General Education

General Education

Indiana University Bloomington is deeply committed to providing our students with a challenging and inspiring education. We aim to nurture in every undergraduate the skills, capabilities, and habits of mind that will help them succeed in today’s globally interconnected, rapidly changing world. Regardless of major, career plans, or personal goals, all IU graduates should excel in the essential skills of oral and written communication, critical thinking, and quantitative analysis. Every student should leave IU with a broad knowledge of the social and natural world, an appreciation for the arts and humanities, a keen sense of self, an awareness of our membership in a global society, and an understanding of what it means to be thoughtful and responsible citizens of the community, state, and nation in which they live. The faculty of IU Bloomington created this General Education Curriculum to prepare all students to meet the challenges and embrace the opportunities of life in the 21st century.

General Education at Indiana University Bloomington

Indiana University was founded in 1820 to provide a liberal education for the citizens of the newly established state of Indiana. Though much has changed in the past 200 years, the importance of a broad-based education has not diminished. In today’s world, narrow technical skills quickly become obsolete, but the broader, more flexible intellectual tools that are the product of a liberal education make it possible for people to adapt and thrive amid the changes.

General Education encourages exploration and discovery while providing a solid foundation for learning, both before and after graduation. The IU Bloomington General Education Curriculum is comprised of two main components: the Common Ground and Shared Goals. The Common Ground requirements are established by the General Education Committee and apply to all undergraduates pursuing a baccalaureate degree. Foundational courses in English composition and mathematical modeling provide a basis for essential communication and analytical skills. Breadth of Inquiry courses, along with those that study languages and cultures from around the globe—both contemporary and historical—expose students to a variety of personal and cultural expressions and introduce students to different ways of understanding themselves and their relationship to the natural and social world. Shared Goals are recommended for inclusion in all degree programs at IUB, though their implementation is program specific. Intensive Writing courses build upon basic composition skills and hone students’ ability to construct and support a reasoned argument through expository writing within the context of a particular discipline. Courses in Information Fluency teach students not only where to find information but how to evaluate it critically and use it effectively. Courses emphasizing Diversity in the United States bring alive the cultural richness of this nation. And enriching experiences such as internships, community service opportunities, fieldwork, undergraduate research, capstone projects, student teaching, performances and recitals, art exhibitions, and honors theses provide students with opportunities to put their discipline-specific knowledge and skill into action.

Learning is a life-long pursuit. An undergraduate education should foster a love of learning and provide students with the tools they need to continue to adapt and grow long after they have left Indiana University. Knowledge is only the beginning. A baccalaureate degree is conferred in a commencement ceremony, marking not an end but a beginning. Regardless of vocation, graduates will need to rely on their abilities to think critically, creatively, and independently; to adapt; to assess the validity of evidence and arguments; to ask thoughtful questions and propose defensible answers; to test the conclusions of others; to challenge preconceptions; to recognize opportunities; and to engage with the world around them. The General Education Curriculum at Indiana University Bloomington opens doors for students, giving them greater opportunities to experience the diverse wealth of educational opportunities at IU Bloomington while developing the basic building blocks of success.

Matriculation Date and Requirements

All undergraduate students who matriculate as degree-seeking students at Indiana University Bloomington in or after first summer session 2011 will be required to complete the campus-wide General Education requirements prior to graduation with a baccalaureate degree. The applicable General Education requirements are those in effect at the time of matriculation at Indiana University Bloomington as a degree-seeking student.

Students who earn the Indiana Statewide Transfer General Education Core (STGEC) milestone at another Indiana University campus or another Indiana state public institution of higher education prior to matriculation at Indiana University Bloomington will not be subject to IU Bloomington GenEd Common Ground requirements.

A student who matriculated as a degree-seeking student at Indiana University Bloomington prior to first summer session 2008 may be required to complete the Indiana University Bloomington campus-wide General Education requirements. In such cases, the student should contact his or her academic advisor, or send e-mail to iubgened@indiana.edu. The student’s degree program will be re-evaluated, and the student may be required to move to the current program in effect at the time of re-evaluation.

Any student who fails to complete degree requirements within eight years of matriculation as a degree-seeking student at Indiana University Bloomington will forfeit the automatic right to use the requirements in effect at the time of matriculation. The student’s degree program will be re-evaluated, and the student may be required to move to the current program in effect at the time of re-evaluation.

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Contact Information
Detailed information about the Indiana University Bloomington General Education Program can be found in this bulletin and on the GenEd website. For additional information, please consult your academic advisor or send e-mail to iubgened@indiana.edu.

Disclaimer
While every effort is made to provide accurate and current information, Indiana University reserves the right to change without notice statements in the bulletin series concerning rules, policies, fees, curricula, or other matters.

Requirements
General Education Requirements at Indiana University Bloomington

The General Education curriculum at Indiana University Bloomington is intended to ensure that, through the Common Ground requirements, all undergraduates at IUB develop the essential skills of English composition and mathematical modeling, and are exposed to the vast wealth of course offerings that IU Bloomington has to offer in arts and humanities, social and historical studies, natural and mathematical sciences, and world languages and cultures. The GenEd curriculum also includes Shared Goals of intensive writing experience, information fluency, an understanding of diversity in the U.S., and other enriching educational experiences. The Common Ground requirements are the same for all undergraduate students pursuing a baccalaureate degree, regardless of their school or academic unit. Shared Goals are implemented by the schools in ways that complement their degree programs.

The Common Ground

All undergraduate students who matriculate as degree-seeking students at IU Bloomington in or after first summer session 2011 will be required to complete the following General Education Common Ground requirements prior to graduation.

1. Foundations: English Composition

Students must successfully complete, with a grade of C or higher, one of the following courses:

CMLT-C 110 Writing the World (3 cr.)
ENG-W 131 Elementary Composition (3 cr.)
ENG-W 170 Introduction to Argumentative Writing: Projects in Reading and Writing (3 cr.—this topic only)

English Composition course characteristics are available here.

2. Foundations: Mathematical Modeling

Students must successfully complete one of the following courses (or the MATH-D 116–D 117 sequence):

MATH-M 106 The Mathematics of Decision and Beauty (3 cr.)
MATH-J 113 Introduction to Calculus with Applications (3 cr.)
MATH-D 116–117 Introduction to Finite Mathematics I and II (2 cr. + 2 cr.)
MATH-M 118 Finite Mathematics (3 cr.)
MATH-S 118 Honors Finite Mathematics (3 cr.)
MATH-V 118 Finite Mathematics with Applications: Finite Mathematics for the Social and Biological Sciences (3 cr.)
MATH-V 118 Finite Mathematics with Applications: Finite Mathematics in Action (3 cr.)
MATH-V 118 Finite Mathematics with Applications: Finite and Consumer Mathematics (3 cr.)
MATH-V 119 Applied Brief Calculus I (3 cr.)
MATH-V 119 Applied Brief Calculus I: Applied Brief Calculus I for the Life Sciences (3 cr.)
MATH-M 211 Calculus I (4 cr.)
MATH-S 211 Honors Calculus I (4 cr.)
MATH-M 213 Accelerated Calculus (4 cr.)

Note: MATH-D 116–D 117 is a two-course sequence. Credit is not applied to the GenEd Mathematical Modeling requirement until both D 116 and D 117 are completed with a passing grade.

Mathematical Modeling course characteristics are available here.

3. Breadth of Inquiry: Arts & Humanities

Students must successfully complete at least two courses, for a total of at least 6 cr., from the list of GenEd-approved A&H courses.

Arts & Humanities course characteristics are available here.

4. Breadth of Inquiry: Social & Historical Studies

Students must successfully complete at least two courses, for a total of at least 6 cr., from the list of GenEd-approved S&H courses.

Social & Historical Studies course characteristics are available here.

5. Breadth of Inquiry: Natural & Mathematical Sciences

Students must successfully complete one of the following two options:

At least two courses, for a total of at least 5 cr., from the list of GenEd-approved N&M courses. At least one of these courses must be a natural science course (as indicated by an asterisk* in the course listing).

OR

One of the following 5 cr. GenEd-approved N&M courses with a substantial lab component:

ANAT-A 215 Basic Human Anatomy
7. World Languages & Cultures

Students must successfully complete one of the following three options:

**Language Study**

Students must successfully complete the study of a single GenEd-approved world language through the second semester of the second-year level of college-level course work. International students whose native language is not English may fulfill the foreign language requirement through demonstrated proficiency in their native languages, in accordance with the practice and policies of the College of Arts and Sciences.

At the discretion of departments offering the relevant world language courses, and with permission of the appropriate College of Arts and Sciences academic dean, exemptions for approved courses may be earned by satisfactory performance on departmentally approved examinations.

For a list of GenEd-approved World Language courses, click here.

**OR**

**World Culture Courses**

Students must successfully complete at least two courses, for a total of at least 6 cr., from the list of GenEd-approved World Culture courses.

**OR**

**International Experience**

To satisfy the International Experience option, students must complete an approved study abroad program or approved study abroad internship of at least six credit hours and at least six weeks abroad in duration (or a combination of programs totaling 6 credit hours; if a combination of programs is chosen, the international experiences must, at a minimum, be three weeks abroad in duration, and the student must earn at least 3 credit hours from the program for it to count as half of the 6-credit-hour requirement.) The language of instruction of these programs may be English or another world language, and the site of instruction may be any country except the United States. The following options are available, although certain prerequisites and conditions apply to some programs. In all cases, the programs will have been pre-approved for credit by the Overseas Study Advisory Council (1–3 below) or the Office of International Admissions (4 below):

1. IU-administered programs
2. IU co-sponsored programs
3. IU autonomous programs
4. Non–IU programs that have been approved in advance by the Office of International Admissions via approval of the Credit Transfer Agreement Form.

For information about opportunities for studying abroad, see the Web site of the [IU Overseas Study Program](#).

World Languages and Cultures course characteristics are available here.

**Additional Considerations**

A minimum of 6 credit hours of the IU Bloomington General Education Common Ground curriculum must be completed in residence at Indiana University Bloomington.

Unless otherwise explicitly stated, a grade of D– or higher is sufficient for successful completion of a course in the General Education Common Ground curriculum.

In order to apply toward the General Education Common Ground requirements, a course must be GenEd-approved for the semester in which the course is taken.

Courses in which a student earns a grade of “P” (i.e., Pass) will not count toward fulfillment of Common Ground requirements.

For additional information on General Education policies, click here.

**Shared Goals**

Each degree program should be designed in such a way that students are provided opportunities to experience these additional aspects of an undergraduate education:

- Intensive Writing
- Information Fluency
- Diversity in the United States
- Enriching Educational Experiences (service learning, internship, capstone project, student teaching, independent research/creative activity program, an approved study abroad experience, honors thesis, show, recital, performance)

For more information on Shared Goals, click here.

**English Composition**

**Course Characteristics**

1. Courses fulfilling the Composition proficiency requirement should
   - emphasize formal instruction in writing that integrates reading, thinking, and writing skills transferable to a wide variety of college courses and experiences students will encounter;
   - include at least a full semester sequence of frequent and regular writing assignments that build sequentially on students’ ability to read critically, summarize, apply, analyze, and synthesize what they have read, discussed, and researched;
   - emphasize the development of students’ ideas in the context of ongoing cultural, scholarly,
Courses approved for the Mathematical Modeling requirement must demonstrate and provide a system for consistency in instruction and in assessment of student achievement.

3. Courses approved for the mathematical modeling requirement should engage students with mathematical concepts and techniques that prepare them for a variety of possible future courses and degrees.

4. A course used to satisfy the Mathematical Modeling Foundations requirement may not double-count toward the Breadth of Inquiry Natural and Mathematical Sciences requirement.

Courses that fulfill the GenEd Mathematical Modeling requirement

Arts and Humanities

Course Characteristics

Courses in the Arts and Humanities enable students to understand and interpret expressions and artifacts of human experience in word, image, music, and gesture. In these courses, students investigate the varieties of aesthetic, intellectual, and cultural expression from both contemporary and historical perspectives. They also develop the abilities to think rationally and to construct and assess opinions, ideas, and arguments. Arts and Humanities courses further encourage students to explore their own identity and traditions, so that they may craft their own responses to a changing and complex, modern world.

In the Arts, students explore human expression through (a) writing in various literary forms, (b) visual arts (painting, sculpture, textiles, etc.), (c) musical composition and performance, and (d) dramatic performance (live theater, video and film, dance, etc.). In the Humanities, students explore areas of knowledge and analysis relating to human history, philosophy, and/or culture.

Courses approved in Arts and Humanities (a) investigate and analyze modes of symbolic representation and artistic and/or literary conventions; (b) explore cultural, historical, and intellectual contexts of literature, art, music, and drama; (c) grapple with religious, philosophical, and moral questions; and/or (d) create and/or re-create artistic works culminating in individual or group publication, production, or performance. Courses included in this last category will integrate analytical papers or formal critiques demonstrating students’ ability to express opinions and ideas, and to argue rationally about them.

Courses that apply to the GenEd A&H requirement

Social and Historical Studies

Course Characteristics

Courses in this area examine individual, collective, and institutional behavior in social and historical contexts. Coursework may examine the interactions among diverse forces such as those arising in historical, communicative, geographical, social, cultural, legal, economic, and political contexts. Students will be introduced to theoretical approaches and methodologies for understanding social behavior and institutions. Courses may emphasize knowledge of specific historical and social situations or foster an appreciation for the diversity of human sociality and the complex forces shaping human history.

Courses that apply to the GenEd S&H requirement
Shared Goals
Each degree program should be designed in such a way that students are provided opportunities to experience these additional aspects of an undergraduate education:

**Intensive Writing**
Each degree program should articulate how undergraduate students fulfill this requirement within their degree program. Normally, the expectations for an intensive writing experience would be: taught by faculty in small sections or by individual arrangement; include a series of written assignments evaluated with close attention to organization and expression as well as to substance and argument; graded revision of assignments.

**Information Fluency**
Information Fluency includes, but goes beyond, information technology skills, to introduce students to critical information resources that underlie the major field of study and introduce students to skills in utilizing information resources within that field. Students should be able to determine the extent of information needed, access the needed information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into one’s knowledge base, use information effectively to accomplish a specific purpose, and understand the economic, legal, and social issues surrounding the use of information, and access and use information ethically and legally.

**Diversity in the United States**
As approved by the Bloomington Faculty Council (Circular B39-1990), the faculty of each undergraduate degree-granting unit shall adopt a degree requirement appropriate to their curriculum that addresses issues of diversity in the United States. Adoption of a requirement that has a focus on the issues of diversity and cultural, racial, ethnic, class, age, ability, sexual orientation, religious, and gender discrimination within the context of the United States would be especially useful in achieving the objectives of enhanced understanding of diversity.

**Enriching Educational Experiences**
Meaningful educational experiences, some of which may be outside the traditional classroom, can enhance the overall undergraduate academic experience. These experiences may or may not be linked to specific courses. Each academic program should set forth the accepted options for fulfilling this shared goal. IUB recognizes the value of different types of enriching educational activities, such as a service-learning course, internship, community service and community-based action research, fieldwork, capstone project, student teaching, independent research/creative activity program, approved study abroad experience, honors thesis, show, recital, performance, or advocacy in your major. Such experiences provide opportunities to apply discipline-specific skills and knowledge to community issues and to examine issues of service and social responsibility that relate to the chosen career field.

Shared Goals requirements vary by school and degree program.

**Learning Outcomes**
The General Education Committee has identified specific learning outcomes for courses in each of the...
Common Ground categories. For details, please click the appropriate link on the left.

**English Composition**

English composition courses emphasize formal instruction in writing that integrates reading, thinking, and writing skills transferable to a wide variety of college courses and experiences. These courses include at least a full semester sequence of frequent and regular writing assignments that build sequentially on students’ ability to read critically, summarize, apply, analyze, and synthesize what they have read, discussed, and researched. English composition courses emphasize the development of students’ ideas in the context of ongoing cultural, scholarly, and professional “conversations,” clarity of expression, and organization, in addition to correct grammar, spelling, punctuation, and citation; and they involve rigorous draft feedback and evaluation using appropriate rubrics.

**Student Learning Outcomes**

Students proficient in English composition will demonstrate the ability to:

1. employ strategies of pre-writing, drafting, and revising, taking into consideration rhetorical purpose, the knowledge and needs of different audiences, and the feedback of instructors and peers;
2. produce substantial revisions of drafts, as distinguished from editing and proofreading;
3. read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual sources as the basis for developing their own ideas and claims;
4. conduct inquiry-driven research, using appropriate data repositories and properly attributing and citing the language and ideas of others to avoid plagiarism;
5. develop a focused thesis and link it to appropriate reasons and adequate evidence;
6. use genre conventions and structure (e.g., introductions, paragraphing, transitions) in ways that serve the development and communication of information and ideas;
7. edit such that choices in style, grammar, spelling, and punctuation contribute to the clear communication of information and ideas.

A minimum grade of C in an approved course is required to show proficiency in English composition.

Courses that fulfill the GenEd English Composition requirement

**Mathematical Modeling**

Mathematical Modeling courses provide rigorous instruction in fundamental mathematical concepts and skills presented in the context of real-world applications. The modeling skills provide analytical methods for approaching problems students encounter in their future endeavors.

**Learning Outcomes**

Students proficient in Mathematical Modeling should demonstrate the ability to:

1. create mathematical models of empirical or theoretical phenomena in domains such as the physical, natural, or social sciences;
2. create variables and other abstractions to solve college-level mathematical problems in conjunction with previously-learned fundamental mathematical skills such as algebra;
3. draw inferences from models using college-level mathematical techniques including problem solving, quantitative reasoning, and exploration using multiple representations such as equations, tables, and graphs.

Courses that apply to the GenEd A&H requirement

**Arts and Humanities**

Courses in the Arts and Humanities area of the Common Ground in General Education explore expressions and artifacts of human experience from past and present cultures throughout the world. Courses taken in fulfillment of the Arts and Humanities requirement introduce students to a range of knowledge, analytical frameworks, and critical perspectives, and are intended to contribute to any or all of the following learning outcomes.

**Student Learning Outcomes**

Students who complete the Arts and Humanities requirement will demonstrate:

1. knowledge of origins, varieties, and meanings of the expressions and artifacts of human experience, including (a) original written texts in various literary forms, (b) works of visual art and design, (c) musical compositions, and (d) dramatic performance (live theater, dance, film, video, digital, etc.);
2. knowledge of the cultural, intellectual, and historical contexts through which these expressions and artifacts are interpreted;
3. an understanding of the modes of symbolic expression and aesthetic and/or literary conventions that are used in these expressions and artifacts;
4. the ability to develop arguments, ideas, and opinions about forms of human expression, grounded in rational analysis and in an understanding of and respect for the historical context of expressions and artifacts, and to express these ideas in written and/or oral form;
5. the ability to create or reinterpret artistic works, as performer or as critic, through the development of skills of performance or skills of analysis and criticism;
6. the ability to explain and assess the changing perspectives on the meanings of arts and humanities traditions;
7. the ability to explore one’s own identity within prior and current intellectual, aesthetic, and cultural frameworks.

Courses that apply to the GenEd A&H requirement

**Social and Historical Studies**

Social and Historical studies courses help students understand human cultures and the impact of historical events that shaped their development. The theoretical underpinnings and methodologies introduced will provide...
students with critical analytical skills. The courses are also expected to increase the social awareness of students through intercultural knowledge and the ability to reason ethically. Knowledge of specific historical and social situations will help students integrate an appreciation for diversity and inclusiveness into their approach to life-long learning.

Student Learning Outcomes

Students who complete the Social and Historical Studies requirement will demonstrate

1. knowledge of human cultures based on an understanding of history, social situations, and social institutions;
2. the ability to think critically and creatively;
3. skills of inquiry and analysis;
4. quantitative and/or qualitative literacy through theory and methodology;
5. intercultural and/or civic knowledge.

Courses that apply to the GenEd S&H requirement

Natural and Mathematical Sciences

Courses in Natural and Mathematical Sciences will expose students to the nature and methods of scientific inquiry, emphasizing quantitative approaches to the testing of falsifiable hypotheses. These courses will begin to provide students with the tools and skills required not only to understand physical and biological phenomena but also to discover them through theoretically based inquiry, rigorous analytical thinking, and/or the collection and interpretation of empirical data, broadly interpreted. Development of these skills is essential for preparing students to be informed and active participants in modern society.

Student Learning Outcomes

Students who complete the Natural and Mathematical Sciences requirement will demonstrate

1. an understanding of scientific inquiry and the bases for technology;
2. the ability to model and understand the physical and natural world;
3. the ability to collect and interpret data, think critically, and conduct theoretically based inquiry;
4. the ability to solve problems;
5. analytical and/or quantitative skills.

Courses that apply to the GenEd N&M requirement

World Languages and Cultures

Studying World Languages and Cultures helps students to develop analytical skills appropriate to the study of international and intercultural relations, to understand elements that distinguish cultures from one another, and to be able to compare cultural perspectives. Through World Language courses, students gain the linguistic tools to communicate in another language at the intermediate level, and International Experiences provide them with the opportunity to apply such understanding and skills by means of active participation and reflection in programs of study outside the United States. World Languages and Cultures courses may deal to some extent with U.S. culture in its international connections. They need not focus on the present but may, instead, consider a historical subject. World Languages and Cultures courses seek to expand student knowledge of world affairs, cultures, societies, and values. They explore traditions grounded in different cultural paradigms, and provide a framework for understanding and appreciating the ideas and values of different cultures. These goals are intended to provide a foundation for basic understanding and knowledge, which will be further developed in more advanced studies; internationalization and globalization should infuse a student’s experience at Indiana University. The study of world languages and world cultures fosters an appreciation for the language, art, religion, philosophy, and material culture of different cultures; a respect for cultural differences and cultural ambiguity; and an ongoing willingness to seek out international or intercultural opportunities.

Learning Outcomes

Students who complete the World Languages and Cultures requirement will demonstrate

1. an understanding of culture within a global and comparative context (specifically, an understanding that a particular culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences);
2. knowledge of global issues, processes, trends, and systems (such as economic and political interdependency among nations, environmental-cultural interaction, global governance bodies, and nongovernmental organizations);
3. knowledge of other cultures (including beliefs, values, perspectives, practices, and products);
4. the ability to use cultural knowledge, diverse cultural frames of reference, and alternate cultural perspectives to think critically and solve problems;
5. the ability to communicate and connect with people in other language communities in a range of settings for a variety of purposes, developing skills in each of the four modalities: speaking (productive), listening (receptive), reading (receptive), and writing (productive) [N.B. This learning outcome applies specifically to students who study a foreign language.];
6. the ability to use foreign language skills and/or knowledge of other cultures to extend access to information, experiences, and understanding.

The World Languages and Cultures requirement may be completed through one of three options: language study, world culture courses, or international experiences (for details, see IU Bloomington General Education requirements).

- For a list of GenEd-approved World Language courses, click here.
- For a list of GenEd-approved World Culture courses, click here.
- For information about opportunities for studying abroad, see the Web site of the IU Overseas Study Program.

Courses

While providing the basis for a challenging and rewarding education, GenEd courses introduce students to the rich diversity of course offerings at IU Bloomington and encourage them to explore new and inspiring fields of
inquiry. Each year, faculty members from all academic units on the Bloomington campus review proposals for new additions to the list of GenEd courses. Over 900 courses have been approved by the General Education Committee, giving students a wide variety of options for fulfilling their GenEd requirements.

For a listing of all courses approved for a particular GenEd Common Ground category, please click the appropriate link on the left.

**English Composition**
The following courses will fulfill the IU Bloomington GenEd Common Ground English Composition requirement if taken in Summer 2016, Fall 2016, or Spring 2017.

CMLT-C 110  Writing the World  
ENG-W 131  Elementary Composition  
ENG-W 170  Introduction to Argumentative Writing (topic: Projects in Reading and Writing)

**Mathematical Modeling**
The following courses will apply to the IU Bloomington GenEd Common Ground Mathematical Modeling requirement if taken in Summer 2016, Fall 2016, or Spring 2017. (NB: A course used to satisfy the Mathematical Modeling Foundations requirement will **not** also count toward the Breadth of Inquiry Natural & Mathematical Sciences requirement.)

MATH-M 106  The Mathematics of Decision and Beauty  
MATH-J 113  Introduction to Calculus with Applications  
MATH-D 116–117  Introduction to Finite Mathematics I and II (2 cr. + 2 cr.)\(^1\)  
MATH-M 118  Finite Mathematics  
MATH-S 118  Honors Finite Mathematics  
MATH-V 118  Finite Mathematics with Applications (topic: Finite Mathematics for the Social and Biological Sciences)  
MATH-V 118  Finite Mathematics with Applications (topic: Finite and Consumer Mathematics)  
MATH-V 118  Finite Mathematics with Applications (topic: Finite Math in Action)  
MATH-M 119  Brief Survey of Calculus I  
MATH-V 119  Applied Brief Calculus I (topic: Applied Brief Calculus for the Life Sciences)  
MATH-M 211  Calculus I  
MATH-S 211  Honors Calculus I  
MATH-M 213  Accelerated Calculus

* **Note:** MATH-D 116–D 117 is a two-course sequence. Credit is not applied to the GenEd Mathematical Modeling requirement until both D 116 and D 117 are completed with a passing grade.

**Arts and Humanities**
The following courses will apply to the IU Bloomington GenEd Common Ground Arts & Humanities requirement if taken in Summer 2016, Fall 2016, or Spring 2017.

AAAD-A 112  Black Music of Two Worlds  
AAAD-A 131  Early African American and African Diaspora Literature  
AAAD-A 132  Recent African American and African Diaspora Literature  
AAAD-A 150  Survey of the Culture of Black Americans  
AAAD-A 169  Introduction to African American Literature  
AAAD-A 238  Communication in Black America  
AAAD-A 249  African American Autobiography  
AAAD-A 252  African American Art I: African Heritage  
AAAD-A 277  Images of Blacks in Films: 1903–1950s  
AAAD-A 278  Contemporary Black Film  
AAAD-A 290  Sociocultural Perspective of African American Music  
AAAD-A 295  Survey of Hip Hop  
AAAD-A 297  Popular Music of Black America  
AAST-A 200  Asian American Literature  
AAST-A 201  Asian Diaspora Experience  
AMID-D 191  Design Studies: Form and Function  
AMST-A 200  Comparative American Identities  
AMST-A 202  U.S. Arts and Media  
ANTH-A 208  Topics in the Anthropology of the Arts and Expressive Behavior  
ANTH-E 208  Global Jazz, Reggae, and Hip-Hop: African Diasporic Music  
Beyond the African Diaspora  
ANTH-E 220  Performing Human/Nature: Defining Relationships with the Environment  
ARTH-A 206  Classical Art and Archaeology  
ARTH-A 220  American Arts/American Identities, 1776–1945  
ARTH-A 226  Survey of Medieval Art  
ARTH-A 231  The Age of Giants: Art in the Time of Leonardo and Michelangelo  
ARTH-A 234  Renaissance Florence  
ARTH-A 280  The Art of Comics  
ARTH-H 100  Introduction to Art History and Visual Culture for Non-Majors  
CLAS-C 101  Ancient Greek Culture  
CLAS-C 102  Roman Culture  
CLAS-C 205  Classical Mythology  
CLAS-C 206  Classical Art and Archaeology  
CLLC-L 110  Text, Image, Sound  
CLLC-L 210  Culture, the Arts, and Society  
CMLT-C 111  Reading the World  
CMLT-C 147  Images of the Self: East and West  
CMLT-C 151  Introduction to Popular Culture  
CMLT-C 155  Culture and the Modern Experience: An Interdisciplinary and International Approach  
CMLT-C 200  Honors Seminar  
CMLT-C 205  Comparative Literary Analysis  
CMLT-C 216  Science Fiction, Fantasy, and the Western Tradition  
CMLT-C 217  Detective, Mystery, and Horror Literature  
CMLT-C 219  Romance and the Western Tradition  
CMLT-C 251  Lyrics and Popular Song  
CMLT-C 252  Literary and Television Genres  
CMLT-C 255  Modern Literature and Other Arts: An Introduction  
CMLT-C 257  Asian Literature and Other Arts  
CMLT-C 261  Introduction to African Literature  
CMLT-C 262  Cross-Cultural Encounters  
CMLT-C 265  Introduction to East Asian Poetry  
CMLT-C 291  Studies in Non-Western Film  
COGS-Q 240  Philosophical Foundations of the Cognitive and Information Sciences  
COLL-C 103  Critical Approaches to the Arts and Humanities  
COLL-S 103  Freshman Seminar in Arts and Humanities  
EALC-E 100  East Asia: An Introduction  
EALC-E 110  Popular Culture in East Asia
Social and Historical Studies

The following courses will apply to the IU Bloomington GenEd Common Ground Social & Historical Studies requirement if taken in Summer 2016, Fall 2016, or Spring 2017.

AAAD-A 154 History of Race in the Americas
AAAD-A 156 Black Liberation Struggles against Jim Crow and Apartheid
AAAD-A 203 Studying Blacks of the New World: African Americans and Africans in the African Diaspora
AAAD-A 205 Black Electoral Politics
AAAD-A 210 Black Women in the Diaspora
AAAD-A 250 U.S. Contemporary Minorities
AAAD-A 255 The Black Church in America
AAAD-A 264 History of Sports and the African American Experience
AAAD-A 265 Modern Sports and the African American Experience
AAST-A 101 Introduction to Asian American Studies
AFRI-L 231 African Civilization
AFRI-L 232 Contemporary Africa
AMST-A 150 Introduction to Native American and Indigenous Studies
AMST-A 201 U.S. Movements and Institutions
ANTH-A 122 Interpersonal Communication
ANTH-A 200 Topics in Anthropology of Culture and Society
ANTH-A 221 Anthropology of Food
ANTH-E 101 Sustainability and Society
ANTH-E 105 Culture and Society
ANTH-E 200 Social and Cultural Anthropology
ANTH-E 206 Chanting Down Babylon: Protest and Popular Culture in the Afro-Caribbean
ANTH-E 210 Rethinking Race Globally
ANTH-E 230 American Ethnic Diversity
ANTH-E 260 Culture, Health, and Illness
ANTH-L 200 Language and Culture
ANTH-L 208 Ways of Speaking
ANTH-P 200 Introduction to Archaeology
ANTH-P 210 Life in the Stone Age
ANTH-P 215 Sex in the Ancient City: An Archaeology of Sex
ANTH-P 230 Archaeology of the Ancient Maya
ANTH-P 240 Archaeology of the Movies
ANTH-P 250 Introductory World Archeology
ARTH-A 101 Ancient and Medieval Art
ARTH-A 102 Renaissance through Modern Art
ARTH-A 214 Art and Life in Ancient Rome
ARTH-A 233 Renaissance and Baroque Art in Italy
1250–1700
ARTH-A 290 Architecture for Planet Earth
BUS-F 260 Personal Finance
BUS-L 100 Personal Law
BUS-L 201 Legal Environment of Business
BUS-X 100 Introduction to Business
CEUS-R 191 Introduction to Central Eurasia
CEUS-R 250 Introduction to the Ancient Near East
CEUS-R 260 The Great Wall of China
CEUS-R 270 The Civilization of Tibet
CEUS-R 290 Introduction to Central Asia, Mongolia, and Tibet
CEUS-R 292 Introduction to Turkic and Iranian Civilization
CJUS-P 100 Introduction to Criminal Justice
CJUS-P 200 Theories of Crime and Deviance
CLLC-L 120 Politics, Identity, and Resistance
CLLC-L 220 Uses of the Past
COLL-C 104 Critical Approaches to the Social and Historical Studies
COLL-S 104 Freshman Seminar in Social and Historical Studies
EALC-E 120 Japanese Business and Public Policy
EALC-E 180 Cross-Cultural Experiences of War: East Asia and the United States
EALC-E 203 Issues in East Asian Cultural History (topic: Samurai: Culture and Violence in Premodern Japan)
EALC-E 233 Survey of Korean Civilization
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<td>Everyday Economics</td>
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<td>Introduction to Microeconomics</td>
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<td>Introduction to Macroeconomics: Honors</td>
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<td>EDUC-F 200</td>
<td>Examining Self as a Teacher</td>
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<td>EDUC-K 205</td>
<td>Introduction to Exceptional Children</td>
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<td>FOLK-F 121</td>
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<td>FOLK-F 210</td>
<td>Myth, Legend, and Popular Science</td>
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<td>FOLK-F 215</td>
<td>Health and Morbidity in Traditional Cultures</td>
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<td>FOLK-F 230</td>
<td>Music in Social Movements</td>
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<td>FOLK-F 253</td>
<td>Folklore and the Social Sciences</td>
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<td>FOLK-F 290</td>
<td>Myth, Ritual, Symbol</td>
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<td>FRIT-F 226</td>
<td>French Society: Topics</td>
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<td>Sexual Politics</td>
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<td>GNDR-G 105</td>
<td>Sex, Gender, and the Body</td>
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<td>GNDR-G 215</td>
<td>Sex and Gender in Cross-Cultural Perspective</td>
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<td>HIST-A 230</td>
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<td>Indians and American Popular Culture</td>
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<td>Pagans and Christians in the Middle Ages</td>
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<td>The Mafia and Other Italian Mysteries</td>
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<td>Women, Men, and Society in Modern Europe</td>
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</table>
**Natural and Mathematical Sciences**

The following courses will apply to the IU Bloomington GenEd Common Ground Natural & Mathematical Sciences requirement if taken in Summer 2016, Fall 2016, or Spring 2017. (NB: A course used to satisfy the Mathematical Modeling Foundations requirement will not also count toward the Breadth of Inquiry Natural & Mathematical Sciences requirement.)

- **ANAT-A 215** Basic Human Anatomy*
- **ANTH-A 107** Becoming Human: Evolving Genes, Bodies, Behavior, Ideas*
- **ANTH-A 211** Anthropology Topics in the Natural and Mathematical Sciences*
- **ANTH-B 200** Bioanthropology*
- **ANTH-B 250** Biocultural Medical Anthropology*
- **AST-A 100** The Solar System*
- **AST-A 102** Gravity, the Great Attractor: Evolution of Planets, Stars, and Galaxies*
- **AST-A 103** The Search for Life in the Universe*
- **AST-A 105** Stars and Galaxies*
- **AST-A 107** The Art of Astronomy: Images of the Universe*
- **AST-A 115** Birth and Death of the Universe*
- **AST-A 221** General Astronomy I*
- **AST-A 222** General Astronomy II*
- **BIOL-L 100** Humans and the Biological World*
- **BIOL-L 104** Introductory Biology Lectures*
- **BIOL-L 111** Foundations of Biology: Evolution and Diversity*
BIOL-L 112 Foundations of Biology: Biological Mechanisms*
BIOT-T 215 Diagnostic and Forensic Biotechnology Laboratory*
CHEM-C 100 The World as Chemistry*
CHEM-C 101 Elementary Chemistry I*
CHEM-C 102 Elementary Chemistry II*
CHEM-C 103 Introduction to Chemical Principles*
CHEM-C 117 Principles of Chemistry and Biochemistry I*
CHEM-C 118 Principles of Chemistry and Biochemistry II*
CHEM-C 121 Elementary Chemistry Laboratory I*
CHEM-C 122 Elementary Chemistry Laboratory II*
CHEM-C 127 Principles of Chemistry and Biochemistry Laboratory*
CHEM-S 117 Principles of Chemistry and Biochemistry, Honors*
CLLC-L 130 Science and the Universe*
CLLC-L 230 Life—Concepts and Issues*
COGS-Q 101 Introduction to Cognitive Science
COLL-C 105 Critical Approaches to the Natural and Mathematical Sciences*
COLL-S 105 Freshman Seminar in Natural and Mathematical Sciences*
CSCI-A 110 Introduction to Computers and Computing
CSCI-A 201 Introduction to Programming I
CSCI-A 202 Introduction to Programming II
CSCI-C 102 Great Ideas in Computing
CSCI-C 211 Introduction to Computer Science
CSCI-C 212 Introduction to Software Systems
CSCI-H 211 Introduction to Computer Science
CSCI-H 212 Introduction to Software Systems, Honors
GEOG-G 107 Physical Systems of the Environment*
GEOG-G 109 Weather and Climate*
GEOG-G 185 Environmental Change: The End of the World as We Know It?*
GEOG-G 208 Environment and Society*
GEOG-G 237 Mapping Our World*
GEOL-G 103 Earth Science: Materials and Processes*
GEOL-G 104 Evolution of the Earth*
GEOL-G 105 Earth: Our Habitable Planet*
GEOL-G 111 Physical Geology*
GEOL-G 112 Historical Geology*
GEOL-G 114 Dinosaurs and Their Relatives*
GEOL-G 116 Our Planet and Its Future*
GEOL-G 118 Sustainability in Water Resources*
GEOL-G 121 Origin and Evolution of Mars and Rocky Planetary Bodies*
GEOL-G 122 Introduction to Atmospheric Science*
GEOL-G 131 Oceans and Our Global Environment*
GEOL-G 138 Geology of State and National Parks Revealed*
GEOL-G 141 Earthquakes and Volcanoes*
GEOL-G 144 Extreme Weather and Its Impacts*
GEOL-G 171 Environmental Geology*
GEOL-G 188 Volcanoes of the Eastern Sierra Nevada: Geology and Natural Heritage of the Long Valley Caldera*
GEOL-S 103 Earth Science: Materials and Processes Honors*
GEOL-S 121 Meteorites and Geological Processes in Planets, Honors*
HON-H 241 Scientific Uncertainty and Discovery*
HPSC-X 200 Scientific Reasoning
HPSC-X 229 Introduction to the History and Philosophy of Modern Physics*
HPSC-X 253 Inductive Reasoning
HUBI-B 150 Introduction to Human Biology: From Cells to Society*
INFO-H 101 Introduction to Informatics—Honors
INFO-I 101 Introduction to Informatics
INFO-I 123 Data Fluency
LING-L 203 Introduction to Linguistic Analysis
LING-L 245 Language and Computers
MATH-D 116–117 Introduction to Finite Mathematics I and II (2 cr. + 2 cr.)¹
MATH-J 113 Introduction to Calculus with Applications
MATH-M 106 The Mathematics of Decision and Beauty
MATH-M 118 Finite Mathematics
MATH-M 119 Brief Survey of Calculus I
MATH-M 120 Brief Survey of Calculus II
MATH-M 211 Calculus I
MATH-M 212 Calculus II
MATH-M 213 Accelerated Calculus
MATH-S 118 Honors Finite Mathematics
MATH-S 211 Honors Calculus I
MATH-S 212 Honors Calculus II
MATH-V 118 Finite Mathematics with Applications (topic: Finite Math in Action)
MATH-V 118 Finite Mathematics with Applications (topic: Finite Mathematics for the Social and Biological Sciences)
MATH-V 119 Applied Brief Calculus I (topic: Applied Brief Calculus I for the Life Sciences)
MSCI-M 216 Medical Science of Psychoactive Drugs*
MUS-A 111 Electronics I*
MUS-A 112 Electronics II*
PHIL-P 250 Introductory Symbolic Logic
PHIL-P 251 Intermediate Symbolic Logic
PHSL-P 215 Basic Human Physiology*
PHYS-P 101 Physics in the Modern World*
PHYS-P 105 Basic Physics of Sound*
PHYS-P 108 Audio Technology Acoustics Laboratory*
PHYS-P 109 Introductory Acoustics Laboratory*
PHYS-P 111 Physics of Extraterrestrial Life and Death*
PHYS-P 120 Energy and Technology*
PHYS-P 125 Energy in the Twenty-first Century*
PHYS-P 150 How Things Work*
PHYS-P 151 Twenty-first-Century Physics*
PHYS-P 199 Physical Science through Inquiry*
PHYS-P 201 General Physics I*
PHYS-P 202 General Physics II*
PSY-P 101 Introductory Psychology I*
PSY-P 155 Introduction to Psychological and Brain Sciences*
PSY-P 211 Methods of Experimental Psychology*
SOC-S 110 Charts, Graphs, and Tables
SPEA-E 272 Introduction to Environmental Sciences*
SPEA-S 272 Honors—Introduction to Environmental Sciences*
SPH-N 231 Human Nutrition*
SPH-V 241 Foundations of Environmental Health*
STAT-S 100 Statistical Literacy
TOPT-V 201 Anatomy and Physiology of the Eye*
VSCI-V 250 The Miracle of Sight*

¹ Note: MATH-D 116–D 117 is a two-course sequence. Credit is not applied to the GenEd Natural and
Mathematical Sciences requirement until both D 116 and D 117 are completed with a passing grade.

* Natural Science course

**World Languages**

The following courses will apply to the IU Bloomington GenEd Common Ground World Languages requirement if taken in Summer 2016, Fall 2016, or Spring 2017.

- CEUS-T 101 Introductory Finnish I
- CEUS-T 102 Introductory Finnish II
- CEUS-T 103 Introductory Estonian I
- CEUS-T 104 Introductory Estonian II
- CEUS-T 111 Introductory Uzbek I
- CEUS-T 112 Introductory Uzbek II
- CEUS-T 113 Introductory Kazakh I
- CEUS-T 114 Introductory Kazakh II
- CEUS-T 117 Introductory Turkmen I
- CEUS-T 118 Introductory Turkmen II
- CEUS-T 131 Introductory Uyghur I
- CEUS-T 132 Introductory Uyghur II
- CEUS-T 141 Introductory Hungarian I
- CEUS-T 142 Introductory Hungarian II
- CEUS-T 151 Introductory Persian I
- CEUS-T 152 Introductory Persian II
- CEUS-T 161 Introductory Mongolian I
- CEUS-T 162 Introductory Mongolian II
- CEUS-T 171 Introductory Tibetan I
- CEUS-T 172 Introductory Tibetan II
- CEUS-T 181 Introductory Turkish I
- CEUS-T 182 Introductory Turkish II
- CEUS-T 183 Introductory Azerbaijani I
- CEUS-T 184 Introductory Azerbaijani II
- CEUS-T 201 Intermediate Finnish I
- CEUS-T 202 Intermediate Finnish II
- CEUS-T 203 Intermediate Estonian I
- CEUS-T 204 Intermediate Estonian II
- CEUS-T 211 Intermediate Uzbek I
- CEUS-T 212 Intermediate Uzbek II
- CEUS-T 213 Intermediate Kazakh I
- CEUS-T 214 Intermediate Kazakh II
- CEUS-T 217 Intermediate Turkmen I
- CEUS-T 218 Intermediate Turkmen II
- CEUS-T 231 Intermediate Uyghur I
- CEUS-T 232 Intermediate Uyghur II
- CEUS-T 241 Intermediate Hungarian I
- CEUS-T 242 Intermediate Hungarian II
- CEUS-T 251 Intermediate Persian I
- CEUS-T 252 Intermediate Persian II
- CEUS-T 261 Intermediate Mongolian I
- CEUS-T 262 Intermediate Mongolian II
- CEUS-T 271 Intermediate Tibetan I
- CEUS-T 272 Intermediate Tibetan II
- CEUS-T 281 Intermediate Turkish I
- CEUS-T 282 Intermediate Turkish II
- CEUS-T 283 Intermediate Azerbaijani I
- CEUS-T 284 Intermediate Azerbaijani II
- CLAS-L 250 Second-Year Latin II
- EALC-C 101 Elementary Chinese I
- EALC-C 102 Elementary Chinese II
- EALC-C 103 Advanced Elementary Chinese I
- EALC-C 104 Advanced Elementary Chinese II
- EALC-C 201 Second-Year Chinese I
- EALC-C 202 Second-Year Chinese II
- EALC-J 101 Elementary Japanese I
- EALC-J 102 Elementary Japanese II
- EALC-J 201 Second-Year Japanese I
- EALC-J 202 Second-Year Japanese II
- EALC-K 101 Elementary Korean I
- EALC-K 102 Elementary Korean II
- EALC-K 201 Second-Year Korean I
- EALC-K 202 Second-Year Korean II
- EURO-E 100 Beginning Modern Greek I
- EURO-E 150 Beginning Modern Greek II
- EURO-E 200 Intermediate Modern Greek I
- EURO-E 250 Intermediate Modern Greek II: An Introduction to Modern Greek Culture
- FRIT-F 100 Elementary French I
- FRIT-F 115 Accelerated Elementary French
- FRIT-F 150 Elementary French II: Language and Culture
- FRIT-F 200 Second-Year French I: Language and Culture
- FRIT-F 250 Second-Year French II: Language and Culture
- FRIT-F 265 Accelerated Second-Year French
- FRIT-M 100 Elementary Italian I
- FRIT-M 110 Italian Language through Opera
- FRIT-M 115 Accelerated Elementary Italian
- FRIT-M 150 Elementary Italian II
- FRIT-M 200 Intermediate Italian I
- FRIT-M 215 Accelerated Second-Year Italian
- FRIT-M 250 Intermediate Italian II
- GER-G 100 Beginning German I
- GER-G 105 Accelerated First-Year German
- GER-G 150 Beginning German II
- GER-G 200 Intermediate German I
- GER-G 250 Intermediate German II
- GER-K 100 Beginning Norwegian I
- GER-K 150 Beginning Norwegian II
- GER-K 200 Intermediate Norwegian I
- GER-K 250 Intermediate Norwegian II
- GER-N 100 Intensive Dutch I
- GER-N 150 Intensive Dutch II
- GER-N 200 Dutch Reading, Composition, and Conversation I
- GER-N 250 Dutch Reading, Composition, and Conversation II
- GER-Y 100 Beginning Yiddish I
- GER-Y 150 Beginning Yiddish II
- GER-Y 200 Intermediate Yiddish I
- GER-Y 250 Intermediate Yiddish II
- HISP-P 100 Elementary Portuguese I
- HISP-P 135 Intensive Portuguese
- HISP-P 150 Elementary Portuguese II
- HISP-P 200 Second-Year Portuguese I
- HISP-P 250 Second-Year Portuguese II
- HISP-S 100 Elementary Spanish I
- HISP-S 105 First-Year Spanish
- HISP-S 150 Elementary Spanish II
- HISP-S 200 Second-Year Spanish I
- HISP-S 250 Second-Year Spanish II
- INST-H 100 Beginning Hindi I
- INST-H 150 Beginning Hindi II
World Cultures

The following courses will apply to the IU Bloomington GenEd Common Ground World Cultures requirement if taken in Summer 2016, Fall 2016, or Spring 2017.

AAAD-A 112 Black Music of Two Worlds
AAAD-A 154 History of Race in the Americas
AAAD-A 156 Black Liberation Struggles against Jim Crow and Apartheid
AAAD-A 221 Dance in the African Diaspora
AAST-A 201 Asian Diaspora Experience
AFRI-L 231 African Civilization
AFRI-L 232 Contemporary Africa
AMST-A 100 What is America?
ANTH-E 206 Chanting Down Babylon: Protest and Popular Culture in the Afro-Caribbean
ANTH-P 230 Archaeology of the Ancient Maya
ANTH-P 250 Introductory World Archeology
ARTH-A 101 Ancient and Medieval Art
ARTH-A 102 Renaissance through Modern Art
ARTH-A 155 Introduction to African Art
ARTH-A 160 Introduction to East Asian Art
ARTH-A 206 Classical Art and Archaeology
ARTH-A 226 Survey of Medieval Art
ARTH-A 234 Renaissance Florence
ARTH-A 262 Introduction to Japanese Art and Culture
CEUS-R 250 Introduction to the Ancient Near East
CEUS-R 270 The Civilization of Tibet
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<td>CEUS-R 292</td>
<td>Introduction to Turkic and Iranian Civilization</td>
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<td>CLAS-C 101</td>
<td>Ancient Greek Culture</td>
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<td>CLAS-C 102</td>
<td>Roman Culture</td>
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<td>CLAS-C 205</td>
<td>Classical Mythology</td>
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<td>Classical Art and Archaeology</td>
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<td>CMLT-C 147</td>
<td>Images of the Self: East and West</td>
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<td>CMLT-C 257</td>
<td>Asian Literature and Other Arts</td>
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<td>CMLT-C 261</td>
<td>Introduction to African Literature</td>
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<td>CMLT-C 262</td>
<td>Cross-Cultural Encounters</td>
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<td>CMLT-C 265</td>
<td>Introduction to East Asian Poetry</td>
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<td>CMLT-C 266</td>
<td>Introduction to East Asian Fiction</td>
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<td>CMLT-C 291</td>
<td>Studies in Non-Western Film</td>
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<td>EALC-E 100</td>
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<td>Popular Culture in East Asia</td>
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<td>The Daoist Body</td>
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<td>EALC-E 180</td>
<td>Cross-Cultural Experiences of War: East Asia and the United States</td>
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<td>Issues in East Asian Literature (topic: Lords, Ladies, and Hermits in Early Japanese Literature)</td>
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<td>EALC-E 203</td>
<td>Issues in East Asian Cultural History (topic: Samurai: Culture and Violence in Premodern Japan)</td>
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<td>EALC-E 231</td>
<td>Japan: The Living Tradition</td>
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<td>EALC-E 232</td>
<td>China Past and Present: Culture in Continuing Evolution</td>
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<td>Modern and Contemporary Japanese Culture</td>
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<td>Topics in Italian Culture</td>
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<td>FRIT-M 234</td>
<td>Florence in Florence</td>
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<td>FRIT-M 235</td>
<td>Rome, the City and the Myth</td>
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<td>FRIT-M 238</td>
<td>Visual, Musical, and Literary Culture in Italy</td>
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<td>An Introduction to German Culture</td>
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<td>Fairy Tales from the Grimm Brothers to Today</td>
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<td>HIST-B 200</td>
<td>Issues in Western European History</td>
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<td>HIST-B 204</td>
<td>Medieval Heroes</td>
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<td>HIST-B 208</td>
<td>Pagans and Christians in the Middle Ages</td>
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<td>HIST-B 226</td>
<td>The Mafia and Other Italian Mysteries</td>
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<td>HIST-B 260</td>
<td>Women, Men, and Society in Modern Europe</td>
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INTL-I 203 Global Development
INTL-I 204 Human Rights and International Law
INTL-I 205 International Communication and the Arts
INTL-I 206 Identity and Conflict
INTL-I 220 Global Connections
INTL-I 222 Global Health Connections
JSTU-C 216 Israeli Inequality in Context
JSTU-C 240 Contemporary Israeli Culture
JSTU-J 220 Sacred Books of the Jews
JSTU-J 251 Introduction to Jewish History: From the Bible to Spanish Expulsion
JSTU-J 252 Introduction to Jewish History: From Spanish Expulsion to the Present
JSTU-J 254 Israel: History, Society, Culture
JSTU-J 260 Literary Masterpieces of Muslim Spain
LTAM-L 210 The Latin American Experience
LTAM-L 211 Contemporary Problems in Latin America
LTAM-L 275 Altered States: Spirituality, Power, Healing
MEST-M 200 Medieval Cultures
MUS-Z 270 Music of War and Peace
MUS-Z 280 Music of the Silk Road
MUS-Z 281 East-West Encounters in Music
MUS-Z 282 Music of Russia
MUS-Z 284 Music in Global Cinema
NELC-N 204 Topics in Middle Eastern Culture and Society
NELC-N 212 Contemporary Literatures of the Middle East (in English Translation)
NELC-N 216 Israeli Inequality in Context
NELC-N 220 Muhammad: Life of the Prophet
NELC-N 233 The Golden Age of Islamic Civilization
NELC-N 260 Literary Masterpieces of Muslim Spain
NELC-N 265 Introduction to Islamic Civilization
PHIL-P 201 Ancient Greek Philosophy
PHIL-P 205 Modern Jewish Philosophy
REL-A 201 Introduction to African Religions
REL-A 210 Introduction to the Old Testament/Hebrew Bible
REL-A 220 Introduction to the New Testament
REL-A 230 Introduction to Judaism
REL-A 235 Sacred Books of the Jews
REL-A 250 Introduction to Christianity
REL-A 270 Introduction to Islam
REL-B 210 Introduction to Buddhism
REL-B 215 Zen Buddhism
REL-B 220 Introduction to Hinduism
REL-B 230 Introduction to Chinese Religion
REL-B 240 Introduction to Daoism
REL-R 152 Jews, Christians, Muslims
REL-R 153 Religions of Asia
SLAV-C 223 Introduction to Czech Culture
SLAV-P 223 Introduction to Polish Culture
SLAV-R 123 Masterworks of Russian Short Fiction
SLAV-R 223 Introduction to Russian Culture
SLAV-R 263 Pushkin to Dostoevsky
SLAV-R 264 Tolstoy to Solzhenitsyn
SLAV-S 223 Introduction to Balkan and South Slavic Cultures
SLAV-U 223 Introduction to Ukrainian Culture

International Experiences
For information about the International Experience option for fulfilling the World Languages and Cultures requirement and about opportunities for studying abroad, see the Web site of the IU Overseas Study Program.

Academic Policies
For information on a specific GenEd policy, please click the appropriate link on the left.

Accommodations for Students with Disabilities
Students with documented disabilities that affect their performance in the Common Ground Mathematics and/or World Language curriculum should contact the Office of Disability Services for Students (DSS). DSS will evaluate students on an individual basis and make any necessary referrals for further consultation, support, and when appropriate, additional accommodations. Requirements will not be waived, but early contact and participation in the accommodations process can promote student success and ensure timely progress to degree.

Double-Counting Courses
"Double-counting" occurs when a single course applies to more than one requirement.

Several courses have been approved for both Breadth of Inquiry credit (A&H, S&H, or N&M) and World Culture credit. These courses double-count within the IU Bloomington campus-wide General Education Program and will apply to both GenEd requirements.

A course used to satisfy the Mathematical Modeling Foundations requirement, however, will not double-count toward the Breadth of Inquiry: Natural and Mathematical Sciences requirement.

At the discretion of the degree-granting unit (i.e., the school or the College), a GenEd-approved course may also apply to that school's degree requirements.

Grade Minima
Unless otherwise explicitly stated, a grade of D– or higher is sufficient for successful completion of a course in the General Education Common Ground curriculum.

A grade of C or higher is required for successful completion of a course approved for the Foundations: English Composition requirement.

Courses in which a student earns a grade of “P” (i.e., Pass) will not count toward fulfillment of Common Ground requirements.

Independent Study
Independent study or correspondence courses do not apply toward fulfillment of IU Bloomington General Education Common Ground requirements.

Repeatable Courses
Repeatable courses that are GenEd-approved may apply toward fulfillment of Common Ground requirements more than once only if the course is repeated with a different topic.

Statewide Transfer General Education Core
Students who earn the STGEC milestone at another Indiana University campus or another Indiana state public institution of higher education prior to matriculation at
Indiana University Bloomington will not be subject to IU Bloomington GenEd Common Ground requirements.

Students who transfer to IU Bloomington after partially completing STGEC requirements at another IU campus or at another Indiana state educational institution will have their transfer credit applied, course-by-course, to IUB GenEd Common Ground requirements in accordance with established course articulations and transfer credit policies.

NB: Courses that are associated with a particular STGEC competency area at one institution or campus will not necessarily apply to that (or any) STGEC competency area at another institution or campus.

**Test Credit**

For Breadth of Inquiry and World Languages and Cultures, at the discretion of departments, and with permission of the appropriate academic dean (i.e., the academic dean for the course), exemptions for approved courses may be earned by satisfactory performance on departmentally approved examinations.

Equivalencies for foreign language courses are established by the College of Arts and Sciences and will apply to the General Education requirements in accordance with the policies published in the current *Bulletin of the College of Arts and Sciences*.

Students whose SAT Verbal score is 670 or higher, or who earn a score of 32 or higher on the ACT English Test, are exempt from the English Composition requirement.

Students who earn a score of 4 or 5 on the AP English Language and Composition exam will receive credit for ENG-W 131, which fulfills the English Composition requirement. Students who earn a score of 4 or 5 on the AP English Literature and Composition exam will receive credit for ENG-L 198 and are exempt from the English Composition requirement.

For additional information on academic credit granted on the basis of performance on select standardized tests (Advanced Placement, International Baccalaureate, etc.) see the Web site of the Office of Admissions.

**Transfer Credit**

1. Transfer credit that is articulated to an IU Bloomington GenEd-approved course will apply toward the same GenEd Common Ground requirement (or requirements) as the IU Bloomington course in that category. Course equivalencies are established through review by appropriate faculty members in the IU Bloomington academic unit that offers the relevant course or courses, in accordance with the policy and practice of that academic unit.

2. Credit granted on the basis of test scores (AP, IB, departmental exams), if it appears on a student transcript as an IU Bloomington GenEd-approved course, will apply toward the same GenEd Common Ground requirement (or requirements) as the IU Bloomington course in that category. Course equivalencies are established through review by appropriate faculty members in the IU Bloomington academic unit that offers the relevant course or courses, in accordance with the policy and practice of that academic unit.

3. Any IU course taken in residence at another IU campus and listed in the Core Transfer Library under the same CTL Name as an IUB GenEd-approved course will apply toward the same GenEd Common Ground requirement (or requirements) as the IU Bloomington course in that category.

4. Courses offered at other IU campuses may be considered equivalent to an IU Bloomington GenEd-approved course for the purpose of fulfilling the IUB GenEd Common Ground requirements. Such equivalencies are established through review by appropriate faculty members in the IU Bloomington academic unit that offers the relevant course or courses, in accordance with the policy and practice of that academic unit.

5. Transfer credit that has been articulated to a course that is not part of the GenEd curriculum is not applicable to IU Bloomington GenEd Common Ground requirements.

6. With appropriate approval, transfer credit that appears on a student transcript as “Undistributed” may apply toward GenEd Common Ground requirements. Students who wish to have undistributed transfer credit evaluated for possible application to their GenEd requirements should first contact the Office of Admissions to request course articulation through the standard procedure. If such transfer credit cannot be articulated to an IU Bloomington course, the student may request that the undistributed credit be evaluated for applicability to GenEd requirements. Applicability of undistributed transfer credit to GenEd Common Ground requirements requires approval of the appropriate academic unit (as determined by the subject matter of the course) and of the GenEd Committee. Students must meet published deadlines for the evaluation of undistributed transfer credit and will not be allowed to file a petition for a single course more than once.

7. Transfer credit will be reviewed for applicability to GenEd Common Ground requirements only after the student has completed the course and the transfer credit appears on the student’s Indiana University transcript.