, Adjunct Associate Professor of Women's Studies, and Adjunct Associate Professor of American Studies (1986); B.A., Furman University, 1973; M.A., Emory University, 1976; Ph.D., 1983
 - Karnick, Kristine B., Associate Professor of Communication Studies, Adjunct Associate Professor of English, and Adjunct Associate Professor of Informatics (1989); B.A., University of Illinois, 1980; M.A., University of Wisconsin, 1984; Ph.D., 1990
 - Kasberg, Robert M., Jr., Associate Dean of Student Affairs and Director of Admissions for the Indiana University School of Dentistry and Adjunct Lecturer for the Center on Philanthropy (1992); B.A., Indiana University (IUPUI), 1987; M.Phil., Yale University, 1990; Ph.D., 1994
 - Katz, Daniela, Lecturer in (Spanish) World Languages and Cultures (2001); B.A., Montclair State University, 1991, M.A., University of Arizona, 1994
 - Kaufman-McKivigan, John R., Mary O'Brien Gibson Professor of United States History, Adjunct Professor of American Studies, Adjunct Professor of Africana Studies, and Director and Editor of the Frederick Douglass Papers (1994); B.A., Indiana University of Pennsylvania, 1971; M.A., The Ohio State University, 1973; Ph.D., 1977
 - Keller, J. Gregory, Senior Lecturer in Philosophy (1988); B.A., Taylor University, 1971; M.Div., Earlham School of Religion; Ph.D., Purdue University, 1999
 - Kelly, Jason, Assistant Professor of History and Adjunct Assistant Professor of American Studies (2004); B.A., Penn State University, 1997; M.A., University of California, 1999; Ph.D., 2004
 - Kim, Jaesoo, Assistant Professor of Economics (2009); B.A., Handong Global University, M.A., Seoul National University, Ph.D., Michigan State University
 - Kirts, Terry A., Senior Lecturer in English (1996); B.A., University of Illinois Urbana, 1992; M.F.A., Indiana University, 1995
 - Kissel, Francia, Senior Lecturer in English and Adjunct Lecturer in University College (2002), B.A., Butler University, 1973; M.A., Butler University, 2002
 - Kostroun, Daniella, Assistant Professor of History (2005); B.A., Cornell University, 1992; M.A., Duke University, 1995; Ph.D., 2000
 - Kovacic, Karen, Professor of English, Adjunct Professor of Women's Studies, and Director of Creative Writing (1997); B.A., Indiana University, 1981; M.A., Cleveland State University, 1990; Ph.D., The Ohio State University, 1997
 - Kraatz, Christian L., Senior Lecturer in Philosophy (2002); B.A., Ferrum College, 1989; M.A., Purdue University; Ph.D., Purdue University, 1994
 - Kryder-Reid, Elizabeth, Associate Professor of Anthropology, Adjunct Associate Professor of History, Adjunct Associate Professor of Philanthropic Studies, and Adjunct Associate Professor of Informatics and Museum Studies, Director of Museum Studies (1998); A.B., Harvard University, 1984; M.A., Brown University, 1987; Ph.D., 1991
 - Kubitschek, Missy Dehn, Professor of English, Adjunct Professor of Women's Studies, Adjunct Professor of American Studies, and Adjunct Professor of Africana Studies (1991); B.A., Carleton College, 1972; M.A., University of Illinois, 1974; Ph.D., 1979

- Labode, Modupe, Assistant Professor of History, Adjunct Assistant Professor of Museum Studies, Adjunct Assistant Professor of Africana Studies, and Public Scholar of African American History and Museums (2007); B.S., Iowa State University, 1988; D.Phil., Oxford University, 1992
- Leech, Tamara G.J., Assistant Professor of Sociology (2008); B.A., Princeton University, 2000, M.A., The University of Michigan, 2002, Ph.D., 2006
- Lindseth, Erik, Senior Lecturer in History and Adjunct Senior Lecturer in Library and Information Science (1990); B.A., Wabash College, 1983; M.L.S., IUPUI, 1999; Ph.D., Edinburgh University, 1992
- Little, Monroe H., Associate Professor of History, Adjunct Associate Professor of University College, Adjunct Associate Professor of Africana Studies, and Director of Africana Studies (1980); B.A., Denison University, 1971; M.A., Princeton University, 1973; Ph.D., 1977
- Littlefield, Marci, Assistant Professor in Sociology (2005); B.A., Oberlin College, 1989; M.P.A., University of Texas, 1994; Ph.D., 2003
- Littlepage, Laura Carol, Clinical Lecturer in Public and Environmental Affairs, Adjunct Clinical Lecturer in Philanthropic Studies (1993); M.P.A., New York University, 1982
- Lovejoy, Kim Brian, Associate Professor of English (1987); B.A., St. Michael's College, 1974; M.A., Purdue University, 1976; Ph.D., University of Missouri, 1987
- Luzar, E. Jane, Founding Dean of the Honors College, IUPUI and Professor of Natural Resource Economics (2009); B.A., University of Oregon, 1975, M.S., University of Kentucky, 1982, Ph.D., Virginia Polytech Institute and State University, 1986
- Lyons, Timothy D., Associate Professor of Philosophy (2002); B.A., University of Colorado, 1997; Ph.D., University of Melbourne, 2002
- Marvin, Thomas, Associate Professor of English and Adjunct Associate Professor of American Studies, Director of the Masarachia Scholars (1992); B.A., McGill University, 1982; M.A., University of Virginia, 1983; Ph.D., University of Massachusetts, 1993
- Masters, Vera, Lecturer in English (2004); B.S., Gallaudet University 1978; M.A., Ball State University 2002
- McCormick, John S., Professor of Political Science (1992); B.A., Rhodes University, 1977; M.Phil., University of London, 1986; M.A., Indiana University, 1988; Ph.D., 1991
- McDonald, Brian, Senior Lecturer in English (2001); B.A., College of Wooster, 1970; M.Div., McCormick Theological Seminary, 1984; M.A., IUPUI, 2000
- McRobbie, Michael A., President of Indiana University, Professor of Informatics, Professor of Philosophy, Professor of the Cognitive Sciences, Adjunct Professor of Library and Information Science (IUB), Professor of Informatics, Professor of Philosophy, and Professor of Computer Technology(IN) (1997); B.A., Queensland University, 1975; Ph.D., Australian National University, 1979
- Mesch, Debra, Associate Professor of Public and Environmental Affairs, Director of Graduate Programs (IUB), Adjunct Associate Professor of University College, and Adjunct Associate Professor of Philanthropic Studies (1992); B.S., University of Cincinnati, 1974; M.S., Vanderbilt University, 1975; M.B.A., Indiana University, 1989; Ph.D., 1990
- Meslin, Eric M., Professor of Medicine, Professor of Philosophy, Professor of Philanthropic Studies, Professor of Medical and Molecular Genetics, Director of the Indiana University Center for Bioethics, and Assistant Dean for Bioethics (2001); B.A., York University, 1983; M.A., Georgetown University/Kennedy Institute of Ethics, 1985; Ph.D., 1989
- Miller, Leslie L., Lecturer in English (1998); B.A., Southwest Texas State University, 1977; M.A., IUPUI, 2004
- Modibo, Najja, Associate Professor of Sociology and Associate Professor of African American and African Diaspora Studies (1995); B.A., York University, 1978; M.A., University of Toronto, 1980; Ph.D., 1995
- Molinder Hogue, Teresa, Senior Lecturer in English and Adjunct Senior Lecturer in Women's Studies (1984); B.S., Ball State University, 1975; M.S., Indiana University, 1984
- Monroe, Elizabeth Brand, Associate Professor of History (1989); B.A., George Mason University, 1968; M.A., University of Virginia, 1969; M.A.H., University of Virginia, 1975; Ph.D., University of Florida, 1989; J.D., Indiana University, 2002
- Morgan, Anita, Senior Lecturer in History (1997); B.S., Purdue University, 1978; M.S., 1984; M.A., 1992; Ph.D., 1997
- Morrison, Gwendolyn, Professor of Economics and Research Scientist for the Regenstrief Institute Inc. at Indiana University School of Medicine (2001); B.A., McMaster University, 1987; B.A., 1989; M.Sc., University of London, 1990; Ph.D., University of York, 1996
- Morton, Luise H., Senior Lecturer in Philosophy (1998); B.F.A., Washington University, 1959; M.A., Washington University, 1967; M.A., Ball State University, 1984; Ed.D., Ball State University, 1985
- Mullen, E. Theodore, Jr., Associate Dean of University College, Professor of Religious Studies, and Adjunct Professor of University College (1978); B.A., Davidson College, 1970; Ph.D., Harvard University, 1976
- Mullins, Paul R., Chair and Associate Professor of Anthropology (1999); B.S., James Madison University, 1984; M.A., University of Maryland, 1990; Ph.D., University of Massachusetts, 1996
- Murday, Kimmaree, Assistant Professor of (Spanish) World Languages and Cultures (2004); B.A., University of Virginia, 1994; M.A., Carnegie Mellon University, 2001; Ph.D., 2004
- Musgrave, Megan, Lecturer in English (2004); B.A., College of William and Mary, 1994; M.A., Loyola University, 1999
- Mustillo, Thomas, Assistant Professor of Political Science and International Relations (2007); B.A., University of Notre Dame, 1991; M.S., Indiana University, 1997; M.A., University of North Carolina, 2004; Ph.D., 2007

- Nnaemeka, Obioma G., *Professor of (French) World Languages and Cultures, Adjunct Professor of Women's Studies, and Adjunct Professor of Africana Studies (1991); B.A., University of Nigeria, 1972; M.A., University of Minnesota, 1977; Ph.D., 1989*
- Nuetzel, Daniel, *Associate Professor of (German) World Languages and Cultures*
- Osili, Una O., *Associate Professor of Economics and Associate Professor of Philanthropic Studies (1999), A.B., Harvard and Radcliffe Colleges, 1994; M.A., Northwestern University, 1995; Ph.D., 1998*
- Ottensmann, John R., *Professor of Public and Environmental Affairs, Director of Planning Program for the School of Public and Environmental Affairs, and Adjunct Professor of Geography (1978); B.A., University of Wisconsin, 1970; Ph.D., University of North Carolina, 1974*
- Oukada, Larbi, *Professor of (French) World Languages and Cultures and Adjunct Professor of Education (1984); B.A., University of Southwestern Louisiana, 1971; M.A., 1973; Ph.D., Louisiana State University, 1977*
- Parrish-Sprowl, John, *Professor of Communication Studies, Adjunct Professor of University College, and Adjunct Professor of Informatics (2000); B.S., Ball State University, 1976; M.A., Miami University, 1977; Ph.D., Bowling Green State University, 1983*
- Pegg, Scott, *Associate Professor of Political Science and Director of International Studies (2001); B.A., University of Richmond, 1987; M.Sc., London School of Economics, 1991; Ph.D., University of British Columbia, 1997*
- Peterson Niklas, Ursula, *Associate Professor of Philosophy (1982); M.A., Warsaw University, 1968; Ph.D., 1977*
- Petronio, Sandra, *Associate to the Chancellor, Professor of Communication Studies, Adjunct Professor of Medicine, and Adjunct Professor of Informatics (2003), B.A., State University of New York, 1973; M.A., University of Michigan, 1977; Ph.D., 1979*
- Pfeifer, David, E., *Director of the Institute for American Thought and Senior Lecturer in Philosophy (2005); B.A., North Park College, 1964, M.A., University of Illinois, 1966, Ph.D., 1971*
- Pike, Lynn, *Professor of Sociology (2006); B.S., State University of New York, 1973; M.E.D., University of Arizona, 1978; Ph.D., The Ohio State University, 1983*
- Plater, William M., *Executive Vice Chancellor and Dean of Faculties Emeritus, Chancellor's Professor of Public and Environmental Affairs, Professor of English, Adjunct Professor of Philanthropic Studies, Adjunct Professor of Informatics, and Director of the Workshop on International Community Development (1983); B.A., University of Illinois, 1967; M.A., 1969; Ph.D., 1973*
- Polites, Michael J., *Lecturer in Communication Studies (2004); B.S., Ball State University, 1996; M.A., Ball State University, 2003*
- Potts, T. G., *Lecturer in Communication Studies (2003); B.A., Miami University, 1992; M.A., University of Dayton, 1994*
- Powell, James, *Senior Lecturer in English (1982); B.A., Purdue University, 1972; M.F.A., Bowling Green State University, 1976*
- Pride, Mary Jo, *Lecturer in English (1988); B.A., Butler University, 1963; M.S., 1967*
- Rangazas, Peter C., *Professor of Economics (1989); B.S., Plattsburgh State University, 1978; Ph.D., Indiana University, 1983*
- Rebein, Robert, *Associate Professor of English (1998); B.A., University of Kansas, 1988; M.A., Exeter University, 1990; Ph.D., State University of New York, 1995; M.F.A., Washington University, 1997*
- Reyes, Charles, *Lecturer in Communication Studies (2001); B.A., New Mexico State University, 1997; M.A., 2001*
- Rhodes, Nancy, *Associate Professor of Communication Studies (2008); B.A., University of Vermont and State Agriculture College, 1982, M.S., Texas A & M University, 1986, Ph.D., 1991*
- Robbins, Kevin C., *Associate Professor of History and Adjunct Associate Professor of Philanthropic Studies (1991); B.A., Reed College, 1981; M.A., University of Pennsylvania, 1985; Ph.D., Johns Hopkins University, 1991*
- Robertson, Nancy Marie, *Associate Professor of History, Adjunct Associate Professor of Philanthropic Studies, Adjunct Associate Professor of Women's Studies, and Adjunct Associate Professor of American Studies, and Director of the Women's Studies Program (1999); A.B., Mount Holyoke College, 1978; M.A., New York University, 1984; Ph.D., 1997*
- Rogers, Victoria, *Lecturer in Philosophy (2004); B.S., California State Polytechnic University 1979; M.U.R.P., 1989; M.A., California State University, 1999; Ph.D., University of Southern California, 2004*
- Rooney, Patrick, *Professor of Economics, Adjunct Professor of Philanthropic Studies, and Executive Director and Chief Operating Officer for the Center on Philanthropy, (1987); B.A., University of Notre Dame, 1980; M.A., 1985; Ph.D., 1987*
- Royalty, Anne B., *Associate Professor of Economics, Adjunct Associate Professor of Philanthropic Studies and Director of Graduate Studies in Economics (1999); B.A., University of North Carolina, 1983; Ph.D., Yale University, 1993*
- Russell, Steven, *Professor of Economics (1993); B.A., University of Minnesota, 1981; B.S., 1981; Ph.D., 1989*
- Saak, Eric, *Associate Professor of History and Director of Undergraduate Studies in History (2004); B.A., University of California, 1985; Ph.D., University of Arizona, 1993*
- Sabol, David, *Senior Lecturer in English and Adjunct Senior Lecturer of University College (2001); B.S., Butler University, 1989; M.A., 1994*
- Sandwina, Ronald M., *Senior Lecturer in Communication Studies (1992); B.A., San Diego University, 1985; M.A., 1987; Ph.D., Purdue University, 2003*
- Sandy, Robert, *Assistant Executive Vice President of Indiana University and Professor of Economics*

- (1974); B.A., University of Michigan, 1969; Ph.D., Michigan State University, 1977
- Sauer, Mary J., Senior Lecturer in English and Adjunct Senior Lecturer in University College (1980); B.A., Augustana College, 1968; M.A.L.S., Valparaiso University, 1969
 - Scarpino, Philip V., Professor of History, Adjunct Professor of Museum Studies, and Director of the Graduate Programs in Public History (1986); B.A., University of Montana, 1971; M.A., University of Missouri, 1975; Ph.D., 1983
 - Schneider, William H., Baker-Ort Chair in International Health Care Philanthropy, Professor of History, Adjunct Professor of Philanthropic Studies, Adjunct Professor of Medical and Molecular Genetics, and Director of Health Studies and Medical Humanities (1989); B.A., Stanford University, 1967; M.A., Duquesne University, 1970; Ph.D., University of Pennsylvania, 1976
 - Schultz, Jane E., Professor of English, Adjunct Professor of Women's Studies, and Adjunct Professor of American Studies (1988); B.A., Stanford University, 1976; M.A., University of Michigan, 1979; Ph.D., 1988
 - Schuvaks-Katz, Daniela, Lecturer in (Spanish) World Languages and Cultures (2007); B.A., Montclair State University, 1991; M.A., Arizona State University, 1994
 - Seiler, Timothy L., Assistant Professor of Philanthropic Studies, Adjunct Assistant Professor of Public and Environmental Affairs, and Director of the Fundraising School and Public Service (1984); B.A., St. Joseph's College (Indiana), 1968; M.A., Indiana University, 1972; Ph.D., 1980
 - Seybold, Peter J., Associate Professor of Sociology and Academic Curriculum Specialist for University College (2001); B.A., University of Bridgeport, 1972; M.A., State University of New York, 1974; Ph.D., 1978
 - Sheeler, Ian Allen, Lecturer in Communication Studies (1994); B.S., Ball State University, 1986; M.S., Ball State University, 1991; M.S., Ball State University, 1995
 - Sheeler, Kristina, Associate Professor of Communication Studies and Adjunct Associate Professor of Women's Studies (2000), B.S., Ball State University, 1987; M.A., 1989; Ph.D., Indiana University, 2000
 - Shepherd, Susan C., Associate Professor of English, Adjunct Associate Professor of Anthropology, and Adjunct Associate Professor of Women's Studies (1988); B.A., The Ohio State University, 1975; M.A., Stanford University, 1978; Ph.D., 1981
 - Sim, Katherine Duffy, Senior Lecturer in English (2001); B.A., Ball State University, 1978; M.A., Butler University, 1987
 - Smith, Frank M., Lecturer in English (English for Academic Purposes Program) (2007); B.A., Georgia State University, 1998, M.A., 2000
 - Snodgrass, Michael, Associate Professor of History (2000); B.A., University of Iowa, 1987; M.A., University of Texas, 1993; Ph.D., 1998
 - Spechler, Martin C., Professor of Economics (1985); A.B., Harvard University, 1964; M.A., 1967; Ph.D., 1971
 - Spector, Judith A., Professor of English (IUPU Columbus) (1978); A.B., University of Michigan, 1967; M.A., Indiana University; Ph.D., Indiana University, 1977
 - Stamper, Suzan, Lecturer in English (English for Academic Purposes) (2005); B.S., Ball State University, 1982; M.A., 1983
 - Steinberg, Richard, Professor of Economics, Adjunct Professor of Philanthropic Studies, and Adjunct Professor of Public and Environmental Affairs (1991); S.B., Massachusetts Institute of Technology, 1977; Ph.D., University of Pennsylvania, 1984
 - Stenzoski, J. J., Lecturer in English (1999); B.A., U.S. Naval Academy, 1980; M.S., U.S. Naval Postgraduate School, 1992
 - Strikwerda, Robert A., Associate Professor of Philosophy (IU Kokomo) and Adjunct Associate Professor of Philanthropic Studies (1987); B.A., Calvin College, 1972; M.A., University of Notre Dame, 1976; Ph.D., 1982
 - Strong, David A., Lecturer in Sociology (1999); B.A., University of Minnesota, 1992; M.A., Indiana University, 1994
 - Sumner, Jasper, Lecturer in Political Science (2001); B.A., Indiana University, 1999; M.A., University of Oklahoma, 2004
 - Sutton, Robert F., Jr., Professor of (Classical Studies) World Languages and Cultures, Adjunct Professor of Art, Adjunct Professor of Women's Studies, and Director of the Individualized Major Program (1989); A.B., Haverford College, 1969; Ph.D., University of North Carolina, 1981
 - Sutton, Susan B., Associate Vice President of International Programs (IUB), Associate Vice Chancellor for International Affairs (IUPUI), Chancellor's Professor of Anthropology, Professor of University College, Adjunct Professor of Anthropology (IUB), Adjunct Professor of Women's Studies, Adjunct Professor of Philanthropic Studies (1978); A.B., Bryn Mawr College, 1969; M.A., University of North Carolina, 1973; Ph.D., 1978
 - Tezanos-Pinto, Rosa, Associate Professor of (Spanish) World Languages and Cultures (2006); B.A., University of Miami, 1978; M.A., 1994; Ph.D. 2003
 - Thedwall, Kate, Senior Lecturer in Communication Studies, Adjunct Senior Lecturer in University College, and Director of the Gateway to Graduation Program (1990); B.S., Mansfield State College, 1974; M.A., University of Scranton, 1987
 - Thorington-Springer, Jennifer, Assistant Professor of English, Adjunct Assistant Professor of Women's Studies, and Adjunct Assistant Professor of Africana Studies (2001); B.A., Westfield State College, 1994; M.A., University of Miami, 1998; Ph.D., 2001
 - Thuesen, Peter J., Chair and Professor of Religious Studies and Adjunct Professor of American Studies (2004); B.A., University of North Carolina at Chapel Hill, 1993; M.A., Princeton University, 1995; Ph.D., 1998

- Tilley, John J., *Chair and Professor of Philosophy (1988)*; B.S., *U.S. Military Academy (West Point), 1975*; M.A., *University of Georgia, 1983*; Ph.D., *University of Wisconsin, 1988*
- Touponce, William F., *Professor of English, Adjunct Professor of American Studies, Director of the Center for Ray Bradbury Studies, and Director of the Graduate Professional Editing Program (1985)*; B.A., *Hampshire College, 1974*; M.A., *University of Massachusetts, 1977*; Ph.D., 1981
- Towfighi, Shah, *Lecturer in Economics (2004)*; B.S., *Indiana University, 1975*; M.A., 1985
- Upton, Thomas A., *Chair and Professor of English and Adjunct Professor of Education (1998)*; B.A., *Wheaton College, 1983*; M.A., 1985; M.A., *University of Minnesota, 1989*; Ph.D., 1993
- Van Wyke, Ben, *Assistant Professor of (Spanish) World Languages and Cultures (2008)*; B.A., *Calvin College, 1999*; M.A., *State University of New York, 2005*; Ph.D., *Binghamton University, 2009*
- Vargus, Brian S., *Professor of Political Science and Adjunct Professor of Communication Studies (1975)*; B.A., *University of California, 1961*; M.A., 1963; Ph.D., *Indiana University, 1969*
- Vermette, Rosalie A., *Professor of (French) World Languages and Cultures, Adjunct Professor of University College, and Adjunct Professor of Women's Studies (1976)*; B.A., *University of Maine, 1968*; M.A., *University of Iowa, 1970*; Ph.D., 1975
- Wallace, Scott D., *Lecturer in Political Science (2008)*; B.A., *Wabash College, 2001*; M.A., *University of Illinois, 2006*
- Walton, Andrea, *Assistant Professor of Education (IUB) and Adjunct Assistant Professor of Philanthropic Studies (1996)*; A.B., *Radcliffe College, 1982*; M.A., *Columbia University, 1989*; Ph.D., *Columbia University, 1995*
- Wang, Jing, *Assistant Professor of (Chinese) World Languages and Cultures (2008)*; B.A., *Harbin Institute of Technology, 1990*; M.A., *Shanghai Hiao Tong University, 1993*; Ph.D., *Florida State University, 2003*
- Ward, Richard E., *Associate Dean for Student Affairs in the Indiana University School of Liberal Arts, Professor of Anthropology, Adjunct Professor of Anthropology (IUB), Professor of Oral Facial Genetics, and Adjunct Professor of University College (1985)*; B.A., *University of North Colorado, 1972*; M.A., *University of Colorado, 1976*; Ph.D., 1980
- Weeden, Scott, *Senior Lecturer in English (2001)*; B.A., *New York University, 1979*; M.A., *University of Iowa, 1988*; Ph.D., *Illinois State University, 1998*
- Weiden, David, *Assistant Professor of Political Science and Director of Paralegal Studies Program (2007)*; B.A., *University of Colorado, 1989*; J.D., *University of Denver, 1992*
- Wheeler, Rachel, *Associate Professor of Religious Studies and Adjunct Associate Professor of American Studies (2004)*; B.A., *Carleton College, 1991*; M.A., *Yale University, 1993*; M.Phil., 1995; Ph.D., 1998
- Whitchurch, Gail, *Associate Professor of Communication Studies, Adjunct Associate Professor of Sociology, and Adjunct Associate Professor of International Studies (1993)*; B.A., *University of Minnesota, 1974*; M.A., 1981; Ph.D., *University of Delaware, 1989*
- White, Robert W., *Professor of Sociology, Adjunct Professor of Philanthropic Studies, and Adjunct Professor of Women's Studies and Director of the Motorsports Studies Program (1990)*; B.A., *Indiana University, 1980*; M.A., 1982; Ph.D., 1987
- White-Mills, Kim, *Chair and Associate Professor of Communication Studies (1998)*; B.S., *Indiana State University, 1981*; M.A., 1983; Ph.D., *The Ohio State University, 1987*
- White-Stanley, Debra, *Assistant Professor of English (2006)*; B.A. *University of Massachusetts, 1995*; M.A., *University of Arizona, 1999*; Ph.D., 2006
- Wilhelm, Mark O., *Professor of Economics (1998)*; B.S.E.E., *Johns Hopkins University, 1979*; M.S.E., *University of Michigan, 1980*; Ph.D., *New York University, 1990*
- Williams, Anne C., *Senior Lecturer in English (1983)*; B.A., *Butler University, 1970*; M.S., *Indiana University, 1976*
- Williams, Colin J., *Professor of Sociology (1969)*; B.S., *London School of Economics, 1963*; M.A., *University of British Columbia, 1966*; Ph.D., *Rutgers University, 1970*
- Williams, Marjorie, *Lecturer in Anthropology (2004)*; B.A., *University of Wisconsin 1983*; M.A., *Indiana University, 2001*
- Wilson, Jeffrey S., *Chair and Associate Professor of Geography, Adjunct Associate Professor of the Earth Sciences, and Adjunct Associate Professor of Geography (IUB) (1998)*; B.S., *California University of Pennsylvania (1991)*; M.S., 1994; Ph.D. *Indiana State University, 1998*
- Wininger, Melvin, *Senior Lecturer in English (1989)*, B.A., *Bob Jones University, 1979*; M.A., *Clemson University, 1986*, M.A., *Indiana University, 1990*
- Wittberg, Patricia Ann, *Professor of Sociology and Adjunct Professor of Women's Studies (1990)*; B.A., *College of Mount St. Joseph, 1970*; M.A., *University of Chicago, 1978*; Ph.D., 1982
- Wokeck, Marianne S., *Associate Dean for Academic Affairs of the Indiana University School of Liberal Arts, Chancellor's Professor of History, Adjunct Professor of American Studies, Adjunct Professor of Women's Studies, Adjunct Professor of New Media, Adjunct Professor of University College, Faculty Fellow for the Max Kade German-American Center, and Editor and Director of the Santayana Edition (1991)*; Staatsexamen, *Hamburg University, Germany, 1973*; Ph.D., *Temple University, 1982*
- Wolcott, Stephen, *Lecturer in English (1995)*; B.A., *Ohio University, 1990*; M.A., *Indiana University, 1997*
- Wolf, James G., *Director of the Survey Research Center and Clinical Associate Professor of Sociology (2003)*; B.S., *Lake Superior State College (1977)*; M.A., *University of Chicago (1985)*
- Wood, Elizabeth J., *Assistant Professor of Museum Studies and Assistant Professor of Education (2005)*; B.A. *Macalester College, 1993*; M.Ed., *University of Minnesota, 2001*; Ph.D., *University of Minnesota, 2005*

- Wright, Eric R., *Associate Professor of Public and Environmental Affairs, Adjunct Associate Professor of Sociology, and Adjunct Associate Professor for the Department of Environments for Health (1994); B.A., Lewis and Clark College, 1984; M.A., Indiana University, 1987; Ph.D., 1993*
- Wu, Jisong, *Assistant Professor of Economics (2009); B.E., Hoazhong University of Science and Technology, Ph.D. Vanderbilt University, 2009*
- Xu, Zao Cheng, *Professor of Anatomy and Cell Biology, Adjunct Professor of Neurology and Director of the Confucius Institute (1998); M.D., Guangzhou Medical College, 1982; M.S., Sun Yatsen University, 1986; Ph.D., University of Tennessee, 1990*
- Yonogi, Reiko, *Associate Professor of (East Asian Languages) World Languages and Cultures (1990); B.A., Aoyama Gakuin University, 1963; M.L.S., University of California, 1975; M.A., 1978; Ph.D., University of Illinois, 1989*
- Zhang, Xin, *Associate Professor of History (1993); East China Teacher's University, 1982; M.A., University of Chicago, 1986; Ph.D., 1991*
- Zhang, Ye, *Assistant Professor of Economics (2007); B.A., Fudan University, 2000; M.A., University of Maryland, 2003; Ph.D., 2007*
- Zimmerman, Larry S., *Professor of Anthropology, Professor of Museum Studies, and Public Scholar of Native American Representation (2004); B.A., University of Iowa, 1969; M.A., 1971; Ph.D., University of Kansas, 1976*
- Cherry, C. Conrad, *Distinguished Professor Emeritus of Religious Studies (1988-2001)*
- Cooper, Sheila, *Associate Professor Emerita of History (1991-2000)*
- Curtis, Richard K., *Professor Emeritus of Communication Studies (1969-1993)*
- Cutler, Kenneth, *Associate Professor Emeritus of History (1972-2002)*
- Dauner, M. Louise, *Professor Emerita of English (1963-1977)*
- Dial, Donna Kay, *Associate Professor Emerita of Economics (1969-1997)*
- Dick, Robert, *Professor Emeritus of Communication Studies (1975-2002)*
- Donchin, Anne, *Professor Emerita of Philosophy (1982-2001)*
- East, James R., *Dean Emeritus of Weekend College and Professor Emeritus of Communication Studies (1967-1996)*
- Fisch, Max, *Adjunct Professor Emeritus of Philosophy (1975-1991)*
- Fredland, Richard A., *Professor Emeritus of Political Science (1970-2001)*
- French, Warren G., *Professor Emeritus of English (1970-1986)*
- Friedman, Bernard, *Professor Emeritus of History (1961-1989)*
- Frye, Robert, *Associate Professor Emeritus of Philosophy (1956-1988)*
- Gray, Ralph D., *Professor Emeritus of History (1964-1997)*
- Jackson, Barbara Dale, *Professor Emerita of Anthropology (1974-2007)*
- Jessner, Sabine, *Associate Professor Emerita of History (1968-1988)*
- Juillerat, Monte E., *Professor Emeritus of Economics (1966-1994)*
- Kinzer, Donald L., *Professor Emeritus of History (1966-1983)*
- Kirk, Robert, *Professor Emeritus of Economics (1972-2001)*
- Koo, Shou-Eng, *Professor Emeritus of Economics (1967-1987)*
- Langsam, Miriam Z., *Professor Emerita of History (1964-2003)*
- Lampert, Laurence A., *Professor Emeritus of Philosophy (1970-2005)*
- Libby, Justin, *Associate Professor Emeritus of History (1969-2002)*
- McGeever, Patrick, *Professor Emeritus of Political Science (1971-2001)*
- Nagy, Paul, *Professor Emeritus of Philosophy and Professor Emeritus of American Studies (1968-2001)*
- Payton, Robert, *Professor Emeritus of Philanthropic Studies (1988-1998)*
- Plotinsky, Melvin L., *Associate Professor Emeritus of English and American Studies (1986-1997)*
- Rea, Mary Louise, *Professor Emerita of English (1946-1985)*
- Rhome, Frances Dodson, *Professor Emerita of English (1969-1986)*
- Riesterer, Berthold, *Associate Professor Emeritus of History (1967-1999)*

Faculty Emeriti

- Baker, Clayton, *Associate Professor Emeritus of Spanish (1965-1992)*
- Baker, Constance M., *Professor Emerita of Philanthropic Studies and Professor Emerita of Nursing (1988-2006)*
- Barger, W. Kenneth, *Professor Emeritus of Anthropology (1977-2005)*
- Barlow, John D., *Dean Emeritus of the School of Liberal Arts (1988-1998) and Professor Emeritus of English and Professor Emeritus of German (1967-1998)*
- Beaudry, James G., *Assistant Professor Emeritus of French (1976-1995)*
- Beck, Dorothy L., *Professor Emerita of Communication Studies (1968-2000)*
- Blasingham, Mary V., *Assistant Professor Emerita of English (1965-1986)*
- Bogar, Bernerd, *Professor Emeritus of Economics (1966-1996)*
- Bourke, Leon H., *Professor Emeritus of French (1970-1990)*
- Brock, Marian S., *Associate Professor Emerita of English (1966-1991)*
- Buhner, John C., *Professor Emeritus of Political Science (1948-1984)*
- Burns, David G., *Associate Professor Emeritus of Communication Studies (1965-1990)*
- Byrne, Edmund, *Professor Emeritus of Philosophy (1969-1998)*
- Casebeer, Edwin P., *Professor Emeritus of English (1963-1997)*

- Sachs, Stephen, Professor Emeritus of Political Science (1966-2002)
- Scherle, Phyllis, Assistant Professor Emerita of English (1962-1993)
- Sehlinger, Peter, Professor Emeritus of History (1969-1999)
- Seldon, Mary Elizabeth, Professor Emerita of History (1949-1981)
- Shipps, Jan B., Professor Emerita of History (1973-1994)
- Wagner, B. Bruce, Associate Professor Emeritus of Communication Studies (1963-1998)
- Wallihan, James, Professor Emeritus of Political Science and Professor Emeritus of Labor Studies (1974-2005)
- Webb, J. Edgar, Professor Emeritus of Communication Studies (1966-1993)
- Wilkins, Harriet, Associate Professor Emerita of English (1983-2003)
- Winslow, Charles H., Associate Professor Emeritus of Political Science (1967-1999)